Reconciliation Of The Disciplines Across English Language Studies
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Examining Language Learners’ Engagement with Teacher Versus Peer Written Corrective Feedback in EFL classrooms 255
Abstract

Of the major difficulties EAP teachers often face in the moment-by-moment unfolding of classroom discourse is juggling with both language- and subject-related contents, while the latter may fall beyond their realms of knowledge and expertise. In other words, they tend to display teachers’ knowledge deficit of the discipline. This issue is what Wu and Badger (2009) called ‘In-class Subject Knowledge Dilemmas’ (ISKD). An interactional feature that can trigger ISKDs is learner initiative. This study aimed to explore how teachers respond to such uninvited contributions in EAP classes. To this aim, nine Iranian EAP teachers’ naturally-occurring classroom interactions were videotaped and transcribed. Each teacher was then invited for a stimulated recall interview to identify ISKD-relevant initiatives. Out of 90 subject-related initiatives, 34 tapped into the teachers’ knowledge deficit. The teachers treated them in different ways including avoidance, acknowledging ignorance, risk-taking, resourcing, and negotiating. These pedagogical practices can be discussed based on Skinner’s (2017) conceptualization of understanding teacher talk. Those teachers who articulated concerns about either face and authority or ethics enacted the first two pedagogical practices; their statements and practices represented pre-liminal understanding. However, those who responded through risk-taking and resourcing were obsessed with providing learners with input which can be construed as liminal understanding. Finally, those who negotiated learner initiatives tried to align their talk with the pedagogical goal of the lesson, thus demonstrating a post-liminal understanding. The findings of this study can substantiate Waring’s (2016) theory of pedagogical interaction, more specifically the principle of complexity.

Keywords: EAP, learner initiative, knowledge deficit, teacher talk, pedagogic goal
Metadiscourse in Academic Written and Spoken English: A Comparative Corpus-based Inquiry

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Abstract

The current research reports on a comparative study performed in the field of Corpus Linguistics and Contrastive Analysis. The objective of the research was to uncover and analyze the distributional pattern of interactive and interactional metadiscourse features in two modes of academic spoken and written English. For this reason, two corpora of British Academic Written English Corpus and British Academic Spoken English Corpus were used as the representative and balanced data collection sources. In addition, Sketch engine software was exploited as the corpus software by which instances of metadiscourse features were identified and analyzed in concordance lines. For the purpose of identifying and classifying metadiscourse features, Hyland’s model (2005) was exploited in which he classifies metadiscourse features in to two main categories of interactive and interactional. The quantitative analysis demonstrated that, in both corpora, the general propensity of the authors was towards the interactive metadiscourse features. In addition, in the written corpus, the transitions and endophoric markers were used more; while in the spoken endophoric markers and transitions were the most applicable metadiscourse features. In the interactional metadiscourse features, hedges and self-mentions were the most used.

Keywords: Metadiscourse Features, Interactive Metadiscourse, Interactional Metadiscourse, Corpus Linguistics, Written English, Spoken English
Investigation of Teacher Professional Programs for Iranian EFL Teachers

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Abstract

Training professionally developed language teachers has always been one of the main concerns of teacher training centers as well as language teacher programs. Teacher education is an on-going process which enhances and consolidates teachers’ pedagogic knowledge, expertise, skills and efficiency in both teaching and classroom management leading to smooth learning as well as student achievement. Given this, the present paper set out to investigate the current practices of teacher professional training programs in Isfahan, Iran. The design of the study is a non-experimental descriptive one. The data were collected through three sources: a survey (teachers’ professional development survey developed by Khani & AzimiAmoli (2018)) utilizing a five-point likert scale questionnaire consisting of three sub-parts: What L2 teachers need to know, How L2 teachers should teach and How L2 teachers learn to teach.; a subsequent interview with ten English teachers; and observation of teacher training scheme in Isfahan. The majority of the respondents including the teacher participants (both those who filled out the survey and those who were interviewed) were of the opinion that the quality of these programs was almost unsatisfactory. The results of the researcher’s observation also showed that the content of teacher professional training programs in Isfahan was not quite consistent with the principles of the survey. There are pedagogical implications for language teachers, teacher training program designers, and policy makers in the ministry of education and any other teaching contexts which share the same concerns.

Keywords: Interview, Iranian English Teachers, Observation, Survey, Teacher Professional Development
Investigation of Culture in an English Reading Textbook: A Semiotic Approach

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Abstract

Considering the current status of English as a lingua franca that transcends the boundaries of a particular culture and society, policymakers' attempt is to foster critical and cultural awareness in language learning curricula. Textbooks, as the primary classroom materials, play an essential role in how this goal is realized. In the current study, Strategic Reading, a series commonly used to help students develop their reading skill, was examined to see how culture is presented and how two semiotic frameworks were used to direct the learners' attention to the commentaries within the text, exercises, and pictures. To this end, a semiotic analysis of the text, based on Pierce typology of the sign, was carried out to investigate the processes involved in cultural representations in the series. To further inspect this matter in the textbooks' visuals, a modified version of Halliday's systemic functional grammar was employed. Two interviews with an English teacher were also conducted to illustrate a real example of how an English teacher might utilize the textbooks and present the cultural matters in the classroom. The findings demonstrated that the series would make use of multiple semiotic processes (symbolic, iconic, and deictic) to represent covert and overt cultural content. Also, the teacher allowed her students to engage in unguided semiotics and reach a personal interpretation of the text and the visuals in the classroom; however, she did not discuss hidden hints and cultural points that were not easily perceptible and needed further exploration. Implications of the findings are finally provided.

Keywords: Culture, Semiotics, Pierce Typology, Systemic-Functional Linguistics, Textbook
Substantiating Translanguaging Practices among EFL Iranian Language Learners during Oral Class Communications

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Abstract

In this study, the researchers examined the uses of Persian language in some English language learning classes within some sampled English institutes and schools (both ordinary & featured) in Sabzevar, Iran in 2018. The aims were to examine when, how and for what reasons targeted learners and teachers used Persian in class contexts and to examine restrictions of English uses in their language teachers’ talk. Participants in this study included one hundred and ninety-one learners with an age range of 11 to 16 years plus their teachers (no=13) aged 25-45 who were only female learners in schools but from both gender in English language institutes. Utilized research design was observational. Observation conventions were prepared and saved through Marshall’s Model (2011). Findings indicates some six lines including L1 used for 1) saying memories and life experiences, 2) translating (word, phrase, and sentence), 3) explaining grammatical structures, 4) informing home assignments, 5) checking assignments and finally, 6) evaluating students. As to L2 restrictions of use among language teachers, the researchers made notes of 1) lack of English teaching knowledge in the preparation stage, 2) not having enough information about current standards for code switching within ELT arenas, 3) fear in losing the time, 4) lack of access to technology, 5) fear of losing face, 6) having high concerns for managing class standards, among others. Possible interpretations were given in the light of recent translanguaging theories for language education realms in the end.

Keywords: Cross-Languaging, Code-Switching, Translangaugubg, Interpersonal communication, Interaction, L1 uses.
Representation of Culture in ELT Books: Locally-Developed English Books in Iran vs. Internationally-Distributed English Books

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Abstract

This study aimed at examining the presentation of the cultural elements in internationally-distributed ELT textbooks, namely, Top Notch series and locally-developed ELT textbooks, namely, Prospect series. To this end, Top Notch and Prospect series were quantitatively and qualitatively analyzed through content analysis in order to investigate the cultural elements included in these two series. Byram’s cultural checklist (2003) was used to collect and categorize the cultural content of the textbooks. The results of the analysis showed that a major portion of the Prospect series including conversations and pictures contained one or more cultural elements. Moreover, from among the cultural elements, the category of socialization and life cycle ranked first among the eight categories of cultural elements and national history and national geography both came last in the cultural elements found in the Prospect series. In addition, conversations in this series were found to be more culturally loaded than pictures. As for Top Notch series, the category of social identity and social groups scored the first among the cultural elements and the category of national geography scored the last. In addition, a significant difference was observed between the two series of English language teaching materials in terms of the cultural elements represented in them. The findings of the current study can provide useful guidelines for teachers, students, and those who are involved in materials preparation.

Keywords: Culture, Material evaluation, Prospect series, Textbook evaluation, Top Notch series.
Exploring Willingness to Communicate and Perceived Isolation in Hard of Hearing Iranian EFL Students and Hearing Students

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Abstract

Being in contribution with hard of hearing students takes more teachers’ time in order to cope with their educational challenges rather than normal students. The gap in the literature and lack of knowledge regarding this issue for hard of hearing individual makes situation complicated for developing appropriate programs for their second language learning. The purpose of this study was to investigate the effects of hearing impairment on the rate of willingness to communicate of English as a foreign language (EFL) learners and comparison of perceived isolation in hard of hearing students and hearing students. Thirty students were selected for this quantitative study form two schools in Isfahan, Iran. Data were gathered through triangulation of questionnaires, manuscript by students, and also a semi-structured interview. An independent sample t-test was run to compare the means of two groups in order to determine whether there was statistical evidence that the associated population means were significantly different. Additionally, the data were analyzed using line-by-line coding for each data source and examined across all data sources to determine emergent themes and discrepancies. The results unexpectedly showed that there was a significant difference in students’ perceived isolation level, but not in their level of willingness to communicate. This study might be helpful for positive social change by informing schools, institutes, administrators, and even syllabus designers on how to plan effectively for students dealing with hearing impairment.

Keywords: EFL, hearing impairment, perceived isolation and loneliness, willingness to communicate
Most L2 learners are reported to omit English articles in their output. As most formulaic expressions include one of English articles, this study attempted to find whether elicitation of these expressions in pushed output might accelerate use of articles in L2 learners’ production. this study, then, aimed to investigate the impact of learning formulaic L2 expressions on English article use (a, the, and zero article) by young EFL learners. To this end, 41 young EFL learners were divided into one experimental and one control group. To determine the effects of using formulaic expressions, the participants in both groups were exposed to formulae and were required to memorize them. The experimental group practiced the formulae via performing translation tasks such that they had to produce expressions and hence the articles. The control group practiced the same formulaic expressions via usual input tasks. The results of the posttest revealed that young learners were more sensitive to input and acquired overt morphology of +definiteness faster than adults. However, their problem with other grammatical features of English articles showed compatibility with reported properties of adult learners’ performance.

**Keywords:** formulaic expressions, article, accuracy, young EFL learners, pushed output, translation
The role of Isolated Focus on Form and rate of Complexity in developing EFL learners English interlanguage
Nemat Zamani – Manijeh Youhanaee

Isolated Focus on Form Instruction (FFI), introduced by Spada and Lightbown (2008), is divided into two forms: *early* and *delayed* FFI. The former offers explicit instruction before communicative practice tasks, while the latter provides it after the tasks. This study aimed to investigate whether sequential isolated (FFI) has variable effects on learning grammatical structures with different complexity levels by Persian EFL learners. To this end, six intact EFL classes were chosen from the Iranian junior public high schools. They were all beginning male Persian learners of English. Two groups (grade 7) received instruction of a simple structure; two groups (grade 8) enjoyed a moderately complex structure and the last two groups (grade 9) were instructed a highly complex structure, while one group within each grade received either *early* or *delayed* FFI. Analysis of the post test scores indicated that *early* FFI positively affected learning the simple structure while the *delayed* FFI was more effective on learning the moderately and highly complex structures. Moreover, complexity was found to significantly interact with direction of sequencing focused tasks and explicit instruction.

**Keywords:** complexity, grammatical structures, isolated form focused instruction,
The effect of focused tasks on developing Persian EFL learners’ interlanguage: the case of obligatory null objects

Manijeh Youhanaee – Vahid Mahmoudi Gahrouei

The present study investigated the effectiveness of input-based vs. output-based practice on acquisition of obligatory null objects in English complex infinitival structures. The participants were fifty seven Persian learners, divided into three groups (input-based, output-based and control), who received explicit instruction and task based practice for three weeks. Analysis of the immediate and delayed post-tests showed similar levels of effects for both types of activity on improving learners’ receptive knowledge while the output-based group had better performance in developing learners’ productive knowledge (using null objects in the target structures). Furthermore, retention of effects was observed in the performance of the output group on both measures of delayed post-test. The implications of the study for teaching complex structures susceptible to get fossilized will be discussed.

Keywords: Focused tasks, Input-based practice, Output-based practice, obligatory null objects
How learners’ self-confidence leads to their better learning in English classes and for teachers how to build self-confident and powerful students

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Abstract

“Self-confidence facilitates acquisition.” This sentence is respectfully true. Give your students high confidence in order to make them powerful language learners. The higher confidence they achieve, the better language speakers they become. It is very essential to build the highest level of confidence in our students in order to maintain their motivation and activeness in our classes and make them relax and confident to use and speak English without being scared; Even if they make a lot of mistakes, we as teachers shouldn’t correct all of their mistakes and we need to keep them active and motivated by giving them more and more positive and encouraging feedbacks in different ways. It is much better to let them swim in the ocean of English even if they drown! Usually female learners and kids are more sensitive and tangible according to their nature and sex, so teachers need to be more careful not to break their hearts in class…. The best thing a teacher can do is to make the students fall in love with the subject which is English; this way they themselves by inner motivation will study and learn the language…. We need to click on their interests and find a way to relate and connect their interests to English; By this approach we can make also English interesting for them…

A teacher must always be energetic and joyful inside the class to transfer his/her positive energy to the students. If the teacher is sufficiently and effectively self-confident and knowledgeable, gradually also the students will become confident and more enthusiastic in learning …. 

Keywords: self confidence, English speaking, WTC, anxiety, teachers, EFL learners
Educating preschool children while playing and discovering their world with authentic and concrete materials

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Abstract

This article dealt with the fourth goal of the seventeenth goals related to the education of young children in particular preschoolers. However, this goal aims at educating all people in different age ranges regardless of their status, poor or rich, male or female. Related to education and edification, the research intended to discover how it is possible young children acquire in an informal setting dissimilar to traditional classrooms—the place in which the learners have to sit at their desk and to learn by heart, namely acquiring far from rote learning. To provide inclusive and equitable quality education at all levels from early childhood to adulthood technical or vocational training for all people seems to be attractive and fascinating irrespective of sex and age. The main concern of all entities regarding education must be providing all people importantly young children with appropriate edification and education. One of the effective methods in the training preschoolers is educating them through play based on their needs through their active involvement. Since children give their full attention to the play rather than through formal instruction, therefore, they can be educated indirectly far from formal instructions rooted in discovery learning. They interacted and negotiated with their peers while manipulating the object prepared for them. The physical environment in the classroom was suitable for young children playing, namely it was safe and spacious enough to jump around. The findings revealed that even the most unmotivated children were engaged in the inductive acquisition of research through playing.

Keywords: preschoolers, learning through play, indirect instruction
Iranian EFL Teachers’ and Learners’ Perceptions on Characteristics of Effective English Teachers

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Abstract

Regarding the fundamental role of qualified teachers in educational system and effective learning, this study aimed to investigate the characteristics of an effective English language teacher (EELT) from English language teachers’ and learners’ point of view. For this purpose, a reliable and valid questionnaire, was administered to 30 English language teachers and 60 EFL learners of high schools and language institutes in Isfahan and some of them were voluntarily interviewed. The results revealed that there was a great difference between teachers’ and learners’ views on some characteristics of EELTs. Teachers gave more priority to doing homework and being prepared for the class than students. Other items that had significant differences were using lesson plans, maintaining good classroom atmosphere using authority, if necessary, being friendly to students and being attentive in the classes. On the other hand, students believed that teachers who teach English in Persian (first language of the learners) and are available for the students were more effective teachers. The qualitative phase of the study demonstrated that teachers perceived the features like having enough knowledge about English language and applying the latest teaching methods were significant whereas, learners focused to some behavioral characteristics of the teachers. The results have far-reaching implications primarily for language teachers as well as for policy makers in different educational settings (high schools and institutes) of Iranian context.

Keywords: Effective teacher, English language learner, English language teacher, Teacher characteristics
Relationship between Iranian EFL Teachers’ Emotional Intelligence and Their Classroom Management in Public Schools

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Abstract
This study was performed to research emotional intelligence of Iranian EFL teachers in Iranian public schools and investigates relationship between this variable and their classroom management. A modified validated version of the Teacher emotional intelligence Scale (Daniel Goleman, 1995) was used to collect data and assess teachers’ perceived Emotional intelligence. The participants of the study were 200 Iranian EFL teachers (109 males and 91 females) who were working in the ministry of education in Iranian public junior and high schools. They were selected through availability sampling. The participants’ age and teaching experiences ranges were 23-61 and 1-30 years, respectively. Their education degrees were BA, MA, and PhD. To analyze the collected data, first, descriptive statistics was run. After running descriptive statistics, Pearson correlation analysis was run to investigate the association between the study variables. According to the obtained results, a significant and positive relationship was found between Iranian EFL teachers’ Emotional intelligence and their classroom management. Accordingly, the research question ‘Is there any significant relationship between Iranian EFL teachers’ emotional intelligence and their classroom management?’ is positively answered. There is a positive and significant relationship and a linear one between Iranian EFL teachers’ emotional intelligence and their classroom management in public schools.

Keywords: Iranian Public Schools, Teachers’ Classroom Management, Teachers’ Emotional intelligence
Examining the impact of using metacognitive strategies in language classroom

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Abstract
As the idea of metacognition entered the field of education, educational studies started to ask more particularly about associations between metacognitive practices and student accomplishment. Research in this area offered ascension to the idea of situated metacognition wherein particular metacognitive strategies are inserted into already established curriculum keeping in mind the end goal to profit student accomplishment without radically modifying the stream of instruction) Georghiades (2004, The purpose of current study was to examine the role of applying metacognitive strategies in general English language classroom. In order to do so 113 EFL students, who were engineering junior students at Shahid Beheshti University, took part in the study and 90 intermediate learners were selected as the sample based on OPT test result. Both male and female learners were included. After sample selection, the learners were placed in experimental and control groups. They took a pretest including reading comprehension, grammar, and vocabulary items. The treatment sessions were started from the second session. In experimental group, a set of metacognitive strategies proposed by Ellis (2001) were practiced during and at the end of the class while there was no special treatment in the control group. After treatment sessions, learners took a posttest to see if their English scores were improved or not. Furthermore, a retention test was given to learners in order to assess their retention of the material. In order to analyze the data, paired and independent samples t tests were run. The results indicated that applying metacognitive strategies in the classroom and letting learners think about their learning was effective) t ,8.7- = (44) p .(05. > Experimental group outperformed control group considering the their achievement in the post test) t ,3.25 = (88) P .(05. > Moreover, it was found that learners in the experimental group had higher scores in retention test, too) t ,4.58 = (88) P .(05. > The results of this study may have implications for EFL learners, teachers, material developers, and educational authorities.

Keywords :EFL learners, metacognition, metacognitive strategies, general English
The Representation of Multiple Intelligences in Iranian High School EFL textbooks: the case of Vision Series

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Abstract

Since its emergence, the Theory of Multiple Intelligences has absorbed much attention from language learning curriculum designers in general and material developers in particular. There also has been an attempt to investigate multiple intelligences representation in textbooks in the literature of material development ever since. This paper aims at investigating Vision series, a locally-published EFL textbook taught in Iranian high schools, with regard to Multiple Intelligences implementation. A checklist was developed based on the Theory of Multiple Intelligences to analyze the use of different intelligence profiles in the three books. The result of the study shows that verbal/linguistic intelligence is significantly predominate in the textbooks. The findings also indicate that the visual/spatial, logical/mathematical, interpersonal, naturalistic and intrapersonal are respectively the next frequent intelligences used in the series while bodily/kinesthetic, musical and spiritual/existential types are not present at all.

Keywords: Multiple Intelligences, Textbook Evaluation, Vision Series
Examining Lexical Bundles Employed by English and Persian Writers in Result and Discussion Section of Public Health Research Papers: A Contrastive Corpus-based Study

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Abstract:

A very crucial feature of research article writing is pertinent to lexical bundles. In order to write fluent and readable texts, writers resort to multi-word expressions known as lexical bundles (Hyland, 2008b). Previous studies mostly have focused their attention on comparing these bundles between different disciplines, and quite a few of researchers conducted studies on the whole part of the research articles. Given the significance of these clusters and to bridge the mentioned vacuum, this study seeks to analyze lexical bundles in the result and discussion section of research articles (RAs) in a specific discipline i.e. Public Health between English-native speaking writers and Persian writers. Thus, in a corpus consisting of two sub-corpora- English corpus (EC) and Persian corpus (PC)- 4-word, 5-word, and 6-word lexical bundles were examined contrastively: 60 4-word, 6 5-word, and 2 6-word lexical bundles were found in EC, and 24 4-word, 2 5-word, and 0 6-word lexical bundles were identified in PC. Each corpus containing 50 RAs were examined structurally and functionally. The results highlighted that English writers used more 4-word, 5-word and 6-word lexical bundles than their Persian counterparts. The results also showed that Persian writers’ use of lexical bundles were different from those of English writers structurally and functionally. The implication of the findings elucidates the role of lexical bundles in ESP or EAP courses.

Keywords: lexical bundles, corpus linguistics, research articles, result and discussion, Public Health
The Effect of Pre-task vs. Online-task Planning on Coherence, Grammatical Range, and Syntactic Complexity in Iranian TOEFL iBT Test-takers’ Speaking Performance

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Abstract

Planning is among the processes involved in performing an oral task (Ellis, 2003). It has been viewed as a crucial element in the process of SLA. According to Ellis (2005) there are two major types of task planning: pre-task and online. Pre-task planning takes place before performing the actual task (Ellis, 2005). Online planning on the other hand, occurs during the time the task is in process (Ellis, 2005). In this regard, the current study aims to investigate the impact of preparation time on syntactic complexity, grammatical range, and coherence of Iranian test-takers’ performance on the speaking tasks of TOEFL iBT. Two groups of ten test-takers will be asked to complete the six speaking tasks of TOEFL iBT. For the first group, the preparation and response time will be exactly the same as those of actual TOEFL iBT. However, the preparation time for the second group will be integrated with the response time. In other words the first group will have the opportunity for pre-task planning, while, the second group will have the opportunity for online-task planning. The researcher predicts that no significant effect would be detected among the two groups as the stress and pressure which govern the test-takers do not let them make significant advantage of the very short preparation time which they are provided with by the test rubrics.

Keywords: Coherence, Grammatical range, Online-task planning, Pre-task planning, Syntactic complexity
Ideological collocation and the representation of atheism in the discourse of the internet; A synergy of corpus linguistics of iweb database and critical discourse analysis

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Abstract

Known as one of the major sources of information, the ever-available and regularly updated content online, at times, becomes a platform for power play conducted by the medium of language. The subtle value-laden information, which directly manipulates distribution of power, solidarity and social right, would easily come to light using principles of Critical Discourse Analysis (CDA). One topic that has been steeped in hidden agenda is the constant conflict between theism and atheism. This study thus aimed to investigate the ideological representation of atheism online using iweb corpus and Van Dijk’s framework. Utilizing a synergy of corpus linguistics and CDA, it turned out that the most highly used strategy for representing atheism online was lexicalization. The results further indicated that atheism is associated with modernity and science, while theism is represented as an outdated prejudicial practice.

Keywords: Atheism, Corpus Linguistics, Critical Discourse Analysis, iweb, Theism
Neuro-Linguistic Programming and EFL Teachers’ Professional Identity

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Abstract

This paper reports the results of a study investigating the relationship between Neuro-Linguistic Programming (NLP) and English as a foreign language (EFL) teachers’ professional identity. To this end, a sequential explanatory mixed methods design was adopted. In the quantitative phase, 148 Iranian EFL teachers filled out NLP questionnaire developed by Pishghadam, Shayesteh, and Shapoori (2011) and Teacher Professional Identity questionnaire developed by the researchers. As for the qualitative phase, 20 EFL teachers were selected to participate in a semi-structured interview. The selection of the teachers for both phases of the study was based on their willingness to participate, so they were selected non-randomly based on convenience sampling. In the quantitative data analysis, descriptive and inferential statistics were employed to find the relationship between the variables of the study. Thematic analysis was also used to analyze the qualitative data. The results of Spearman rho revealed a positive and significant relationship between NLP and EFL instructors’ professional identity. The content analysis also indicated that NLP techniques can enhance the quality of teaching and learning while improving teachers’ knowledge, professional identity, and attitude. Teacher education programs can take advantage of the results of this study to bring alteration in their training frameworks and improve language learning outcomes.

Keywords: Neuro-linguistic programming (NLP), Teacher Professional Identity, EFL teachers, attitude
The Possible Interface between EAP Instructor’s Personal Intelligences and Their Classroom Management Beliefs

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Abstract

EFL classroom management has frequently been addressed. However, it seems to be underresearched in EAP settings. Considering the significant role of the instructors in holding, moderating, and managing EAP courses, the current study aimed to investigate the possible relationship between the instructors’ interpersonal and intrapersonal intelligences and their classroom management beliefs in the English for Academic Purposes (EAP) context. To this end, 70 EAP instructors were asked to answer the relevant items to these two personal intelligences from McKenzie’s (1999) Multiple Intelligences Survey and the Behavior and Instructional Management Scale (BIMS) (Martin & Sass, 2010). The findings demonstrated the EAP instructors’ approaches towards classroom management. Furthermore, the results of the analysis revealed a significant relationship between these intelligence types and EAP instructors’ beliefs about managing EAP classes. The findings would enrich the existing literature and carry some pedagogical implications for training EAP instructors and holding in-service workshops in order to enhance the quality of EAP courses.

Keywords: Classroom management beliefs, English for academic purposes, Interpersonal intelligence, Intrapersonal intelligence.
Abstract

Teacher assessment has always been of serious concern to higher-level directors and educational policymakers alike. A widely popularised means of assessing a language teacher’s performance is classroom observation, but lack of an objective, standardised, and well-researched observation tool that takes into account the evaluations of all the stakeholders has embroiled classroom observation in a controversy. Targeting this gap, a qualitative research design was adopted and the criteria for teacher assessment were extracted from the literature, from renowned classroom observation forms, and from open-ended interviews with 7 experienced teacher trainers in Iran. A classroom observation form (COF) was then developed based on the findings. In the next step, the COF was evaluated by experts in the field, and went through a series of initial modifications. The COF was then piloted on over 100 language classes and over a 4-year period. The preliminary results of this study suggest that this COF enjoys a decent level of objectivity and covers constructs that had formerly been unattended, such as incorporating the evaluation of ‘all’ stakeholders, including the teacher and the students, into the final teacher assessment. Although reliability and validity remain a concern to be tested via statistical procedures, the COF could potentially be used for teacher performance assessment in English classes.

Keywords: Teacher assessment, teacher evaluation, observation form, classroom observation
Genre Analysis of Iranian Companies' Replies to Foreign Customers' Inquiry Emails

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Abstract

English language as an important means of international communication has received an undeniable role in international business communications around the world. In this respect, in an attempt to find the distinguishing features of different texts many studies have been carried out with a focus on the analysis of different written genres in EBP (English for Business Purposes). Studies of this type can be considered as the starting point for the purpose of teaching, as such an approach to teaching can be useful in exposing learners to the authentic use of English. However, there are few studies that have examined the genre of electronic mail, especially as used in business communications. This descriptive study involves a genre analysis of e-mails written by Iranian companies in reply to inquiries sent via e-mail by foreign customers in the English language and compares the results with similar studies on alternative English users such as Dutch and American and studies on related genres such as letters of negotiation. The process of genre analysis conducted on our corpus was based on Swales’ (1990) ‘move’ and ‘step’ framework and five moves were identified in the genre. The implications of the study regarding the stance of e-communication among Iranian companies and also relevant implications for language teaching are further discussed.

Keywords: Business English; Inquiry e-mail; Genre analysis

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Abstract

The abstract section is well-accepted as a very vital part of any academic writing which is read more frequently than any other parts of the paper. Moreover, the abstract has a determinative role for readers to see whether they wish to read the rest of the paper or not. Metadiscourse markers are used as a tool to make the abstract section look more effective and coherent. This study aims to investigate the use of interactive and interactional metadiscourse markers in the abstract sections of conference proceedings of hard and soft science disciplines. To this end, the corpus was randomly selected from conference proceedings published in Procedia, Elsevier’s online collection of high quality conference proceedings, from 2012 to 2018. The selected corpus, around 45000 words, was analyzed based on Hyland’s (2005) model of metadiscourse markers. The overall findings indicated that metadiscourse markers were present in the two corpora. Moreover, the results showed that evidentials, frame markers and endophoric markers from the interactive category were used more frequently in the soft science corpus while the code glosses were used more frequently in the hard science corpus. Also, there was no significant difference in the use of hedges, boosters, self-mentions and engagement markers as interactional markers in the two corpora. Only the hard science authors preferred to employ attitude markers more than their counterpart. This study can help teachers to provide a useful guidance for learners and support them to write accurate and effective abstract.

Keywords: Abstract sections, Conference proceedings, Hard and soft sciences, Interactional metadiscourse markers, Interactive metadiscourse markers

Reference:
Effect of Metaphoric Mapping Instruction (MMI) on Iranian EFL Learners’ Recognition and Retention of Figurative Language

Golyas Akhavan Tabatabaee – Azizeh Chalak

Abstract
The present study aimed at investigating the potential effects of a cognitive-based metaphoric mapping instruction (MMI) approach on Iranian English as Foreign Language (EFL) learners’ recognition and retention of figurative language at different levels of English proficiency. To do so, 90 upper-intermediate and lower-intermediate Iranian EFL learners were chosen from an English language institute based on the institute's placement criteria. Then, they were assigned into a control group that received no instruction in MMI and two experimental groups consisting of upper-intermediate and lower-intermediate learners, respectively, who did receive instruction in MMI. The results of the pretests and posttests demonstrated that MMI significantly increased EFL learners’ recognition and retention of figurative language; moreover, upper-intermediate learners showed greater progress in noticing expressions with more abstract mapping relations. Additionally, MMI assisted learners at a lower proficiency level to recognize and retain more advanced language ability, beyond their current level. These findings support positive claims for a cognitive perspective on second language acquisition as well as the benefits of MMI instruction in the EFL classroom.

Key words: figurative language, metaphoric mapping instruction (MMI), recognition, retention
آموزش انتقادی: حلقه مفقوده در برنامه تربیت معلم زبان انگلیسی در ایران

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چکیده
حوزه «تربیت معلم» زبان انگلیسی نیز به مانند دیگر حوزه‌های «آموزش زبان انگلیسی» از رویکردهای انتقادی و در راس آن «آموزش انتقادی» تأثیر پذیرفت. آموزش انتقادی یک روشهنرجویی در میان تکنیک‌هایی که توسط تربیت‌گرها در حوزه زبان انگلیسی در نظر گرفته شده است. این رویکرد، با توجه به خصوصیات زبان انگلیسی و برجامی‌های آن، با وجود توجه به ویژگی‌های اجتماعی، فرهنگی و سیاسی به وجود آمده در زبان انگلیسی، از آن جمله تربیت معلم نیز به عنوان یک سطح جامعه کاربردی و تعلیمی می‌باشد. در سطح مدارس و بانک‌های تربیت معلم، آموزش انتقادی به‌عنوان یک رویکرد فعال و موثر در تربیت معلم به‌شمار می‌رود. در این مقاله، می‌خواهد تعدادی از آموزش‌ها و روشهای تربیت معلم به‌منظور تعیین جمله‌های انتقادی در حوزه زبان انگلیسی، به‌عنوان یک سطح جامعه کاربردی و تعلیمی، مورد بررسی قرار گیرد.

واژه‌های کلیدی: آموزش انتقادی، تربیت معلم، زبان انگلیسی، هوشیاری انتقادی.
The Effect of two Different Groups of Teachers; Educated Non-Native English Speaking Teachers (NNESTs) and Uneducated Native English Speaking Teachers (NESTs); on Iranian English Learners’ Perceptions and preferences

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Abstract

In the 21st century, English is no doubt the most commonly spoken language. As a global language, English has attracted a dramatic number of people to learn English as their second or foreign language during the past several decades. According to World Languages and Cultures, the importance of learning the English language in the global market include: (a) increasing global understanding, (b) improving employment potential, (c) improving chances for entry into colleges or graduate schools, (d) expanding study abroad options, (e) increasing the understanding of another culture. Although NNESTs have taught alongside NESTs for centuries, the difference of their instruction and their students’ perceptions have only been conducted recently. The purpose of this study was to investigate EFL students’ preference toward NESTs and NNESTs through exploring the difference of their English instruction. In all, the participants of this study were 42 Iranian EFL students in IranAsia institution. This qualitative study employed observation, individual /group interviews contained two open-ended questions. The research findings revealed that most of the students had a favourable attitude toward their NNESTs, although some shortcomings were indicated. More precisely, NESTs had important role in students’ English learning improvement. However, NNESTs had crucial role in knowledge of students’ learning difficulties, and at communicating in general while NESTs were considered more difficult to communicate with students. The final result indicated that EFL programs where both group of teachers work cooperatively were considered an effective English learning environment for EFL learners.

Keywords: EFL learners, non-native English speaking teachers, native English speaking teachers, learners’ perceptions
The implicit impact of innovative ELT course books on raising the awareness of teachers’ knowledge base and practices

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Abstract

Teachers and course books are two key elements of any education curriculum. They interact closely based on teacher beliefs, school setting, and instructional objectives. Moreover, course books can serve as dynamic sources of learning for both learners and teachers. The present study is the outcome of a three-year attempt to investigate the dynamic role and the evolutionary effects of newly written ELT course books on the knowledge base and practices of existing language teachers using Richards’ 1998 framework. To delve deeply into the issue, 25 educators and in-service teacher trainers were interviewed face-to-face and via phone. For triangulation purposes, additional ethnographic data including classroom observations, informal conversations with in-service teacher trainers, live focus discussion groups, teachers’ discussions during in-service courses were also included. Correspondingly, the data extracted from large virtual teaching discussion groups on WhatsApp and Telegram messengers along with lesson plans were taken into consideration. Data were analyzed using critical discourse method. Since new ELT course books have a very dominant role in the reformed ELT school curriculum in Iran, the results indicated that the textbooks positively affect ELT teachers’ knowledge base categories and also motivate them to participate more frequently and actively in workshops, in-service courses, classroom observations, and dialogic discussions. Finally, implications will be highlighted to raise the awareness of policymakers, curriculum designers, evaluators, and teachers.

Keywords: Curriculum Reform, ELT Course Books, Teachers’ Knowledge Base, Teachers’ Practices,
Relevance of Rhetorical Mode to the Relationship between Lexical Knowledge and Writing Performance

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Abstract

While a number of studies have investigated the role of vocabulary breadth and depth on reading and listening as receptive skills, little research has been done on the role of these aspects of lexical knowledge on productive skills, specifically writing performance. Therefore, the goal of this research was to investigate the relevance of vocabulary knowledge to writing performance of EFL learners with a focus on differences between descriptive and narrative genres of writing. The descriptive correlational design was adopted to conduct this research. To this end, two tests of vocabulary knowledge, i.e., New Vocabulary Levels Test and Word Associates Test, and four writing performance tasks were administered to 101 Iranian Bachelor EFL learners. The correlation between the learners’ average performance on narrative and descriptive writing tasks and their scores on two types of vocabulary tests was analyzed. The results indicated that both breadth and depth of vocabulary knowledge are positively related to the quality of writing performance, and this relationship does not depend on the type of the two rhetorical modes under study. This means that, the rhetorical mode in writing has not been a determining factor in studying the effect of vocabulary knowledge on writing performance. It is suggested that aspects of lexical knowledge are systematically treated both in developing the material and the teaching methodology. However, reaching a comprehensive picture on the generic differences in reflecting EFL learners’ writing performance requires further research with a focus on all types of rhetorical modes in foreign language writing.

Keywords: Vocabulary Knowledge, Depth, Breadth, Writing Performance, Rhetorical Mode
The Effect of Task Repetition on Resilience of Introvert and Extrovert EFL Learners

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Abstract

The present study investigated the effect of task repetition on resilience of extroverted versus introverted Iranian EFL learners. For this purpose, 150 female intermediate EFL participants were selected through administration of the standardized Preliminary English Test (PET). Then they were assigned into two groups of sixty, namely control group and experimental group. Then, the Eysenck Personality Questionnaire (EPQ) was administered to the participants in both groups to identify their learning styles. After that, the Connor-Davidson (2003) Resilience Scale was administered to the learners in both groups as a pre-test. Then, the experimental phase of the study began. In control group, the teacher used task based language teaching without any task repetition. On the contrary, in the experimental group, students once performed five distinct tasks during the first five sessions and later they repeated performing the same tasks during the second five sessions. After ten sessions of the treatment, the researcher administered the Connor-Davidson (2003) Resilience Scale once more as the post-test. The results of the study showed that task repetition had a positive impact on resilience and the impact of which was shown to be more significant in extrovert learners than in introvert ones.

Keywords: extroversion, introversion, resilience, task, task repetition
The Effect of Synchronous and Asynchronous Multimodal Scaffolding on the Iranian Intermediate EFL Learners

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Abstract

Due to the progress of electronic devices, the theoretical and methodological views related to writing have been changed. The present study aimed to investigate the utilizing scaffolding through digital tools. The attempt was put to uncover the effective role of multimodal scaffolding on the development of learners’ writing complexity. In fact, a comparison was made between synchronous and asynchronous e-learning environments. Additionally, this study was established a comparison with regard to genders’ tendency towards using multimodal scaffolding. The sample of 90 participants was provided with Oxford Placement Test to ensure the homogeneity of them. Afterwards, they were randomly divided into three groups; two as experimental groups to provide the comparison between the synchronous and asynchronous environments. All groups (experimental and control) were received instruction to get familiar with the process of writing the participants were asked to produce their compositions in time limited of 45 minutes. The topic was chosen based on their interest through free discussion and brainstorming. Their essays considered as the pretest and posttest. The control group was received no treatment. Reversely, experimental groups were received scaffolding. One sub group was received scaffolding in synchronous environment through sending instant messages and the other sub group was received help in asynchronous environment through email. Different modes were used for communication for instance graphic, podcasts and movie trailers. In order to estimate writing complexity coh-Metrix software was applied. Moreover, a structured interview was used to obtain in-depth understanding towards male and females’ tendency using multimodal scaffolding.

Keywords: Synchronous, Asynchronous, Scaffolding, Multimodality, Writing complexity
Impact of Iranian EFL Teachers’ Online Grammar Tests on the Ninth Grade Iranian High School EFL Students’ Grammatical Competence

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Abstract:

This study aimed at investigating the effect of EFL teachers’ online grammar tests on EFL students’ grammatical competence. Having administered an Oxford Quick Placement Test (OQPT), 30 out of a pile of 68 ninth grade Iranian high school EFL students with intermediate level of English proficiency were selected and randomly assigned into two equal groups of control and experimental. Both groups completed two thirty-minute grammar tests, one as a pretest and the other one as a posttest both of which were relevant to the junior high school student book “prospect 3”. Having learnt pertinent grammatical points through a weblog designed by the researcher, the experimental group received on-blog grammar quizzes. Moreover, a questionnaire was administered to the experimental group to unravel their attitudes towards online grammar tests. The results of independent-samples t test indicated that the experimental group which received blog-based treatment, made more progress in their grammatical competence. Furthermore, the results of one-sample t test revealed positive attitudes of experimental group concerning online grammar tests. The study contributed to teaching pedagogy by encouraging EFL teachers to improve students’ grammatical competence by means of online grammar tests.

Keywords: Blended Learning, Grammatical Competence, Online Assessment, Weblog
Investigation of Language Selection through Naming Latency for Concepts with Competing Lexical Items in English Language Learners

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Abstract

Previous studies demonstrate a controversy over lexical selection in bilinguals with two broad language-specific and language-universal approaches to address the issue. To contribute to the bulk of related enquiries, this study investigated if having two lexical items causes any competition and whether this competition causes any delay in lexical selection time. To that aim, two groups of English as a Foreign Language learners (EFL) were recruited from an English language institute. The experimental group had English equivalents for the lexical items of the picture-naming task; the control group had no English equivalents for these lexical items. The picture-naming task was designed using Open Sesame software. An independent sample t-test with p-value set at 0.05 was used to compare the naming latencies of the experimental and control group participants. Although the difference in lexical selection time did not reach statistical significance, the results indicate the existence of a competition in the lexical selection process. This study has gone some way towards enhancing our understanding about language universal lexical selection in bilinguals by showing that having more than one lexical item for one concept causes competition and exposure to such stimuli activates all the available lexical items from an individual’s linguistic repertoire.

Keywords: Lexical Selection Time, Lexical Selection Delay, Having Two Lexical Items, Competition.
The effect of “acting out” and visualizing sentences on sentence processing by young learners of English

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Abstract

Constrained-based models claim that besides syntactic information, multiple sources of information influence sentence processing. One of the possibly facilitating cues in sentence processing, based on the embodied semantics theory, could be the sensorimotor experiences that learners are represented with in the mind which has not been much investigated in young learners yet. To test this hypothesis, we investigated the effect of “acting out” sentences on their processing by young learners of English in comparison to the commonly used visual cues. We employed a quasi-experimental design with two groups of students (N=20, 8 to 13 years) from two intact classes in a language institute. The participants were at level A1, and they had studied English for nearly 1 year. We taught 30 sentences to each group using two different teaching methods, namely “acting out” (A) and visualization (V). We measured their reading comprehension with multiple choice and true/false questions. The result of the t-test (t=.187, p<.05) confirmed the null hypothesis that “acting out” did not lead to a significantly different performance compared to visual cuing. A close look at the mean scores of both groups (A= 12.50, V=12.30) indicated that these sources of information slightly influenced sentence processing. Overall, the extent to which embodied experience is relevant to language processing in young learners is not very inspiring. However, we believe that our findings could have a facilitating impact on the way English is taught as a foreign language.

Keywords: constrained-based model, embodied semantics, sentence processing, acting out, visual cuing
Strategies Iranian EFL Teachers Use to Reduce Students’ Test Anxiety

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Abstract

Considering the importance of test anxiety and its negative effect on students’ performance, the current qualitative study was conducted to explore strategies Iranian EFL teachers use to reduce students’ test anxiety. As to the objective, a survey with 10 open-ended questions was administered among 38 Iranian EFL teachers. Thematic analysis was used to identify common themes and expressions in the participants’ responses. The results of the analyses revealed that teachers were aware of test anxiety and its manifestations in their classrooms. Unusual facial expression was perceived by teachers as one of the most common test-anxious students’ behaviors. Further, teachers reported to be able to utilize various strategies to reduce students’ test anxiety. As referred by most of the teachers, positive self-talk was the most successful and commonly used strategy. Importantly, the results revealed that teachers had not even been provided with any training related to test anxiety which obviously indicates the ignorance of this issue in the context of Iran. The findings and further interpretations of the qualitative data can provide both pre- and in-service EFL teachers with strategies their colleagues use to help anxious students. Besides, teacher trainers and teachers of any field can take advantage of the findings of the current study.

Keywords: test anxiety, foreign language test anxiety, test anxiety reduction strategies
The Effect of Flipped Classroom Instruction on Iranian EFL Learners’ Writing Skills

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Abstract

The purpose of this study was to examine the use of Flipped Classroom Instruction (FCI) on Iranian EFL learners’ writing skills. Participants included 80 students in Melal Bartar Language Institute, Urmia, Iran. Two sophomore writing classrooms were examined: one as a control group consisting of 40 students and the other as an experimental group consisting of 40 language learners. The study employed a mixed method of data collection, utilizing pre- and post-writing tests as well as a questionnaire for both groups and interviews conducted only with the experimental group. The purpose of the writing tests was to determine whether any statistically significant difference existed between the control group and the experimental group. For analyzing the data obtained from the writing tests, an independent-sample t-test was employed, and a descriptive and thematic analysis was conducted to explore the views of students towards FCI. Findings indicated that a statistically significant difference existed between the control and experimental groups and, more specifically, that the students of the experimental group performed better on the writing tests than students of the control group. Additionally, the majority of the learners’ attitudes towards FCI were positive. The findings of the present study imply that the teachers should take into consideration the benefits of using FCI in their classes and adapt their classroom environment to the needs of their language learners.

Keywords: English As A Foreign Language, Flipped Classroom Instruction, Traditional Instruction, Writing Skills
تاثیر مفهوم مخالف در اصول فقه بر درک مطلب دقیق
متون حقوقی انگلیسی برای دانشجویان حقوق ایرانی

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چکیده

از آنجایی که درک دقیق متون حقوقی انگلیسی برای دانشجویان حقوق بسیار حائز اهمیت است، این درس فقط با شیوهی که حفظ کردن معانی لغات و جملات انگلیسی تدریس می‌شود، دانشجویان حقوق نمی‌توانند معنا شاملی این متون را به درستی درک کنند. از طرفی در علم اصول فقه که از دروس تخصصی رشته حقوق است شیوه‌ای عقلی برای فهم کامل معنای متون، ارائه‌گر دیده است که با استفاده از این شیوه ها در آموزش متون حقوقی انگلیسی می‌توانیم دقیقتر را شاهد بودیم. در این مقاله سعی شده است تأثیر تدریس مفهوم مخالف را به عنوان یکی از موضوعات اصول فقه بر درک متون حقوقی انگلیسی برای دانشجویان حقوق ایرانی را مورد بررسی قرار دهیم. به همین منظور، این گروه تعداد آنها 126 نفر بود که در هر گروه شش نفری شدند. پس از آن پیش آموزشی جهت تثبیت سطح زبانی دانشجویان با استفاده از سوال‌های آزمون تأیید برای این گروه‌ها برگزار شد. سپس آموزش مفهوم مخالف با گروه آزمایش تدریس کرد. اما "گروه شاهد" این متون را با همان روش مرسوم در سایر کلاس‌های متون حقوقی مطالعه کردند. سرانجام این گروه‌ها در پرس‌آزمون مشابه شرکت کردند و در این تحقیق میدانی برای آمار از آزمون مستقل تی تی تسمت استفاده شد. نتایج نشان داد که رابطه ی چشمگیری بین تدریس مفهوم مخالف و درک متون حقوقی انگلیسی وجود دارد و این روش برای آنها مؤثر بود.
Analyzing Anxiety, Self-efficacy, Goal Orientation and Tolerance of Ambiguity as Predictors of EFL Learners’ Second Language Writing Achievement: A Structural Equation Modeling Approach

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Abstract

The ability to write in a foreign language is an important skill, especially in academic contexts. Teachers, learners, and researchers try to find factors affecting L2 writing achievement. There are many variables which affect learners’ L2 writing ability. The goal of this study is to examine the relationship among some of these factors—i.e. L2 anxiety, self-efficacy, tolerance of ambiguity, and goal-orientation—and Iranian EFL learners’ L2 writing achievement. To this end, 100 Iranian EFL learners who were studying English literature or English translation at different universities in Markazi province were selected based on convenience sampling procedure. To find the relationship among the variables, first, a hypothetical model was drawn. Then, the participants completed Foreign Language Classroom Anxiety Scale (FLCAS), Self-Efficacy Questionnaire, Goal Orientation Scale, and Tolerance of Ambiguity Scale. Moreover, in order to measure the learners’ L2 writing skill, the scores obtained by them on one of their English writing courses were used. The data was analyzed and the hypothetical model was tested by Smart PLS software. The results showed that there was significant relationship among three of the independent variables (anxiety, self-efficacy, and tolerance of ambiguity) and the dependent variable (L2 writing achievement). However, there was no path relation between goal orientation and L2 writing achievement. The findings of this study and the proposed model may help researchers in the field have a better understanding about the relationship between the independent variable of this study and L2 writing skills in Iranian EFL learners.

Keywords: anxiety, goal orientation, L2 writing achievement, self-efficacy, tolerance of ambiguity
Negotiating an Academic Identity in Research Article Bios: A Systematic Functional Perspective

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Abstract

While the construct of identity is now well integrated into a wider body of the second language written discourse, studies focusing on the enactment of the writer identity in the genre of article bios have been relatively limited in number. To fill this gap, the present study sought to explore how Iranian senior and junior researchers made use of textual features to project the kind of academic identity, they may wish to present in scientific milieu. The corpus consisted of 200 research articles bios, 100 bios written by senior researchers and 100 bios written by junior researchers in the field of applied linguistics. Firstly, the attempt was made to examine how the bios were organized in terms of moves through the Hyland’s (2012) framework of genre analysis. Then, in order to show how writers portrayed their scholastic self, the researchers drew on Michael Halliday’s (1978) notion of transitivity which is a core basis in the theory of Systemic functional linguistics. The findings indicated that experienced academicians developed a scientific identity by making use of their experiences which includes research, publication, employment, and achievement. Moreover, novice academicians tried to establish scientific identity which were more concerned with their institutional affiliations and qualifications. Further, it seems that gender exerted relatively little influence on identity portrayal although males drew on their publications, service, and achievements rather more and women emphasized on their research interests and education.

Keywords: Writer identity, Academic self, Corpus Analysis, Systemic functional linguistics
Differences in the Acquisition of Relative Clauses by Persian, Azeri, and Turk learners of English

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Abstract

The present study investigated the differences in the acquisition of English relative clauses (RCs) between Persian speakers learning English as a foreign language on the one hand, and Azeri Turkish speakers who learn English as a third language in Iran. This study also tried to delve into finding differences in the acquisition of RCs between bilingual Iranian Turk learners and monolingual Turks who are learning English as a second language in Turkey. In order to investigate the acquisition of RCs in Persian, Azeri, and Turk learners of English, different tests including a translation and a grammaticality judgment test were given to the participants to compare the results. Since Persian speakers have been previously reported to be influenced by their L1 in using resumptive pronouns inappropriately in English RCs, a comparison was deemed necessary to see whether Azeri speakers are also influenced by Persian or Azeri or none in the production of English RCs. The results of different tasks taken by the participants illustrated the fact that Azeri learners of English tend to be more influenced by Persian than Turkish in the production of RCs. This result was confirmed by the data gathered from Turks who are learning English as second language in Turkey. The findings can be useful for the educational system of Iran as a multilingual country to consider pedagogic differences among learners of English with different native language backgrounds.

Keywords: Relative clause, resumptive pronoun, monolingual, bilingual
Writing assessment: Existing challenges, future prospects

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Abstract

This reflective essay examines writing assessment as perceived within the three paradigms of Standard English (Davies, 2002), World Englishes (WEs, henceforth) (Lowenberg, 2002) and English as an International Language (EIL, henceforth) (Canagarajah, 2006). In each of the perspectives, the way construct of writing is theorized and then informs the assessment practice are critically investigated. Upon reviewing the three stances on writing assessment, the author argues that in the today's post-colonial and post-modern world with drastically new communicative demands, the Standard English perspective which considers the educated native speaker as the only accepted norm does not fit the realities of the writing assessment. Also, WEs perspective assessment proposal which advocate the inclusion of a variety of local norms in the theory and practice of writing assessment seems impossible in practice. Finally, drawing on EIL view it is discussed that to meet the new demands of written communication in the present globalized world with no border between the native and non-native speakers, rating scales in writing assessment should be revised in a way to include new communicative needs such as negotiation strategies, sociolinguistic sentivity, accommodation skills, language awareness, etc. The article concludes by raising some research problems for the future investigations.

Keywords: Writing assessment, rating scale, Standard English, World Englishes, English as an International language
Sensitivity of Different Test types to Test-Taking Strategies

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Abstract

The objectives were to determine whether teaching test-taking strategies has any impact on the performance of learners taking MCT (multiple-choice test) and cloze test and to determine whether the said test methods were equally sensitive to test-taking strategies training. This study was conducted on 70 learners, screened through PET (Preliminary English Test) out of 130. Then a questionnaire was administered to identify the students who were already familiar with test-taking. Then, the students were randomly assigned to experimental and control groups. A pretest including MCT and cloze test was administered. T-test was run to see if the groups were significantly different at pretest level. Then, the students in the experimental group were trained in test-taking strategies and the control group continued their regular syllabus. Later, a post test, including MCT and cloze test was administered. T-test formula was run between the means of the experimental and control groups on the posttest. T-test indicated that the two groups were not significantly different at pretest level. T-test formula run between the means of the experimental and control groups on the posttest, MCT section, indicated that there was a significant difference between the performance of the experimental and control groups while no significant difference between the performance of the experimental and control groups on cloze test was observed. Comparing the sensitivity of multiple-choice and cloze tests to test-taking strategies, it can be concluded that multiple-choice test is more sensitive to test-taking strategies than cloze test.

Keywords: Test-taking strategies, Testy-type, Multiple-choice test, Cloze test.
Philosophy of education as viewed by the stakeholders in Iranian EAP context

Mohsen Nili

Critical English for academic purposes (Critical EAP) is a joint point for English for Academic Purposes (EAP) and Critical Pedagogy, where English language teaching in academic contexts can be more critically investigated. There is scanty research on the critical issues in Iranian academia, which account for the voices of policy makers, teachers and students. In this study, the philosophy of education is the pivotal point as viewed and commented by the stakeholders and as analyzed by the researcher. Students and teachers from the University of Tehran, Sharif University of Technology and Kharazmi University participated in the study. Policy makers, too, contributed by providing their insights. The tools of data collection comprised of a questionnaire and semi-structured interviews. Statistical procedures of Chi-square and ANOVA were employed to analyze the quantitative data, while thematic content analysis was the tool for the qualitative data. There were five themes for the philosophy of education in Iranian EAP context: technological and educational development of Iran; the quality of instruction; inclusion of reasoning ability in the textbooks; inclusion of critical thinking and the practice of creative pedagogy in the Iranian textbooks and instruction. The participants believed the following: the present situation of Iranian EAP education does not lead to the development of education and technology in the country; it does not enhance the instruction quality in Iranian universities; it does not account for the reasoning ability, critical thinking and creative pedagogy.

Key words: EAP, Critical EAP, philosophy of education, textbooks, instruction
Relationship Between Iranian EFL Learners’ Reading Strategies and Self-efficacy in Reading Comprehension

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Abstract

This study identified a gap in the literature between reading strategy, self-efficacy, and reading comprehension ability. As such, the study aimed to examine whether Iranian EFL learners’ reading strategies and self-efficacy could predict their reading comprehension ability. A sample of 172 intermediate Iranian EFL learners (90 females and 82 males) took part in the study. Self-report questionnaires on self-efficacy and reading strategies were administered, and the participants were asked to answer to a reading comprehension test. Data were analyzed using SPSS. Results of correlation and regression analyses indicated that self-efficacy and reading strategies significantly predicted L2 reading compression ability. Moreover, hierarchical regressions analysis showed that higher self-efficacy and reading strategies together predicted a larger proportion of the variance. Findings of the study are discussed in light of previous research in the field. Also, pedagogical implications and suggestions for further research in the field are given.

KeyWords: Self-Efficacy, Reading Comprehension, Reading Strategies, Language Learning
Working Memory Capacity Effects on Processing L2 Emotional Words: An Eye Movement Study

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Abstract

Working memory (WM), as a temporary storage and processing system, has been the focus of much recent second language research. Memory processes are assumed to be influenced by a large number of affective factors, including emotional stimuli. Furthermore, it is suggested that there is a trade-off between storage and processing components of WM. This assumption has been the likely point of departure for studies investigating the role of working memory capacity (WMC) in processing emotional stimuli through various tasks. However, examining this impact through analyzing eye movement patterns in a second language has been neglected in prior studies. To examine this effect, 30 English emotion words of various valence types were put into single line sentences as targets. Words and sentences were previously normed on a similar group of participants for comprehensibility and matched on lexical variables known to affect eye movements across conditions. Fifty-four intermediate EFL learners read experimental sentences while their eye movements were recorded. Participants’ proficiency levels and WMC were assessed a priori through Oxford Placement Test (OPT) and the automated version of Operation Span Task (OSPAN), respectively. The analyses of the results of first-pass fixation duration measures (e.g., first fixation duration, single fixation duration, and gaze duration) showed that high WMC readers were faster in processing L2 emotion words of various valence types, but there was no significant difference between the high and low WMC readers in processing neutral stimuli. These results indicate that individual differences in WMC play a significant role in L2 sentence processing which can be modulated through different experimental tasks.

Keywords: Working Memory Capacity, Operation Span Task, Emotional Words, Eye Movements, Bilingualism
Mapping the Current Trends in Applied Linguistics research: A Topic Modelling Approach

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Abstract

In the field of applied linguistics (AP), similar to other scientific disciplines, diverse issues have gained popularity on different time spans. Therefore, knowing the key popular themes of the field for the researchers and the students sounds to be beneficial. The present study aims to identify the key current themes in AP research. To this end, the novel approach of topic modelling, a collection of machine learning techniques that automatically identify thematic information in large corpora was used. To do so, a one-million-word corpus of RA abstracts from top-tier journals of AP in a ten-year time span (2010-2019) was compiled. The abstract section was selected as sampling unit since the abstract is the essence of an RA and includes all important themes it contains. Moreover, its length makes it a good candidate for topic modelling. This study made use of Mallet program (McCallum, 2002) to run topic modelling. The analysis included two phases: first, the quantitative phases in which the software was instructed to extract 20 topics each including 20 keywords which is the common practice in topic modelling studies. Second, the qualitative phase in which each topic was interpreted based on the researcher’s inspection of each list. Finally, Pedagogical implications for future research in AP were suggested.

Keywords: Topic modelling, Research trends, Applied Linguistics
Note-Taking Strategies and Speaking Performance

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Abstract

This study was an attempt to investigate the impact of teaching note taking strategies on speaking performance of holistic and analytic EFL learners. To fulfill this purpose, 60 Iranian male and female intermediate students from Sharif University, Faculty of Engineering, aged between 18 to 22 years old, were considered as the participants. Classes were intact and nonrandomized. After assuring of the homogeneity of students in terms of their English proficiency level through a piloted PET test, Group Embedded Figures Test was administered in order to identify different learning styles. Next, notetaking strategies lasting ten sessions was taught. After the treatment, a post-test was administered. The data were analyzed though the parametric paired-samples t-test and analysis of covariance (ANCOVA) both of which assumed normality of the data. The results of the study demonstrated that there was a significantly positive effect of the teaching note taking strategies on speaking performance of holistic and analytic learners. Moreover, this study identified a dramatic influence of instruction of note taking strategies on speaking performance of analytic learners. On the other hand, the speaking performance of holistic learners slightly outperformed that of the analytic group. The study has implications for teachers and curriculum designers.

Keywords: Note Taking Strategies, Speaking Performance, Holistic Learners, Analytic Learners
A metaphorical advantage for bilingual children in L3 acquisition? Understanding figurative meaning by bilingual (Persian-Turkish) and monolingual (Persian) EFL learners.

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Abstract

While there is consensus that bilingualism is conducive to cognitive advantage (Bialystok, 2009), the metaphorical competence of bilinguals, a possible indication of such an advantage in a content-embedded context, has received much less attention (de bot, 2017). The present study compared bilingual and monolingual EFL learners in terms of understanding figurative meaning. We also made an attempt to examine the correlation of a number of independent factors with comprehension of figurative meaning. 198 Persian-Turkish bilinguals, 65 Persian and 200 Turkish monolingual EFL learners participated in the study. A one-way analysis of variance was used to explore the differences between the three groups in understanding metaphorical meaning. A regression analysis was conducted to answer the second research question. The bilinguals showed a significant difference in their ability to understand figurative meaning. This study suggests that bilingual L3 learners have an edge in understanding metaphors which reflects a cognitive advantage on the part of bilinguals. It was also indicated that the specific training of such cognitive functions can lead to domain-general applicability. Bilingualism seems to play a facilitative role in the appreciation of metaphorical meaning.

Keywords: Bilingualism, Bilingual advantage, Monolinguals, Bilinguals, Figurative meanings, Metaphors
Wiki and Different Feedback Types in EFL context: Peer feedback vs. Teacher Feedback

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Abstract

The present study compared the impact of teacher- and peer-feedback on the writing performance of ELT learners in the Wiki-based environment. It also investigated whether Wiki can improve language learners’ writing performance or not. To this end, 80 intermediate Iranian language learners took part in the study. Both quantitative and qualitative methods were used. Pre-test and post-test writing topics were made use of to collect the required data. At the end of the treatment, a semi-structured interview was conducted to explore their experiences of feedback processes in Wiki. To analyze the collected data both independent sample t-test and paired-sample t-test (in SPSS25) were run. To analyze qualitative data, on the other hand, content analysis was preferred and possible themes were generated. Results manifested that peer feedback did have a better impact on the overall writing progress of the language learners. At the same time, both groups have progressed in the post-test, juxtaposed with their pre-test scores. Qualitative data showed that participants have mostly positive attitudes towards the use of Wiki, and they have perceived feedback processes (mostly peer feedback) as helpful in developing writing skills and communication. The findings of the present study may help teachers as well as language learners to take advantage of a more reliable environment that is not confined within the classrooms.

Keywords: Peer Feedback, Teacher Feedback, Wiki, Writing Development
Applying Spiritual Intelligence to Enhance EFL Learners’ Willingness to Communicate

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Abstract

Spiritual intelligence is the ability to create meaning based on a deep comprehension of existential tenets, the ability to access higher meanings, values, and unconscious aspects of the self and to use multiple levels of consciousness in problem solving. Despite the growing interest among scholars to study the development of this construct and find its cause on one’s life, few has been done in educational setting and it is quite under investigated in the foreign language context. This study aims to apply spiritual intelligence in an EFL setting. The sample includes 39 intermediate EFL learners, with the age range of 17-21 years old, who were divided in the experimental (18) and control (21) groups. Subjects of the experimental group underwent mediation sessions in 7 weeks but the control group received the normal procedures of the institute and both groups completed King’s (2008) spiritual intelligence inventory. The data related to willingness to communicate (WTC) were collected through videotaping English lessons and stimulated recall interviews. Findings point to the positive effects of mediation on the increase in spiritual intelligence from pre-test to posttest and compared to the control group, the experimental group had higher grades in WTC. Considering the results of this attempt, we can apply spiritual intelligence to enhance learners’ willingness to communicate and improve learners’ motivation and achievement in EFL oral performance.

Keywords: spiritual intelligence, EFL learning, motivation, willingness to communicate
The Relationship between Gender, Brain Dominance Quadrants, and Learning Styles among Iranian Elementary and Intermediate EFL Learners

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Abstract

Due to the important role that gender may play in the process of language learning, the purpose of this study was to investigate the potential role of gender in brain dominance quadrants. In addition, the second purpose of this study was to discover the possible relationship between gender and learning styles. To this end, a total of 121 male and female Iranian English as a Foreign Language learners within the age range of 16-40 were chosen non-randomly from among 400 available learners. Oxford Quick Placement Test, the Persian translation of Herrmann Brain Dominance Instrument (HBDI), and Learning Style Survey (LSS) were sent to more than 400 Iranian EFL learners through Email, Short Message Service (SMS), and some applications of social networks. Also 200 hard copies of instruments were distributed manually. According to the results obtained from the proficiency test, 54 elementary and 67 intermediate EFL learners were identified and selected. Then, the collected data from the HBDI and LSS were analyzed by Statistical Package for the Social Sciences. No significant relationship was found between the brain dominance quadrants and gender of Iranian EFL learners. The only significant relationship between gender of participants was related to synthesizing and analytic learning style preferences. The study provides justifications for the results obtained and implications for English Language Teaching contexts.

Keywords: brain dominance quadrants, learning styles, gender, EFL learners, language proficiency
Contradictions in Using Group Work in EFL Classrooms: Activity Theory Perspective in an Autoethnographic Study

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Abstract

Although many empirical studies have documented the benefits of group work for L2 learning, some have suggested that putting learners together into groups does not automatically create the dynamics expected of group work. In this regard, different studies have explored the conflicts that arise among group members working together, mostly from an etic perspective. Drawing on my own lived experiences of group work as the locus of my autoethnographic study, this article attempts to seek out the origin of contradictions that I had faced as an EFL learner. Data collection consisted of multiple sources, including my personal journals, cultural artifacts, memo writing, and interview data. To analyze the data, after initial coding, I used selective coding to sort and categorize the initial codes relevant to the elements in Engestrom’s (1999) activity model, including subject, tool, object, outcome, rule, community, and division of labor. The findings indicate that there have been contradictions within and between the elements of my activity model: members’ dissimilar levels of expectations of other group members, teachers’ insufficient knowledge of group dynamics, lack of transparent rules for enacting group work, dissimilar perception of the roles to be enacted in the group by the members, and indiscriminate grading system. The findings of this study may open new windows of opportunities for the teachers to use the potential of contradictions for developing well-formed groups to minimize the conflicts arise in student groups to achieve the effective learning.

Keywords: group work, contradictions, Engestrom’s activity model, autoethnographic study
A Qualitative Exploration of EFL Teachers’ Perceptions and Practices Regarding First Language Use in Teaching English as a Foreign Language

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Abstract

The present study sought to investigate EFL teachers’ perceptions and practices regarding the use of L1 in L2 classrooms. The participants were eighteen Iranian EFL teachers, teaching adults’ EFL classes at different proficiency levels. Their mother tongue as well as that of their students was Persian. Classroom observations and semi-structured interviews were the instruments employed in this study. The participants’ classrooms were observed, recorded, and transcribed. Besides, field-notes were taken during the observations. The objective of the classroom observation was to investigate the participants’ actual teaching practices. The classroom observation transcriptions were analyzed to find instances of L1 use. Besides, content analysis was carried out on classroom observation field-notes. An interview framework, including nine questions, was designed based on the points highlighted in the literature about L1 use in L2 classrooms. Each participant took part in an interview session in order to find out about the participants’ teaching perceptions. The interviews were recorded and transcribed. Interview transcriptions were analyzed to find the main themes in the data. Analysis of the data indicated that the participants believed that if an EFL teacher knew the learners’ L1, s/he should use it in case the need arises, as the last resort. In general, they expressed their preferences in using L1 as far as the learners’ proficiency level is concerned and in teaching language sub-skills. In practice, they mostly used L1 in their classes for teaching vocabulary. Few mismatches were observed between the participants’ perceptions and practices.

Keywords: Teachers’ Perceptions, Teachers’ Practices, L1 Use
The Efficacy of Flipped Learning Model on the Development of Iranian EFL Learners’ Oral Reproduction of Short Stories

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Abstract

The current study investigated the efficacy of the flipped learning model on the development of Iranian foreign language learners' oral reproduction of short stories. To this end, 50 undergraduate English Language and Literature students at an Iranian state university participated in this study. After receiving the short stories along with additional explanations regarding the plot and elements of short stories at home through a telegram group, each student had to be prepared to give an oral presentation and participate in group discussions as class activities. For data analysis, the learners' four oral presentations were evaluated by two raters using an objective rating scale and one-way repeated measure ANOVA. Furthermore, an attitude questionnaire designed by the researchers was distributed to the participants at the end of the semester. The results from the analysis of students' scores showed that the flipped learning model could develop students' engagement and achievement in the classroom significantly, and a consistent improvement was observed in the learners' performances across four different oral presentations. Likewise, utilizing this approach contributed to the learners' positive attitudes, and they came to realize that developing their oral proficiency was a complicated process; eventually, by increasing their knowledge and experience about the target language, they would be able to overcome many of their problems. Correspondingly, the findings suggest that this approach may be beneficial for language instructors, university lecturers, and stakeholders at any level to shift the teaching process from time-consuming instruction to a valuable learner-centered approach.

Keywords: EFL Learners, Flipped Learning Model, Learner-Centered approach, Oral Presentations, Short Stories.
The effect of teaching academic collocates on the writing performance of Iranian medical students

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Abstract

In this research we investigated the effects of teaching academic words with and without their collocates on the writing quality of Iranian medical students. To this aim, we selected, with the help of a subject matter expert, 300 academic words from the Academic Vocabulary List which bore high relevance to Medicine. A cohort of 32 medical students were then divided randomly into two groups, each consisting of 16 students. As for the pretest, they wrote an academic essay on a topic related to their major. Both groups were then taught in the same way the major principles of academic writing for 12 sessions. Half an hour in each session was, however, devoted to academic vocabulary instruction which was different for each of the groups. One group was taught just the academic words while the other group was presented with academic words plus their top collocates. After the instruction period, both groups were asked to write an essay similar in its topic to the pretest. The pretest and posttest essays were evaluated by two experienced raters who assigned holistic scores based on Jacob et al. (1981) writing assessment rubric. Data were analysed through ANCOVA with students’ scores on the pretest essays as covariate. The findings showed that teaching academic words in combination with their collocates had no significant effect on learners academic writing performance. The results are justified and discussed in light of theories of L2 writing development, academic writing perspectives and phrasological views of second language acquisition.

Keywords: Collocation, EAP, L2 writing
Abstract

English books taught in Iranian schools have never considered EFL students’ paragraph structure awareness. However; paragraph structure instruction has been provided for Iranian 12th grade students in Vision 3. This study investigated the effect of this type of instruction to shed more light on the role that paragraph structure instruction plays on reading comprehension of Iranian EFL 12th grade students. To this end, 63 high school students participated in the study. They were randomly assigned into two groups, functioning as the experimental and control groups. The homogeneity of the two groups at the outset of the experiment was testified by FCE reading comprehension test. All the participants were pre-tested on reading comprehension. Then, the instruction was held over a course of 12 sessions base on Vision 3 method of instruction and analysis of paragraphs for experimental group while the control group received no such treatment. Finally, the post-test on reading comprehension was administered on the two groups to show participants’ reading comprehension ability after the instruction. Tests were developed based on four short reading passages of expository text type similar to reading comprehension texts of Vision 3. An independent-samples t-test was run to analyze the data. The results showed that the experimental group could significantly outperform the control group in reading comprehension performance after the treatment. Consequently, regarding reading comprehension ability, paragraph structure instruction of Vision 3 was considered to be affective for 12th grade students.

Keywords: Paragraph Structure, Explicit Instruction, Reading Comprehension, Vision 3, Expository Texts
Exploring the Origin of Learner Reticence in the EFL Classrooms

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Abstract

Many studies have shown that silence and reticence in EFL learners present difficulties for teachers in the classrooms. However, since many teachers are not consciously aware of the reasons underlying learner reticence, they sometimes adopt the easiest option, e.g. they let them be. To address this pedagogically significant issue, this paper aims to examine whether the origin of learner reticence has to do with the sequential environment as jointly co-constructed by the teacher and the learners in the classroom.

Data were collected through non-participant observation and recording. In the observation part, the researcher having identified the reticent EFL learner, took note of the kinds of activities the teachers used for different parts of their teaching activities. Transcriptions of the classroom interaction were subsequently prepared using the conventions of conversation analysis. Analyses of data indicated that the interactional space created by the teacher and learners was the main reason for EFL learners to be reticent in the classroom, that is, it was not a learner personality trait but derived from the sequential environment that the teachers created in their EFL classrooms. The findings of this study suggest that for improving the dynamics of classroom interaction teachers need to be consciously aware of the structure of the interaction that they co-construct in their classroom.

Keywords: reticence, silence, sequential environment, qualitative, conversation analysis
The interaction effect of institutional identity and social anxiety on effective teaching: The case of Iranian EFL university teachers

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Abstract

The current study sought to investigate the interaction effect of sense of belonging (i.e. institutional identity) and social anxiety on effective teaching among college language teachers. To do so, 68 university teachers working in Zanjan, Hamedan and Tabriz were selected through convenience sampling; subsequently, the Institutional Identity Questionnaire primarily developed by Azimi (2012), Liebowitz Social Anxiety Scale (LSAS) and Iranian English Language Teacher’s Success Scale (Moafian & Pishghadm, 2009) were respectively administered. The data were fed into SPSS software followed by running two-way ANOVA. The results confirmed a significant interaction of institutional identity and social anxiety. Lower levels of social anxiety along with a high institutional identity bring about a better teaching performance reflected in the participants' teaching success. This is largely attributable to social anxiety and the fact that being less socially anxious means embracing the unknown situations/people and having a higher tendency to express ones' opinion and take part in activities. When this is combined with a strong sense of attachment to the organization one works for, it is sensible to assume the teacher becomes highly engaged in the process of teaching and learning. This, in turn, is the key to success of any teacher. However, the picture is much more complicated in the case of teachers with higher levels of social anxiety. The data suggested mixed findings for these participants. To better understand the phenomenon, other relevant variables such as employment status, socio-economic background, etc. should be taken into consideration in future studies.

Keywords: Institutional Identity, Social Anxiety, Effective Teaching
Differences Between Native and Iranian Non-Native EAP Writings: Are They Discernible?

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Abstract

The purpose of this mixed-methods research was to compare abstracts published by Iranian non-Native university professors of Applied Linguistics with abstracts written by their renowned English Native counterparts. The main objective was to probe whether or not Iranian academic writers have reached a Native-like level of proficiency in their EAP writing. This study had sixty-three male and female participants, consisting of university professors of Applied Linguistics along with their MA and PhD students. A list containing three abstracts written by outstanding Native speaker academics of the field and three others by Iranian university professors was distributed. The abstracts were ordered randomly and any hints as to whom the author was were removed. The participants were asked to identify which abstract, in their opinion, was written by a Native and which one by a non-Native English writer. The majority of the participants were only able to identify two of the abstracts correctly and were incorrect in their identification of the other four abstracts. This suggests that the writing quality of Iranian university professors of Applied Linguistics are indistinguishable from that of Native English speakers. As part of the qualitative phase of this research, eight of the participants, who were primarily university professors, were interviewed to inquire what the differences between the writings of Native and Iranian non-Native writers were from their points of view. Inductive thematic analysis was employed to extract some major themes from the interview data. The findings of this study, furthermore, were in line with the literature (e.g. Hyland, 2016) suggesting that academic writing becomes more complex through experience. The findings can help improve EAP writing courses significantly.

Keywords: Iranian EFL speakers, EAP writing, Native vs non-Native, Abstract, Thematic analysis
The effect of task complicity on syntactic complexity in graph-based writing

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Abstract

Task complexity in L2 writing and its effect on syntactic complexity have been of much research interest in the field of second language acquisition. However, very few studies have attempted to explore the impact of task complexity on measures of syntactic complexity in learners' performance in integrated writing tasks. Therefore, the present study purported to investigate the impact of task complexity, operationalized in terms of the number of chunks in the graph, on measures of syntactic complexity, namely complexity, accuracy, and fluency (CAF) and lexical complexity in a graph description task. To this end, 94 learners of English as a foreign language at college level were randomly assigned to two groups, receiving a simple task and a complex task. The simple task involved a few-chunk graph, while the complex task had a many-chunk graphical prompt. The participants of the two groups wrote an essay describing the graph in no more than 45 minutes. The results revealed that the complexity and fluency of the learners’ output were significantly affected by the increase in the cognitive complexity of the writing task. However, there was no significant impact of task complexity on the accuracy of the essays.

Keywords: Task complexity, Syntactic complexity, Cognitive complexity, Accuracy, Fluency, Integrated-writing, Graph-based writing
Scaffolding via a Social Network and Teenage EFL Learner’s Oral Reproduction of Short Stories; Speaking Fluency and Accuracy in Focus

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Abstract:

The present study set out to investigate the effect of scaffolding of oral reproduction of English short stories via a social network on teenage EFL learners’ speaking fluency and accuracy. Also, the students’ attitudes towards using a social network in language learning contexts were to be investigated. To do so, a quantitative study was conducted with a sample of 60 pre-intermediate teenage Iranian EFL learners who were selected among 100 teenage students from a language institute based on their performance on an Oxford Placement Test (OPT). The participants were divided into two groups: an experimental group, receiving scaffolding through the medium of WhatsApp, and a control group, who received scaffolding through traditional classroom procedure. In both groups, the students’ speaking fluency and accuracy were pre and post-tested. Based on the statistical results of the Independent-Samples t-tests, scaffolding of oral summarization of English short stories via WhatsApp application was proved to be significantly useful in enhancing speaking fluency and accuracy of EFL learners. Further, the questionnaire data showed a positive relationship between the participants’ attitudes and using social networks in language learning contexts.

Accuracy; fluency; scaffolding; Sociocultural Theory of Mind; technology-mediated scaffolding.
A Critical Discourse Analysis of News Reports on “Khashoggi’s Disappearance”

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Abstract

Nowadays news media have a great influence on people's thoughts in different societies. This is rooted in the inextricable integration of power and media in these societies. In news media, this integration relies mainly on language. Critical discourse analysis (CDA) contributes to the exploration the linguistic elements constructing and disseminating the political orientations of news media, even in critical periods of time. One of the recent events, in terms of the prevalence of media conflict due to the diversity of political orientations, was the death of Jamal Khashoggi, the famous Arab correspondent. Via CDA, in this study, different samples of the main Turkish and Saudi newspapers were selected to analyze their political orientations regarding this event. The analysis of the data was based on the framework of Systemic Functional Grammar (SFG) and the Transitivity theory. The results showed that the percentage of verbal verbs in Turkish samples is about 3 times more than that of the Saudis'. Turkish newspapers have quoted numerous news sources, almost three times more than Saudi newspapers. One possible reason for this could be that Turkish journalists have used more explicit sources to further their credentials than their counterparts in Saudi newspapers. Also, while the Turkish newspapers were trying to address Saudi government's officials as committing a crime, the Saudi newspapers aimed to question the occurrence of the death, and then to relate the event to some disobedient persons in Saudi government.

Keywords: Critical Discourse Analysis, Systemic Functional Grammar, Transitivity, Appraisal.
An Investigation into the Present and Target Academic English Language Needs of Iranian Undergraduate Students of Medical Sciences

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Abstract

The content for ESP courses has been mostly determined on the basis of the intuitive judgments and personal preferences of syllabus designers and teachers, rather than a standard needs analysis. The present study was an attempt at assessing the current English language abilities of undergraduate students majoring in medical sciences as well as identifying their target needs for academic success through quantitative and qualitative methods. The participants included 197 undergraduate students, 12 TEFL teachers, and 15 content teachers from Tabriz University of medical sciences, Iran. The data were collected through target needs analysis and self-assessment questionnaires and also semi-structured interviews. Pronunciation, technical and general vocabulary knowledge, and using bilingual dictionaries were regarded as ‘important’ and ‘very important’ target needs by the participants though some significant differences in perceptions were found between the content teachers and students. The writing skill, listening comprehension and speaking were perceived as the weakest points in the students’ current level of ability. There was also a significant difference between the perception of TEFL teachers and the students’ in assessing the undergraduate students’ linguistic abilities. Furthermore, both undergraduates and teachers voiced their dissatisfaction with certain areas of ESP courses such as the inadequate number of the credits and heterogeneity of the classes. To have the outcome of ESP courses improved, they need to be designed on the basis of a realistic appreciation of all stakeholders’ perceptions in the field, and they need to be taught through the cooperation of the teachers in the two camps.

KeyWords: Needs analysis; ESP; medical sciences; target needs; current language abilities
The role of language teachers' and content teachers' beliefs on their practices regarding testing and assessment in ESP contexts

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Abstract

Although research studies on testing issues of English for General Purposes are abundant in the literature, they are still one of the less explored areas of research in English for Academic Purposes, especially with respect to teachers’ (language teacher and content teacher) assessment knowledge and beliefs. The present study intends to examine the ESP tests in terms of validity and reliability in measuring students’ ability in the ESP context and explore the teachers’ assessment knowledge, skills in developing tests within and across twelve Iranian ELT instructors and eight content teachers. Thus, each participant was interviewed after responding to the questionnaire. Test papers were also deeply investigated so as to delve into the underlying validity and reliability in measuring students’ ability and performance in the ESP context. The findings were indicative of the positive effects of assessment knowledge, skills in developing tests, skills in aligning needs with tests and assessments in ELT instructors’ testing practice but not on the modifying and implementing tests. The findings also partially verified the potentials of within group inconsistencies and across-group discrepancies within and between the two groups of teachers respectively with content teachers being much more inconsistent than ELT instructors in terms of their testing practice, developing tests, skills in aligning needs with tests and assessments as well as test papers. The findings of the study have implications for renewing the current practices of ELT instructors and content teachers testing practices discipline-based EAP courses worldwide.

Keywords: ESP assessment, ESP context, content teacher, language teacher
Supportive Co-Teaching in Specialized English Language Courses

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Abstract

Due to the nature of English for Specific Purposes (ESP) course materials, the question of who should teach these courses has been a continuing concern. The purpose of this study was to implement and evaluate Supportive Co-Teaching (SC-T) approach in an ESP course of Orthoses and Prostheses in two consecutive semesters. The study was conducted at the school of Rehabilitation by the collaboration between English language and orthoses and prostheses departments in 2018. Two faculty members both of whom experienced in their own field of studies from the two departments were assigned to teach the ESP course simultaneously. Pre- and post-tests were prepared and reflective and feedback sessions along with course evaluation were included in the course plan.

The results of repeated measure ANOVA showed that the post-test scores differed significantly from pre-test scores (F (1, 16) = 19.896, p < 0.001). Post hoc tests using the Bonferroni correction revealed that post test scores increased by an average of 3.2 points after the intervention (p < 0.001). The results of the course evaluation showed that the learners benefited from learning both language and content of the course concurrently. The two teachers believed their simultaneous presence helped them support each other and feel more confident in covering both language and subject matters.

Learners and teachers both benefited from SC-T; however, collaboration and management of the procedure for the simultaneous presence of both teachers were demanding. Facilitation of this procedure is an area of research for further studies.

Keywords: Co-teaching, Supportive co-teaching, English for Specific Purposes, Specialized English Language Courses
The contribution of blog-mediated writing instruction to second language writing motivation, self-efficacy, and self-regulation: A mixed methods study

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Abstract

Employing an explanatory sequential design, this study investigated the effects of a blog-mediated writing course on L2 students’ writing motivation, self-efficacy, and self-regulation. A number of 46 Iranian EFL learners from 2 intact university classes were recruited as the participants and were randomly assigned into the control group (n = 21) and the experimental group (n = 25). Over a 16-week university semester, the control group was taught using traditional writing instruction, whereas the experimental group was taught using a blog-mediated writing course. Data were collected through administration of 3 scales, measuring L2 writing motivation, self-efficacy, and self-regulation. Also, to reveal a more comprehensive understanding of blog-mediated writing instruction, a set of semi-structured interviews were conducted with a number of participants in the experimental group. ANCOVA analyses and thematic data coding were conducted for the quantitative and qualitative data analyses, respectively. Findings revealed that integrating blogs into EFL writing instruction helped the experimental group to have more writing motivation and writing self-regulation than the control group that only had received regular in-class instruction. However, the blog-mediated writing course decreased the writing self-efficacy of the EFL students. Findings offer theoretical and pedagogical implications for L2 writing instruction.

Keywords: Writing motivation; blogs; EFL writing; self-efficacy; self-regulation
Abstract

Aimed at identifying and categorizing the reasons behind dropout factors among English students, the present research was projected in a less privileged area. Initially, drawing on an existing questionnaire developed and validated by Javan and Modarresi (2018) titled ‘Foreign Language Learners’ Dropout’ (FLLD), the researchers made an attempt to adjust some existing factors, which might lead to stop joining English classes in an Iranian context- private English schools in Joghatai, Iran. Datasets were validated via analyzing some English teachers’ perspectives. The findings revealed two sets of factors, which were classified into two main subsets, including 1) external and 2) internal variables. Internal factors encompassed learners’ lack of confidence, lack of time and budget, marital status, and moving to a new place and external factors involved teacher effect, school environment, staff behaviors, school management, and classmate interactions. Possible implications of the study including dropout factors esp. among English language learners were provided in the end.

Keywords: Dropout, External variables, Internal variables, English Language Institutes.
The immediate and delayed impact of isolated and integrated form-focused instruction on L2 knowledge of grammar

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Abstract

In second language acquisition, form-focused instruction (FFI) in which forms are attended to within meaning-based activities are considered effective for language learning; however, when is a better time to direct learners' attention to form in FFI has been widely ignored. To fill this gap, this study investigated the contributions of two FFI types, namely, isolated and integrated FFI, in developing L2 knowledge. To this end, 40 Iranian pre-intermediate learners were randomly divided into two groups (n=20 each), namely, the integrative FFI group (IntFFI) and the isolated FFI group (IsoFFI). Both groups received 8 hours of FFI on plural -s, articles, and third-person -s. While the IsoFFI group received FFI after their communicative practices, the IntFFI group received it within their communicative practices. Three oral narrative tasks were utilized as the pretest, immediate posttest, and delayed posttest. The results indicated neither of the FFI types had immediate nor delayed effects on articles. Regarding 3rd person -s, only Isolated FFI had short-term impacts on this linguistic feature. Both Isolated and integrated FFI had immediate effects on plural -s but only Integrated FFI had delayed effects on plural -s. Therefore, it can be concluded that certain linguistic features, i.e., articles, are acquired late no matter whether FFI is provided or not. Isolated FFI has more immediate rather than delayed effect on L2 knowledge of grammar. Integrated FFI has the advantage over isolated FFI as it can develop certain linguistic features over time. The pedagogical implications of these findings for teachers are discussed.

Keywords: Isolated FFI, Integrated FFI, Immediate impact, Delayed impact, Form-focused instruction (FFI)
Investigating Iranian EFL Learners' Perceptions of Recast through Mobile-Assisted Communication

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Abstract

The current study aimed to investigate the Iranian EFL Learners' Perceptions of Recast during Face to Face, Audio-based and Video-based Mobile Assisted Communication. To accomplish the above mentioned goal, sixty intermediate students who were studying English at two different Language institutes were selected. Of this number, twenty were female and forty were male students. They were placed randomly into three groups namely, face-to-face, audio-based and video-based conditions. The participant's received recasts for their errors during dyadic interactions with their interlocutor and then listened to recorded episodes of their incorrect utterances followed by interlocutor’s feedback during stimulated recall interviews. Learners' stimulated recall comments were elicited in relation to learners' perceptions of recasts they received. Learners' responses in stimulated recall interviews were classified as noticing the gap, feedback recognition and non-feedback. Noticing the gap was operationally defined as learner's ability to identify the source of the error for which they received corrective feedback. Learner’s responses were classified as feedback recognition whenever they were able to recognize the corrective nature of corrective feedback but failed to locate the source of error. Finally, learners' stimulated recall comments were classified as non-feedback when they failed to recognize the corrective nature of feedback. The results of Chi-square analysis revealed that audio-based group had a more accurate perception of recast provided to them compared to the other two groups. The study concludes that mobile-mediated corrective feedback can be as effective as conventional face-to-face feedback.

Keywords: corrective feedback, recast, mobile-assisted language learning
Iranian EFL Learners’ Written Grammatical Errors: The Case of Genre

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Abstract

Errors are unavoidable parts of the foreign language learning (L2) process; however, learners might commit different grammatical errors depending on the genre of the manuscript. The present study intends to identify Iranian EFL learners’ written grammatical errors in two genres namely, descriptive and narrative and then determines the likely existence of correlation between genre and types of the written grammatical errors. To this end, 42 Iranian upper intermediate male EFL learners aged between 13 and 18 participated in the present study and produced eighty four 150 word scripts on two predetermined topics, a descriptive and a narrative in two consecutive sessions. The descriptive analyses based on the scoring framework of the study revealed the types of grammatical errors in each genre. Analyses of the grammatical errors of the descriptive genre indicated that the learners’ most frequent written grammatical errors included singular vs. plural verbs, present simple, and prepositions while they committed more errors in past simple, prepositions, and definite articles in the narrative genre. In addition, a Chi Square test run on the 12 common frequent error categories between both genres confirmed that genre of the text and types of written grammatical errors are interdependent. The findings of the study might be beneficial for teachers, learners, and material developers.

Key words: Writing, Grammatical errors, Genre, Most frequent errors, Descriptive, Narrative
Impact of Modality of Collaborative Dialogue on Iranian Intermediate EFL Learner's Grammatical Proficiency

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Abstract

Through collaboration dialogue, individuals are responsible for their learning, the abilities and contributions of their peers. This study investigated the impact of the modality of collaborative dialogue on Iranian intermediate EFL learner's grammatical proficiency. Participants of this study were 60 Iranian intermediate EFL learners enrolled in an English class in Abadan, Iran. The ages of the participants ranged from 22 to 35 years and were randomly divided into two groups as, face to face (F2F) and synchronous computer-assistant communication (SCMC). At the beginning of the treatment, a teacher-made grammar test was administered to the two groups as the pretest. The instruction and material for both groups were the same, but the students in F2F group were asked to communicate orally and their oral chats were recorded by the teacher in order to analyze their conversations, while the students in SCMC group were asked to do the same task through texting in Telegram application on their cell phones and the chat scripts were saved for further analysis. At the end of the treatment, a post-test, parallel to the pretest was administered to both groups. The analysis of the data was accomplished through the application of paired and independent sample t-tests. The results revealed that the performance of the students in SCMC was better than that of F2F and there were significant differences in the performance of both groups in the pre and posttests. Based on the result of this study, both F2F and SCMC were effective methods for teaching grammar in EFL classes, but F2F collaborative dialogue, though was less significant than the SCMC should be also utilized as the second priority in teaching grammar in EFL class. The findings of the study could have important implications for EFL teachers, material developers, and non-native English learners.

Keywords: Collaborative dialogue, Computer-mediated communication, Face to face communication, Grammatical proficiency
The relationship between Iranian EFL learners’ vocabulary learning strategies and their vocabulary size

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Abstract

The current study was designed to address the relationship between Iranian EFL learners’ vocabulary size, and their preferred vocabulary learning strategies. Vocabulary size is a term used for the number of word families a learner knows. Vocabulary learning strategies are a set of strategies that are used by the learners to acquire new words. The focus here was to determine a possible correlation between language learners’ vocabulary size and their preferred vocabulary learning strategy. To this end, 80 advanced language learners, were asked to fill out a form identifying their preferred vocabulary learning strategy. The form consisted of 25 items on different vocabulary learning strategies of determination, social, cognitive, metacognitive and memory strategies. The same learners were then presented with vocabulary size test. The test revealed each learner’s vocabulary size. The obtained results were used to test research hypotheses using correlation and regression analyses. The results revealed that cognitive, metacognitive and vocabulary learning strategies are the most common strategies among the participants of the study. It was also concluded that there is a positive correlation between learners’ vocabulary size and their vocabulary learning strategies. Moreover, regression analysis revealed that vocabulary learning strategies are a predictor of vocabulary size. 42 percent of the data could have potentially been predicted by the results of the vocabulary size test. Identifying the most useful vocabulary learning strategies provides both learners and teachers with a better blueprint for vocabulary acquisition. This research strongly advocates the implementation of vocabulary learning strategies in EFL classes.

Keywords: Vocabulary Learning Strategies, Vocabulary Size
Encountering second language issues (speaking skills) for many learners as an unattainable desire can be manipulated by electing beneficial techniques and ameliorate them to the useful methods for other learners in different classrooms. The child learns various skills through the educational games which they are one of the main and specialized topics in the educational field that are used to enable students to be creative. Speaking educational games that happen in the classroom, which are concerned in the current study should donate convenient sense to learners for improving language elements learning. To this goal, teacher tried to apply two games for improving speaking skills focused on descriptive adjectives in the classroom discourse while teaching new subjects to making environment funnier, hence two pre-intermediate groups of 18 pupils that were selected randomly among 54 students according to their scores on Oxford Placement Test 2 (Allan, 2004). Having taken a speaking sample test as a pre-test based on descriptive adjectives to assign the students' speaking abilities, the experimental group which students play a Pictionary game for learning adjectives, since the control group just play reading game in the classroom. After treatment, a post-test, similar to pre-test, was carried out and data was analyzed via an Independent Sample t-test which indicated both groups progressed during the treatment but experimental group which students were more active in speaking skills outperformed the control group, therefore generally the games can convert classrooms to an enjoyable environment especially speaking games can lead to a comfortable classroom discourse that courage as a principal key for students result into learning foreign language is fascinated for all learners.

Keywords: Pictionary game, educational games, convenient sense, enjoyable environment
Task modality and pair formation method through language related episodes (LREs) and L1 use: a study of grammatical and lexical items

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Abstract

This study provides field research evidence on the efficiency of a "Student-selected" peer review assignment protocol as compared to the typically implemented "Teacher-Assigned-Pair" protocol in doing some lexical and grammatical language related episodes (LREs). The study employed 60 undergraduate Medical students attending a general English course at Lorestan University of Medical Sciences who were randomly assigned into three groups (two experimental groups and a control group) based on an Oxford Placement Test (OPT) and an interview: Free-Selection group (FS)(students were allowed to freely explore and select peer work), Teacher-Assigned group (TA) (the teacher assigned students to work in pairs), and a Control group (there is no pair and students had to work individually). The three groups took a pre-test on the prescribed material prior to the treatment. In the instructional phase of the study, the experimental groups (TA, FS groups) worked on some lexical and grammatical LREs in pairs during a period of 6 months while participants in the control group did the same job individually and not in pairs. At the end of the treatment, all three groups took a post-test. The quantitative analysis of the data indicated that students following Teacher-Assigned protocol demonstrate a better domain learning outcomes over lexical and grammatical language related episodes and outperformed the other two groups. An ANOVA provides evidence that the TA condition can be multiply beneficial to students who engage in peer review activities.

Keywords: task modality, pair formation method, language related episodes
Metadiscourse Use in Dentistry Research Articles Written by Non-native English Speakers: Does Editing Make a Change?

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Abstract

Non-native English speaking (NNES) authors are increasingly being pressured to refer to copy editors to have their manuscripts linguistically improved to get published in accredited international journals. Despite the important responsibility that copy editors shoulder in deciding the ultimate fate of academic papers, nearly no studies have systematically explored the effects editing might have on specific writing features, whether linguistically or stylistically, as a process meant to enhance the quality of the paper. That is what we set out to do in the present research. Twenty research articles in the field of dentistry written by NNES were randomly selected, and the original versions were contrasted with their edited versions, trying to establish what shortcomings the papers had in terms of Metadiscourse (MD) elements and how far the editing process had succeeded in compensating for those drawbacks. Hyland’s (1998) account of MD in academic texts, established by the frequency count of different MD elements in native English Speaking (NES) authors’ manuscripts, was utilized as our basis for comparison. The results revealed that NNES authors had paid scarce attention to proper management of MD elements in their manuscripts for effective communication of the propositional content, and that the editing process seemed to have changed little in this regard. It is believed that the findings of this study have some implications for ESP and EAP teachers, especially in academic paper writing classes, as well as copy editors.

Keywords: Non-native English speaking authors, Metadiscourse, editing, copy editors, academic paper
Schematic Activation through Computerized Graphic Organizers: The Case of L2 Listening Comprehension and Incidental Vocabulary Acquisition
Mahzad Karimi – Azizeh Chalak – Hossein Heidari Tabrizi

Abstract

Modern schemata theorists believe that meaning exists neither in oral nor in the written language itself, but in the reader's mind, and brain schemata could be triggered by using techniques such as graphic organizers. This study aimed at employing the graphic organizers to enhance schematic activation. To this end, a total number of 173 Iranian upper-intermediate EFL learners received a Nelson General Proficiency Test and 157 participants who met the homogeneity criterion were assigned randomly to an experimental group (EG) and a control group (CG). Levene Test and K-S were employed to determine the normality of distribution. The participants received a pretest to measure their listening comprehension and vocabulary. The students in the CG did the listening activity conventionally, and the ones in EG were provided with the graphic organizers as a pre-listening task. After the treatment, two posttests were run to measure their achievements on listening comprehension and vocabulary. In order to assess the efficacy of the graphic organizers, both descriptive analysis and ANCOVA were employed. The results of the study indicated that the graphic organizers improved both learners' listening comprehension and incidental vocabulary acquisition and the EG outperformed the CG. Moreover, the data obtained from a questionnaire revealed the learners' positive attitudes toward the pre-listening tasks. This study could help the practitioners in the field of SLA to support the use of graphic organizers as influential techniques to promote schemata for listening.

Keywords: Incidental Vocabulary Acquisition, Graphic Organizers, Listening Comprehension, Schematic Activation
The Relationship between Language Learning Strategy and Pronunciation Accuracy among Iranian Intermediate EFL Learners

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Abstract

Pronunciation is an integral part of foreign language learning since it directly affects learners’ communicative competence as well as performance. Also language learning strategies are a key factor in language learning. The present study investigated the relationship between choice of learning strategies and frequency of their use and appropriate pronunciation accuracy. 60 participants homogenized by Oxford Placement Test (OPT). Then Language Learning Strategies Questionnaire revealed what language learning strategies worked best for them and the pronunciation test measured the segmental and suprasegmental phonemes. The data was analyzed by SPSS software through Spearman Rank-Order correlation and Independent Samples T-Test. The results indicated that there was a high positive correlation between Iranian EFL students’ language learning strategies and pronunciation accuracy. Also, the analysis of the second research question of the study showed that gender did not have any statistically significant role in the relationship between Iranian EFL students’ language learning strategies and pronunciation accuracy. Hence, if language teachers spend some time learning and practicing strategies for teaching pronunciation, they will not have the embarrassment anymore and students’ pronunciation will be effectively improved.

Keywords: Language Learning Strategies, pronunciation accuracy, Intermediate EFL Learners.
The Effect of Metacognitive Strategies on Brain Dominance of Iranian intermediate EFL learners’ reading comprehension

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Abstract
The main purpose of the present study was to investigate the impacts of metacognitive strategies on brain dominance of Iranian intermediate EFL learners’ reading comprehension. Research participants were 50 intermediate EFL learners. They were homogenized by validated OPD. They were divided into 2 groups, that is, experimental and control. The chosen methodology for this experiment is in keeping with Zhussupova & Kazbekova's recommendations “GUIDE on using Metacognitive Reading Strategies” (2016). The researcher used that to teach the experimental group. It focused on the model of metacognitive strategies including the following strategies: 1. promoting self-questioning, 2. thinking aloud while performing a task, 3. making graphic representations in reading comprehension. And used traditional method in reading, that is, pre-reading, while-reading, post-reading to teach the control group. Before doing the experiment, the researcher gave the questionnaire of brain dominance to all the participants in two groups to determine the right/left-oriented students. The researcher conducted 10 sessions. The reading texts were selected randomly from select reading (intermediate) by Lee & Gundersen (2011). Having been done the experiment, the researcher distributed the questionnaire of brain dominance to the participants again to know to some extent metacognitive strategies were significant on the brain dominance. Based on the data analysis from the questionnaire before and after the experiment, it was proved that there was significant effect of metacognitive strategies on brain dominace. Consequently, the null hypotheses of the study were rejected. Teachers should incorporate this task in their activities. It would also provide a communicative and supporting atmosphere in the class between teacher and student and among student themselves. Considering methodological perspectives, the results of the study can be of use in all educational centers, and have direct and indirect implications in teaching, learning, and syllabus design and materials development.

Key Words: Brain dominance, EFL, Metacognition, Reading comprehension.
Abstract

The purpose was to discover the students’ attitudes on the aspects of the teaching methodology employed in academic English writing instruction including comparisons/contrasts between some aspects of phrases and clauses in English and Persian grammar which was finally led to an innovative technique in Persian-English translation of scientific texts. A qualitative study was carried out in three classes of English for Specific Academic Purposes for postgraduate students at Iran University of Medical Sciences. Whenever necessary, the intended and required grammatical comparisons/contrasts in English and Persian languages were made in face-to-face and electronic classes. Using Halliday’s nominalization concept, an innovative Phrase Analysis technique was finally introduced and practiced. Students’ ideas were then extracted by asking for their reflections followed by some open interviews. Content analysis was adopted on all the transcriptions.

The results of the reflection and interview analyses showed that Phrase Analysis Technique helped students in the areas including: considerable reduction in the confusions they previously had in Persian-English translation, parsing the sentence structures for meaning-making, making distinctions between general and scientific writing styles, and recognizing different English/Persian sentence structure types. They also acknowledged that information/tasks uploaded in the university’s Learning Management System impacted their learning to a great extent.

Due to inappropriate grammar-translation method usually used in Iranian high school ELT classes, a considerable number of undergraduate EAP/ESP, as well as ESAP graduate students rely on translation into Persian while reading English. The approach offered in the current study helped them get rid of the arduous and usually inefficient habit of employing Persian as a medium for comprehending English.

Keywords: ESAP, ESP, EAP, Translation, Academic Writing
Differential Effects of Immediate Task Repetition and Post-Task Transcribing on EFL Learners’ Oral Complexity

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Abstract

Task-based studies have provided ample evidence that task repetition and post-task transcribing positively affect the quality of oral production. However, such studies have rarely examined the immediate effect of post-task transcribing on EFL learners’ subsequent oral performances. To address this pedagogically important issue, this paper presents the results of a study which aimed to investigate how immediate task repetition and post-task transcribing affect EFL learners’ oral performances of the same task in terms of complexity. In this regard, 38 intermediate EFL learners were assigned randomly to two groups: task repetition and post-task transcribing. They participated in a practice and a silent animation narrative task over a three-week period. The learners in the task repetition group were required to watch the animation, retell it to the researcher and then immediately repeat it. The learners in the post-task transcribing group were required to watch the animation, retell it to the researcher, then immediately transcribe it and finally repeat it once the transcription activity had completed. The learners’ oral task performances were recorded, transcribed, coded, and analyzed by the researchers in terms of complexity based on Elis and Barkhuizen (2005). The results showed that there were no significant differences between the task repetition and post-task transcribing groups in their immediate performance of the same task with respect to complexity measures. Implications for research and teaching on the benefits of immediate task repetition and post-task transcribing in task-based instruction are discussed.

Keywords: Task, Task Repetition, Post-Task Transcribing, Complexity
A New Dilemma for Language Teachers: Self-assessment or Teacher Assessment

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Abstract

Transitioning smoothly from traditional learning of language, memorization and rote learning, implemented in teacher-centered classrooms to independent learning in learning- and learner-centered classroom and along with it, moving from teacher-assessment paradigm to self-assessment one faces teachers with a dilemma of deciding on learners’ final improvement and learning. Given that challenge, the present study aims to compare learners’ self-assessment results with those of teacher assessment in three proficiency levels. To that end, 190 B.S Iranian students of engineering, in both genders, were randomly selected on the basis of intact classes. The participants’ proficiency levels were determined according to their score in the Cambridge Quick Placement Test. Prior to instruction, the participants assessed their reading comprehension targeting their ability to use three frequently required reading skills i.e. previewing, scanning and skimming by using Likert Scale questionnaire along with open-ended questions and then they received a pre-test prepared by the teacher. Again after instructing each skill, participants assessed by themselves and by the teacher. The obtained data were analyzed by SPSS and t-test and ANOVA to understand the differences between two types of assessment. Intriguingly, the results from both tests, self-assessment and teacher-assessment, were pro self-assessment. In all three proficiency levels, the self-assessment results were in accord with the results obtained from teacher-assessment. The Findings of this study implies that it's time language teachers trust in learners and allow them to assess their learning as monitor their learning process.

Keywords: self-assessment, teacher-assessment, reading comprehension
The Role of Negotiated Content-focused Feedback in L2 Writing Fluency Improvement

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Abstract

For over two decades, the contexts of second and foreign language acquisition have witnessed debates over the effectiveness of corrective feedback (CF) also known as ‘grammar correction’ on writing accuracy (Ferris, 1999; Truscott, 1996). More recent research has widened this scope to include a focus on fluency and content-focused CF (e.g., Ene & Upton, 2018; Goldstein, 2016). In this line, this study was conducted with 38 EFL learners, with proficiency levels ranging from lower-intermediate to higher intermediate, who had enrolled in a Paragraph Writing course at a university. In two intact classes, the learners took a writing pre-test before the start of the study and wrote six academic paragraphs throughout a sixteen-week semester. The classes were randomly assigned to two different feedback types: negotiated or nonnegotiated content-focused CF. In the case of negotiated CF, the teacher and the learners participated in one-to-one meetings which involved discussions on paragraphs’ content guided via Aljaafreh and Lantolf’s (1994) regulatory scale. In nonnegotiated CF group, the teacher provided marginal and end comments on the paragraphs’ content. The learners revised their paragraphs using the feedback they had received (short-term effect). At the end of the semester, the immediate post-test was administered (long-term effect). The paragraphs were scored by two raters based on Ashwell’s (2000) content scoring guide. The ANOVA analysis indicated that negotiated CF group had more significant short-term and long-term improvements in their writing fluency. Semi-structured post-study interviews also revealed that learners had a more favorable attitude towards negotiated CF. The findings are discussed and implications for wiring instructors are given.

Keywords: corrective feedback, negotiated feedback, nonnegotiated feedback, content-focused feedback, writing fluency
The impact of interactive, interpretive, and editing tasks on the listening comprehension skill of the Iranian intermediate female EFL learners

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Abstract

The role of listening is significant in L1 and L2 acquisition because the child learns to listen before all other skills (Rost, 2005). Due to the mentioned fact, an array of studies have been conducted on the importance of listening skill. In this regard, some researches were conducted on the process of listening (Anderson, & Lynch, 1988), on the influential factors (Brindley, & Slatyer, 2002), and on the best methods of teaching listening (Berne, 2004). The present study aimed at investigating the impact of interactive, interpretive, and editing tasks on the listening comprehension skill of the Iranian intermediate female EFL learners. To achieve this goal, 60 female intermediate learners, whose ages ranged between 14 - 17 were chosen. Based on the result of PET exam, learners were non-randomly assigned to three experimental groups, one of them received interactive listening tasks, another one received interpretive listening tasks, and the third group received editing listening tasks. Moreover, the participants’ PET scores in listening section were used as pretest score too. After 10 sessions of treatment, another listening section of PET was administered as the posttest. The result of ANOVAs showed a significant difference within three groups which consequently rejected the hypotheses of the study.

Keywords: Editing task, Interactive task, Interpretative task
Enhancing pairs’ Collective Thinking through Peer Modeling: A Multiple-Case Analysis

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Abstract

A large body of research has documented that simply assigning learners in pairs to have dyadic interaction will not necessarily create favorable learning opportunities as pair members rarely ‘interthink.’ As Mercer and Littleton (2007) stated, pair members “may interact but rarely interthink” (p.50). To have true collaboration, learners are needed to be aware of how to actively collaborate and to use language as a tool for thinking in dyadic interaction. To address this pedagogically important issue, the present study aimed to explore if implicit instruction of interactive ground rules through peer modeling could lead to EFL learners’ enhanced collective thinking. In this regard, from among 29 EFL learners, 6 intermediate ones were chosen from an intact class. The learners participated in dialogic narrative tasks where they narrated their short stories to three different interlocutors each session for over a period of four months (i.e. 9 sessions). In the fifth session of the course, the learners were provided with the interactive ground rules through a modeling demonstration to show the learners how to actively collaborate in their dyadic interaction. All the learners’ audio-recorded performances (total 20 hours) were transcribed and later analyzed. According to the results obtained from the transcript analyses, the pairs’ collective thinking developed dramatically subsequent to the modeling demonstration compared to sessions prior to the modeling. The findings of this study lend support to peer modeling as a useful pedagogical technique for teaching interactive ground rules to develop pairs’ collective thinking in a way that it generates learning opportunities in dyadic interaction.

Keywords: Collective thinking, Dialogic narrative tasks, Interactive ground rules, Peer Modeling
A Longitudinal Investigation into the Development of Language Complexity through Repeating Dialogic Narrative Task

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Abstract

Task repetition is a research domain that has captured increased attention in the field of second language acquisition (SLA) over the last two decades. A growing number of task repetition studies have investigated the effects of repeating tasks on learners’ oral production in general. However, there appear to be only few studies in the literature which have sufficiently acknowledged the contribution of task repetition to learners’ language development. The current study was conducted as an attempt to explore the extent to which the effects of task repetition carry over into subsequent performances on task, whether or not repetition leads to producing more complex language across the time. To this end, six intermediate English as a Foreign Language (EFL) learners were selected out of 29 ones who engaged in performing a dialogic narrative task over 10 sessions. The data were elicited from transcribing 20 hours of the learners’ audio-recorded task performances over a period of 4 months (10 sessions). Drawing on a range of complexity measures of Ellis and Barkhuizen (2005), all the transcriptions were analyzed. The results indicate that repeating a dialogic narrative task makes a significant contribution to language development and more importantly assists the learners in gaining long-term language complexity. The findings of the study highlight an important implication for second language (L2) pedagogy, shedding light on the positive effects of task repetition as a practical procedure to develop language complexity.

Keywords: Dialogic Narrative Task, Language Complexity, Longitudinal Investigation
Locating the source of number agreement errors in intermediate-to-advanced second language learners of English

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Abstract

This study explores the extent to which L2ers of English are sensitive to Subject-Verb (S-V) agreement errors with thematic verbs and copulas. A group of intermediate-to-advanced Persian-English L2ers and a group of native English speakers (NSs) participated in an online speeded grammaticality judgment task. Additionally, L2ers participated in an offline grammaticality judgment task to see if the absence of processing pressure affects L2 errors in number agreement. The results are as follows. Whereas NSs are sensitive to number agreement errors in both verb types, L2ers are not. For L2ers, the results reveal the following systematic errors. For agreement errors in thematic verbs there is an omission-commission asymmetry; whereas L2ers are not sensitive to omission errors they are sensitive to commission errors in finite forms. For copulas, there is a singular-plural asymmetry indicating higher error rates in plural subject NP + is configurations than in singular subject NP+ are ones. Yet, proficiency seems to be a strong predictor of native-like processing of S-V agreement. There is no facilitation effect from the L1. The absence of processing pressure leads to a singular-plural asymmetry irrespective of verb types. The results support the Morphological Underspecification Hypothesis (McCarthy, 2011; 2012; 2008).

Keywords: Subject-Verb agreement, omission-commission asymmetry, singular-plural mismatch asymmetry, underspecification & feature clash errors
Iranian EFL learners’ unwillingness to tell summaries: An action research at institute level

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Abstract

A very common challenge with which many language teachers in EFL classrooms face is the students’ reluctance to speak in general, and their unwillingness to give summaries, in particular. The present paper aimed to investigate Iranian EFL learners’ opinions about the factors that affect their willingness to give summaries in English language classes. Fifteen students who usually grumbled when being asked to tell or write a summary were selected by the researcher through purposive sampling. Semi-structured interviews, observation and field notes were used to discover factors that contribute to EFL learners’ willingness to give summaries. The results revealed that factors such as topic of the text to be summarized, the atmosphere of the class, EFL learners’ personality features such as their level of anxiety and motivation, their self-perceived speaking proficiency, pronunciation problems, the fear of losing face, the fear of showing off, insufficient vocabulary and grammatical knowledge and their inability to summarize a text lead to EFL learners’ reluctance to give summaries in language classes. The findings can be beneficial for teachers teaching in institutes who employ summarization in their classes frequently. In fact, the results contribute to a better understanding of the nature of willingness to communicate in language pedagogy. According of these findings, some suggestions are made for language teachers to encourage learners for more verbal contributions.

Keywords: EFL learners’ verbal participation, motivation, passivity, summary, willingness to communicate
Is Pre-Task Guided Planning Really Guiding?: Evidence from Self-Repair Behaviour

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Abstract

The surge of studies examining the impact of different types of planning, with some exceptions (e.g. Ortega 1999, 2005), has been predominantly obsessed with a specific focus on three aspects of the planned speech namely complexity, accuracy, and fluency (CAF). The results have mostly come down to existence of a competition between the goals of CAF, and been discussed in the light of Skehan’s (1998) trade-off hypothesis. The present study sets out to investigate if the effect of pre-task guided planning (GP) that channels the attention of the planners towards a specific property of tasks i.e. meaning, form, or a combination of both, is manifested in monitoring mechanisms underlying stages of speech production and different types of self-repair behaviour. To this effect, 50 Iranian lower-intermediate learners of English as a foreign language (EFL) within the age range of 16-18 were recruited and assigned into a no planning group and three GP groups. They performed an oral story-telling task, and attended a one-on-one reflective session. The transcription of the audio recorded interviews indicated that form-focused GP engendered more error (E-) repairs, while meaning-focused GP led to more different information (D-) repairs and appropriacy (A-) repairs. The results of an ANOVA revealed a significant difference between the four groups based on types of repairs. The findings are discussed in the light of Levelt’s (1983) perceptual loop theory and Ahmadian, Abdolrezapour, and Ketabi’s (2012) extended trade-off hypothesis. The implications are provided for the material developers and teachers.

Keywords: Extended Trade-off Hypothesis, Guided Planning, Perceptual Loop Theory, Self-Repair Behaviour, Task-Based Language Teaching
An Evaluative Content Analysis of the Newly Developed Iranian EFL Textbooks for Senior High Schools

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Abstract

Content analysis allows researchers to evaluate the potential strengths and weaknesses of a given course book. The purpose of this study is to analytically evaluate Iranian newly developed senior high school English textbooks, entitled English Book for senior high school and prepared by Ministry of Education as an instructional material for senior high school. To this end, the process of the content analysis has been divided into two important phases: Phase I deals with a deeply evaluative content analysis based on a multifaceted framework containing different major parts (Objective Description Analysis, Subjective Analysis, Subjective Inference), whereas Phase II entails deploying the researcher-made checklists to unearth teachers and students’ overall stance on the textbooks. This study intends to shed light on this area and add to the body of knowledge at least in terms of this specific subject, that is, content evaluation of newly published books for senior high schools in Iran in 2016 and 2017 and seeks to investigate high school teachers’ and students’ attitude toward the textbooks. The study also aims to elucidate the strengths and weaknesses of the books as used in the teaching and learning context of Iran and to rate the extent to which the materials in general lives up to the goals of the curriculum. It also will provide suggestions for improving these textbooks. The teachers' and students' responses will allow for awareness-raising of a number of important points regarding material development. The general aim, then, is to enrich English teaching and learning in Iranian high schools. The result of the present study will be of great importance to validation researchers, educationalists, cognitive psychologists, test designing companies such as ETS (Educational Testing Service), teachers as test-makers, as well as to all those involved with making decisions based on EFL/ESL test scores including managers, universities, and recruiters.

Keywords: Content Analysis, Evaluation Checklist, Textbooks, Textbook Evaluation
English Teachers’ Beliefs toward Technology Integration in Iranian Smart Schools

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Abstract

The present qualitative study was conducted to investigate EFL teachers’ beliefs toward technology integration in smart high schools of Hamedan Province. It also explored teachers’ barriers to technology integration. The technological pedagogical content knowledge (TPACK) framework was used in the present study to help explain whether the teachers had the necessary knowledge that teachers should possess for using technology in classrooms. Participants of this study were 16 Iranian EFL teachers from 13 smart high schools of Hamedan Province. In addition, the participants were in-service teachers of eleventh and twelfth levels of high schools who were more than thirty-five years of age. Semi-structured interviews were conducted to gather relevant data and thematic analysis was used for analyzing the data. The analysis upon interviews revealed positive attitudes of the teachers toward technology integration. Meanwhile, the problem was that, in practice, the condition for using technology was not provided. Furthermore, teachers’ barriers to technology integration were categorized into four themes. The themes identified as lack of time, lack of facilities, impaired facilities and lack of teachers’ technological knowledge. Upon analysis it was obvious that technology is positively perceived, but in practice, the barriers are real constraints upon the teachers, even in the smart schools.

Keywords: EFL teachers, belief, technology, smart schools, barriers, TPACK knowledge
Abstract

The present study aimed to investigate the effect of language use vs language learning strategies on Iranian EFL learners’ L2 speaking ability. The main question this study tried to answer was whether applying language use, language learning strategies or both might have any effect on Iranian EFL learners’ L2 speaking ability at intermediate level. To answer the questions, 60 language learners participated in the experiment of the study. They were randomly selected from a Language institute. They were then divided into three groups of 20 and were intactely assigned to language learning strategies group (LL), language use group (LU) and an Interface group (IG). These three groups received different Language strategies in 10 sessions. In the LL group, the targeted learning strategies like self-monitoring, note taking, co-operation were taught to the participants. The participants in the LU group were treated with Language use strategies like paraphrasing, mime and appeal for assistance. The IG received both language use and Language learning strategies. For the purpose of this study, one pre-test and one post-test of speaking were administrated to all groups to gather the needed data. The one-way analysis of variances (one-way ANOVA) was run to analyze the gathered data. The results indicated that the Iranian EFL learners' speaking ability improved in the Interface group after being treated with 10 sessions of both Language use and Language learning strategies.

Keywords: language learning strategies, language use, speaking ability
Learning vocabularies through SMS and paper based methods

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Abstract

SMS learning has an important role in vocabulary learning. The present study investigates the difference(s) between the two modes of learning English words, named SMS leaning and self-study, and also it aimed at finding out the difference(s) between male and female learning of the SMS-group. To fulfill the purpose of the study 40 learners from among 60 university students at BA level from different majors, were selected. After making the participants homogeneous through a proficiency test they were randomly divided into two equal groups of SMS learning and self-study, then a pre-test was administered and after that a post-test was also administered to find out the participants' progress. At the end of the study a questionnaire was given to the SMS group to find out their ideas and attitudes towards the learning. Interestingly most of the answers were in favor of SMS-learning. ANOVA analysis was run to find out the differences between the two groups. The performance of the SMS group was much better than the other group and also, there was no significant difference between male and female participants toward learning the English words in the SMS group. The result of this study is beneficial for Iranian EFL teachers and also university students who are getting ready for the MA exam entrance.

Keywords: SMS learning, self-study
A Novice TESOL Teacher’s Professional Identity and Evolving Commitment

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Abstract

Professional identity development is a challenge for novice TESOL teachers; commitment is another. Both occur in the workplace, yet the workplace itself is seldom treated as more than a site for research, even when it is a site of struggle. This case study looks at the multiple identities, situated activity system, and multiple components of organizational commitment to explain the identity development of a novice Iranian woman TESOL teacher working in a private language institute in Iran. Data were collected over 12 months through 10 narrative frames, 8 semi-structured interviews, 6 teaching journals, and 4 classroom observations, covering 15 years of the teacher’s life. The teacher’s life history narrative was constructed, and turning points were examined for contradictions experienced by the participant as the subject of English language learning at school and university and private sector English language teaching activity systems in Iran. The findings showed that contradictions in these activity systems were transcended through actions that developed the participant’s identity, which in turn promoted her commitment. Our research suggests that collaboration – collegial support, clearly articulated expectations, and sensitive responsive interventions – in the workplace helped this teacher learn by resolving contradictions. This has implications for mentoring professional development in novices, especially in private language institutes that hire teachers with limited teacher education.

Keywords: Teacher professional identity, Teacher commitment, Private language institutes
The Effect of Social Phobia on English Language Learners’ Classroom Participation

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Abstract

Social Phobia (SP) is a serious disorder with deep roots in childhood that could possibly lead to poor relationships and social isolation among some children in educational contexts. While several studies have explored SP in educational and clinical psychology, there is scant research examining this potentially important variable in the English Language Teaching (ELT) field. The present study aimed to explore the possible relationship between SP and classroom participation (CP) among male and female young learners. To this end, 95 students (75 females & 20 males; age range: 9-16) with different EFL proficiency levels were selected through convenience sampling from an English language institute in 2017. After gaining parental and institutional consents, the researchers asked the participants to fill in Social Phobia Anxiety Inventory for Children (SPAI-C) and a Classroom Participation (CP) questionnaire. Correlational and mean difference inferential statistics (t test and Mann-Whitney) were used to analyze the data. Based on the results, female learners showed significantly higher social phobia and were less willing to participate in classroom activities. While there was a significant negative correlation between SP and CP among female learners, there was no correlation between SP and CP among male learners. The findings imply that social phobia has a considerable effect on female learners’ classroom participation, an issue which requires language teachers’ especial attention.

Keywords: English as a Foreign Language (EFL), classroom participation, social phobia, gender
The Effect of Teacher’s Voice vs. Written Messages via WhatsApp on Iranian EFL Learners’ Learning and Retention of Lexical Collocations

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Abstract

Vocabulary learning is a crucial part of acquiring a language. According to Webb (2014), learning vocabulary is essential for language proficiency, but learning words regardless of their relationship with other words is not enough. Accordingly, this study aimed to investigate the effect of teacher’s voice vs. written messages via WhatsApp on Iranian EFL learners’ learning and retention of lexical collocations. In order to conduct this study, 100 female English language learners were asked to take part in the OPT test and sixty participants whose score ranged one standard deviation above and below the mean were selected and divided into three groups, as one control and two experimental. Then the pretest was administrated before any treatment. One of the experimental groups was treated via the teacher’s voice and the next one via written messages through WhatsApp for ten sessions. The participations then took part in the posttest. In order to test the participants’ retention of collocations, they were asked to take part in the two-week delayed posttest, too. The analyses of obtained data showed that the teacher’s voice via WhatsApp had a statistically significant effect on both EFL learners’ learning and retention of lexical collocations. However, the teacher’s written messages via WhatsApp just had a statistically significant effect on EFL learners’ learning of lexical collocations, and it did not have a statistically significant effect on retention of lexical collocations. This is study is significant for all EFL/ESL learners, teachers, and English language institutes.

Keywords: Voice message, Written message, Learning of collocation, Retention of collocation, WhatsApp
The Effect of Horror vs. Comic Animations with or without English and Persian Subtitles on Elementary EFL Learners’ Vocabulary Learning

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Abstract

One of the main concerns of EFL/ESL teachers and correspondingly the researchers in discipline is vocabulary learning. Vocabulary can be learned in a variety of ways, including visual aids and strategies. Accordingly, this study aimed to probe the effect of horror animations vs. comic animations with or without Persian and English subtitles on elementary EFL learners’ vocabulary learning as strategies which might aid learners in acquiring new vocabularies more effectively. The participants of the present study were chosen from 120 elementary male English language learners whose age ranged from 7 to 12. In order to choose homogenize participants, the Key English Test (KET) was administrated, and 90 students whose score fell between one standard deviation below and above the mean were selected. Then, they were divided randomly into six experimental groups who watched comic or horror animations, with English subtitles, Persian subtitles, or without any subtitles. The participants took part in pre- and posttest, and the analysis of obtained data showed that there were not any significant differences between the effect of horror and comic animations on vocabulary learning. Nevertheless, the English subtitled animations outweighed Persian subtitled animations regarding vocabulary learning of EFL learners. The results of this study can be significant for all EFL teachers who look for more effective strategies to aid their learners to acquire new vocabularies. EFL learners can also use the results of this study as a self-study strategy at home to acquire new vocabularies more effectively.

Keywords: horror animations, comic animations, English subtitles, Persian subtitles, vocabulary learning
A Comparison of Self-efficacy Beliefs of Students in Learning English and Arabic

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Abstract

Self-efficacy is concerned with people’s beliefs in their capabilities to produce given attainments (Bandura, 2006). As students interpret information from four sources; mastery experience, vicarious experience, social persuasion and physiological wellbeing, they develop their self-efficacy (Bandura, 1997). The purpose of the current study was to compare the sources of self-efficacy beliefs that students hold in their ability to learn English and Arabic. In order to find the answer to the research question 19 boys aged 13 to 17 years old took part in this study. The participants were studying English in summer courses in an institute in Esfarayen North Khorasan province however they didn’t have any Arabic courses except for their Arabic classes at school. The classes were at A1 level of CEFR. English and Arabic versions of Sources of Self-efficacy Beliefs’ questionnaires (Usher & Pajares, 2005), were used to measure self-efficacy. A one way between groups multivariate analysis of variance was performed to investigate the differences between the self-efficacy beliefs students hold about learning the two languages; Arabic and English. The results showed that there was no statistically significant difference between Arabic and English self-efficacy beliefs F (4, 33) = .92, p=0.46; Wiki’s Lambda = 0.90, partial Eta squared = 0.10. This reveals that students believe that their ability in learning both languages is similar. This study implies that the ability to learn a language is stable and does not change across languages.

Keywords: self-regulation, self-efficacy, Arabic, English, sources of self-efficacy, learning
Role of Social Maladjustment Behavior in the Reading Ability of Iranian EFL Learners

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Abstract

A maladjustment behavior is a worldwide phenomenon that influences and cuts across all the psychological developmental stages. In this regard, the current study aimed to examine the contributory role of self-esteem and family relationship status on their susceptibility to social maladjustment and to investigate maladjustment behavior’s influence on Iranian EFL learners’ reading ability. To collect the data, a total number of 200 participants (100 males and 100 females) were chosen from 5 language institutes. This study adopted a descriptive survey research design using a battery of psychological tests consisting of Social Maladjustment Scale (SMS), Index of Family Relations (IFR), and Index of Self-Esteem (ISE). Also, a reading task was given to the participants based on their proficiency level. To compare the importance of these factors from the participants’ points of view, descriptive statistics (means and SDs) as well as a series of independent samples t tests were run, using Bonferroni adjustment to find out the (possible) significant differences between the mean scores of the dependent variables. The results showed that the younger adolescents (13-16) were more socially maladjusted compared to older adolescents (17-20). Still and all, the analysis did not show any significant differences reported on social maladjustment behavior in reference to family relations and gender status. The main significance of these findings is that psychological constructs like self-esteem may be cogent enough to manage the problems associated with social maladjustment behavior among adolescents. Consequently, educational programs should be adapted to foster healthy self-esteem that will allow adolescents to handle social situations.

Keywords: Maladjustment, Self-esteem, Behavior, Reading Ability
Effect of Content Retelling on L2 Learners’ Vocabulary Uptake

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Abstract

Despite emphasizing the potential of audiovisual materials for incidental vocabulary learning, scholarship on the affordances of these materials for vocabulary uptake is scant. This study investigated whether the insertion of an oral output task between 2 viewings of a TED talk positively affects vocabulary learning. To this end, 30 Iranian intermediate EFL students participated in the study. They were randomly assigned to 2 groups and were asked to watch a TED talk video twice. The learners of one group (n = 15) were told to orally sum up the content of the TED talk within 5 min after the first viewing and, then, watch it once more. However, the other group (n = 15) was not required to retell the input in between. After the second viewing, both groups were given a vocabulary test while they were not forewarned about this test. Analysis of immediate and delayed posttests indicated that those participants who had summed up the content of the TED talk and watched it a second time picked up the meanings of more words from the input than the other group who had watched the TED talk twice without an oral output task. Retelling task promoted the first group to seek the content matter of the original text and attend more to the relevant lexis while watching the video again in order to fill the lacunae they experienced. Therefore, the announced summary task brought about better vocabulary uptake. This process is explained with reference to Swain’s (1995) output hypothesis, as the output task was conducive to noticing. The study offers a way toward enhancing L2 students’ listening metacognition strategies. It also highlights the potential of authentic audiovisual materials in incidental vocabulary learning.

Keywords: Content Retelling, Authentic Audiovisual Materials, Incidental Vocabulary Learning
Demotivating Factors for Iranian Intermediate High School and Institute EFL Learners

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Abstract

One of the factors that affect learning a foreign language is motivation. Many studies have been conducted on motivational factors, but studies related to demotivating and remotivating aspects are scant. The present study, as a non-experimental, descriptive design, focused on demotivating factors and compared Iranian intermediate high schoolers and institute EFL learners. In doing so, 40 participants were selected through convenience sampling. Twenty of them were English L2ers in institute, while the other 20 were just high schoolers with no experience in taking part in any English classes at institutes. A questionnaire regarding the demotivating factors was given to the participants. To increase the validity of the instruments, a semi-structured interview was also used and the answers were recorded and transcribed. The findings showed that demotivational factors were not the same for the students at different educational settings. For high schoolers, teachers, experience of failure, class materials, class environment, and lack of interest were demotivational, while, at institute, the most influential factors were teachers and class characteristics. The findings of this study could help the heads of schools and policy makers to be more conscious in selecting different materials, contexts, and effective teachers for different educational settings.

Keywords: Demotivation, Demotivational factors, High schoolers, Institute L2ers, Motivation
A latent class approach to differential item functioning

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Abstract

There has been a plethora of research and discussion on test fairness during the last couple of decades. The scope of fairness analyses range from a mere comparison of mean performance across groups of participants to large scale (qualitative and qualitative) studies of both psychometric features of the test and the uses to which test scores have been put. Differential item functioning (DIF) examines test fairness at the item level. Various methods have been suggested for DIF analysis most of which are based on categorization of the respondents based on observed variables. This study examines the applicability of a latent class analysis approach to DIF detection proposed by Zumbo, Liu, Wu, Shear, Olvera Astivia, and Ark (2015). In this approach, latent class analysis (LCA) is applied first to identify the underlying groupings that exist among the participants. Various covariates are then entered into the model to predict class membership. This way, an objective mechanism for identifying sources of DIF is created. The data for the present study comes from an administration of the nationwide university entrance exam for foreign languages. The implications of the results for both research on DIF analysis in general and the fairness of the test itself are discussed accordingly.

Keywords: Test fairness, Differential item functioning, Latent class analysis
Effects of Automated Writing Evaluation (AWE) on Writing Accuracy of Iranian EFL Learners

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Abstract

The focus of the present study was to identify the effect of Automated Writing Evaluation (AWE) on writing accuracy of Iranian EFL learners. It was also aimed at identifying the learners' attitudes toward using AWE in English classes. This being so, 50 female EFL students at the intermediate level of language proficiency participated in the present study. The learners were divided into two groups of control and experimental randomly, 25 learners each. Before the treatment, all the learners were asked to take part in a writing composition test. This test fulfilled the objectives of the pre-test. After one week, the treatment started; as for the learners in the experimental group, an AWE system was employed. Learners in the control group were exposed to the conventional methods of English classes for writing evaluation. After the treatment, learners in two groups took part in the post-test. The performances of learners on pre and post-tests were scored based on accuracy in terms of the number of syntactic errors. After administering the post-test, learners in the experimental group were asked to fill in the questionnaire on AWE. Moreover, they were participated in a semi-structured interview on their attitudes towards the application of AWE program. The learners' answers were recorded and later transcribed by the researcher for qualitative data analysis. The results of the independent samples t-test indicated that AWE had a significant effect on writing accuracy of Iranian EFL learners, and the results of Chi-square test and also the findings of interview questions indicated that learners had positive attitudes toward AWE. The study will have certain implications for teaching L2 writing.

Keywords: Accuracy, Automated Writing Evaluation, Writing Skill, Writing Accuracy
Effects of Strategic and Unpressured Within-task Planning on Iranian Intermediate EFL Learners’ Oral Production

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Abstract

The past decade has seen a significant amount of research on the role of task planning as a means for improving learners’ L2 speech. This study was an attempt to investigate the effects of strategic and unpressured within-task planning on Iranian EFL learners’ oral performance. The participants were 60 male and female intermediate EFL learners chosen from an English language institute whose homogeneity was determined through administering an Oxford Placement Test (OPT). In this quasi-experimental study, the participants were assigned to two groups with each planning condition consisting of 30 EFL learners. In group one, the participants were asked to perform the task under unpressured online planning condition. In group two, language learners were required to complete the task under strategic planning condition. The pre and post-test were based on story-telling narratives tasks followed with a 15-minute silent movie. The performances were recorded and transcribed to measure the fluency, accuracy and complexity of speech production. T-Test and one-way ANCOVA were employed as the statistical means of analysis. The results showed that pre-task strategic planning and within-task planning had a positive effect on learner’s oral production, showing that planning time provided an opportunity for learners to be able to produce more fluent, accurate, and complex language. Moreover, it was concluded that the participants in the strategic planning group (STPG) significantly outperformed the participants in unpressured within-task-planning (UWPG), revealing that strategic planning was more effective than unpressured within-task planning in improving oral production. Overall, the results provided important pedagogical implications and suggested useful future research directions.

Keywords: Accuracy, Complexity, Fluency, Strategic planning, Unpressured within-task planning.
A Corpus-Based Contrastive Semantic Study of the Phrasal Verbs in Iranian EFL learners' and Native Speakers' Writings

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Abstract

The present corpus-based study is an attempt to explore the semantic analysis of take off, bring up, look up and point out as the most frequent common phrasal verbs used differently in the Iranian EFL learners' writings in comparison with those of the native speakers. To this end, two corpora were used: Persian Gulf University Learner Corpus (PerGulc) and The Louvain Corpus of Native English Essays (LOCNESS). Using the Stanford tagger and AntConc to tag the texts for their parts of speech and to analyze them as the research instruments, the study revealed that the Iranian EFL learners' use of the different meanings of phrasal verbs and the most frequent meanings were different from those of the native speakers'. These findings suggest that the Iranian EFL learners are unaware of the different meanings of the phrasal verbs, especially those which are used by the native speakers. Therefore, the selection and presentation of phrasal verbs are suggested to be based on how they are actually used by the native speakers of English rather than being selected and offered at random in the classroom.

Keywords: Phrasal verbs, Learner corpus, Semantic analysis, Contrastive analysis
Iranian EFL Instructors' Beliefs and Classroom Practices Regarding English Pronunciation

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Abstract

Teacher Education has always been the subject of a large proportion of research and has made significant strides in studying the sophisticated relationship among teachers' beliefs and pedagogical practices. While several investigations of this type have been conducted in different areas, pronunciation has received very little attention. The purpose of this study was to explore Iranian EFL teachers' beliefs and classroom practices related to English pronunciation. In so doing, the participants completed an online questionnaire, reporting on the aforementioned attributes. The obtained results demonstrated that all of the teachers believed that pronunciation was of high significance and should be integrated and taught in their classes, however, there were some disparities between their beliefs and practices; little, if any, time was spent on teaching pronunciation. Implications address EFL teacher trainers, material developers, curriculum designers, and instructors themselves.

Keywords: Pronunciation, Teacher education, Beliefs, Pedagogical practices
Recurrent Formulas across Different Rhetorical Sections of the Scientific Research Articles

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Abstract

Although considerable research has been carried out into lexical bundles in various discourses, rather little attention has been paid to analyzing lexical bundles in research articles in different rhetorical sections. Therefore, the present study intends to identify lexical bundles across the three main sections of the research articles, namely, Introduction, Method and Results in the field of Psychiatry and Behavioral Sciences.

To this end, corpus of 200 research articles in the field of Psychiatry and Behavioral Sciences was developed. In order to examine the use of lexical bundles the software of WordSmith tool 0.5 was used. The findings revealed that 126 bundles, out of 132 bundles were found in the three sections of the research articles, as section specific bundles. While only six shared bundles were found in two or more sections. The data analysis also indicated that authors employed more bundles with high frequency in the Method sections compared to the other sections. The findings of the current study have important pedagogical implications both for teaching of lexical bundles in the specific field of Psychiatry and Behavioral Sciences and for developing course and material design. The most important pedagogical implications resulted from the findings of this research is offering section specific list of lexical bundles in the academic research articles related to the field.

Keywords: Lexical Bundles, Research Articles, Psychiatry and Behavioral Sciences
Critical Discourse Analysis of Donald J. Trump’s Tweets: A Comparison with Iranian FM Mohammad Javad Zarif’s

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Abstract

Language, through providing vocabulary for ideological terms, and via channeling ideology in discourse, links with ideology. The present study aimed to investigate the microstructures and macrostructures in the tweets posted by the US president Donald Trump and Iranian foreign minister, Mohammad Javad Zarif. To this aim, in a descriptive-qualitative design, a number of 200 tweets were analyzed using Van Dijk’s CDA model. The thematic analysis revealed that the topics of the tweets included issues such as Iran’s nuclear deal, reconstructing the confidence of people from America, immigration, the border wall with Mexico, NASA, etc. Zarif’s tweets mostly included a reply to the tweets by Trump or other politicians. It seems that through using microstructures like expressions of persuasion, expressions of attribution, and pronoun which mostly were used to show unity and power, the politicians tried to represent their political ideology as legitimate, and the ideology held by their oppositions as illegitimate. It was also found that Trump tries to use repetition and irony to emotionally involve the addressee. Presenting a negative face of another person and a positive face of himself was a feature of Trump’s tweets, as well. In addition, Trump usually made use of pronouns to show the unity and to persuade addressee to agree with him. The implication is that politicians should be well aware of the way they are supposed to use language. In fact, a politician’s incapability to communicate his/her government’s ideology leads to unsuccessfulness in gaining support and commitment from the world.

Keywords: Critical Discourse Analysis (CDA), Zarif; Trump, Van Dijk’s CDA model, Twitter, Tweet
The Effect of Formative versus Summative Assessment On Iranian EFL learners Essay Writing

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Abstract

Assessment is an integral part of all forms of learning. This study was conducted to examine the effect of formative and summative assessment on the Iranian EFL learners essay writing. Current study is intended to study the impact of formative and summative assessments on final examinations in concern subject at the end of year. A quasi experimental study was conducted of Islamic Azad university North Tehran Branch. To do so, intact classes were chosen and the data were collected. Teacher information by assessing student outcome and analyzed and interpreted. The finding of this study suggest that the formative and summative assessment enhance the practices of teaching by university instructors and that formative assessment is more effective and beneficial. Formative assessments consolidate the learning and reinforce the learning behavior in students and help the teacher to change the plan of teaching for better understanding the student. It is necessary that formative and summative assessments should be incorporated into the regular assessment system for the optimal educational output.

Keywords: Formative assessment, Summative assessment, Teaching and Learning. Evaluation, essay writing
The Cultural Impact of EFL Books On Iranian Language Learners

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Abstract

Culture is defined as the norms and rules that govern the behavior of a group of individuals. This behavior is unique to a group of people and therefore different groups of individuals enjoy different cultures. Culture is reflected in the language spoken by a society of community. When one group of individuals strives to learn a foreign language they are also exposed to the foreign culture. The question that arises at this point is whether the learners of a foreign language do acquire the foreign culture as well. In order to answer this question, this research compared two groups of learners learning English in Iran. One group were those learners who learned English through books designed by native speakers of English (Top notch) and the other group were those who studied books designed by the Ministry of Education (Prospect). The former books were laden with the foreign culture whereas the latter were not. These two groups were compared using a questionnaire and found to be statistically similar. The cultural system held by these two groups were similar and cultural impact had not taken place. This shows that books do not transmit cultural values of the foreign language by themselves. The results show that the culture of people that is formed though time and as an outcome of their needs is not easily changed.

Keywords: culture, cultural impact, language learning, foreign language learning, EFL books
Exploring teacher performance in EFL classrooms through systemic function perspective: A case study

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Abstract

This study adopts a discourse analysis approach to explore the relationship between the ratings teachers receive from their students and their discourse behaviors in an EFL context. Two Iranian teachers of EFL were selected based on their student ratings as high- and low-rated teachers. Then, each were audio-recorded and transcribed for a total of 90 minutes during the course of basic reading comprehension in University of Isfahan, Iran. Data were both quantitatively and qualitatively coded and analysed in accordance with Yang's (2010) model of EFL classroom discourse within the SFL (systemic function linguistics) in terms of interpersonal, ideational, and textual meta-functions. Teachers' discourse behavior analysis explained what teachers say, how meanings are realized in lexicogrammatical forms, and how they construct patterns of interaction, teacher-student relations, and classroom ambience. Therefore, different discourse features of two high- and low-rated teachers suggested that EFL teachers behavior can involve a fruitful interaction among students and construct a friendly atmosphere and moreover, an appropriate level of difficulty to direct students' attention to perceive an effective teaching.

Keywords: Discourse behavior, EFL teachers, High- and low-rated teacher, Systemic function linguistics (SFL), Teacher performance
A look into the Integration of Brain-based Language Learning and EFL Pedagogical practices

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Abstract

The ability of the brain to learn is one of the fundamental pillars supporting the link between education and brain-based language learning (hereafter BBL). BBL derived from Cognitive neuroscience is developing and increasing our understanding of early brain development, brain state, genetic state, and hormonal state and how these brain changes might relate to learning processes. Many researchers advocate a cautious optimism with regards to the integration of education and cognitive neuroscience and believe that to bridge the gap, the relationships between BBL and education are to be captured across different levels of analysis (neuronal, cognitive, behavioural). The translation of research findings on neural mechanisms might have significantly influential consequences in optimization of pedagogical practices. Disseminating this knowledge to English language teachers is crucial for raising their awareness on the brain structure and cognitive functions that impact students’ learning. This study intends to bring into view some of the promising applications of latest BBL research findings regarding perception, attention, language, memory, volitional control, and emotion to English language teaching pedagogy and the ways that neuroscience research can be brought to language teaching classrooms.

Keywords: Brain-based learning, Neuroscience, ELT pedagogy
Abstract

In recent years successful mastery of spoken language has gained more attention. It has been spotted that communicatively competent individuals are not necessarily willing to communicate in target language. Studies have shown that learning linguistic aspect of a target language cannot successfully engage learners in communication in real-life situations. To achieve such a goal, learners need to learn social and cultural aspects of target language as well. This gave rise to discussions favoring “interactional competence” (IC). IC focuses on the negotiation of meaning and what learners need in such a situation to avoid misunderstanding and employ clarification to interact with others. Considering the significant role that spoken language success plays in the evaluation of a course success, some questions are raised about Iranian EFL teachers’ perception and practice of IC in their classrooms. In this respect, this study was conducted to explore a group of Iranian EFL teachers’ perception of IC and their practice in their classrooms. To this aim, data were collected from 10 EFL teachers through interview to conclude their perception of IC and the extent they know about its difference and communicative competence. In next step, checklists were used to observe their classes for their practice of IC. The findings revealed that teachers couldn’t distinct interactional competence and communicative competence clearly; obviously their classes were mostly based on functions and notions and they practiced IC to an almost small extent. It can be concluded that to improve speaking skill of learners, teachers should be taught IC and the way they can apply that to their classrooms in TTC or similar training courses.

KeyWords: EFL, Communicative Competence (CC), Interactional Competence (IC), Teacher perception, Classroom practice
Acquisition of French (L3) sentential structure by Iranian learners of English) L2) native Persian speakers (L1)

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Abstract

Sentential structure is a mechanism of syntax that forms the basic part of each language. The current study was aimed to investigate the sentential structure of subject and verb positions in French (L3) by bilingual learners (Persian (L1), English (L2)). Moreover, the present study investigated the interrogative structure using auxiliary verbs which are obligatory in first and second languages in formal context but optional in third language. To this end, 40 bilingual learners of French (L3) were selected to participate in 2 different experiments; grammaticality judgment task and translation task. The results of study advocated L1 factor hypotheses. Furthermore, the findings of the study revealed that first language had a significant impact on third language acquisition. The findings of the study also offer implications to the theories of L3 sentence processing.

Keywords: Sentential structure , L1 Persian , L2 English , L3 French
The relationship between writing anxiety and personality traits among Iranian EFL learners

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Abstract

The present study examined the domains of personality traits and writing anxiety among Iranian EFL learners. To see whether there is any relationship between the two variables. The participants under the study were 80 male and female English learners within the age of 15 to 28. In order to accomplish the purpose of the study, Second Language Writing Anxiety Inventory (SLWAI) (cheng, 2004) was used to access the participants' types of writing anxiety and Big Five Inventory (BFI) (Jonh and Sirvastava, 1992) was used to investigate the personality traits among Iranian EFL learners. The findings demonstrated the cognitive anxiety as the most common type of anxiety and a negative relationship between the five domains of personality and types of writing anxiety. Additionally, the results of Pearson correlation, indicated that among the component of personality traits, Extraversion showed very weak correlation with somatic anxiety, but there was not any significant relationship between domains of personality traits and writing anxiety among Iranian EFL learners. Based on the findings of the present study and learners' personality traits this study offered some implication for practitioners in ELT and EFL learners.

Keywords: Second language writing anxiety, personality traits, Iranian EFL learners, Cognitive anxiety, Somatic anxiety, Avoidance anxiety
Iranian EFL Students’ Mobile Learning in the Digital Area: Insights from Structuration Model

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Abstract

Mobile technology is unique in terms of the unprecedented pace with which it has spread over the last years. Taking a broad sociocultural stance, Pachler, Cook, & Bachmair (2010) truly assert that mobile phones can be seen as cultural tools which can transform socio-cultural practices and structures existing in all domains of users’ lives. Such transformation can empower the user to involve in practices and interactions which are not constrained by physical proximity and spatial immobility. Despite the undeniable importance of mobile learning, there is scarcity of research on how to pave the ground to implement using it in the Iranian academic setting. The current study strives to investigate the existing role of mobile (smart) phones in an Iranian university in and out of the classes (formal and informal situations). In doing so, a qualitative design was developed and Socio-cultural Ecology approach (Pachler et al., 2010) which has been derived from Structuration Model was applied. This framework entails three main aspects including agency, cultural practices and structures which are overlapping, interacting and influencing each other. Thirty EFL students and five instructors participated in the semi-structured interviews. The findings revealed the significant role of students’ agency and how it influenced other two elements. Based on the findings, some guidelines are suggested to university professors and other stakeholders in order to maximize the benefits of mobile learning.

Keywords: Mobile Learning, Structuration Model, Socio-cultural Ecology approach
The attitude of young EFL learners toward modern technological assessment in schools

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Abstract

Assessment is an integral part of instruction, as it determines whether or not the goals of education are met. There are different types of testing to evaluate the level of language proficiency of EFL learners. Teachers in schools should provide a suitable kind of evaluation for their learners, and students might have different attitudes toward these assessments. Nowadays, different kinds of student-evaluation are being done throughout our country. Also, the most critical type of testing is a modern technological assessment. The present research is a comparative study of attitudes of EFL learners toward traditional and modern assessment. 60 EFL learners of the junior high school participated in this study. The purpose of this study was to survey students' opinions about technology and utilize technology in the final or classroom exam. In this paper, technology refers to computer-based exams in which students should use keyboards and microphones to answer the questions. They answered a questionnaire, including a Likert scale, which ranges from strongly disagree to strongly agree about the modern and traditional assessments and their impact on students' language learning. Unfortunately, the learners' attitudes were not so positive about computer-based assessment which is due to a large number of reasons, including lack of correlated exam-like exercises during their learning semester, the unfamiliarity of students with these types of learning and evaluations from elementary schools, and their low-level computer skills.

Keywords: Modern assessment, EFL, technology
A Longitudinal Study of Self, Peer, and Teacher assessment of Oral Presentations: An Investigation of Reliability, Validity and Demographic Variables

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Abstract

While there is a burgeoning of research in self, peer and teacher assessment, there is a paucity of research in longitudinal terms of this kind of assessment. Furthermore, oral assessment in English as a foreign language context is relatively underexplored. Therefore, the current study was designed to investigate the reliability and validity in 30 oral presentations that spanned over a period of four months. Furthermore, the role of demographical variables of gender, ability and the topic of presentations was also considered. The results include: Reliability indices of all 30 oral assessments were high ranging from .70 to as high as .95 as measured by Cronbach Alpha. Concurrent validity, however, was the function of time in that validity indices improved temporally with the later presentations enjoying better validity indices than the preceding ones. The gender of the assessors did not affect the total mean of the presentations. Oral presentation scores could validly predict the achievement scores of students. Also, students over scored themselves a little bit, but this over scoring was not significantly different from the scores of the teacher. Furthermore, there was not a significant correlation between self and teacher assessments.

Keywords: Reliability, Validity, Self-Assessment, Teacher Assessment, Peer Assessment
Investigating the Level of Iranian TEFL Teachers’ Readiness for Technology in Classrooms

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Abstract

Nowadays, technology is a facilitator for different aspects of human life, particularly for education systems. Education is an important part of our life so if we want to make it easier and more efficacious, the use of technology is inevitable. Technology will accelerate learners’ learning and it also makes teaching process more comfortable specially in TEFL because new methods of language teaching are communication based and technology can provide a context in which communication takes place. Using technology in education needs some preliminaries. One of these preliminaries is teachers’ readiness for using technology. In this research, we measured Iranian TEFL teachers’ technology readiness by a valid and reliable questionnaire with 47 participants and took suggestions from these teachers in the subject of teaching English by implementing and using the newest technologies by interviewing them online. These suggestions for boosting the teachers’ technology readiness in their school classrooms were collected and acquired through a semi-structured interview. The results of the questionnaire showed an average rate in the scale. It means that their technology readiness is not that low to blame or that high to praise the things have been done in Iran education system so far. By this rate, the administrators and decision makers in this system can make use of the suggestions prepared by the TEFL teachers themselves in this article.

Keywords: Language Learning, Iranian Teachers, TEFL, Technology Readiness
English as a Foreign Language Teachers' Immunity and Motivation

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Abstract

Recent research has identified many influencing factors on language teachers' motivation (e.g., vision, immunity, learners' achievement, teachers' self, job satisfaction, social relationship). Among the mentioned issues, language teachers' immunity seems to be a relatively new concept. Therefore, the present mixed methods research was set out with the purpose of examining the possible relationship between EFL teachers' motivation and their immunity. To this end, a three-section questionnaire (Rahmati, 2018) was distributed electronically among EFL teachers (N = 157) to elicit quantitative data on the possible relationship of immunity and motivation. As for qualitative phase of the study, seven EFL teachers were interviewed, using an interview protocol to find the stressful and motivational factors among teachers. Analyzing the data, Pearson Product Moment Correlation Coefficient indicated a small (r = 0.21) positive relationship between immunity and motivation. Triggering disturbances of language teacher immunity and coupling strategies related to them and teachers' motivational factors, collected through interviews are discussed at the end of the paper.

Keywords: Language teacher immunity, Motivation, EFL teacher
Sources of Self-Efficacy Beliefs; Its Relationship with Perceived Responsibility and English Self-Efficacy

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Abstract

Students develop their self-efficacy beliefs as they interpret information from four sources; mastery experience, vicarious experience, social persuasion and physiological state (Bandura, 1997). Their self-efficacy beliefs affect their perception of personal responsibility for learning (Kitsantas and Zimmerman 2009; Zimmerman1994). The purpose of this study was to assess the relationship among sources of self-efficacy, perceived responsibility and self-efficacy beliefs. The present one shot case study involved 40 high school boys aged 13 to 17 years old. The participants, chosen from two English Language Institutes in Esfarayen, North Khorasan, were at A1 and A2 (CEFR) levels. Three questionnaires were used in this study; Sources of Self-efficacy Scale (Usher & Pajares, 2005), English Self-efficacy Scale (Wang. 2004) and Perceived Responsibly Scale (M. S. Swain. 2012) to measure the corresponding constructs. Results showed that physiological state and perceived responsibility were significantly correlated, r=.340, p<.030. In addition, mastery experience, social persuasion and physiological state were significantly correlated with self-efficacy beliefs, r=.363, p<.020; r=.385, p<.013; and r=.353, p<.023 respectively. Regression analysis indicated that mastery experience, vicarious experience, social persuasion and physiological state explained 21.6% of the variance in perceived responsibility (R2=.21, F (4, 36) = 2.484 p < .061) and 43% of the variance in English self-efficacy beliefs (R2=.43, F (4, 36) = 6.781 p < .000). Furthermore, physiological state predicted perceived responsibility (β=.44, p<.019) and social persuasion predicted self-efficacy (β=.51, p<.015). Similar studies can be carried out on students coming from different social classes and majoring in diverse fields.

Keywords: self-regulation, self-efficacy, perceived responsibility, sources of self-efficacy
Effect of Flipped Teaching on Iranian EFL Learners’ Oral CAF

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Abstract

Recently, flipped teaching has become a new trend in the realm of teaching, and it is becoming widespread throughout the educational system. The purpose of the current study was to find out if there was any significant difference between the participants’ oral CAF in traditional and flipped classrooms. In order to have a homogenous sample, 40 lower-intermediate participants were selected from a reputable institute in Isfahan, Iran, using a placement test. Then, they were randomly divided into 2 groups: experimental and control. First, all the participants were asked to attend an interview session and were audiorecorded and scored by 2 teachers to make sure that the interview was reliable. After that, a pretest was given to the participants that included some questions related to their real life and the grammar that they were going to learn during the experiment. After participating in 3 sessions of treatment, a posttest was given to the participants to find out how much they had improved during the 3 sessions of treatment. The findings revealed that the flipped classroom improved the participants’ self-efficacy, motivation, autonomy, engagement, and self-confidence. But there was no significant difference between the participants in the traditional classroom and the participants in the flipped classroom in terms of their oral CAF. In conclusion, books instructed in institutes need to be revised and add some parts based on recent technology.

Keywords: Complexity Accuracy, and Fluency (CAF), Digital Natives, Flipped vs. Traditional Classrooms
Assessing the dimensionality of reading comprehension tests: A bifactor item response modeling approach

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Abstract

An essential part of validation of language proficiency tests has been examining test dimensionality. Various approaches are available to check test dimensionality. Possibly the most frequently applied methods of assessing test dimensionality are based on item response theory (IRT). One of the most fundamental assumptions of IRT is local item independence. That is, responses to a given item must be independent of responses to all other items. This requirement is not met in the case of reading comprehension tests. This study is conducted to examine the applicability of bifactor item response models to assessing test dimensionality. These models assume that there extra inter-item dependencies among the items after the effect of the main construct is partialled out. The data for the study came from administration of the university entrance exam in 2014. The analysis of the data using the Mplus software revealed that bifactor item response models show better fit compared to unidimensional item response models. The implications are discussed accordingly.

Keywords: Dimensionality, Item response theory, Bifactor item response modeling
The Impacts of Painting on Poetry: Pondering over Sohrab Sepehri and Dante Gabriel Rossetti

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Abstract

The artist is to create art, and the best art is the one in which reflects the nature, or has an attempt in representing the pure elements of nature. Poetry is a distinctive form of art, likewise the painting. Significantly, the painting has an intercourse with poetry, however on the surface, it seems to be absolutely silent, but it may talk louder. The poet makes an effort to pass the boarders to become an imagist, meanwhile it is precisely the significant point that a painter has already achieved to this great purpose. In many aspects the poem is similar to the painting, in regards to the imitations of the nature which are produced by the creative God-like minds and hands of artists. Sohrab Sepehri and Dante Gabriel Rossetti both were poets, illustrators, and painters who demonstrated art for art sake under the purpose of exploring beauty. The tendency of them were to attach painting and poetry with employing simple features, images, symbols and natural elements. The expectation of this study is to consider the impacts of painting on Sohrab Sepehri’s and Dante Gabriel Rossetti’s poems.

Keywords: Painting, Poetry, Reality, Nature, Imagination, Sohrab Sepehri, D.G.Rossetti
Application of Althusserian Theory of Ideology on "Welcome to the Monkey House" a Short Fiction by Kurt Vonnegut

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Abstract

This study analyzes "Welcome to the Monkey House", a short fiction written by the American writer Kurt Vonnegut in 1968. Having read this short story, it can be understood that different forms of oppression have been employed by the ruling class to repress the citizens in a dystopian society and the dominant leader has made all society uniform and static by inventing ethical birth control pills and controlling sexuality as a human basic need. As the nature and coherence of capitalist ideology is disputed in this science fiction short story, initially the foundation of Vonnegut's ideological perspective would be examined through the lens of Louis Althusser's theory of ideology. Later, the way Vonnegut has satirized capitalism and the subordination of working class by the prevailing ideology of the state which has been naturalized and legitimized the social inequalities of the status quo by the help of Repressive State Apparatus (RSA) and Ideological State Apparatus (ISA), will be analyzed. The final section of this study tackles over a detailed investigation of the story's characters, in particular Billy the Poet as the protagonist and a member of a non-conformist group called "Nothingheads". Eventually, the influence of Sci-Fi and the threat of advanced technology on people's individuality and the way they have been interpellated to robot-like hailed subjects with the help of RSAs like the police and Pete Crocker as the sheriff of Barnstable County and ISAs like Ethical Suicide Parlors with Hostesses and the Howard Johnson restaurants will be under exploration.

Keywords: Althusserian Theory of Ideology, RSAs and ISAs, Interpellation, Vonnegut, Welcome to the Monkey House
A Postcolonial Reading of Humor in Ralph Ellison’s Invisible Man

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Abstract

As an author who writes only a single novel in his life span, Ralph Ellison (1913-1994) shot to fame for his literary masterpiece, Invisible Man (1952). It was the first time a black writer’s novel won the prestigious award of National Book Award. However, Invisible Man’s study of Afro-American themes of injustice, racism and identity does not present its great aesthetic values without considering Ellison’s comic style of writing and his humorous language. The present paper interweaves postcolonial theory and humor theory, thus deals with the interface between these two. Applying Homi K. Bhabha’s postcolonial concepts and Attardo’s linguistic theory of humor called GTVH (General Theory of Verbal Humor) the study provides a more comprehensive analysis. Applying GTVH theory, examination of all types of comedy and deformity represented in the language of the novel with six factors known as Knowledge Resources is needed. Among the six knowledge resources, target, script opposition, and language are examined. Targets of humor play an important role in identifying the humorous aspects of the novel. The general distribution of humor targets and its different types has been demonstrated in graphical representation. The findings of the study reveal patterns of humorous target repetition that result in racial humor. It is concluded that Ellison’s verbal humor techniques is a strategy to resist against whites’ oppressions; the strategy which is interwoven with Bhabha’s comic aspects of mimicry.

Keywords: GTVH, Invisible Man, language, postcolonial, Ralph Ellison, script opposition, target, verbal humor.
Trauma, Time and the Construction of Identity in Monica Ali’s Brick Lane (2003)

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Abstract

The critical work on fiction after 9/11 mainly focuses on the trauma experienced by characters. “Traumatic event,” “traumatic attack” and “traumatic moment” are all phrases which emerged in the post-9/11 culture and literature describing September 11, 2001 attacks. Monica Ali’s Brick Lane (2003) best reflects the post-9/11 traumatic trait through representation of characters’ identity crisis, alienation and rootlessness in the intercontinental context. In Ali’s novel, 9/11 accentuates the characters’ traumatic condition to the point that their identity is disintegrated and their previous traumatic memories reoccur. This article probes Dominic LaCapra’s use of the terms “acting out and working through” as “the default theoretical groundwork for working with trauma” in Monica Ali’s post-9/11 novel. Deprived of individuality in their post-9/11 horrific surroundings, Ali’s characters are portrayed as traumatic individuals living a life of failure. Also memorably portrayed in Ali’s novel, regarding its post-9/11 socio-cultural context, is the protagonist’s betrayed Western myth of freedom and fortune after 9/11.

Keywords: Post-9/11 Fiction, Monica Ali’s Brick Lane, Trauma, Dominic LaCapra, Identity
World-Creating Coulrophobia: A Possible World Analysis of King’s Novel It (1986)

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Abstract

The present article aims to analyze King’s novel It (1986) from possible worlds theory and mental space theory to shed light on how coulrophobia makes readers and even the trauma characters themselves create a possible world, and how they comprehend this narrative through their mental projection onto the stories in the reading process. The first section of the analysis identifies and discusses the various kinds of worlds built through fear of a clown in different situations. These created worlds include the mental world and the sub-worlds. The second section of the analysis takes on board the way the author makes use of the mental ability of fictional characters to create terms and expressions to take the reader into the story and place him among his fictional characters in Derry which is a fictional town and a part of Stephen King’s fictional Maine topography. Thus, the study makes attempts to examine the reader’s mind in the process of reading King’s fiction psychologically: i.e. his pursuit of varying systems without losing track of the plot; his reading of the characters’ minds and entering their multilayered worlds as well as the author’s mind; and finally, his better comprehension of his own way of thinking. It can be concluded that coulrophobia is a world-making process displayed at the three level of writer, reader, and characters.

Keywords: Stephen King, It (1986), Possible Worlds, Mental Space Theory, Trauma, Coulrophobia
A Postcolonial Assessment: Arrival of Colonial Regime, Imperial Tools and the Construction of Otherness and Inferiority Complex within the Subject Identities in Chinua Achebe's African Trilogy

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Abstract

Postcolonial (African) literature as a counter discourse in literature attempts to refute and dismantle the negative prevailing images by the Westerners toward the colonized [African] subjects and resist the colonizer/colonized dichotomy. In this regard, African writers and critics write back to not only dismantle such binary dichotomies, but also to assert the lost dignity, identity and history of the colonized because of experiencing the colonizing process. One of those contributors to postcolonial literature is Chinua Achebe, whose critical and effective attitudes through applying of the colonial language have led to the emergence of a considerable amount of criticism. In his novels, Achebe documents the true portrayal of African history in the context of the Igbo tribe before the colonial era, during the colonial era and its aftermath. In this regard, Achebe's African Trilogy has been selected to be investigated and discussed from the postcolonial point of view. His Trilogy based upon the colonial condition can be labeled under the category of the postcolonial literature. Thus, the present study examines Postcoloniality in the context of "inferiority complex" and "otherness" through the postcolonial perspectives and selected texts of Frantz Fanon and Edward Said in an attempt to demonstrate the inferiority and otherness of the colonial subjects within Achebe's Trilogy during the process of colonization.

Keywords: Postcolonialism/Postcolonial Literature, Chinua Achebe, Chinua Achebe's Trilogy, Frantz Fanon, Edward Said
Representation of Abject in Jane Austen's Northanger Abbey

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Abstract

Despite negative comments of scholars at the time, gothic fiction went high in stature during 1790s following the publication of novels by Horace Walpole and Anne Radcliffe as predecessors of the genre. This genre has been subject to many critical studies with various perspectives through decades. Although numerous lenses have been explored and examined on gothic novels, Jane Austen’s parody of gothic Northanger Abbey (1818) has not been explored through a psychological perspective. This paper aims to offer a fresh reading of the novel deploying the concept of abject in line with the gothic element of terror represented in the novel’s protagonist Catherine Morland. It is argued that the heroine’s curiosity as an object of terror is abjected through different stages of the novel and is reflected by the protagonist as an abject. Catherine sets out on a journey in order to attain symbolic subjectivity but as the story proceeds she finds her acts of curiosity threatening it and shows reluctance toward her own curiosity.

Keywords: terror, abject, curiosity, Catherine Morland, symbolic subjectivity
A Comparative Study of J.R.R. Tolkien’s The Hobbit and Its Movie Adaptation by Peter Jackson about Fantastic Elements

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Abstract

The present study offers a comparative analysis of J.R.R. Tolkien’s novel, The Hobbit (1937) and Peter Jackson's movie adaptation, in terms of fantastic elements and how they are transferred from a verbal to a visual experience. In comparative literature, some points are to be taken into consideration in both verbal and visual fields, for although they overlap in some points, it is almost impossible to translate all the elements. The question is how we can regard the movie as fantastic. With this in mind, since it seems that translating the elements of fantasy from literature to cinema faces a number of verbal and visual difficulties, the author employed adaptation theory to examine how the process of translating fantasy (focusing on characters, and narration) into movie has continually invented live action scenes. First, the very essence of fantasy, its origin, sub-genres, and elements were described; second, fantasy was considered from a cinematic point of view throughout the history. The author’s findings attempted to give a better understanding of how most of the elements are exaggerated in the movies for the audience to be more interested. It is concluded that a majority of these elements were mainly considered to be adapted, though they were presented in a way to be more eye-catching in the live-action cinema. In sum, it can be claimed that the movie conforms only to certain aspects of fantastic elements. It is hoped, this study will inform those interested in fantasy genre and comparative studies about some of the cinematic representations.

Keywords: Fantasy, Comparative Literature, Visual Adaptation, Cinematic Elements, Genre
Abstract

The aim of this paper is to study how the themes of nature, land and identity is presented in relation to the concept of ecocriticism in the two novels of Louise Erdrich, Tracks(1988) and Four Souls(2004). This paper emphasizes the influence of physical environment on Native Americans through the ecocritical theory of Lawrence Buell. Furthermore this paper aims to uphold that the nonhuman environment which is present are not merely as a framing device but as a presence that begins to suggest that human history is implicated in natural history. Through the ecocriticism theory on figures this paper expresses the Native American’s responses to the landscape and their belief in spiritual healing and also it discusses the relationship between the loss of the land of the Native Americans and the loss of their values of motherhood represented by the character of Fleur, the heroine of Tracks. The both novels share the idea of formulating one’s identity through a healthy balance between human and land. It is hoped this paper will call attention to the environmental awareness and current environmental problems such as deforestation and the indigenous people’s loss of native land and its consequences on humans, cultural identity and nature.

Keywords: Ecocriticism, Nature, Land, Native Americans, Louise Erdrich, Four Souls, Tracks, Lawrence Buell
The Extraordinary Fresh Mythic and LegendaryNarration in Harry Potter and the goblet of Fire

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Abstract

Present study aims to explore J. K. Rowling’s Harry Potter and the Goblet of Fire (2000), initially children literature aimed to please British audience, in terms of Julia Kristeva’s intertextuality. This paper examines the main characters in the contemporary context of the fourth instalment of the Harry Potter heptalogy regarding their similarity to their original accounts. It is argued that intertextual reading of the book illustrates the mythic threads Rowling weaves in her narration to create a new masterpiece based on familiar stories. Such reconfiguration deviates from the original mythological accounts and revitalizes our perception of the classics and legends. It displays how Rowling’s twentieth century characters are classical type and successfully portray the classical entities in readers’ mind while the differences get the reader to visit a whole new stage of tangible, palpable narration which the audience admires. The present paper tries to explain how Rowling’s story contributes to modern mythology and how her narration has been improved compared to the classics.

Keywords: Harry Potter and the Goblet of Fire, Kristeva, Intertextuality, myths and legends
Subjectivity Without a Subject: Exploring the Dialectics of ‘Empathy’ in Jhumpa Lahiri’s “The Third and Final Continent”

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Abstract

The present study is a dialectical exploration of ‘empathy’ in Jhumpa Lahiri’s “The Third and Final Continent”, by concentrating on the translational significance this notion has in the process of subject formation. The central questions of this research are: What are the translational purposes that empathy serve once it is reworked through Lahiri’s short narrative? And what are the ways in which that a literary narrative with an empathetic capacity enables distant bodies to affectively emerge as intelligible subjects? To answer these questions, this paper primarily examines the ways in which empathy is required to function in order for a literary narrative to have an affective capacity. With regards to this, it is further illustrated that by availing herself of certain narrative techniques, Lahiri manages to immersively eliminate the distance that initially prevented her characters from being subject to an empathetic proximity. By way of example, the writer reconstructs the sameness of the ‘other’ by situating it into a distorted frame of an ‘I’ with which the self remains in immersive solidarity. Given that “The Third and Final Continent” is the story of a Bengali immigrant who endures lifelong hardships in pursuit of a better life in the United States, the above-mentioned nameless ‘I’ provides both the main character and the potential distant readers of the story with an affective means of self-transformation that renders their precarious lives more intelligible.

Keywords: Empathy, Immersion, Affect, Subject Formation, Self-Translation
از پرتره تا روایت: بررسی امکان و ارزش استخراج روایت داستانی از عکس پرتره

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چکیده

در میان تمامی مباحث پیرامون رابطه میان عکس و ادبیات، بحث روایت و پویش روایی در عکس‌ها علی‌الخصوص مجموعه عکس بحث داغی میان محققین و منتقدین بوده است. در این میان مباحث مختلفی در بخش‌های مربوط به رابطه با ارتباط و استنباط بیننده از عکس نیز مورد بررسی قرار گرفته‌اند. هدف از تالیف این مقاله در مرحله اول بررسی امکان استخراج روایات داستانی از عکس‌های پرتره توسط مخاطب عکس و در مرحله دوم بررسی ارزش اینگونه روایات است که در طول سال‌های تولید عکس‌های مختلف قرار گرفته‌اند. این مقاله به کمک بررسی روند تولید عکس در جامعه‌های هنری در بررسی باز کرده و در نهایت ناشر اخبارهای مسیحی که به وسیله اولی نوشته‌هایی از دست دیده‌اند در مورد تلاش برای این روایات وارد می‌شود با استفاده از روند اسنادی را بیان می‌کند. در نهایت ناشر ناشر با وسیله اولی نوشته‌هایی که در دوره‌های مختلف تولید گردیده‌اند، زبان، داده شده. 

واژه‌های کلیدی: روایت، عکاسی، پرتره، عناصر داستان، داستان‌سازی
Textual Hauntings: Spectrality and Textuality in John Milton’s Paradise Lost

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Abstract

by reading John Milton’s Paradise Lost (1667), we encounter an undecidable ground and involve in a type of converse and strange comprehension of the text. As a matter of fact, the words we read in the text of Paradise Lost can only be paradoxically understood as responses to prior signals and appear differently from what a reader expects. For instance, Paradise Lost begins by asking Heavenly Muse for inspiration but this is not established as the opening sentence. Indeed, beginning of the poem comes after the opening sentence and this complication unsettles the simple notion of beginning. Moreover, within the explicit plot of Paradise Lost, there is a secret—a kind of hidden narrative that reader can not interpret. In other words, this epic poem presents the reader with multiple readings and leave him or her in uncertainty. This undecidability brings a gap in the text, undermines its stability and also destabilizes authorial intention. In this respect, this study intended to clarify workings of textual hauntings in the text of Paradise Lost within Jacques Derrida's concept of spectre. Derrida believes that the spectral is a concept without concept. For him, the spectre is something between life and death, though neither alive nor dead. Accordingly, this study attempts to shed more light on the fact that Paradise Lost as a literary text is inseparable from ghosts and spectres and also the text is not haunted and controlled by Milton’s intention, it is the text which haunts and also is haunted.

Keywords: John Milton, Paradise Lost, Spectrality, Textuality, Spectre, Ghost, Undecidability, Jacques Derrida
Abstract

The present research explores the aftermath of 9/11 on the paradigm shift taking place between the Orient and the Occident. The collapse of the Twin Towers has had many effects on several arenas and this field is not exempted. Bearing in mind the teachings of Edward Said on Orientalism, this paper attempts to explicate the matter in light of Translocational Postionality (TPF) put forward by Floya Anthias. For this matter, the focus is directed toward Mohsin Hamid’s The Reluctant Fundamentalist which as its author claims is “the story of an ambitious Pakistani immigrant disenchanted with America after 9/11”. Analyzing patterns of dis/relocation of the protagonist’s identity as the representative of the Orient world, this paper explores how through dislocation of certain positionalities, 9/11 marks a ‘before’ and ‘after’ in the history of Orientalism and the effect it has laid on its victims in making sense of themselves and the new world they are placed in.

Keywords: Transloational Positionality, Mohsin Hamid, Post-Colonialism, Orientalism, Identity, 9/11
Abstract

Drawing principally from Henry Louise Gates’ conception of ‘Signifying Monkey’, Malachi Andrews and Paul Owens together with Roger Abrahams’ definition of this African-American concept, this paper aims to explore the ways in which Odysseus encounters the Cyclops, in Derek Walcott’s the Odyssey: A Stage Version (1993). It examines Odysseus’ strategic conduct as well as his calculated use of language in the island of the giant Eye. It explores how Odysseus as a trickster challenges the authorial power of the Cyclops. Odysseus, who enters the Cyclops’ island as king, a mighty warrior, winner of the Trojan War, and sacker of Troy, senses total impotency before the autocracy of his opponent upon landing on his island. In spite of this imbalanced power structure, the giant Eye is eventually blinded and defeated by Odysseus who tactically and creatively challenges his totalitarian power. This is how through the figure of Odysseus, Walcott depicts the malleability of identity and the power of the disempowered. Odysseus, the Greek errant, similar to the displaced colonized and slaves, strategically deals with a rival mightier than himself and outwits him.

Keywords: Walcott, Odysseus, Gates, Signifying Monkey
Post-Apocalyptic and Traumatic Disorder in Cormac McCarthy’s The Road

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Abstract
This paper studies trauma in Cormac McCarthy’s The Road in the context of post-apocalyptic world. The selected novel focuses on the dominant traumatic instances that have influenced the character’s lives. In The Road, the father and his son are not alone in the early stages of the narrative as they are initially accompanied by an unnamed woman, who is the man’s wife and the boy’s mother, but who leaves them when her son is still very young and is now presumed dead. The man’s flashbacks indicate that her desertion was motivated by depression at the bleak, post-apocalyptic world in which they lived. Her absence is quite a traumatic issue, especially for the man, and leaves the father and son to walk continuously in the bleak roads of nothingness and reinforces the impression of a dreary, meaningless world through which the two are travelling. Besides the man’s dream of his wife, there are also flashbacks of life before the apocalypse, in which he continuously vacillates between dreams and reality. The downward course of events continues especially for the father since the spiritual and material values of the past life with its memories are obviously no longer attainable for him since the beginning of the post-apocalyptic era. The past is revived only in the flashbacks and memories associated with some places and in objects that the father encounters during their long walk to the south. The main objective of this paper is to present the extents that trauma has occupied the fictional lives, with reference to the studies of psychological trauma by Cathy Caruth. Caruth clearly claims that the individual cannot perceive the traumatic event as it comes so suddenly and leaves the victim with extremely blurred memories. In addition to the burden of an unclear range of happenings in the past, there is also the problematic case of the now and the days to come. Because trauma expands in one’s life with the experience of the past, it has its effects in the present and continues in the future with its repeating traces. That is, trauma comes to dominate one’s life as experience of the past is prolonged in the affected mind, darkly coloring the present through obsessive recurrence and thus hijacking the future.

Keywords: Cathy Caruth, The Road, Trauma, post-apocalyptic
A Study of Tom Stoppard’s Travesties under the light of Paul Ricoeur’s Theory of ‘Narrative Time’

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Abstract

Tom Stoppard, the British contemporary playwright, is regarded as a writer whose texts reveal a confusion of time and as such his plays have been analyzed with regard to historicity and the way he glances at historical past or with regard to chaos theory. This research intends to investigate temporal concept in his play, Travesties, in order to know the intended meaning out of exposition of the past through memory, lived experience and historicity. This play is analyzed to know how the temporal concept is related to narrativity for constructing a coherent structure out of chaotic use of time-play. For this purpose, Paul Ricoeur’s theory of time is taken into account to examine the temporal concept which is aptly matched with Stoppard’s ideas in two strands. In the first place, Stoppard is greatly obsessed with time; and in the second place, his obsession with time fits into post-classical Narratology which is in accordance with Ricoeur’s concern. ‘Narrative time’ in Travesties is analyzed through compartment of plot to explain various subjects such as art, history, and politics with which Stoppard deals, by way of hermeneutics. This study aims to expose temporality in Stoppard’s narrative through analysis of different phases of Ricoeur’s Mimesis, memory, historicity, dialectical practice of Stoppard’s mind, the writer’s multilayered identity and figurative language in search for meanings in the fields of aesthetics, historicity, and politics.

Keywords: Narrative Time, Historicity, Post-classical Narratology, Memory, Hermeneutics, Paul Ricoeur.
A Theorization of Truth-telling and its Threats in Mohsin Hamid’s The Reluctant Fundamentalist

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Abstract

Revolving around the question of post-9/11 truth, The Reluctant Fundamentalist, with the subjects of Muslim experience and diasporic subjectivity at the heart of it, offers an account of the entanglement of power relations between the United States and Middle-East that influences not only the military but also civilians. The sui generis narrator of the novel voices his concerns and criticism of the American foreign policy and its self-righteousness, believing that it was aggravated after the 2001 attacks. Whereas critics have majorly focused on whether his critique of the Eastern/Western relations holds true or not, they have failed to consider the quiddity of the very act of speaking out one’s truth. Therefore, moving beyond the true/false dichotomy, this study will conduct an assessment of the narrator’s practice of truth-telling and fearless speech, also known as parrhesia. To attain this objective, I rely on Michel Foucault’s formulation of this concept developed in his later works. For Foucault, parrhesia is an activity associated with candor, risk-taking, and accountability. Accordingly, I will examine the significance and implications of parrhesia in Hamid’s novel and explicate the ways this mode of speaking out sheds light on his politically charged narrative. Plus, it will be argued that in analyzing the relations of power in a novel permeated by local and global politics, verbal communications and confrontations must not be taken for granted; parrhesia is a quintessential verbal resistance that challenges the grand narratives.

Keywords: The Reluctant Fundamentalist, Mohsin Hamid, Truth-telling, Fearless Speech, Parrhesia, Michel Foucault.
Abstract

In the process of making and remaking any culture, mankind has encountered various challenges leading to the regeneration or degeneration of civilizations. Hence, coming to the realization that individuals can have active participation in creating and recreating their identities in the process of the cultural formation is regarded as the most influential human experience. Post-war era, is always a period of pervasive hopelessness and dejection, because both society's infrastructures and other significant factors influencing the creation and recreation of identities such as economy, family, and education are severely damaged. This article, in the light of Raymond William’s theory of culture indicates that how Khaled Hosseini addressed the fundamental concepts influencing the formation of the cultural process as a mutual interaction of individuals with the surrounding social world. It is highlighted that by juxtaposing peace, love, friendship, human rights with war, hatred, and prejudice Hosseini represented individual's identity in the process of transition from hopelessness to hope or from crisis to success instead of focusing on problems. In The Kite Runner and A Thousand Splendid Suns Hosseini represented the process of peace building by addressing peace indicators such as tolerance, attention to pluralities in society including ethnicities, religions, languages as well as races.

Keywords: Cultural process, Peace, Social interaction, Transformative identity
Tracing Multisided Interpretations in Jamalzadeh’s Short Story, “One-sided Prejudice”

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Abstract

Having been arranged in the form of letters including pieces of news that get exchanged between two friends residing in two different countries, Mohammad Ali Jamalzadeh’s short story “One-sided Prejudice” is expressive in exhibiting different mentalities and perspectives within the lines of just one text. In this regard, “One-sided Prejudice” lends itself to be examined through drawing upon Hans Robert Jauss’s discussions as to how readers from different communities would bring to the process of the reception of the text their own attitudes, prejudgments, values and interpretations which will shape their horizon of expectations. Thus, the paper will firstly extract the pre-existent horizons each represented by different characters within the story itself. Having inspected multiple horizons in the text, the paper will attend to the query as to which one of these horizons within Jamalzadeh’s short story is the reader more inclined to get close to, taking into account the fact that readers of the work will bring to the process of reading, their own distinguished horizon of expectations. Finally, the research answers the following: could there be just one valid interpretation of the course of events that take place throughout the narrative or is there a constant fusion of variant horizons?

Keywords: Hans Robert Jauss, Mohammad Ali Jammalzadeh, Horizon of Expectations, One-sided Prejudice, Fusion of Horizons.
Abstract

Although the novel, The Feather, has become popular and well-known in different countries, especially Iran, Charlotte Mary Matheson’s works have not been known and worked on as much as other female English authors. Therefore, the aim of this paper is to study The Feather in the light of feminism and with regard to the ideas of a French philosopher, Emmanuel Levinas. One of the main concerns of feminism is the relationship between self and Other, which questions the self as the dominating male power and the female as the dominated Other. Additionally, the main concerns of Levinas is ethics which rotates around the relationship between self and Other. Levinas introduces Ontology as the reason for the alterity of the Other and it is when ethics finds its meaning. The face of the Other that was the reason for loathing in totalitarian western outlooks, now in Levinasian philosophy, brings responsibility for the self. Our analysis shows how the relationship between self and Other which starts with the mere carnal desires in the novel finally leads the characters to their transcendence. In addition, it shows how the female character or Other that was first controlled and dominated by the self finds her voice with the help of male power.

Keywords: Charlotte Mary Matheson, The Feather, Feminism, Levinas, Self and Other
Reading Paratextual Elements in Gertrude Bell’s Poems from the Divan of Hafiz

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Abstract

Gertrude Lowthian Bell, known as the uncrowned queen of the desert and adviser to the kings, was a prominent Orientalist, traveller, archaeologist, and adventurer in the late nineteenth and early twentieth century at the zenith of British imperialism. Her life and works have been the subject of several studies in the recent decades following the publication of Edward Said’s groundbreaking book Orientalism (1978) and the subsequent interest of scholars in the Western writers’ representation of the rest of the world. Even though Bell’s Poems from the Divan of Hafiz has recently been analysed in a few articles, the paratextual elements in her book have been mostly overlooked. Drawing on Gérard Genette’s concept of paratextuality and Pierre Bourdieu’s theories of habitus, field, and capital, this study offers a reading of the paratextual elements provided by Bell for her book. This study aims to apply a sociological approach by discussing Bell’s life, education, works, and accomplishments. It argues that Bell intends to establish herself as a prominent Orientalist in the male-dominated Orientalist circles of her time through providing such paratextual elements in her book. It also seeks to unravel the ways Bell establishes an agency for herself and unearth her embedded goals.

Keywords: Poems from the Divan of Hafiz, Gertrude Bell, Gérard Genette, Pierre Bourdieu, Agency, Orientalism
(Through Music into Literature; Poetry as a Musical Phenomenon)

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Abstract

There is a longstanding interaction between music and literature, especially poetry. A historical perspective, an approach to both that goes beyond each era's literary forms, shows that music has been influencing drama and particularly poetry from the very beginning. During ancient times, initially, numerous celebrations focused on music and singing, but were soon to include poetry as well. These connections have continued to the present day and both poetry and music have expanded their relationship. Theoretical and structural similarities between music and poetry, including poetic measurement through musical devices, indicate how music strengthens the form in poetry. However, such similarities remain to be argued in relation to the formalists’ point of view on the matter. To fill this gap, this article takes an interdisciplinary approach, making thematic and conceptual interconnections between the form and content of both literature, poetry in particular, and music. First, it will consider histories of some cultures related to the development of poetry through music. Then, the metaphorical studies of both suggest how music thematically and metaphorically enhances the meaning in poetry. Finally, some examples will be argued which indicate referentiality of music in literature, particularly poetry. Implications for further studies are discussed, especially when considering music as a model for poetry.

Keywords: Music, Poetry, Historical Perspective, Structural, Measurement, Formalist, Conceptual, Metaphorical.
Futile Emigration: Irish Female Migrant Identity in Colm Tóibín’s Brooklyn

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Abstract

There is a niche in contemporary Irish literature which portrays twentieth century diasporic Irish identity, in particular, that of the female. This literature points to the heterogeneous and contradictory constitution of the image of the Irish woman migrant in modern Irish narratives, an image which oscillates between the poles of conservativism and docility, on the one hand, and freedom and independence, on the other. This article explores the dualistic conflict in the category of the Irish woman migrant in Colm Tóibín’s novel, Brooklyn (2009), by focusing on female characters, in specific the figure of Eilis, a young woman from a small town in Ireland who immigrates to the U.S. in hope of a better future. Using Foucault’s notion of disciplinary spaces, it is demonstrated that Tóibín confines women’s immigrant experience to limited domains which reinforce traditional feminine identity. Further, it is argued that Tóibín's narrative is disproportionately slanted towards a pessimistic depiction of emigration, which condemns his female characters to an inevitable return to their normative social positions, depriving them of any tangible emancipatory possibility.

Keywords: Modern Irish Literature, Irish Female Migrant identity, Immigration, Colm Tóibín, Brooklyn, Michel Foucault, Disciplinary Society
Performing Cosmopolitical Perspective in Jill Worrall’s Two Wings of a Nightingale, Persian Soul, Islamic Heart

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Abstract

The flowering of interest in travel narratives in the recent decades has produced much research on the vast body of Western travel writing on Iran. Iran has been a favorite destination for women travelers from various walks of life since the mid-nineteenth century. Jill Worrall (1960-), a tour guide and travel writer from New Zealand, recently travelled to Iran and explored the country with a Persian tour guide taking the ancient silk routes for the basis of their journey. Two Wings of a Nightingale, Persian Soul, Islamic Heart (2011) documents this journey and the ways she responds to the difference she encounters in the contact zone. Despite the critical responses that travel accounts on Iran have received, Worrall’s recent travel book has been generally overlooked. This study aims to tease out Worrall’s representations of the Persians and their culture in her travel account deploying the concept of cosmopolitanism. Two Wings of a Nightingale depicts Worrall as a cosmopolite who questions and even refutes the Eurocentric perspectives on the other and is ready to engage with the Persian people and their culture. Self-transformation, appreciation and recognition of the other and cultural consumption are indicative of her cosmopolitan outlook in the way she responds to the differences encountered in Iran.

Keywords: Travel Writing, Cosmopolitanism, Cultural consumption, difference, Jill Worrall
Dos Passos's Conspicuous Form in the U.S.A. Trilogy

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Abstract

In the U.S.A. trilogy, Dos Passos undertook the task of representing the American lifestyle of twelve fictive characters from the early 1900s to the late 1930s that, under the influence of the consumption culture of their time, are in incessant struggle for wealth and prestige. The trilogy also incorporates multiple narrative techniques, namely the "Camera Eye," the "Newsreel" and the biographical sections, in an attempt to delineate a broader picture of the nation's history. The content of the trilogy appears to be under the influence of Veblen’s notion of the leisure class. However, it is believed that not only the content, but also the form of the trilogy can be traced back to Veblen's concept of conspicuous consumption and honorific taste for the trilogy's form seems to provide a narrative surplus which ostensibly puts its superiority towards the other works of the time in evidence. For this reason, this study focuses on the technicalities of the form used by Dos Passos to find out how the notion of conspicuousness affects Dos Passos's narratological style in the U.S.A. trilogy.

Keywords: Dos Passos's U.S.A. Trilogy, Veblen's The Theory of the Leisure Class, Conspicuous, Movie Industry, Form.
Lullabies the First Unwritten Iranian Woman’s Poem

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Abstract

Lullabies are the earliest poetic and rhythmic ways of connection between mother and child. This type of literature has survived the passage of time in a way that no other literary form could replace it. Another characteristic of the lullabies is that they are not unique to any specific literature and exist in every literature. As such, they have similar structures and thematic characteristics. This study was intended to investigate the interpretation of Iranian lullabies and their implicit meanings sung by Iranian mothers. To this end, based on the criteria presented by two experts of music, I have compiled and analyzed a list of Iranian lullabies from approximately 30 Iranians (children, adults and the elderly). The results of the analyses showed that lullaby is an extensive range of mother’s hopes, complaints and prayers inherited from previous generations. The cause of the epidemic, the loveliness and the importance of lullaby, is that simple construction and emotional content make it possible for all mothers to read. Despite that any mother, regardless of whether she is a poet, musician or composer, can confabulate and sing to her child through her nature or love, many lullabies have scary content. In addition, the lullabies, which were sung with special vocals, were permanently stuck in the child’s mind for a long time, even remembered at different ages.

Keywords: Lullaby, Iranian Woman, Poem
A Study of Discourse and Power in Margaret Atwood’s The Testaments: A Foucauldian Reading

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Abstract

This study intends to carry out a Foucauldian analysis of Margaret Atwood’s 2019 novel, The Testaments, focusing on the relationship between power and discourse and their use in leading a fictional dystopian society. The Testaments is the story of a society managed by dictator, corrupt and illegitimate leaders who tactfully govern people and suppress women by using techniques similar to those described in Foucault’s theories of power. Therefore, this type of analysis is well suited for discovering the mechanisms of power in a dystopian society. In order to fully accomplish this purpose, the discourse created and used by the oppressors and power players in Gilead was analyzed and the effects of them in the process of controlling people and gaining power over them were detected. Along with the discourse analysis the researcher found manipulation of knowledge and truth by using discourse a prevailing method used by the leaders to legitimize themselves and deny their own corruptions. Focusing on this novel through the lenses of Foucauldian theories also led to in-depth understanding of the operations of power and discourse in societies and recognizing the relationship between power, discourse and governance. Taking into account the results of the analysis, it was concluded that discourse and power, the way Foucault defines them, are interrelated and critical in keeping control over people. Moreover, Atwood’s ability in suggesting the functions of such techniques in a fictional dystopian society was demonstrated. The findings, considered as research implication can have impact on future research on discourse and power in similar societies.

Keywords: The Testaments, Foucault, Discourse, Power, Knowledge
The Impacts of Oppression on Ethnic Minorities: A Postcolonial Reading of Carl Holman’s Mr. Z

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Abstract

There have always been injustice and discrimination against ethnic minorities. It is justified that some people are inherently superior to others. Literary works like poetry could be an efficient means in oppressing minorities. It also could be a good way to counter this discrimination. While scholars affirm the importance of literature as imagination, it is believed that its role as an ideological means should not be ignored. Today, the investigation of post-colonial concepts and themes in a literary work is not uncommon. There are many approaches and themes which are used by many scholars to investigate post-colonialism in a literary work. The aim of this study is to examine the impacts of oppression on ethnic minorities in Carl Holman’s Mr. Z. To do this purpose, five important concepts in post colonialism: Hybridity, Abjection, the Other, Cultural intermix and Hegemony were selected and the poem was analyzed with these concepts in mind, step by step. In each step the signs of oppression on people’s mind and behaviours are analyzed and shown. The results clearly indicate that although the ruling class tries to dictate their own ideas on the minorities by saying that there are inherent differences between them, minorities counter these ideas by accepting those ideas and indicating that there are no inherent differences between human beings in a diverse society.

Keywords: Hybridity; Abjection; the Other; Cultural intermix; Mr. Z; Hegemony; Post-Colonialism
A Bourdieusian analysis of Don DeLillo’s White Noise

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Abstract

Since its publication, Don DeLillo’s White Noise has been a focal point of literary analysis as one of the best examples of postmodern texts. The novel has received numerous analyses, most of which make an effort to decode the postmodern meaning lurking behind the different behaviors of characters within the novel. However, little attention has been paid to the question of why those characters exhibit such behaviors which might be interpreted as postmodern. This paper seeks to answer this question through analyzing the environment of the novel from a Bourdieusian point of view by deploying concepts of field, capital, habitus and symbolic violence. First, it identifies different forms of field and capital in the novel by analyzing the rules, regularities and interests behind them. Then, it establishes the relationship between habitus and symbolic violence in an effort to illuminate the ways in which characters internalize social arbitrariness, establish their identities and posit different forms of practices. The paper argues that much of the behaviors exhibited in the novel are the result of a constant interplay among the four aforementioned Bourdieusian terms.

Keywords: Don DeLillo, White Noise, Pierre Bourdieu, Field, Capital, Habitus, Symbolic violence
An EcoGothic Reading of Selected Short Stories by Hawthorne and Irving

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Abstract

Scholars have explored the psychological meaning of nature in the nineteenth-century gothic short stories for decades. They have widely used theories of Sigmund Freud and Carl Gustav Jung in which nature is considered as a reflection of dreams, the unconscious of the protagonist, and the collective unconscious of society. However, recently Andrew Smith and William Hughes have proposed that nature in gothic stories could be explored through theories of Ecocriticism. Accordingly, they introduced concept of ecoGothic. They argue that the appearance of nature in different forms through gothic fictions could help to shape an awareness regarding climate changes and environmental damages. Short stories of Nathaniel Hawthorne (1804-1864) and Washington Irving (1783-1859) provide suitable platforms for ecoGothic studies. Even though Hawthorne’s “Young Goodman Brown” (1895) and “Roger Malvin’s Burial” (1895) and Irving’s “The Legend of Sleepy Hollow” (1840) and “The Devil and Tom Walker” (1865) have been looked at from different perspectives, they have not been examined through an ecoGothic lens. This study thus provides an ecoGothic reading of the mentioned short stories and argues that gothic nature in the selected short stories overpowers humans, judges their action, and even punishes them.

Keywords: Ecocriticism, EcoGothic studies, Nature, Andrew Smith, William Hughes
Becoming-Persian in Merritt-Hawkes` Persia: Romance and Reality

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Abstract

Following the publication of Edward Said`s Orientalism (1978) and his argument about the discursive construction of the Orient in Western writing, critical research on travel books has flourished in recent decades. It has questioned and at times even refuted the truth value of travel books as presenting travellers' eye-witness accounts of the traversed country. Even though representation of Persians and their culture in British travel texts on Persia has been studied from various perspectives, Onéra Amelia Merritt-Hawkes` Persia: Romance and Reality (1935) has not received much critical attention. This paper aims to offer a Deleuzo-Guattarian reading of her travel account deploying concepts of assemblage, line of flight, and becoming which are relatively overlooked in the field of travel studies. It argues that Merritt-Hawkes, as an individual assemblage, goes through a process of deterritorialization and becoming-Persian during her travel in Persia and engaging with Persian others in the contact zone. Merritt-Hawkes` becoming towards the other activates her lines of flight from the majoritarian standards which are based on a hierarchical framework of self/ other; this allows her to adopt a relative perspective which appreciates otherness as diversity on its own terms rather than translating it as an inferior copy of the majoritarian norms.

Keywords: Persia, travel writing, Merritt-Hawkes, assemblage, Gilles Deleuze, Félix Guattari, line of flight
Quantum Mechanics in Frederik Pohl's The Coming of Quantum Cats

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Abstract

This essay renders a thematic study of Frederik Pohl's SF novel titled The Coming of Quantum Cats. In this regard, parallel worlds and the uncertainty principle, and the application of quantum theory by the author stand out as the dominant elements in the novel. The Coming of Quantum Cats makes benefit of techniques such as the creation of different versions of biologically identical people, each of them being a product of his/her own social and cultural context, embedded in events that suggest that these different individuals with unique characteristics are essentially the embodiments of one person; such techniques emphasize ‘uncertainty’ in the novel. Moreover, the novel is shaped by a series of adventures arising from political, military, and new technological complexities such as different ways and portals through which traveling between diverse worlds becomes possible. Undoubtedly, in this multidimensional condition, people who are almost identical meet face-to-face, and this ends in amazing and confusing results as expected from a science fiction novel. Thus, we will explore the nature of quantum mechanics in Pohl’s novel to see how its principles work in and affect the social and political condition.

Keywords: Frederik Pohl, The Coming of Quantum Cats, Science Fiction, Quantum Mechanics, Uncertainty Principle, Parallel Worlds.
Re-writing of History in The Mirage: A Challenge to the Hyperreal World

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Abstract

This article focuses on the validity of the historical facts in The Mirage (2012), a novel written by Matt Ruff, in an attempt to answer whether historical records and facts are reliable or not. To this end, two major themes of “simulacra and simulation” are examined through the perspective of Baudrillard and his models of “real.” It is argued since media play an important role in attracting people’s trust in current era, the consciousness is a false one, and the reality is but a “hyper-real.” To foreground such false consciousness, Ruff finds no better way but to show the world upside down; in fact, in his narrative the reader comes across a carnival, in its Bakhtinian sense, in which the Saudi Arabia is the super power of the world, and America proves a terrorist country; the September eleventh (9/11), in this novel, is turned into November ninth (11/9). By mixing up the dates and the countries and by forming a total mirage (as the title signifies) in front of the reader’s eyes, Ruff tries to re-write history (an alternate one, of course) as media do in everyday life and to foreground the notion of hyperreality to challenge the range of media’s believability and their history making.

Keywords: simulation, ‘real,’ hyperreal, history, The Mirage
Colliding Worlds: An Analysis of Conflicting Identities in Porochista Khakpour’s Novels; The Last Illusion and Sons and Other Flammable Objects

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Abstract

Porochista Khakpour, an Iranian-American writer, captures the essence of belonging to two distinct worlds in her two novels, The Last Illusion and Sons and Other Flammable Objects. As a feral child who has been raised among birds, Zal, the protagonist of the former novel, believes himself to be a bird, and consequently, when he is introduced to the world of human beings, he struggles with his identity as a man rather than a bird. Equally, the Adams, as immigrants, have hugely different experiences in Iran, their homeland, and in America, which affect their identities. The world of the past is in opposition to that of the present, driving the characters to have different identities in each world. It is argued that these colliding worlds, which have contrasting identity standards, result in distressing and traumatic identity conflicts on three levels of person, role, as well as social identities. The process of identity formations in these novels are analyzed based on Burke and Stets’s identity theory. The ongoing process of identity formation and the various identity interruptions as well as verifications along the way are studied. Although these worlds continue to collide throughout the novels, the characters learn to establish their identities somewhere in the middle of these worlds and to resolve their identity conflicts as much as possible. The characters end up having to re-identify themselves in a third space of their own creation: a space somewhere in the middle, bridging the two worlds which seemed mutually exclusive at first.

Keywords: identity, Identity Theory, immigration, trauma, diaspora literature, The Last Illusion, Sons and Other Flammable Objects, Porochista Khakpour
بررسی تطبیقی نقش نمادین بلبل در ادبیات فارسی و ادبیات انگلیسی

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چکیده
عناصر طبیعی همواره در ادبیات جهان مورد توجه نویسندگان و شاعران بوده اند و آنها به ازدیاد از نقش نمادین این عنصر بهره برده اند. بلبل یکی از نمونه‌های رایج از این عنصر طبیعی می‌باشد که مثال‌های متعددی از آن را می‌توان در ادبیات جهان به ویژه در نوع ادبی شعر، جستجو کرد. نقش نمادین بلبل در ادبیات انگلیسی و ادبیات فارسی که در ادبیات جهان از قدمت بالایی برخوردارند، به وفور به چشم می‌خورد. اکنون این پرنده مطرح می‌شود که شعر و نویسندگان ادبیات فارسی و انگلیسی در هر کدام به چه نحوی این پرنده نمادین را به کار برده‌اند و با چه اندازه از یکدیگر دور، یا چه اندازه به هم نزدیک شده‌اند. این پژوهش در نظر دارد تا با بررسی و تطبیق آثار شاعران منتخب ادبیات انگلیسی و فارسی به قیاس و تضاد نقش نمادین این پرنده در دو زبان بردارد. انتظار می‌شود که از مقایسه نقش نمادین بلبل در دو زبان به دست آمدند که در طول دوره‌های ادبی متفاوت هم‌واره به این پرنده نقش‌های نمادین متفاوتی اطلاق شده است و هر شاعر بر اساس نگرش خود از این پرنده، به این نقش‌های نمادین داده است. با این حال می‌توان اظهار داشت که نماد بلبل در تاریخچه ادبیات زبان‌ها وجود داشته و در طول زمان معانی آن به نسل‌های بعد منتقل شده است اما نمی‌توان گفت که در تمامی موارد این نماد نقش یکسانی دارد.

واژه‌های کلیدی: بلبل، نماد، ادبیات فارسی، ادبیات انگلیسی، شعر
Shelley’s “Ozymandias”:
A Mytho-archetypal Approach

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Abstract

As the finest sonnet Shelley ever wrote, "Ozymandias" (1818) expresses the poet’s profoundly eternal hatred of tyranny. One of the distinctive features of the poem is the vividly impressive visual images it presents of the ruined statue and the level sands of the desert. Although the poem, through depicting an extinguished and turned to ash civilization, seems to be utterly pessimistic, Shelley’s idealism and optimism are not completely absent from the poem. The aim of this study is to show how the poem defies the pessimism and nothingness apparently present at the end of the poem via the images of the shattered statue and the sands of the desert. Accordingly, using a mytho-archetypal approach, it will be argued that this return to dust at the end of the poem is actually a backward movement to unity, oneness and the unconscious with the potentiality of giving birth to a new consciousness and order. Put differently, the ruins of the poem function as the ashes of an extinguished civilization out of which rises a new one as the phoenix rises anew from its own ashes. Thus, the final dissolution or erosion of the statue in the poem suggests the death or winter of a corrupted and tyrannous civilization entailing the potentiality of a phoenix-like rebirth and spring respectively. The participation in this Dionysian ritual gives rise to the hope of immortality of the art and the artist.

Keywords: Ozymandias, ruins, phoenix, rebirth, Dionysus
Seven Shades of a Suicidal Self: Aesthetics, Ethics and Gender Politics Of Marina Carr’s Re-Imagining of Female Characters in Ancient Greek Drama

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Abstract:

Treading the historical trajectory of tragedy from ancient Greek to contemporary Anglo-American drama, what strikes us as the common thread is the way female characters have been associated with transgression, liminality, spectrality, sacrifice, death, and a death-oriented or deadly desire. The works of the Irish dramatist Marina Carr, replete with transgressive female characters who straddle Eros and Thanatos, heterodox and orthodox and victimhood and monstrosity, constitute a paradigmatic case in point. This is particularly evidenced by the rampancy of female suicide pervading Carr’s Works. However, the act of suicide, as such thinkers as Freud, Marcuse, Critchley, Lacan and Butler have variously discerned, far from revealing a merely pathological desire for either death or political resignationism, exposes subtler existential-ethical and socio-political impetuses underlying it. Whilst the acts of suicide in Carr’s plays, are appropriated as a(n) (im-) proper way of transgression and self-expression, they are not devoid of their profound ethical, political and metaphysical ambiguities. This essay, accordingly, ponders and probes the aesthetic, ethic, and psychological complexities of the act of suicide as depicted in Carr’s plays, thereby demonstrating the ways in which a melancholy mode of femininity can be perceived to involve a simultaneously psychopathological symptom and a liberating socio-political act. Furthermore, in carving out her transgressive female characters, Carr consciously incorporates and evokes resonances with female protagonists in ancient Greek drama in various respects. Establishing these parallels, this essay demonstrates how through maintaining this existential-ethical and historical bifocality, Carr accentuates the ways in which she seeks to revision the normative phallogocentric past and envision a future that does not stem from the determinations of the hegemonic horizon of the present socio-symbolic order.

Keywords: Marina Carr, Tragic Representation of Femininity, Desire, Suicide, Lacan, Ate, Melancholy Masochism.
Saul Bellow's Dangling Man in the light of Ethical Criticism

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Abstract

Saul Bellow (born Solomon Bellows; 10 June 1915 – 5 April 2005) was a Canadian-American writer. He is best known for his novels specially Dangling Man. Saul Bellow tried to convey the unique otherness of human beings. Dangling Man can be seen as a superfluous man narrative, in which other and face of the other represent the responsibility and the conflict that the hero of the novel had between self and other. This paper deals with face, other and also alterity which refers to the main character's innate responsibilities and obligations to the irreducible face of the other according to Ethical criticism and Emmanuel Levinas as a prominent ethical thinker, for whom ethic is born on the concrete level of person to person contact.

Keywords: Face, Other, Alterity, Responsibility, Ethical
POV in Electronic Literature: Exploration of Non-focalization in 10:01 by Lance Olsen

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Abstract

Electronic literature holds a controversial yet fascinating place in contemporary literary studies. With the advent of digital technologies and the cultural shifts this has brought about, literature too has faced new possibilities. One of the novel potentials offered by the encounter between literature and the digital world is the innovative handling of the point of view and narrative structure of electronic fiction in ways which are not usual in printed books. Traditional printed novels generally have various but focalized points of view in first or third person. The present article investigates a new point of view, a “non-focalized” one, in the electronic novella 10:01 (2005) by Lance Olsen. This novella is about the 10:01 minutes before the start of a movie in a movie theater. Readers have the freedom to choose any character in the cinema hall on which to click to start reading. So the readers are allowed to choose their own pattern of reading and in consequence, the focalization turns to an unlimited point of view or non-focalization. This feature categorizes 10:01 as a “writerly” novella which is a term coined by Roland Barthes. Also George Landow’s theories with regard to “wreader” and “wrider” are used to study the effects of such a point of view. It is demonstrated that Olsen has used the unique possibilities of the electronic medium to shape the narrative form of this e-novella and consequently, affect the quality of the reader’s experience.

Keywords: writerly, focalization, hypertext, E-Lit, wreader
Abstract

Sylvia Plath has confessed that The Bell Jar is an autobiographical work which she wrote in order to get rid of the past. Plath’s narrator, Esther Greenwood, struggles with traumatic memories and psychological disorders, just like Plath herself. Plath writes about Esther’s numerous suicide attempts, hospitalizations, and therapy experiences in this work. Apart from getting professional help, she takes refuge in narrating her life story. Articulating traumatic memories (termed “scriptotherapy” by Suzette Henke) has proven to have therapeutic effects, helping the narrator to overcome those memories. By doing so, the narrator takes part in a dynamic dialogical interaction, during which she makes sense of the past, interprets memories, and (re)constructs her identity. Focusing on this healing process of self-fashioning, this paper studies traumatic memories and turning them into narrative memories. Firstly, the narrator’s traumatic memories are studied based on Cathy Caruth’s and Michael Rothberg’s understandings of trauma, in addition to Bessel Van der Kolk and Onno Van der Hart’s contributions on turning traumatic memories into narrative memories. In addition, theories regarding the therapeutic significance of narration in life stories by Jerome Bruner, James Olney, and Mark Freeman are consulted. Considering the genre of this text, theories regarding women’s autobiographical subjectivity, mainly theories by Sidone Smith and Julia Watson, as well as Leigh Gilmore’s ideas on women’s autobiographical subjectivity, are employed. The main focus of this study is on the narrated “I” (using Smith and Watson’s terminology): the self that the narrator constructs via recollection.

Keywords: autobiography, memory, trauma, narration, scriptotherapy, Sylvia Plath, The Bell Jar, women’s life-writing
Adaptation Studies and Teaching English Literature: The Case of Shakespeare in Love

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Abstract

Drama is the dominant literary form in English literature of the Renaissance period. Teaching English Renaissance drama is a demanding task, not just because English language has changed a lot since the Renaissance period but also because it is difficult to impart a sense of the historical, socio-cultural aura of these works to the students. In other words, due to the wide cultural gap it is difficult for the students to even partly grasp the particular aura of these works through the verbal medium alone. Here film adaptations of the Renaissance plays or films about Renaissance plays/playwrights can help a lot. A case in point is the movie Shakespeare in Love which aims at creating a scrupulous account of Shakespeare’s life and a vivid portrayal of Renaissance drama through the medium of cinema. Using Adaptation Studies as the general theoretical framework, this study aims to look into how such a cinematic rendering can help students have a much better grasp of the peculiarities of Renaissance drama, how it gives a vivid account of the people, the theaters, the costumes, and the conventions of drama in the Renaissance era. It is argued that despite some examples of anachronism and inaccuracies, the movie provides its audience with a detailed graphic account of the era and a memorable outline of its drama, exemplifying the vast pedagogical potential of films in English literature classes.

Keywords: Adaptation Studies, Renaissance Drama, Shakespeare, Film, Shakespeare in Love, Teaching English literature.
چکیده
نقش ترجمه در کنشگری سیاسی و مهندسی ایدئولوژی اذهان عمومی مخاطبان هدف از طریق ایجاد تصویر مورد نظر «حامیان» و کنشگران سیاسی از فرهنگ کشور و ملت مبدا و هنجرهای سیاسی و اجتماعی مترتب بر آن از طریق انتخاب متون مربوطه برای ترجمه به زبان های هدف و نیز تولید و بازتولید روایت‌های منتخب و هدف‌مند در متون ترجمه شده از مهمترین محورهای سیاست گذاری ترجمه در عصر جدید به شمار می‌رود. «دیپلماسی ترجمه» به عنوان یکی از مهم‌ترین مشتقات دیپلماسی عمومی در قرن حاضر نقشی غیرقابل انکار در تحقق اهداف سیاسی و اجتماعی و در رفتار و پیشرفت سیاست‌های فرهنگی کشورها در میان دیگر ملت‌های جهان و مدیریت کنش‌های آنها در راستای منافع ملی ماجراجوان این گونه از دیپلماسی علوماً امکان‌پذیر می‌باشد. بر این اساس این پژوهش تلاش می‌کند تا با کارگیری روش تحقیق آمیخته و مقایسه با کارگزاران مربوطه، اجرای پرسشنامه محقق-ساخته با مصاحبه با کارگزاران سازمان فرهنگی جمهوری اسلامی ایران از سمت فیلتر کنش‌گری نظام مربوطه و با تاکید بر ترجمه متون از فارسی به زبان‌های متنوع، بتواند ارزیابی کنش‌گری نظام مربوطه و جمهوری اسلامی ایران را از زبان‌های متنوع و در دو منطقه استان تهران و استان کرمان با توجه به تحقیق‌ها و الگوهای موجود انجام دهد.

واژه‌های کلیدی: دیپلماسی ترجمه، ترجمه زین سو، دیپلماسی عمومی، کنشگری سیاسی، ایدئولوژی
A Study of Job Expectations of English Translation Students and Realities of Job Market in Iran

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Abstract:

Research on Translation Studies has recently moved away from linguistic-focused approaches towards sociological ones. The translation industry has recently enjoyed a flourishing global market, and therefore, it makes sense to investigate topics related to job market from the perspective of sociology of translation. The purpose of this study was to investigate the realities of English Translation (ET) job market in Iran and its relation with ET students’ expectations. To that end, the researchers first analyzed job advertisements on a number of websites and then distributed questionnaires among 91 ET students at 11 Iranian universities to identify their job expectations and priorities. Finally, they investigated the relation between the realities of the job market and students’ expectations. The findings indicated that most of the students expected to be hired in their prioritized jobs, which were not necessarily related to their field of study. Furthermore, they mostly preferred and expected to have part-time jobs. They also expected the employers to determine their salary adaptively. Data analysis showed that students’ job expectations and priorities were aligned with the realities of the job market, except their expectation to be part-timers. However, students’ conception of the required competences for entering job market and the skills demanded in advertisements did not match.

Keywords: sociology of translation, translation job market, job priority, job expectation
The Impact of Group Dynamic Assessment on Students ‘Translation Competence development: A New Approach in Translation Training

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Abstract

Given the pivotal role of the translator as a mediator between cultures in today’s world, translation training is of great importance. In the context of translation training, the notion of translation competence (TC) plays a prominent role. However, a few number of studies investigated a practical procedure for developing students’ translation competence. As a result, this study investigated the impact of Dynamic Assessment (DA) as a process-oriented procedure on students’ translation competence development. Particularly, Group Dynamic Assessment (G-DA) with cumulative approach was implemented to reach the main aims of the study. A mixed-method study was designed in order to examine the research questions and hypotheses. Concerning the quantitative phase of the study, the study employed a quasi-experimental pretest-treatment-posttest design. The results suggested that the DA group significantly outperformed the control group on the posttest. In other words, implementing dynamic assessment developed students’ translation competence in general and bilingual sub-competence in particular. Regarding the qualitative phase of the study, results of the descriptive analyses showed that the number of mediations was reduced in each session gradually. The reduction in the number of mediations indicated that the students moved forward within their translation competence Zone of Proximal Development (ZPD). Generally, the results and findings of this study could benefit both translation teachers and students in academic contexts and pave the way for doing further empirical research in the scope of translation pedagogy.

Keywords: group dynamic assessment, cumulative approach, zone of proximal development, translation competence, bilingual sub-competence
The Importance of Politeness in Characterization and Translation: A Case Study of the ‘Green Book’

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Abstract

The (non)use of politeness strategies by the writers in the screenplays are so influential in the plots since it could offer helpful information regarding characterization in the films, particularly by helping audiences to infer characters’ qualities from the dialogues and understand the characters’ personalities better. Therefore, careful transfer of politeness strategies in the translations of films is of significance importance. The present study aimed to investigate the employed politeness strategies in the original English and Persian dubbed versions of the Oscar winner Green Book, 2018. The selection criterion is based on a large number of politeness strategies used in the film and their helpful contributions to the characterization of the leading characters. The theoretical framework of this study was based on Brown and Levinson's (1987) politeness theory. Initially, face threatening acts (FATs) were identified from the original English version and then politeness strategies in both original English and Persian translation were examined. The results showed that the politeness strategies: bald on record, positive and negative politeness and off record were all applied in both original English and Persian translation. The results also suggested that the translator(s) was (were) quite successful in mirroring characters' personalities in the target language. The findings of this study with the analysis of politeness in the audiovisual translation (AVT) by focusing on the key role of politeness strategies in the characterization could raise awareness among audiovisual translators while facing FATs and politeness strategies and thus improve the quality of their translations.

Keywords: Audiovisual Translation (AVT), Politeness, Characterization, Face Threatening Acts (FATs).

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Abstract

Quality has always been a critical issue in translation. This issue becomes more salient when it comes to machine translation. Post-editing is one of the tools which can be used to counter the low quality of machine translated materials. The present study compares the quality of post-editing performed by M.A. students in translation studies and M.A. students of Economics. A total of 9 M.A. students in translation studies and 9 M.A. students in Economics were chosen. A technical text in Economics consisting 141 words was chosen and pre-translated by Google Translate. The raw MT output was analyzed and its errors were extracted based on the NATI list of error categories. For the next step, the raw MT output and a brief instruction regarding post-editing were sent to participants via Telegram. After post-editing, the participants sent back their post-edited scratches. The post-edited scratches were analyzed to see if the aforesaid errors were corrected or if they have left still uncorrected. The results suggest that most M.A. students in translation studies performed better in correcting the aforesaid extracted errors, mostly major ones. Hence, the quality of post-editing done by the M.A. students in translation studies is better. The study also revealed that translation students showed more awareness regarding translation and editing nuances than did the students of economics which could be ascribed to their inadequate training in translation.

Keywords: NATI list of error categories; Machine translation; Post-editing; Quality; Machine Translation; Translation Memory; Technical text
Selective Appropriation of Events in Constructing Narratives about Barjam

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Abstract

Selection of events for disseminating knowledge about an specific phenomenon contributes to the construction of narratives about that specific phenomenon in a community. The purpose of this study was to show how the selection of specific events about Barjam helps the construction of narratives that are desired by the IRIB News Agency. To do so, random videos from the IRIB News Agency website were gathered and the different parts and their translations in the form of voice-over were explored to find how selection of specific events helps construction of narratives and what narratives are constructed as a result of these selections. The results of the study showed that it seemed the IRIB News Agency follows some specific guidelines in the selection of events for the broadcast. Moreover, the Agency had mostly attempted to cover events in which there is reference to the United States as an opposing country and reflect the radical views of the U.S. government towards the nuclear deal with Iran.

Keywords: Narrative, Selective Appropriation, the IRIB, Voice-over
Hafiz in the Mirror of the West: A Critical Discourse Analysis of the English Translations of the Divan of Hafiz based on the Orietalist Approach

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Abstract

Following the critical discourse analysis framework, the present study attempts to investigate the perspectives of twenty translators of Hafiz and the aspects of his poetry discussed by them, according to three macro-level elements (titles, illustrations and prefaces). It also examines the possible significant similarities/differences in the translator’s selections of the ghazals. The corpus of the study includes twenty available volumes of English translations of the Divan of Hafiz (ghazals), from 1771 to 2008. According to the findings, two main periods are identified: from 1771 to 1800 and from 1875 onward. The results show that the major characteristics of the first interval highly differ from the second one. The dominant discourse of the first period, which is attached to the colonial objectives and selectiveness, is completely evident and conforms to Said’s elements of Orientalist discourse to a great extent. It reveals the non-geographical essence of colonization. However, in the second period, despite the existence of many common elements, a fluctuation and diversity in the perspectives and even selections of translators is observed. In fact, a number of relatively diverse motifs and perspectives flow in the works of the translators. The multidimensionality is mostly observed in their prefaces, which is also the common feature of Persian scholars. Therefore, It challenges Said’s idea of a consistent (fossilized) Orientalist discourse that outlives time in the two centuries under study.

Keywords: Discourse, Critical Discourse Analysis, Orientalism, The poetry of Hafiz
Examining Professor McAuliffe's Encyclopedia of the Quran in Two Areas of Linguistics and Interpretation

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Abstract

Different subjects of Quranic sciences, interpretations, and translations, and various topics of Quranic teachings have been growing in the history of Islam and the world. In recent years, the wide-ranging approach of scholarly and academic circles to Quranic studies, linguistic studies, and translation and interpretation in various levels and layers of the community has been a major task for Quranic scholars and linguists. The 6-volume Encyclopedia of the Quran edited by Professor Jane Dammen McAuliffe is the result of 13 years of scientific effort by many scholars, writers, linguists, translators, Quranic scholars, and Western and Muslim scholars and published by Brill Publishing House in the city of Leiden in Netherlands. This applied research examines two of McAuliffe's bugs about Quranic interpretations and linguistic discussions of Quranic verses (discourse analysis and coherence). This analytical-descriptive research also criticizes the issue of using the Quranic verses and related interpretations and proper religious and jurisprudential sources and linguistic principles. The findings indicated that if translators and researchers pay more attention to discourse analysis and coherence factors, the quality and accuracy of their translations and interpretations of Quranic verses will be enhanced.

Keywords: Quran, Discourse Analysis, Cohesive Devices, Interpretation, Professor McAuliffe, Encyclopedia
Translation Strategies Employed by IRIB and Non/Semiprofessional Translators for Rendering English Movie Titles

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Abstract

This study examined the translation strategies employed by two groups of translators, IRIB official and non/semi-professional translators, in the context of audiovisual translation of movies. It also explored the existence of any significant relationship between the genre, production year of the movies and the translation strategies. To this end, a total of 151 English movies, animations, and series titles in various genres from various years, but mostly from 2008 to 2018, and their Persian translations were collected. All the movies were commonly translated by IRIB and non/semi-professional translators. First the translation strategy of the titles was qualitatively examined, then the strategies, genre, date and group of translators were coded to be quantized for statistical calculations. The obtained data were analyzed using non/parametric statistical procedure. The results indicated that IRIB translators used transcreation, free translation (substitution), and direct translation as the first, second, and third frequent strategies, respectively. For the non/semi-professional group, direct translation, free translation (substitution), and transcreation were the most common strategies. In order to remove any bias for or against any distinctive results, 50 movie titles translated by one of these groups were selected for both groups of translators. The data analysis showed similar results. The analysis also revealed that IRIB translators do not consider the movie genre while the other group pays attention to the genre of the movies. Another finding was that IRIB translators have diversified their translation strategies over years and particularly over the last two decades, whereas non/semi-professionals have almost used the same pattern of strategies over the years.

Keywords: Audiovisual translation, translation strategies, Movie title translation, IRIB, Non/semi-professional translators
ترجمه و گسترش سرمایه فرهنگی ملّی
مطالعه موردی آثار فلسفی ترجمه شده در بنیاد حکمت اسلامی
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چکیده

غنای سرمایه فرهنگی هر ملت را سنن و آثار ادبی، هنری، دینی و فلسفی آن در طی قرون و عصر متمادی شکل می‌دهد و اهمیت هر ملتی بر این ممکن است. ترجمه و بهینه ساختن چنین سرمایه‌ای در میدان جهانی است. یکی از آثار ترجمه در قالب فعالیت‌های ترجمه‌ای مربوط به بنیادهای تحقیق و تجربه است. یکی از این بنیادها که در راستای گسترش و پیشرفت سرمایه‌های اندیشه‌ای فلسفی ایران در سطح جهانی و بین المللی فعالیت می‌کند، بنیاد حکمت اسلامی صدرا است که در سطح خارجی از طریق دبیرخانه ترجمه متون سعی در انجام رسالت خود دارد. لذا این پژوهش بر این است تلاش می‌کند تا منابع ترجمه‌ای منظوره را ارتباط مناسبی در سطح بین المللی نماید. این پژوهش توصیفی-تخلفی بر پایه تاریخ‌نگاری ترجمه پیم در حوزه‌های تخصصی نوشته‌های ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با نگاهی به تاریخ تاریخ بایگانی شناسی ترجمه با

واژه‌های کلیدی: ترجمه، سرمایه فرهنگی، آثار فلسفی، ملاصدرا

وژه‌های کلیدی: ترجمه، سرمایه فرهنگی، آثار فلسفی، ملاصدرا
A Critical Discourse Analysis of the Anti-Iranian images shown in Hollywood movies: A case study of 300 and Alexander

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Abstract:

The significant role of Hollywood, in particular, in disseminating information and creating images of the Iranian history, as a powerful social tool is evident. Although critical analysis of the movie discourse is a fashionable trend among the critical discourse analysts, there is a paucity of research on movie discourse in Iran. Besides, the increasing number of the anti-Iranian movies produced in the last decade and the ongoing rate of tension between Iran and west, have raised the need for conducting a research to investigate the images of Iranians represented in the Western movies. Thus, in this article, 2 anti-Iranian movie called 300 and Alexander, has been critically analyzed using Critical Discourse Analysis (CDA). For this purpose, Van Dijk’s framework (2004) has been utilized to uncover the ideological manipulations and misrepresentations of these movies. The analysis revealed that the dichotomy of in-group favoritism vs. out-group derogation is a very effective discursive strategy at the disposal of the movie makers who have used language as a weapon to attack Iran by representing a distorted and unrealistic image of the Iranians’ history, culture and ideologies. The findings of the present study show, how Hollywood imposes its Persophobic ideology through its movies.

Keywords: Critical Discourse Analysis, Discursive Structures, Derogation, Euphemization, Hegemony, Ideology, Manipulation, Power
Time Restricted and Not Time Restricted Translation Tasks: A Case Study of a Translation Quality Assessment of a Persian Translation of a Text

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Abstract

The concept of time is of high importance in every aspect of education. With regards to translation and the requirements of keeping up with the fast business of translating texts in different languages, time finds a more prominent status. The present study aims at investigating the effect of time on the quality of translation. To this aim, a number of ten third-year translation students, in two groups, translated a text from English to Persian. In one group the translation task was administered as Time Restricted, meaning that the students were required to complete it in 15 minutes. In another group, the task took the form of Not Time Restricted in the sense that the students had no forced time limitation for completing the task. The translated outputs were gathered and analyzed by two raters using House’s (1997) model of Translation Quality Assessment (TQA). Based on the model, instances of covert and overt errors were identified and their frequency was computed. The comparison between the results indicated that students in the Time Restricted group had significantly higher number of errors compared with the Not Time Restricted group. It was discussed that in line with few previous research done in this field, as time decreases the quality of translation is compromised. Finally, the implications of this finding in the field of translation education and studies are given.

Keywords: Translation Quality Assessment (TQA), time, time restricted tasks, not time restricted tasks, House’s model, Persian, English
Visual Input in Simultaneous Interpreting: The Case of Tweeter Messages

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Abstract

During simultaneous interpreting, it is likely that interpreters encounter with tweeter messages, which might be challenging, due to their informativeness and conciseness, to interpret. The present study aims to investigate the techniques applied by interpreting trainees dealing with tweeter messages while simultaneously interpreting. To this end, 10 MA English Translation students of Allameh Tabataba’i University in Tehran, Iran, with the average age of 26 were asked to interpret a three-minute video clip on a general topic accompanied by tweeter messages appearing on the screen. To identify the techniques, the recorded interpretations were transcribed and then analyzed. The findings revealed that “reduction” was the mostly preferred technique, among those proposed by Molina and Hurtado Albir (2002), in tweeter messages interpreting. It can be concluded that the interpreting trainees were unprepared for dealing with visual inputs— tweeter messages in this case—under time pressure during simultaneous interpreting and also gave priority to aural rather than visual input. This implies that interpreter training courses must take the visual inputs presented during simultaneous interpreting into account and offer trainees appropriate techniques to enable them to interpret such inputs.

Keywords: Translation techniques, Tweeter messages, Simultaneous interpreting, Visual input, Interpreting trainees
Racism in Movies: An Appraisal Theory Approach to Three Anti-Iranian Movies and Their Persian Subtitles

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Abstract

This paper aims at finding register shifts (Halliday & Hassan, 1976: 22) between source texts (English anti-Iranian movies) and target texts (the subtitled versions of the original movies in Persian) in terms of anti-Iranian discourse. The paper’s main question is what attitudinal shifts have been made by the translators in subtitling anti-Iranian discourse in three movies: 300, Not without my Daughter, and Argo. The study’s methodological approach is placed within the framework of Descriptive Translation Studies (Toury, 2012), in the school of Critical Discourse Analysis (Fairclough 1985;1992), and it is based on Appraisal Theory (Martin & White, 2005). Each of the movies were analyzed based on the appraisal theory in order to discover the linguistic attitudinal markers that showed an anti-Iranian stance taken by non-Iranian characters towards the Iranian characters. Then, the Persian subtitles of these evaluative attitudinal markers were also analyzed. The results indicated that these attitudinal markers were intensified, modified, or kept unchanged by the translators. In most cases, the attitudinal markers had been kept unchanged. Such tendency could be an indication of either translators’ unawareness of such stance-takings in movies or their intentional attempt at revealing how several Hollywood movies try to depict a negative picture of Iranian race to the world.

Keywords: appraisal theory, anti-Iranian discourse, register shifts, attitudinal markers
Bringing an avenue of research in audiovisual translation home: Calling audio description into play

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Abstract

Audio description is a type of audiovisual translation that describes the images associated with different audiovisual products (e.g. cinema, theatre, and dance). It inserts descriptions of the images in the gaps left between dialogue and music in order to make these kinds of cultural products accessible for the visually impaired. The present study tried to delve into audio description as an activity and a prolific research topic in audiovisual translation framework. To this end, a complete profile of audio description was presented through meta-analysis, including discussing various definitions provided by scholars and stake-holders, discussing its standards and guidelines, tracing its history and history of its research and examining the different research approaches such as reception-centered research carried out on the issue to date. Furthermore, it was attempted to investigate this activity in the Iranian context and to present its current state through an explorative approach. Based on the literature and gathered local data, it was concluded that audio description as an inter-semiotic translation as well as a tool of accessibility to the blind and partially sighted audiences needs due consideration regarding both practice and research.

Keywords: Audio description, audiovisual translation, reception studies
Translational Institutions and Advancement of Modernism in Iran

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Abstract

As an intellectual and behavioral tendency, modernism received considerable attention in specific eras in Iran, particularly after the constitutional revolution during the Qajar dynasty. Various manifestations of modernism were present in social movements, certain laws and regulations, philosophical thought, literature, art, science as well as institutes including translational institutes and bureaus. This study was aimed at investigating the role of translational institutes in developing the ideas of modernism in Iran during the Qajar dynasty. To achieve this, three translation institutions including Naseri Translation Bureau, Amir Kabir’s Board of Translators and Abbas Mirza’s Office of Translation, whose primary function was the advancement of modernism in Iran in different historical periods of Qajar era were analyzed via a descriptive exploratory method in a range of levels from abstract to concrete as defined by Koskinen (2011). The institutions in their most abstract level are governed by role expectations, norms, values and belief systems, which give rise to more formal institutions. The formal institutions in their concrete level had their own assigned members, policies, material spaces and recurrent activities. To further analyze institutions in this level with regard to their role in advancing the ideas of modernism in Iran, the archaeology of translation introduced by Pym (1998) was adopted in historiographical analysis to investigate the selection of works of translation, translation methods, translation procedures and policies, active members and translators, state-support or lack of it and direction of translation beside other issues. The results of this study emphasized the provocative, operational and activist role of translation leading to social and intellectual change.

Keywords: Modernism, Translational Institutions, Qajar Dynasty
Subtitling Lexicalized Metaphors: A Case of the Political Interviews

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Abstract

Subtitling is a popular modality of audiovisual translation. Yet, subtitles are constrained in time and space. This fact has influenced the strategies used for subtitling different language elements. There is a prosperous literature on subtitling strategies. Many studies have explored the techniques used for subtitling metaphors. However, few researchers have focused on lexicalized metaphors. Lexicalized metaphors are those that have come into common use and most speakers of a language are familiar with them. To fill this gap, the present study aimed to explore the strategies used by Iranian subtitlers in rendering lexicalized metaphors of political interviews into Persian. To this end, a total number of 15 English political interviews with Persian subtitles and 15 Persian political interviews with English subtitles were studied. The source language dialogues were searched for lexicalized metaphors and the found items were compared with the subtitles. Finally, the strategies used for subtitling lexicalized metaphors were classified based on the Pedersen’s list of strategies (2015). The findings revealed that a variety of strategies such as specification, retention, substitution, and paraphrase were used in subtitling lexicalized metaphors. Subtitlers’ use of strategy was influenced by the dominant discourses of the interview parties. Results were discussed and suggestions were made for the future studies.

Keywords: lexicalized metaphors, subtitling strategies, political interviews, dominant discourse
Strategies Used for Translating Humor in Dubbed Animations

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Abstract

Humor is considered as one of the most challenging areas in Translation Studies. Linguistic and cultural differences between two languages are the sources of problems during translation process. When the source humor is embedded in an audiovisual product such as an animation, translation becomes even more challenging because humor in such products is reflected through both visual and auditory channels. The present study is designed to investigate strategies used for rendering humor from English into Persian in dubbed animations. The study employs a descriptive-analytical approach for data analysis. The required data are collected manually from four English animated movies: Ferdinand (2017), Ice Age: The Great Egg-Scapade (2016), The Nut Job: Nutty by Nature (2017), and Zootopia (2016). The animations are watched in their original English and Persian dubbed versions to extract the examples of humorous dialogues and identify the translator’s strategies. The data are analyzed based on Chiaro’s (2017) model for translation of humor. The results reveal that the translators used literal translation, replacing source humor with idiomatic expression, substituting humor with fresh examples of target humor, and omission, as well as some compensatory strategies such as addition, recreation, and localization in rendering humor. Among the applied strategies, replacing humor with idiomatic expressions has the highest frequency which shows that the Persian dubbing of animations are more idiomatic than their English versions. Moreover, deletion has the lowest frequency which indicates translators’ attempt to reflect source humor in TL as much as possible.

Keywords: Audiovisual translation, humor, dubbing, animation
Developing (Inter-) cultural Competence

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Abstract

Translation is a quintessential act of cultural brokerage in the context of cross-cultural communication through furthering the cause of cross-cultural encounter and hence keeps its top spot as a buffer against intercultural conflict. It is then intuitively obvious that a translator as a cultural mediator sits comfortably between disparate cultures, albeit not as a conduit through which material flow freely across a cultural frontier but as an intermediary positioned between two differing linguacultures who, through this positioning, relocates a text for a reader at home with his own socio-cultural expectations. In fact, such an act of (re)representation is done with the aim of triggering different cultural assumptions, catering for the communicational needs of the target addresses, and purposefully distorting a text to make it accord with their new cultural framing. In his iceberg model of culture, after dividing culture into Technical, Formal, and Informal culture, Katan (2009) conceptualizes a cultural mediator along the same lines as occupying an objective position of neutrality and regards any act of manipulation as an attempt for the sake of facilitating communication. Firstly, this paper seeks to pit translator's role as an intercultural mediator against translator's manipulative role and secondly suggests that Katan's categorization of culture into visible, semi-visible and invisible layers can heighten student translators' awareness of culture, enables them to develop their cultural competence and ultimately sensitizes them to broader societal forces impinging on translators' decisions. In addition, Katan's notion of a cultural mediator can prove worthwhile in academic settings while training student translators as it highlights their roles in cross-cultural communications and gives them responsibility to iron out communication breakdowns and make the source text message more palatable to target recipients.

Keywords: cultural competence, cultural mediation, intercultural mediator.
Refocusing the Image of the Owner
A Narrative Approach to Website Localization

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Abstract

Using narrative theory as its theoretical framework, this study investigates how the three Persian Iranian Websites are presented to their readers in their Persian and English versions. The three websites of the Ministry of Foreign Affairs, Bank Melli Iran and the Municipality of Isfahan were selected for the purpose of the study. Since Baker’s narrative theory (2006) is focused on the analysis of narratives in written texts, this study attempts to apply Baker’s narrative theory (2006) in the analysis of narratives on the websites. These online narratives were analyzed using Baker’s four reframing strategies, “temporal and spatial framing”, “selective appropriation”, “labeling”, and “repositioning of participants”. The results of the study reveal that some discrepancies exist between the Persian and English versions of the websites. These differences can be explained by the Persian websites’ owners attempt to reframe the on-line narratives in order to meet different needs of the target readers in the English versions of the websites. The Persian websites focus more on the current state of affairs in Iran while the English versions focus more on the historical records of Iran with the intention of presenting the long history of Iran to the international readers.

Keywords: localization, institutional translation, narrative theory, (re)framing
رویکرد معنا شناسانه قالبی به انواع افعال افعال نقل قول گر و راهبردهای برگردان آن‌ها در ادبیات روایی: مطالعه موردی برگردان فارسی رمان دل تاریکی

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چکیده

هدف از پژوهش کنونی بررسی راهبردهای ترجمه افعال نقل قول گر به فارسی در چارچوب رهیافت معنا شناسی نقل قول گرهای موجود در متن اصلی رمان دل تاریکی استخراج و مطابق با انواع نقل قول گرهای مورد استفاده در برگردان فارسی اثر 2009 مطابق فهرست قالبی جسی سمز (2009) با انواع نقل قول گرهای مورد استفاده در برگردان فارسی اثر 2009 مطابق متن نقل قول گرهای موجود در متن اصلی رمان دل تاریکی استخراج و مطابق با انواع نقل قول گرهای مورد استفاده در برگردان فارسی اثر 2009 مطابق تطبیق قرار گرفت. یافته ها علاوه بر بسامد بسیار بالای قابل های ارتباط بینانی، حاکی از بسامد نسبی ارتباط پرسشی، ارتباط حالتی، و ارتباط صوتی و نیز مصاديق ارتباط و نیز مصاديق مربوط به سایر قالب ها در هر دو اثر بود. در گام بعدی، دوازده راهبرد ترجمه که توسط مترجم اثر استفاده شده بود، مورد بررسی قرار گرفت. یافته ها حاکی از آن بود که پس از راهبرد برگردان تحت اللفظی، راهبردهایی نظیر تبدیل نقل قول گرهای تحت اللفظی به خنثی، تبدیل فعل غیر نقل قول گر به نقل قول گر تحت اللفظی، استفاده از راهبردهای نانی به بهبود الگو و کارکردید. مطابق با نتایج یافته‌ها به نظر می‌رسد فیل زبان انگلیسی به ویژه در گونه ادبی روایی خود از افعال گفتاری بیشتر و ساخته‌های این افعال با انعطاف بیشتری به نسبت فارسی بهره می‌برد که برگردان آن‌ها را برای ترجمه به آسانی عالی بهره می‌برد. از نتایج این تحقیق و تحقیقات تکمیلی مشارکت‌های مشابه می‌توان در توائمند سازی مترجمان نو و کمک به غنای ظرفیت برگردانی فارسی بهره جست.

واژه‌های کلیدی: نقل قول گر، راهبردهای ترجمه، معنا شناسانه قالبی، متن روایی، دل تاریکی
چکیده
مقاله حاضر به بررسی دو قلوهای زبان فارسی که در گفتار و نوشته روزمره، رمانها و مجلات کاربرد فراوان دارند، مرهون می‌گردد. بررسی معادله های انگلیسی دو قلوهای زبان فارسی برای دانشجویان، اساتید، مترجمین و فرهنگ‌نویسان نتایجی سودمندی را به دنبال خواهد داشت. چرا که هر قله با هم‌ایاً به معنای مسلسلی ای مشکل ساز در ترجمه بوده است. در اولین قدم، محقق به جستجو در دیکشنری فارسی انگلیسی آریان پور چهار جلدی می‌پردازد و موفق به استخراج 626 داده می‌گردد که به منظور سهولت بررسی پژوهش، داده‌های تحقیقاتی جمع آوری شده به پنج دسته کلی تقسیم بندی می‌شوند: 1) دو قلوهای مترادف مشابه 2) دو قلوهای مترادف نیمه مشابه 3) دو قلوهای حوزه ی معنایی یکسان 4) دو قلوهای متقابل و 5) دو قلوهای ناامتنان. به منظور کسب اطمینان از درستی داده‌های به دست آمده بر خیل از داده‌های اسکریبتی، جمع آوری شده و به ترتیب و اسناد مصاحبه، نتایج در سه صفحه یافته راه‌داری که سپس به تجربه باهم، آیی به معنای یکسان ولی با ساختار متفاوت، انجام شده است، درصد 62.1٪ می‌باشد. از منظور بودن یک پژوهش نشان داد که در ترجمه انگلیسی باهم آیی، دو قلوهای زبان فارسی بومی زدایی با فراوانی 46.1٪ و درصد 62.1٪ صورت گرفته است.

واژه‌های کلیدی: مطالعه توصیفی، ترجمه، باهم آیی، مقیسه‌های فرهنگی، زبان فارسی، زبان انگلیسی، دو قله‌ای، ترجمه بومی
A skill-based approach for assessing EFL students’ translation performance

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Abstract

Testing translation performance of the EFL students has not been paid due attention compared with the bulk of the literature on testing other language skills namely reading, writing, speaking and listening. This has led some translation teachers to face serious problems in measuring their students’ translation performance. In most cases, they have to opt for the existing developed rubrics presumably considered suitable for their own classrooms. However, the procedures leading to these developed rubrics are not usually well elaborated on by the original rubric developers. Furthermore, the rubrics that have been developed for measuring this skill are in some cases so detailed that EFL instructors prefer to resort to their own general assessment. Thus, reviewing some of the suggested rubrics for assessing students’ translation quality, the present paper, focusing on the testing model proposed by Hughes, aims at providing translation instructors with a handy and practical rubric which is based on the skills and sub-kills needed in any translation practice.

Keywords: testing, translation competence, rubric, language skills
Not Interested in Dubbing anymore?
A National Survey on AVT Habits among Iranians

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Abstract

Foreign cinematic products have gained unparalleled popularity as a source of entertainment everywhere, even among the people of non-western countries, including Iran. Watching foreign cinematic programs has experienced dramatic changes, in recent years, with the emergence of participatory practices, such as amateur subtitling because it offers an unprecedented opportunity for the world to access unrestricted circulation of audiovisual programs. The answers to the question of AVT habits of the audience, however, remain as elusive as ever. To fill the void, this investigation examines to what extent Iranian audience AVT habits have changed. Over 1200 Iranians answered a web-based questionnaire, which was hosted and developed on a survey platform. Upon the completion of the data collection and filtering unsuitable data, the data were imported into SPSS. The overall findings suggest that proportionately more Iranians watch foreign cinematic programs with subtitles nowadays than ever before, at least among the younger generation. Additionally, national TV channels are no longer the main source of entertainment among Iranians when it comes to foreign fictional programs.

Keywords: audiovisual translation, audience, dubbing, subtitling, habits
Assessing the Quality of Persian Translation of IFRS based on House's (2014) Functional Pragmatic Model

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Abstract

Language translation is not a simple technical, but a socio-cultural, subjective and ideological process. Translation is evaluated in terms of its forms and functions inside the historically developed systems of the receiving culture and literature. This study aimed to evaluate the quality of the Persian translation of International Financial Reporting Standards (IFRS1) based on House's (TQA) model: overt and covert translation distinction. The result of this comparison was dimensional mismatches categorized based on the different dimensions of register including field, tenor, and mode, and overt and covert errors. As a result, the translators of Persian translation did not carry out the criteria completely to have an overt translation according to House's view, which stated that scientific textbooks should be translated overtly, instead they tended to translate the text covertly. All mismatches on the different levels of register also showed that the cultural filter was applied in translation. The findings and outcomes could contribute to the knowledge around the fields of Marketing, Business Management, and Translation Studies. The findings of this study could also result in better translation of marketing texts.

Keywords: Financial Reporting Standards, Functional Pragmatic Model, Translation Quality Assessment
Strategies for Dealing with Style in Literary Texts

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Abstract

A Translators usually concentrate more on the matter (or meaning) than the manner (or form) of source texts. That is why style has received less attention than it merits. Style is commonly discussed in relation to literary texts. In such contexts, it can refer to the individuality of a poet, playwright, short-story or novel writer. The present study aims to investigate strategies for rendering style. To achieve this aim, Samuel Beckett, one of the prominent writers of the twentieth century with his unique style, and Malone Dies, one novel of his first trilogy, were opted for this study. This novel has been first rendered into Persian by Kianoush (1347). Baker’s (1996) model consisting of four strategies of Simplification, Explicitation, Normalization or Conservatism, and Leveling out is used as the framework of the study. Each sentence of Malone Dies was compared with its Persian translations by applying her model. After identifying the frequency of each strategy, the data were analyzed by the Excel software to determine the percentage of each strategy. The result showed that Simplification was the most frequently used strategy. Moreover, one other strategy named Exoticization was added to Baker’s model by the researchers.

Keywords: Style, Literary translation, Translation strategy, Samuel Becket, Baker’s (1996) model
Theory and practice in poetry translation

Movahede Sadat Mousavi – Elham Maazallah

Abstract

The main purpose of this paper is to explore how much knowing the literary translation theories affects the final translations of the translators. Therefore, a group of 100 students of translation studies in Shahid Bahonar University of Kerman were selected for this study, half of them were sophomore students who do not know anything about the literary translation theories and the second half were the senior students who have already passed the literary course and were familiar with the related theories. Furthermore, the English general knowledge of participants were assessed by a placement test, their poetic talents have also been assessed for close investigation of the outcomes, then they were asked to translate two poems namely A red red rose by Robert Burns and Poverty by Ahmad Shamlou translate from English to Persian and vice versa.

Also, Lefevere’s seven strategies of poetry translation have been applied in this study. One of the findings of the research revealed the direct relationship existing between poetic attitude of the participants and their translations. Another finding of this study represents the fact that those participants who were familiar with the poetry translation strategies created better poetic translations than those who were not.

Keywords: Lefevere strategies, Literary theories, Poetry translation, Students
Teaching Translation collaboratively: 
Using Wikipedia as a pedagogical tool

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Abstract

In today’s digital era, it is necessary to prepare students for the market by incorporating electronic language resources into classes. The aim of the present study was to use electronic resources and foster collaboration in the translation classrooms to bridge the gap between theory and practice. To this end, in a twenty-session translation course that was offered in a private institute in Tehran, a collaborative teaching technique was implemented. For the first two sessions of the semester, theories on cultural and extralinguistic culture-bound elements including Thriveni’s (2002) and Pederson’s (2005) frameworks were taught. For bridging theory and practice, trainees were asked to find a Wikipedia page that introduces one cultural aspect of Iran that had not been translated into English before. The class was divided into four groups of three students and they were assigned to verify the authenticity of the Wiki page by checking the books and articles in the reference part of the page. In the next step, they were asked to translate the Wiki page by using Google Translator Toolkit. After completing their translation, they were to share their translation with another group by using an option in the Toolkit that is called “share with others.” The groups assessed their classmates’ translation based on the theories they had been taught before. Compared to the traditional read and translate approach, this teaching technique that integrates teacher’s training, collaboration, and electronic resources would have numerous benefits in terms of aptly preparing trainees for the market and providing more comprehensive training.

Keywords: Collaborative learning, electronic tools, Wikipedia
Investigation of Translation Strategies of Idioms in Animal Farm Novel

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Abstract

Today, translation plays a significant role in our multilingual global village. However, there have always been difficulties in the process of this vital activity. One of the most challenging problems in this respect is translating idioms. As a result, this study was intended to investigate the strategies used in the Persian translation of the idioms in George Orwell’s Animal Farm, translated by Amir Amirshahi in 1348. To this end, 40 idioms were randomly extracted from the novel and compared with their equivalents in its Persian translation based on four strategies proposed by Baker (2011). The results of the analyses revealed that paraphrasing strategy occurred with the largest frequency (23) and percentage of 57.5%. Similar form and meaning occurred 11 times and constituted 27.5% of the total number of the strategies. Similar meaning and different form, with the frequency of 4 and percentage of 11%, stood in the third place. And finally, omission occurred only 2 times and made 4% of the whole number of the strategies.

Keywords: Translation Strategies, Idioms, Novel, Animal Farm
Edutainment in Audiovisual Translation Classrooms

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Abstract

As the current generation has been faced with innovative advancements in technology and the fact that the internet is an inseparable part of people’s lives, it is essential to provide new techniques and materials for teaching to meet the needs and wishes of learners. The article aimed to study the implementation of edutainment in audiovisual translation classrooms and appropriate way of its assessment. Students can work collaboratively in a crowdsourcing workflow platform like TED to practice subtitling videos in the class with the focus on edutainment. Teaching subtitling in audiovisual translation classrooms through crowdsourcing platforms such as Amara, TED, and Dotsub would increase students’ participation and their level of satisfaction. It also encourages entertaining learning and attracts learners’ attention by using innovative resources. As for translation quality assessment, they will receive feedback from the website’s language coordinators after finalizing their translation, for example comments such as inconsistency in choice of words, inappropriate style, punctuation errors and untranslated parts. Moreover, students’ volunteer translation will not be approved unless they correct all the errors. Therefore, they can be evaluated in a real market situation and use constructive feedback to improve future performance. Education and Entertainment can be closely interwoven in the crowdsourcing era since by using enjoyable and authentic materials in the classrooms, learning happens more effectively. Consequently, working in crowdsourcing and online collaborative initiatives as a playful experimentation can lead to the development of students’ self-reflectiveness and translation competence.

Keywords: Edutainment, crowdsourcing, volunteer translation, audiovisual translation
Fillmore's "Scenes-and-Frames-Semantics" and Their Use in translation

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Abstract

This research aims at investigating lexical semantics analysis of 4 stories of Ambrose Bierce's work, and presenting new perspective on literary translation strategy. Lexical semantics looks at how the meaning of the lexical units correlates with the structure of the language or syntax. To do so, the Framework theory was presented by Charles j. Fillmore 1976. The basic idea of the theory is that the meaning of a single word is not achieved without accessing to all the essential knowledge of word socially and culturally. Research questions are how the author use lexical tools and how the vocabulary in the short stories of Ambrose Bierce, and also how the general meanings of stories which are affected by lexical meanings are translated. The first importance of this study is using a linguistic approach to understand and translate the meanings of a literary work. The second is that the lexical semantic is beyond the sentence rather than as a linguistic unit in separation. Fillmore's Scenes-and-Frames-Semantics can help us determine the meaning of words and concepts through the analysis the discourse and ideology.

Keywords: Translation, Lexical semantics, Translation strategy, Fillmore, Frame
Translation technologies: the consistency of what is being taught by universities and what is being used by the labor market

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Abstract

As academic education is to prepare students for entry into the professional market, in recent years, translation technologies as a requirement of translation professionalism, have also been included in the curriculum of translation studies in Iran. But, these technologies to be effective need to some extent be in line with the requirements of the labour market. Now considering this, the current research seeks to investigate the consistency of what is being taught by Iranian universities and what is being used by the translation market. To achieve this end, after preparation of a researcher-made questionnaire it was sent to teachers and employers. After collecting teachers' and employers' responses to the questionnaire, the results of data analysis revealed that there is no considerable consistency between technologies that are being taught by Iranian universities and technologies that are being used by the translation market.

Keywords: translation technologies, translation market, translation professionalism, translator training
Proposal for a Bourdieusian Historiography of Translation: The Case of Literary Translation during Pahlavi Dynasty

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Abstract

The role of translation history in deepening translation studies has been recognized long before, however, the methodology for researching history of translation is still open to question. Apparently, descriptive methods of researching translation history are being put into question and narrative methods which seek to reveal the underlying causal relations around translations and sociocultural contexts thereof are being brought to the fore. Focusing on Bourdieu’s concepts of field and habitus, this study tends to furnish an ‘interdisciplinary approach’ to historiography of translation as practiced during Pahlavi dynasty. Findings of this study point to the conclusion that a Bourdieusian historiography of translation can offer a panoramic view of this practice in a given sociohistorical period linking macrostructures like corridors of power to microstructures like translators choices. Concerning the specified time period, reasonably free sociopolitical atmosphere during Pahlavi II culminated with development of translation mediation space between social spaces like literary and publication fields. Consequently, translation was perceived as an intellectual activity rather than dilettantism on the part of translators and noticeable changes were brought up in the literary field. On the contrary, stifling sociopolitical ambience during Pahlavi I hindered development of social fields. Hence, translators were mainly focused on translation of historical novels mostly translated from English.

Keywords: Translation historiography, translation ‘mediation space’, field of cultural production, habitus, capital; Reza Shah, Mohammad Reza Shah
Investigating the Style of Dubbed Movies

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Abstract

Song Translation as a relevant area to Translation Studies, has been receiving attention over the past decade. Macro level and Micro level strategies in rendering songs have been the most common interest among researchers. In this study; however, we attempted at moving beyond the question of strategy in translating songs and explored the style of translated songs. For this purpose, 3 songs and their Persian dubbed versions from the animated movie Moana (2016) were selected. The style of both original and translated songs were investigated through applying Newmark’s (1988) classification of style which specifies three main scales of style—that is, Formality, Generality, and Emotional tone. The style of both groups of songs were determined as Informal, Simple, and Warm. Also, it was revealed that the only point of departure from English original songs and Persian translated songs were the amount of applying Formal style in translations; translated songs were by 11% more Formal than the original ones. Furthermore, a characteristic that was only specific to the style of translated songs were the use of Formal words or expressions in lines that had Informal style. For further research, it is suggested that the translator’s style, which is mostly common in the area of literary translation, would be investigated in Audiovisual Translation as well, especially in Song Translation area.

Keywords: Audiovisual Translation, Song Translation, Dubbing, Song Style
Crowdsourcing Translation as MT Post-editing of Health-related Information: An Experience of Cloud-based Smartphone App

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Abstract

This project concerns with crowdsourcing Translation as a post-editing means of translations produced via Machine Translation, through a cloud-based Smartphone App (Telegram) as a crowdsourcing platform. The selected Translation Machines were Google Translate website and Farazin Translator website. As a first step, random expressions from health-related texts/sources were collected as the required data, and then they were given to Google Translate and Farazin Translator to be translated. In the third step a Telegram Bot was designed to share the MT outcome with Medical students as well as senior Translation students to grade, to edit or to correct in case of errors. The final step not only consisted of a quality assessment between the two translation outcomes providing a statistical analysis but also included a comparison between translations done by medical and translation student, as two closed crowdsourcer groups, to detect which group had a better performance.

Keywords: Cloud-Based App, Crowdsourcing, Machine Translation, Post-editing, Telegram Platform.
بررسی عناصر زمان و مکان در ترجمه دو اثر از چارلز دیکنز

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چکیده

عناصر زمان و مکان از عناصر وابسته به فرهنگ هر جامعه هستند و در هر نوع متنی و هر زننده کامل حضور دارند. مترجم هنگام مواجه با این عناصر وابسته به فرهنگ باید کمک دقت و توجه را داشته باشد، زیرا کوچکترین خدشه در این مورد می تواند مطالب مقصود را در فهم مطلوب دچار سردرگمی کند. هنگام ترجمه عنصر زمان، باید تا به کمک متن مقصود بیان نشود که این عنصر محقق می گردد و برای خواننده مقصد قابل درک است یا نیست. نوع ترجمه عنصر مکان هم با توجه بهکه این عنصر می‌تواند مبهم در ترجمه باشد، برای خواننده مقصد قابل درک است یا نیست. نوع ترجمه عنصر مکان در ترجمه‌ها متفاوت است. با استفاده به رویکرد نایدا و تیبر، چارلز کونیوت استفاده از عبارات بیگانه و توضیح آنها در زبان مقصد وجود دارد: (1) استفاده از کلمات فرضی (2) استفاده از اعداد بیگانه و توضیح آنها در نوشته‌ها استفاده از ترجمه توضیحی و (3) استفاده از کلمات فرضی به شرح تعریف و توضیح آنها در نوشته‌ها. در مورد عنصر زمان این نتیجه حاصل شد که ترجمه با توجه به مخاطب مقصود، این عنصر مبهم نیست و می‌تواند به نام نل، به دلیل داشتن مخاطب مقصود، این عنصر مبهم نیست.

واژه‌های کلیدی: عنصر زمان، عنصر مکان، مخاطب مقصود، ترجمه، چارلز دیکنز
نتیجه‌ای که پیش می‌آید این است که آمار فروش این ژانر از کتاب، البته زمانی که ترجمه می‌شوند، باید کاهش بیشتری نیز پیدا کند. اما در پی بررسی انجام شده آثار داستانی و غیرداستانی پرفروش‌گزاری نیویورک تایمز که در ایران ترجمه شده‌اند، این نتیجه حاصل شد که فروش برخی نسخه‌های ترجمه‌ای آثار غیرداستانی حتی از نسخه‌های ترجمه‌شده داستانی بیشتر است. انتخاب این‌آثار در طی سال‌های ۲۰۱۸ تا ۲۰۱۹ بوده است. این‌آثار در سال‌های اخیر، به خصوص از زمان آغاز تنش میان ایران و آمریکا برای مسئولین از سیاست‌مداران این ژانر جذابیت بیشتری کسب کرده‌اند که این خودنمایی نقش پرزنگ ایدئولوژی حاکم بر جامعه است.

واژه‌های کلیدی: ایدئولوژی، آثار داستانی، آثار غیر داستانی، ترجمه
Extension of House’s Model in Result of Conducting Translation Quality Assessment: The Case of Imam Khamenei’s (D. Z. A) Letters to The Western Youth in English and Persian

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Abstract

The translation of religious and/or political texts is a sensitive job, which requires both careful and meticulous translation quality assessment. An outstanding example of this domain is Imam Khamenei’s (D. Z. A) letters to the youth in the Western world. This qualitative research which is a descriptive, analytical and comparative model, is carried out to assessing the English translations of these letters based on House’s revised TQA model in 1997. The first letter has one translation, and the second one has been translated into two different translations. Besides dimensional mismatches in this research, the assessment represented certain features of the cultural filter and non-dimensional mismatches in the translations. The dimensional mismatches are based on field, tenor and mode. The important issue is that the researcher has encountered different kinds of non-dimensional mismatches and the cultural filters which House has not stated in her revised model. Also, the researcher has referred to the relevant examples of sentences in these letters concerning the extension of House’s revised model. The research implications included the fact that the present translation of the letters, which are international in scope, can be revised based on the results of the present study- especially the determined mismatches- to both the present translations and the future ones will be enhanced in terms of translation quality. Finally, after analysis of the quality of translations, the researcher found that although the model of House is a comprehensive model for analyzing the quality of a translation, it has some shortcomings which havestated in this research.

Keywords: House’s TQA model, Discourse, Cultural Filter, Dimensional and Non-Dimensional Mismatches
Bridging the Gap between Academic Studies and Employability: Do English Translation Curricula Answer the Challenges of Labor Market?

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Abstract

Despite the fact that English Translation major has been taught at Iranian universities for many years, graduates (professionals-to-be) do not seem to have enough certain professional competences required to enter the labor market as professional translators. Considering this, the present study aimed at evaluating the B.A English Translation curriculum and determining whether it is successful in training professional translators and answering the challenges of labor market. Moreover, the core courses were studied and further information was provided about the aims of each course according to the current curriculum approved by Ministry of Higher Education. In order to meet the study objectives, survey questionnaires were designed and distributed among two groups of participants including professors at University of Birjand as translator trainers and official translators of Translation Office as professional translators. Data concerned with questioners were analyzed by SPSS software through descriptive method and the efficiency or deficiency of the courses was displayed. In light of the findings, graduates were not fully prepared for the translation profession. Apparently, curriculum designers should address the employability in the field and attempt to bridge the gap existing between academic studies and the labor market. The findings obtained in this study can guide the curriculum designers to make any possible changes to the already existing B.A. English Translation curriculum as well as raise awareness about the necessity of embedding professional skills in curriculum to answer the challenges of labor market.

Keywords: English Translation, Employability, Professional translator, Syllabus, Curriculum
**Alitetteration in Developing Characters: The Case Study of V for Vendetta and Its Persian Subtitles**

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**Abstract**

Alliteration is perceived as a repetition of the same sound, mostly the initial consonants in a sequence of words (Onič, 2006). The present study aims at analyzing the use of alliteration in order to develop the main character in the movie, V for Vendetta, and its Persian subtitles. The corpus of the study consists of 5 different Persian subtitles of the movie and a two-minute monologue. The aforesaid monologue of the movie in which the main character introduces himself in about two minutes, consists of about 50 words beginning with the sound "V". The use of such monologue as an introduction for the protagonist is pivotal to the features of the character, the most important of which are his seeking of anarchy and vengeance. The English monologue was juxtaposed with its Persian versions to see how the translators had dealt with this alliterative monologue. The Persian subtitles belonged to I-dl movie.com, Ganool, Sepehr Radmannesh, Tynymovies and Salamdownload. The results showed that this feature has not been preserved in any of the above-mentioned subtitles, despite some efforts to keep the poetic nature of the monologue throughout the use of eloquent words or some rhythmic patterns. This has led to the loss of this element of characterization in the subtitled versions of the movie. This could imply that translators should try to preserve alliterative language used by the characters in movies since they may be an element that help to develop a character.

**Keywords:** Alliteration, Characterization, Subtitling, V for Vendetta
New translation and translators to be righteousness attitudes: a case of Iran-US regional controversies

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Abstract

News, as one of the most pervasive tools in the world, is very significant for political organizations, institutions, and even governments to effect social thought. However, translation to bring different ideas in line with a united policy, perform as a complement for news to dictate a predefined ideology and poetics between people. In other words, translation is a useful alternative for politicians and governments to pretend their performances and policies to be righteousness. So, as these attitudes of news translators may be unclear for audiences, the current study is an attempt to reveal the righteousness attitudes of news translators. To achieve this end, a corpus of 400 paragraphs of news stories, along with their translations were selected in English and Persian, which all were related to the Iran-US regional controversies. Out of selected paragraphs, 200 paragraphs were translated from Persian to English, and 200 paragraphs were translated from English to Persian. Using Fairclough and van Dijk's models of critical discourse analysis (CDA), selected translations were analyzed. After data analysis, it is revealed that how news translators try to show the policies and performance of their supportive institutions, organizations or government to be righteousness. The advantage of the current study becomes all the more significant when it helps audiences to read and follow news stories with more scrutiny, and this can itself result in social stability.

Keywords: News translation, critical discourse analysis, ideology, politics
یک ترجمه، یک آرمان: رساله یک کلمه و نهضت مشروطه‌خواهی

Ma'azallah Parvaneh

چکیده
بررسی سنت های ترجمه در کشورمان حاکی از آن است که همواره ترجمه در اعصار گوناگون به عنوان ابزاری برای انتقال مفاهیم موجود به (از) نظام های ادبی یا اجتماعی مختلف بکاررفته است. مثلاً، نهضت ترجمه ترکی در عصر تیموریان با ترجمه گسترده آثار ادبی فارسی به زبان ترکی چنین داشت که اعتلاء این زبان به زبانی بهره می‌نماید. قرن‌ها بعد، در عصر ناصری، مشروطه‌طلبانی مانند میرزا يوسف خان مستشارالدوله تبریزی (۱۲۳۹ ق - ۱۲۱۳ ق) برای انتقال آرمان‌های سیاسی و اجتماعی خود به زبان ادبی و آزادی به ترجمه به مثابه ابزار انتقال این مفاهیم به جامعه استبدادزدیده عصر خود امید بستند که حاصل آن ترجمه اصول اعلامیه حقوق بشر از زبان فرانسه به فارسی است که با عنوان رساله یک کلمه در سال ۱۳۹۱ به روشنفکران و آزادی خواهان عصر ناصری ارائه شد. در بحثی حاضر بر آن است تا بررسی این ترجمه در قالب نظریه «اجتماعات روایی» از مونا بیکر (۲۰۰۳) به تأثیرات حاصل از آن و همچنین شرایط حاکم بر مترجم و انتخاب‌های ترجمه ای بپردازد. از نتایج این پژوهش چنین برمی‌آید که رساله یک کلمه با انتقال مفاهیم آزادی به محفل‌ها با اجتماعات روشنفکروی عصر خود چنان تأثیر شگرفی بر اذهان و عقل‌های مشروطه‌طلبان و آزادی طلبان داشت که بی‌тур خاص در تدوین قانون اساسی ایران تا حد زیادی از این ترجمه الهام گرفته و در نهضت مسیر مستشارالدوله یک کلمه، حاکم بر فضای سیاسی آن زمان و همچنین اعتقادات مذهبی مستشارالدوله نسبت داد.
واژه‌های کلیدی: میرزا يوسف خان مستشارالدوله، عصر ناصری، مشروطه‌طلبی، رساله یک کلمه، «اجتماعات روایی»
Analysis of Lexical Collocations in Persian Translation of Jane Austen's Persuasion Based on Newmark's Model of Translation

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Abstract

Since translators deal with many problems in the translation of collocations, this study is on attempt to find some solutions for these problems. Therefore, this study was conducted on Persian translation of lexical collocations of an English novel, Persuasion by Jane Austen (1817) based on Benson and Ilson's (1997) classification of literal collocations and Newmark's (1988) model of translation to overcome the problems existent in translating the lexical collocations. To this end, first, one third of this literary work and its Persian translation were gone under an examination. Then, all the lexical collocations of this literary work were classified based on Benson and Ilson's (1997) classification of literal collocations. Next, the translations strategies of these lexical collocations were found based on Newmark's (1988) model of translation. Finally, the translation strategies used in these lexical collocations by Ghaemi in this literary work were analyzed. The results of this study showed that through translation was the most frequently used strategy and cultural equivalence and couplet were the least frequently used ones. Furthermore, some Newmark's (1988) translation strategies such as naturalization, functional equivalent, synonymy, recognized translation, compensation, paraphrase, and notes were not applied by Ghaemi in rendering the lexical collocations of this literary work, Persuasion, into Persian. Finally, this study has pedagogical implications for translation students and literary translators.

Keywords: Collocation, Lexical Collocations, Newmark’s Model of Translation, Translation Strategies
Displacement, Performance and Resistance in I’m Alive by Masoomeh Aabad: A look at Iranian Sacred Defense Literature

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Abstract

The present paper tries to look at Masoomeh Abad’s I’m Alive in light of the theories of displacement, performance and resistance. According to the theories of displacement, a person going through forced displacement faces two paths: either to put what she was aside and take up what is forced on her or to resist and be what she wants. Abad, who has been a prisoner of war for four years in the Iraq-Iran war, has written her story in a book entitled I’m Alive. As a teenage rescuer in the time of war, Abad is captured and taken to Iraqi prisons such as Al-Rashid, and Mosul only to be able to grow into a resistant, powerful young woman at the end. Her forced displacement from not only her home town, but her country into the enemy’s most dreaded prisons alongside three other young girls enables her to change her performance accordingly and to find an indescribable resistance in herself to fight what comes her way. One must sit back and go through this paper to observe how displacement brings out different aspects of performance leading to the resistance of a seventeen year old scared girl; she didn’t know they existed herself.

Keywords: Abad, I’m Alive, Displacement, Performance, Resistance
Cultural Anthropology and Media Psychology: A Linguistic Approach

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Abstract

Media as one of the most influential forms of communication in the current era has become the subject of intense, often polarizing, debate. It appears far from a monolithic innocuously straightforward phenomenon encompassing a myriad of academic, literary, artistic disciplines and scientific approaches. Historically known as a holistic approach dealing with humanity, anthropology is the only science that covers the two extremes of human biology, his origin, and the cultural, social lifestyle that distinguishes him from the animal kingdom. As reported in many studies, anthropology includes biological, cognitive, social, linguistic, technological, cultural, historical, and aesthetic aspects of human. Further, researchers have long been interested in anthropology and its relationship with cultures that incorporate language as one of the most crucial dimensions affecting humanity. Long ago, paintings on the walls of the caves demonstrated that humankind was interested not only in communication but also in transferring ideas and traditions. As man became less transient and more settled, his culture, language, and desire for communication grew. Hence, an inseparable bond appears to have emerged between anthropology, linguistics, language, and media within the communicative spectrum. To clarify the relationship further, this paper provides a detailed definition of anthropology, linguistics, and media as a means of communication. Different types of anthropology are discussed subsequently. Later, the researchers discuss the relationship between linguistic- based anthropology and media- based anthropology and the results of different studies will be reported. Finally, the researchers provide concluding remarks.

Key Words: Anthropology, Culture, Linguistics, Media Psychology
Worlding Agendas and the strata of Elitism in Fazel Bakhsheshi’s SF Novels

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Abstract

Worlding agendas occupy a large part of science fiction concerned with man’s migration to other spaces and populating them. These agendas require a large scale of calculations, speculations, and practice considering the issues of dealing with extraterrestrial beings, terraforming the land, and shaping new governmental patterns, and social as well as economic structures. These agendas usually focus on the process of the formation of new societies or the recapitulation of the old ones and the consequent social structures and class systems. Here, the elite play a central role in the construction of the new space and the new society, taking the lead in exerting power over the indigenous populations and forcing radical alterations on them. In this line, Iraj Fazel Bakhsheshi, who emerged almost two decades ago as a brilliant Iranian writer, renders diverse worlding agendas and models for the construction of new worlds whereby questions of race, class, governance, gender, and specifically elitism, are emphasized and investigated. The present essay aims at exploring these questions through a network of contemporary approaches to elitism by drawing on theories proposed by C. Wright Mills’s ‘power elite’ among others. Read in the light of elite theories, Fazel Bakhsheshi’s mentioned novels will hopefully render a rich array of models for social structure, class oppression, racial struggle, colonialism and elitist governance. These models, i.e. the building blocks of the worlding agendas in the mind of the author, sketch the way diverse elitist influences cause the demise of the very ideal worlds they have constructed.

Keywords: Fazel Bakhsheshi, Elitism, SF Novel, C. Wright Mill, the Political Elite, Worlding Agendas
English for Medical Purposes: a Review of the Research Process and Visualization of Relevant Literature Using Word Co-occurrence Analysis

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Abstract

Background and Objectives: English for medical purposes (EMP) seems to have succeeded in providing language expertise for both medical students and practitioners. The patterns of flourishing this discipline with its specific audience is not carefully studied. Therefore, the present study used scientometric and word co-occurrence analysis to identify the most important topics and to assess trends in this field over time.

Materials and Methods: Documents indexed in Scopus and Web of Science (WOS) were used to examine various indicators such as keywords, countries, organizations, and authors. Search results were preprocessed through Bibexcel to create a file for mapping, and word co-occurrence analysis was applied to evaluate the publications. Also, scientific maps, author’s network, and country contributions were depicted using VOSviewer and NetDraw. The most productive authors and countries were determined. Regarding the trend analysis, highly frequent words were examined at 6-year intervals.

Findings: The findings indicated that 81 countries, 1304 authors, and 799 organizations have contributed to the scientific mobility of this field. Keyword co-occurrence analysis indicated that topics have shifted from language-specific foci to interactive domains.

Conclusion: These findings offer evidence-based information about the past and present trends in EMP research topics and trends, as well as its future directions, moving from linear patterns (solely related to linguistic components) towards a more interrelated pattern of issues clustering around a medical education and learning topics.

Keywords: Research; EMP; English for Medical Purposes; ESP; English for Specific Purposes; Medical English; Scientometrics; Word Co-occurrence Analysis.
The Effect of Explicit Teaching of Derivational Morphemes on Iranian EFL Learners’ Writing Fluency

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Abstract

Fluent and effective writing in English is a necessary and undeniable part of successful communication. The present study aimed to investigate any plausible effect of explicit teaching of derivational morphemes on learner’s writing fluency. To do so, a total number of 60 male and female medical students with intermediate level of English proficiency at Zahedan University of Medical Sciences participated in the study in two groups of control and experimental (n=30). The participants were provided with a topic and ten lexical items as hints so that they could develop a short writing in which they were allowed to use those lexical items or their other derived forms. Afterwards, a prepared list of noun-making as well as verb-making derivational morphemes were taught to the experimental group exclusively in ten 30-minute sessions. The participants in both groups, provided with the writing topic and ten lexical items, were then, asked to develop another short writing impromptu in a time-restricted session. The data were then, analysed using SPSS software (Version 18) employing independent sample t-test. Findings revealed that explicit teaching of derivational morphemes significantly improved learners’ writing fluency. The findings are hoped to be contributing to English writing courses. Further longitudinal studies are suggested to assess the effects of explicit instruction on writing fluency over time.

Keywords: Explicit teaching, derivational morpheme, writing fluency
Who is afraid of realist fiction? Realist fiction after postpositivism

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Abstract

Realist fiction is widely considered an outdated mode in contemporary literary scene as modernism, postmodernism and poststructuralism have raised some serious challenges against it, advocating experimentalism in fiction, instead. Still, in our age, when globalization and capitalism breed different forms of marginalizations and injustices in societies, it is the realist fiction that better than any other form can depict the struggles of these marginalized lives. Thus, realist fiction, due to its significant political role, deserves to be considered a major genre of our time rather than the second-rater that it is. This paper attempts to investigate into the present state of realist fiction in the literary scene and argues that with some important theoretical backing that realist fiction has recently received, especially from the postpositivist realist critics, it can move toward reclaiming its position in literature today. Postpositivist realists particularly focus on the representation of reality, identity and experience in realist fiction and argue that although, as poststructuralists also contend, they are affected by discourses and ideologies, their representation is possible, and they are, in some sense, real, and valuable for being real. The paper maintains that the postpositivist support can, to a great extent, improve, the present status of realist fiction; however, the rightful realist fiction of our time, in tune with the developments in theory and fiction, has patches of experimentalism, including stream of consciousness and magic realism, while keeping its realistic ethos.

Keywords: experience, experimentalism, identity, postpositivism, poststructuralism, realist fiction
Metacognitive Instruction and Metacognitive Instruction through Dialogic Interaction in Listening Comprehension: Listeners’ Cognitive Load

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Abstract

Cognitive load plays an important role in learning in general and L2 listening comprehension in particular. This study is an attempt to investigate the effect of metacognitive instruction (MI) and metacognitive instruction through dialogic interaction (MIDI) on L2 listeners’ cognitive load. Mixed method design with 60 participants of male and female Iranian advanced learners between 20 to 30 years of age was used. Two experimental groups (n=20) received weekly interventions based on metacognitive instruction and metacognitive instruction through dialogic interaction for 10 sessions, respectively. The third group which was control (n=20) had the same listening samples with regular procedure without the metacognitive intervention program in each session. The study used three different instruments: a) a modified version of cognitive load questionnaire, b) digit span tests, and c) focused group interviews to investigate learners’ level of cognitive load throughout the process. Results testified not only improvements in listening comprehension in MIDI but a radical shift of cognitive load rate within this group. In other words, listeners experienced the least cognitive load in MIDI compared with other groups.

Keywords: Listening comprehension, Cognitive load, Metacognitive instruction, Metacognitive instruction through dialogic interaction
Metacognitive Strategy Instruction Contributes to More-skilled Listeners More than Less-skill Counterparts

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Abstract

Listening is the rudimentary skill amongst the four in language learning. There has been a growth in utilizing metacognitive strategy instruction to expedite the processes of listening comprehension. Most previous studies reveal that the metacognitive strategy instruction is more rewarding for less-skilled L2 listeners than their counterparts. Further, there has been a consensus among researchers that more-skilled L2 listeners have reached a threshold point, and passing this point entails more diligent efforts. Thus, the degree of improvement in post-test results might not be significant. Therefore, in this study, Fuzzy logic approach is applied as a remedial procedure for data analysis to find out which group would benefit more from metacognitive strategy instruction. Forty Iranian students were selected including more-skilled group (n=20) and a less-skilled group (n=20) and were all between 20 and 30 years old. A quantitative approach was used to address the research questions. In doing so, repeated measure quasi-experimental design was utilized since assignment and selection of participants were based on participants’ Oxford Placement Test (OPT) performances and were not randomized. Data were analyzed through a Fuzzy logic approach, and the result as opposed to most previous studies indicated that more-skilled L2 listeners benefited more than less-skilled L2 listeners from the metacognitive strategy instruction.

Keywords: Listening Performance, Metacognition, Metacognitive Strategy Instruction, Less- and More-skilled listeners
Abstract

Listening comprehension occurs when listeners can reasonably interpret the speaker's intention; therefore, reducing foreign language listening anxiety (FLLA) among EFL learners plays a significant role in facilitating their comprehension. The present study was designed to determine the effect of metacognitive instruction (MI) and metacognitive instruction through dialogic interaction (MIDI) on second language listeners’ FLLA. In this mixed method study of Iranian university students' FLLA in learning English in a classroom context, 75 advanced students ranging from 19 to 30 years of age participated in three groups. The first two groups were experimental groups (n=50), trained through a 10-session structured intervention program focusing on metacognitive instruction (MI) and metacognitive instruction through dialogic interaction (MIDI). Simultaneously, in control group (n=25), the same listening comprehension with the same number of times, but without any attention paid to MI or MIDI were employed. In addition, there was no discussion of strategy use after each session. To set out to fulfill the aim of the study, a validated questionnaire on Foreign Language Listening Anxiety Scale (FLLAS) developed by Kim (2000), IELTS listening recordings along with multimedia listening guide sheets and listening comprehension tasks, and recall sessions interviews to investigate learners’ level of anxiety in listening were used in the current study. The results provide some empirical support for the idea that metacognitive instruction through dialogic interaction is helpful for guiding and assisting advanced learners in increasing their multimedia listening comprehension and reducing their listening anxiety.

Keywords: Multimedia Listening Comprehension, Foreign Language Listening Anxiety, Metacognitive Instruction, Metacognitive Strategy Instruction through Dialogic Interaction
English as a Foreign Language Teachers’ Attitude toward Writing

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Abstract

Writing is a complex skill and for many language learners and teachers, making a progress in writing skill cannot be satisfactorily fulfilled in a short period of time. Owing to the fact that writing has been presented as a low priority skill in the field of ESL/EFL teacher education and also teachers who play an effective role in developing learners’ writing find it a very intimidating skill to teach to ESL/EFL learners, the purpose of this study was to consider EFL teachers’ attitude toward writing instruction and to investigate the extent to which writing skill is valued in EFL classrooms compared with other three macro skills. To serve the purpose of this study, based on a mixed-method approach, 100 Iranian EFL teachers who taught in institutes of intermediate and upper-intermediate levels were chosen to participate in filling out a validated questionnaire on teachers’ attitude toward writing. However, before filling out the questionnaire, a sample of 10 EFL teachers had been randomly selected to take part in the process of observation and recall session interviews with their permission. Based on the reflections and responses analyzed from the items of the questionnaire and what teachers reported in their interviews, it was evident that more than 90 percent of them believe in the significance of writing in their teaching; however, the data from observing classes maintained less than 10 percent of their class time is allotted to writing. Consequently, writing skill received scant attention compared with the other macro skills.

Keywords: Writing, Attitude, English as Foreign Language Classrooms
Translation and Culture: On the Socio-ideological Locatedness of Audio-Visual Translation

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Abstract

Culture comprises not only the content but also the context of inter-linguistic communication. Cultural studies in translation, however, take the content at the expense of the context and are commonly seen as typically involving identification of cultural elements in a piece of translation and ending up in a classification of possible translation solutions. This view puts language in a superordinate position to culture, and consequently, runs the risk of over-simplifying the tricky issue of culture in translation. A better idea would be to see language as a component of culture and thus see translation as happening within the broader framework of cultural communication. Also, seeing culture in translation as such would run the risk of overlooking the great socio-political and cultural consequences translation may bring about. Establishing the above point, this paper proceeds to discuss the role of translation in forming cultural identities and the possibilities for cultural change and resistance through translation. The same idea is expanded to the oft-neglected area of audio-visual translation which seems to be outdoing written literature in this regard. Audio-visual products, as against literary texts, cannot be culturally dislocated, and this makes them an ideal medium for imperialistic purposes. The paper ends by pinpointing the need for making use of findings of critical discourse analysis in cross-cultural communication in order to come at a better picture of audio-visual translation and its possible socio-cultural effects.

Keywords: translation; culture; audio-visual products; imperialism; critical discourse analysis
Emotional intelligence relating to perceived burnout in Iranian English language teachers: A mediator model

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Abstract

Taken insights from personality trait theories, this study tested a theoretical causal model positing English language teacher beliefs in efficacy and emotional intelligence as two key antecedents of negative emotion at work (or teacher burnout) and that efficacy beliefs trait mediates the relationship between emotional intelligence, a trait associated with positive affect, and burnout. To test this hypothesized model, a sample of 141 high school English language teachers was selected to participate in data collection process. The required survey data were collected through self-report Maslach Burnout Inventory, Emotional Intelligence Scale, and Second Language Teaching Efficacy Scale that were closely validated in this study. Results from structural equation modeling confirmed the model-data fit yielding support for separate effects of emotional intelligence and teaching efficacy on burnout. Further, the joint effects of teachers’ beliefs in their teaching efficacy and their emotional intelligence, negatively correlated with burnout symptoms, supported the mediational role of efficacy on the ‘emotional intelligence-burnout’ relationship. Therefore, emotional intelligence showed a significant direct effect on efficacy and both direct and indirect effects on teacher burnout. Higher efficacy was reported by the present Iranian teachers to be related with lower burnout felt by them. This study has practical implications, as the results can be used in the development of future interventions for reducing teacher burnout and stress.

Keywords: Emotional Intelligence; Beliefs in Efficacy; Burnout; Mediation; EFL Teachers
Implementing Collaborative Assessment in Iranian EFL Learners` Reading Comprehension and its Effect on Thinking Abilities

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Abstract

This study was aimed at investigating the effect of collaborative assessment, on the EFL learners’ reading comprehension, and thinking abilities. In this mixed methods research design study, 62 intermediate EFL learners out of a population of 110 English language learners, were randomly selected and divided into two Groups of experimental and control with 31 participants in each group. They were both female and male, who were administered a thinking ability questionnaire and a reading comprehension test at the pre-test and post-test stage of the study. Furthermore, semi structured interviews were conducted with 15 participants and six sessions of the course were picked for observation. A multivariate ANOVA (MANOVA) test was run and the obtained. Results revealed that the students in the experimental group showed statistically significant gains on the reading comprehension as compared with the participants in the control group but did not show any significant difference on their thinking abilities. Similarly, the analysis of the interviews and classroom observations provided important themes which revealed that the students found collaborative assessment a very fruitful and practical way of promoting their reading skills.
Signature pedagogies in continuous professional development: A critical review of current practice

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Abstract
The primary purpose of this paper is to represent distinguished features of signature pedagogy for teachers’ continuous professional development. Several papers deeply analyzed to achieve clear outcome. Signature pedagogy includes several notions which need to be taken into consideration for developing and training professional teachers in different contexts. One of them is continuous professional debates based on acquired knowledge in a critical framework. The other one is learner’s communities who sharing knowledge passionately. And the final one is showing knowledge with wider scope and implementing in the classroom to have feedback. This paper analyzed different observable aspects of signature pedagogy among Iranian teachers and could be replicated in other countries to find out the other features of teachers signature pedagogy. We hope this research serves as a catalyst to invite others for future negotiations in defining other kinds of signature pedagogies operating within educational systems. Signature pedagogy research tries to expose teachers to authentic and contextual materials. Teacher professional development praise signature pedagogy as collaborative and constructive in developing professional. Effectively, this article tried to develop common terms for signature pedagogy in process of professional development context.

Keywords: signature pedagogies; professional development; professional learning; community of practice
Moby-Dick: A Classic American Entwicklungsroman

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Abstract

Entwicklungsroman is usually defined as the subgenre of the ‘coming of age’ novels which investigates a protagonist’s process of identity formation and personal growth; according to Tobias Boes (2006), it can be distinguished from other similar forms by its autobiographical features. Moby-Dick (Melville, 2002) is one of the most prominent works in classical American literature that due to its rich content, is subject to the vast areas of studies. Previously Margy Thomas Horton (2012) has acknowledged this masterpiece is an example of the novel of formation (bildungsroman); however, in this study, I attempt to investigate various features categorized by the eminent scholar Hirsch Marianne (1979) that prove Moby-Dick is not a usual bildungsroman but a specific kind in which Herman Melville mixes his own personal developmental process with that of his protagonist using an interdisciplinary method, borrowing from both psychology like Erik Erikson’s (1968) clarification of standard identity formation process as well as other related literary studies such as literary criticism. While exploring the dominant features of any entwicklingsroman, the centrality of ‘Captain Ahab’ also will be questioned and consequently ‘Ishmael’ will be replaced as a new figurenroman. Comparatively, a part of this study is allocated to ‘Ishmael’s unique process of identity formation; he self-invents himself in a quite different manner in comparison to that of previous figurenromans like ‘David Copperfield’ or ‘Jane Eyre’, thus creating a familiar but unrivaled experience for the readers.

Keywords: Moby-Dick, Identity Formation, Bildungsroman, Entwicklungsroman, Figurenroman
A Corpus-based Study of Academic Words in Physics Research articles

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Abstract

This paper reports a corpus based study of most frequently used academic words in physics research articles (RAs). A frequency and range- based Physics academic word list (PAWL) was compiled based on a corpus of 1046000 running words of physics RAs from scientific papers published in physics journals. The researchers had access to 30 journals from Shiraz University at the time of doing this study. From these journals, 10 journals were selected randomly. From each journal, 12 volumes published from 2010 to 2015 were selected randomly and 180 issues were finalized for analyses Swales (1990) an article is composed of introduction, method, result and discussion (IMRD format). Given that, the researchers considered this format and eliminated the articles that did not follow this format. Additionally, only pdf articles were selected to be converted to text files and be analyzed through computer software. PAWL including 325 word families was developed to accelerate and enhance the quality of academic writing and reading and assist non-native English student in publishing academic physics papers. Findings of this study illustrates the significance of high frequency words in physics RAs and vouch the idea of developing field-specific academic word list for EFL students targeting exclusive needs in each and every discipline. Pedagogical implications for students and material designers were discussed in detail.

Keywords: academic word list, physics, research article, academic writing
The Relationship between Self-, Peer-, and Teacher-Assessments in the Grammar of EFL Learners

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Abstract:

In spite of the fact that the teacher-assessment is still used in the educational system of Iran, many students have negative attitudes towards the teacher-assessment. Therefore, this study is conducted to examine the correlation between self-, peer-, and teacher-assessments in EFL learners' grammar level. In doing so, 92 Iranian female junior students were selected randomly from Zohreh Kardanpur high school of Isfahan. First, a questionnaire which was consisted of ten questions was applied to compare the students' attitudes towards self-, peer-, and teacher-assessments. These participants also took a grammar test which was taken from the Test of English as a Foreign Language and comprised of 30 multiple choice items. Next, the collected data were analyzed with Pearson Correlation Coefficient formula. The findings of this study showed that the peer-assessment had strong positive correlation with the self-assessment by 0.93 correlation coefficient and the teacher-assessment had weak positive correlation with peer- and self-assessments by 0.23 and 0.25 coefficient correlations respectively. In addition, most participants had more negative attitudes towards self- and peer-assessments rather than teacher-assessment because they thought that their classmates and themselves did not have a lot of knowledge to rate their peers and themselves performances precisely. In conclusion, the results of this study is useful for the teachers, syllabus designers, and material developers.

Keywords: Coefficient Correlation, Grammar, Peer-Assessment, Self-Assessment, Teacher-Assessment
Teaching General English Courses through Flipped Learning: Perceptions and Effects in Pre-Service Teachers

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Abstract

As a new instructional strategy, flipped classroom relies on asynchronous video lectures, active involvement of learners within groups, and problem-solving activities in the classroom. This study was done to explore the likely effects of flipped learning on the learners’ performances in classes of general English in Farhangian University of Mashhad. The study population consisted of 250 male and female majors from different fields of study in 10 general English classes. Applying counterbalanced design five classes received flipped treatment for 5 weeks while the other five classes had their instruction for the next 5 weeks in traditional way through lectures. Having tested the groups for the mid-term test, the researchers reversed the traditional and flipped treatments for the groups while they were tested for the final examination. Comparing the results between and within the groups showed that the flipped classrooms outperformed on post-treatment tests regardless of their field of study. The survey given in the final phase showed all the students had a positive view towards flipped learning, thinking they could learn English and develop their reading skills in a more efficient way in flipped classes.

Keywords: Flipped classroom, General English, Flipped instruction
Threats to the Inclusive Movement: Experiences of Disabled and Non-Disabled Students Within an Inclusive English Language Classroom

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Abstract

Although inclusion is the latest policy for students with disabilities to enjoy equal access to education, its successful implementation is not guaranteed. A combination of focused-group and individual interviews were used in the present study to explore how inclusion is implemented in the EFL context of Iran. To this end, some disabled and non-disabled students (n=36) were randomly selected to participate in this study. An analysis of qualitative data indicated that both groups of students were aware of the strengths and weaknesses of inclusive education; however, many non-disabled students were not cognizant of the various issues facing students with disabilities. Although they agreed that educational placement should be a matter of choice with regard to each individual’s physical and academic needs, they found it exclusively conditional on the impairments. Whilst disabled students were strongly supportive of inclusive education, they expressed their suffering from social and physical exclusion in inclusive classes as well. It would appear, however, that for the students participating in inclusive English language classes, the teachers as the central pillars of inclusive education were unable to cater for their needs, suggesting English language teachers’ lack of inclusive expertise and teaching skills. The findings are thoroughly discussed and implications and recommendations for future research conclude the study.

Keywords: Inclusion, Inclusive education, segregation, students with disabilities
Abstract

Translation quality is regarded as a critical issue for instructors, and translator trainers. They try to increase the quality through various methods including improving translation teaching methods. Translation teaching either at universities or institutes can be improved through the application of modern, and efficient teaching methods. The neighboring discipline (TEFL) is a rich source of the methods, and approaches of language teaching, some of which can be applied in translation teaching after some adaptations, and modifications. The present study intended to examine the Cooperative Language Learning (CLL) as an efficient language teaching method to be applied in translation teaching, hoping the results contribute to improvement of translation quality. Therefore, this study provided some techniques, and examples for application of CLL in translation classes, and enumerated its positive points based on the literature, and personal experiences of the researcher as instructor. It was concluded that, because CLL is based on communication, interaction, and cooperation, and such traits are common among human beings, the degree of success for application of CLL may be high in different disciplines including translation studies. However, future experimental studies on this topic are required to come to a reliable conclusions.

Keywords: Translation Teaching, Language Teaching, Cooperative Language Learning (CLL)
The Effect of Data-driven Learning (DDL) on the Vocabulary Size of Iranian EFL Learners

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Abstract

Concerning the importance of vocabulary size as one of the determining factors of vocabulary knowledge in language comprehension and production and also the significant role that data-driven learning (DDL) techniques play in today's English language teaching, this study aimed at investigating the effect of DDL techniques on the vocabulary size of Iranian EFL learners. The participants of this study were 15 Iranian intermediate (B1) EFL learners at Mehre Iran language institute, Lahijan, Iran. The participants were recruited through applying a 50-min version of the EFSET test to 45 EFL learners at Mehre Iran institute. Then Nation and Beglar’s (2007) vocabulary size test (version A), as the pretest, was given to these learners to assess their threshold vocabulary size levels. For 8 weeks, DDL techniques through using the COCA corpus on Longman 3000 communication wordlist has been performed, and after this, a second vocabulary size test (version B of Nation and Beglar’s vocabulary size test) was given to the same learners. The results of the pretest and posttest were compared using paired samples t-test on SPSS 24. Compared with the learners’ threshold vocabulary size levels, vocabulary size test scores were significantly higher after applying the DDL techniques. Implications of the results including the integration of DDL techniques and use of online corpora for language teaching purposes have been considered.

Keywords: COCA, Corpus, Data-driven Learning, Longman 3000 Communication, Vocabulary Size Test
The Effects of Multimodal Pedagogies and Classroom Environment on EFL Learners' Willingness to Communicate

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Abstract

Multimodality is a prominent concept in communication and language education research which considered human communication as an amalgamation of various modes. One's perceived communicative competence can also be strongly related to his willingness to communicate (WTC) in EFL contexts. While research on WTC has been flourishing, the relationship between multimodal pedagogies and L2 WTC is still a nascent research area that warrants more engrossing empirical evidence. This study set out to explore the roles of multimodal pedagogical texts (e.g., PowerPoint slides, colors, images, and audio/video) and multimodal pedagogic discourse (e.g., teachers’ gestures, facial expressions) and classroom environment in WTC. A large-scale survey was conducted with 100 participants recruited from 4 universities. The result of the data analysis using frequency analysis and structural equation modeling showed that the use of audio/video significantly projecting classroom environment and WTC, teachers’ voices/facial expressions contributed to classroom environment, and teachers’ gestures and spatial positions predicted WTC. Moreover, classroom environment was the strongest predictor of WTC. To put it in a nutshell, audio/video and teachers’ voice/facial expressions were regarded as the most satisfactory, while the visual design of PPT slides was perceived as the least satisfactory. The overall findings will lead L2 teachers to exploit multimodal pedagogies to promote students’ WTC, classroom participation, and learning attainment. It is added to L2 WTC research by staying abreast with recent researches in applied linguistics.

Keywords: Classroom Environment, Multimodality, Multimodal Pedagogies, Willingness to Communicate
Media Localization in Iran: Pitfalls in Research and Practice

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Abstract

Interlingual and intralingual localization of audiovisual texts in Iran is a thriving field of practice and research, which is faced with recurrent and new challenges. The field involves a vast domain that can be considered and approached from several distinct angles. Firstly, it entails audiovisual translation services on the one hand and accessibility services on the other hand. Also, the field can be presently divided into professional and non-professional sides. This paper aims to present and discuss a number of critical issues in researching and practicing media localization in Persian in Iran. As for the research-related issues, the problems of limited-scope methodologies, disregard of limitations, prescriptivism and uncorroborated conclusions are discussed and selected examples are presented. As for the missing or inadequate practice in audiovisual translation, initially, critical problems with regards to media accessibility for the deaf or blind audiences are discussed. In addition, the concept of quality in most related services to mediation localization in Iran is revisited and a number of possible solutions are presented and discussed.

Keywords: Audiovisual translation, Media accessibility, Professional vs. non-professional, Persian, Iran
The Effectiveness of TPRC Strategy for Improving Reading Comprehension Skill of Low Proficiency Students

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Abstract

This study aims to improve the students’ reading comprehension of descriptive text through TPRC strategy (Think, Predict, Read, and Connect) by an experimental design which used qualitative and quantitative methods for data collection. The research design included pre-test, treatment, post-test and interview with experimental group to obtain the data. The participants of this study were 68 freshmen students of English language in Velayat University of Iranshahr, Iran. The participants were divided into two groups, control and experimental groups, every class includes 34 students. The result of this study represents that mean score of experimental class in pre-test (38.44) has improved to (61.81) in post-test. From the result of this study, it revealed that t-score (3.74) is higher than t-table (1.96). An interview has been done with experimental group about how they felt about this strategy and the result shows that about 68% of students were satisfied by using this strategy while reading the text. These results represent that TPRC strategy is an effective strategy for improvement of reading comprehension even for low proficiency students. This strategy helped them to understand the text better and summarize that, encourage them to think about ideas and share them with their groupmates, and also practice the prediction by given information in the text. To sum up, TPRC is a helpful strategy for reading skill even for low proficiency students with limited size of lexicon.

Keywords: reading comprehension, TPRC (Think, Predict, Read, Connect) strategy, improvement, low proficiency students
A Comparison between ‘Right Path to English’ and ‘Prospect’ series based on Iranian Language Teachers’ Attitudes: Concerning the Representation of Language Skills

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Abstract

The present study aimed to compare ‘Right Path to English’ and ‘Prospect 1’ series based on the Iranian Teachers’ attitudes. To this end, the researchers modified the book evaluation checklist developed by Abdel Wahab (2013) and employed it as the instrument of the study. The questionnaire was administered to fifty Iranian language teachers from two provinces (Fars and Bushehr) who were selected randomly as the participants of the study. The researchers also interviewed five English teachers to explore their attitudes towards the representation of the language skills in the ‘Right Path to English’ and ‘Prospect’ series. The results of the independent sample t-test revealed that teachers had more positive attitudes towards the representation of the language skills in the ‘Right Path to English’ compared with ‘Prospect’. Concerning the representation of the language skills, the results obtained from the qualitative data also illustrated that despite the drawbacks of the ‘Prospect’ series, the teachers considered it more efficient than the previous series (Right Path to English). The study generates pedagogical implications for language teachers and syllabus designers.

Keywords: comparison of previous and recent series, junior high school, teacher’s attitudes, textbook evaluation
Analysis of Metadiscourse Markers
Frequency in the Readings of Top Notch and Summit ELT Series

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Abstract:

The goal of the current study was to investigate the use of interactive and interactional metadiscourse markers in 8 English Language Teaching (ELT) books, namely Top Notch and Summit. To achieve the purpose of this study, all the Reading sections in these series were selected. These readings were different in terms of frequency and level of difficulty. According to Hyland's (2005) model, interactive and interactional metadiscourse markers were identified in the Reading sections. To this end, the Reading sections were carefully read word for word. These markers were manually counted. In order to find out differences among subcategories of metadiscourse markers, chi-square test was run. The descriptive analysis of the study showed that interactional metadiscourse markers were applied more than interactive ones in Summit 2B; however, interactive ones were used more than interactional ones in other series. The further findings showed that there were significant differences among the books with respect to transitions, frame markers, and code glosses. The use of transitions in all 8 series was higher than the other markers, whereas endophoric markers were not used in all the textbooks. Regards to transitions, presence of these markers was natural because these markers function as a means of providing cohesion in texts. The results of comparing percentages showed that there were no significant differences among Top Notch and Summit books with respect to the frequency/percentages of the use of discourse markers.

Keywords: Metadiscourse markers, Interactive metadiscourse markers, Interactional metadiscourse markers, Top Notch textbooks, Summit series
English as a Foreign Language (EFL) Teachers’ Roles in Enhancing Learners’ Willingness to Communicate

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Abstract:

EFL learners require Willingness to Communicate (WTC) in order to be communicatively competent. WTC is, therefore, considered a necessary condition for language learning. Previous research on WTC has confirmed that various individual, social, situational, and contextual variables affect EFL learners’ tendency for communication. Given the paucity of research on the role of teachers in enhancing learners’ WTC, the present study was designed to explore how teachers can improve students’ willingness to communicate. To this end, nine randomly-selected university EFL teachers (5 males & 4 females) with varying teaching experience responded to a written interview questionnaire originally developed by Vongsila and Reinders (2016). The teachers reported their perceptions of their roles in encouraging students’ WTC, their opinions about relevant factors (e.g., anxiety, group size, self-confidence, culture, etc.), and their strategies for promoting WTC. The resulting interview data were content analyzed. The findings indicated that EFL teachers acknowledged their significant role in enhancing WTC and motivating L2 use. In addition, teachers reported that factors like self-confidence, shyness, anxiety, and classroom atmosphere considerably affect students’ WTC and require different strategies to tackle. The findings not only provide insights for the better understanding of WTC but also offer pedagogical implications for language education programs.

Keywords: Willingness to communicate, Teachers’ Roles, English as a Foreign Language (EFL), Language Teaching, Reticence
The Effect of Dynamic Assessment on EFL Learners’ Performance on Selective and Productive Listening Tasks

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Abstract:

As a challenging skill for EFL teachers and learners, various aspects of listening comprehension have been studied during the past years. In line with this, the present study aimed at investigating the effect of dynamic assessment, as an innovative type of assessment, on EFL learners’ performance on selective and productive listening tasks. To begin with, to check the proficiency level of the students, a Nelson proficiency test was administered to 90 EFL learners in 4 intact classes. Sixty students whose scores were in the acceptable range were selected and divided into control and dynamic assessment groups. A modified KET listening test (2015) with selective and productive tasks was used as the pretest. Next, the learners in the dynamic group received the treatment by participating in four listening tests in the form of test-mediation-retest. In the control group, the learners performed various tasks after each listening following the routine of EFL classes. At the end of the study, another modified KET listening test (2014) with selective and productive tasks was administered as the posttest to investigate the differences between the two groups from pretest to posttest. Finally, two repeated-measures two-way ANOVAs and a MANOVA were run. The findings showed that dynamic assessment had a positive and significant effect on the learners’ performance on both selective and productive listening tasks. The results of this study can be useful for EFL teachers by helping them to find the main problematic areas of their students and overcoming with those problems successfully.

Keywords: Assessment; Dynamic Assessment; Listening Comprehension; Productive Tasks; Selective Tasks
Using English Conjunctions in American Academic Articles and Iranian EFL Academic Articles online: A Comparative Study

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Abstract:

This study was aimed to investigate the difference of using English conjunctions in academic articles in Iran (as an EFL country) versus America (as a native English country). The researcher selected ten American academic articles, and ten Iranian academic articles from the Web (corpora), accidentally. These articles were selected according to the names of the American and Iranian authors and the American and Iranian universities. All these articles have been read and the English conjunctions were recognized, marked (highlighted), and counted in checklists by the researcher, twice. They have been separated to two groups: “American” and “Iranian”. The results showed that American article writers use much more English conjunctions in their articles, than Iranians. The findings of this study can be used by English teachers, EFL book authors, article writers, and university students in Iran according to the corpus linguistics.

Keywords: conjunctions (connectives), corpus linguistics, corpora (plural corpus), academic articles
Examining Features of Grammaticality Judgment Task as a Measure of Second Language Learners’ Linguistic Ability

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Abstract:

Grammaticality judgment tasks (GJTs) have been frequently used in the field of second language acquisition to elicit data reflecting second language (L2) learners’ knowledge of grammar. However, only a few studies have examined in detail how task features of GJTs, i.e., time pressure, modality, and task stimulus affect language learners’ performance. In addition, a fourth task feature of GJTs, namely structure difficulty has received less attention in previous studies. This study builds on research examining the effect these four features have on learners’ linguistic ability when performing GJTs. To this end, seventy-two EFL learners completed four GJTs: an aural timed GJT (ATGJT), a written timed GJT (WTGJT), an aural untimed GJT (AUGJT), and a written untimed GJT (WUGJT), each divided into easy/difficult items. Results of the repeated-measures analysis of variance revealed a significant effect for the four factors on the judgment of L2 learners across GJTs. Moreover, analysis of test scores indicated among task features, modality and task stimulus resulted in the most and the least different patterns of performance, respectively, demonstrating learners had (a) more control over carefully processing items during WTGJT and WUGJT than during ATGJT and AUGJT, and (b) sufficient L2 knowledge of target structures to recognize the grammaticality of the items.

Keywords: Grammaticality judgment tasks, Time pressure, Task stimulus, Modality, Structure difficulty
The Critical Discourse Analysis of Power in Dr. Martin Luther King’s Speeches

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Abstract:

Political leaders play an important role in facilitating peace and their validity is appreciated due to the fact that they have people who follow them and believe in what they say and act accordingly. Considering the fact that politicians employ the language and discourse in order to read and control people’s minds, the current study was intrigued to discuss ideologies which are completely hidden in discourse and speeches of American politician Dr. Martin Luther King. This study analyzed some properties of Dr. Martin Luther King speeches to realize how he used language to influence his audience and how the phenomenon of power existed in his speeches and to what extent. Four famous speeches of him were extracted from different websites as data samples. The eclectic method was used to analyze King’s speeches in the light of critical discourse analysis which was mostly influenced under the effect of Fairclough, Van Dijk and Halliday’s views. The researcher also applied Halliday’s systematic functional grammar and analyzed material, mental, behavioral and relational process. The analyses showed that the king as a dominant character manipulated more material process used more pronouns like “I” and “we” types which are more religious and persuasive suggesting the power of one’s speech could have on the society. Findings of this research are fruitful for EFL learners, teachers, syllabus designers and material writers, language institutes, schools, and universities.

Keywords: Critical Discourse Analysis, Power. Political leaders, systematic functional grammar
Examining Features of Grammaticality Judgment Task as a Measure of Second Language Learners’ Linguistic Ability

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Abstract

Grammaticality judgment tasks (GJT s) have been frequently used in the field of second language acquisition to elicit data reflecting second language (L2) learners’ knowledge of grammar. However, only a few studies have examined in detail how task features of GJT s, i.e., time pressure, modality, and task stimulus affect language learners’ performance. In addition, a fourth task feature of GJT s, namely structure difficulty has received less attention in previous studies. This study builds on research examining the effect these four features have on learners’ linguistic ability when performing GJT s. To this end, seventy-two EFL learners completed four GJT s: an aural timed GJT (ATGJT), a written timed GJT (WTGJT), an aural untimed GJT (AUGJT), and a written untimed GJT (WUGJT), each divided into easy/difficult items. Results of the repeated-measures analysis of variance revealed a significant effect for the four factors on the judgment of L2 learners across GJT s. Moreover, analysis of test scores indicated among task features, modality and task stimulus resulted in the most and the least different patterns of performance, respectively, demonstrating learners had (a) more control over carefully processing items during WTGJT and WUGJT than during ATGJT and AUGJT, and (b) sufficient L2 knowledge of target structures to recognize the grammaticality of the items.

Keywords: Grammaticality judgment tasks, Time pressure, Task stimulus, Modality, Structure difficulty
The Qajar Translation Movement and Socio-political Changes in Iran

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Abstract

The present study investigates the role of translation in socio-political changes in Iran under the Qajars ruling over Iran from 1789-1925. This research primarily covers the 1807-1906 time period - from the initiation of the translation movement around 1807 in the reign of Fath Ali Shah to the proclamation of the Iranian Constitution in 1906 in the reign of Mozaffar al-Din Shah. The present paper partly reports a research carried out to detect the possible relation between translation and the Constitutional Revolution in the era under investigation. First the socio-political conditions of Iran were explored, and then the books in politics, literature, sociology, history, law and parliamentary discourse, which were translated into Persian in this period (1807-1906), by local and dissident translators were listed and classified. The results showed that translation did play a major role in introducing Western sciences and technologies, expanding modern education, giving birth to the so-called first generation of Iranian intellectuals, raising Iranians’ awareness, inspiring political campaigns and promoting ethical values, which ultimately paved the way for the formation of the Iranian Constitutional Revolution.

Key words: the translation movement, Constitutional Revolution, dissident translators, Qajars
Application of Microhistory in Translation/Translator Studies

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Abstract

As an alternative to the conventional translation/translator history, which is primarily product-oriented and/or is confined to the mere recounting of past events, microhistory gives the translation studies scholars the means to distance themselves from texts and to conduct an intensive microscopic investigation on previously neglected issues concerning the practice and/or practitioners of translation. Besides, the revisionist nature of microhistory enables the scholars to take a fresh look at previously investigated topics through discovering new documents as well as critical re-reading of the used sources and documents. Thus, the new past(s) can be written and the dominant discourses can be challenged. The present study elaborates on microhistorical approach and proposes a method for conducting microhistorical research in translation/translators’ history writing. The developed method involves the combination of three methods: the ‘method of clue’ taken from microhistory, the ‘archival method’ borrowed from historical research and the ‘case study method’ as it is practiced in translation studies. Based on the proposed method, a microhistorical research in translation/translator studies starts with a clue. Then, it proceeds by locating and accessing the documents and sources by referring to the archives and other repositories of documents. The final step is to decipher, interpret and analyze the documents, put all the sources together and establish a micro-macro relationship to make generalizations.

Keywords: microhistory, translation/translator history, history from below, method.
Translation and the Formation of New Woman: A Case Study of Iranian Women’s Periodicals from 1910-1953

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Abstract

The publication of women’s periodicals has a long history all around the world, dating back to late 17th century. Periodicals were a very important platform available to women. Examining the translated and non-translated materials in women’s periodicals provide an important resource for investigating women’s endeavors and expectations in different periods and geographies. The figure of the New Woman, as one of the most important products of modernity, was reflected and enhanced through women’s periodicals. Initially appearing in Europe, the New Woman gradually traveled into other cultures. Hence it developed not as a universally monolithic figure, but one which changed shape in different sociocultural conditions. Unarguably, translation was a crucial means in its transnational circulation and formation. Relatively few studies have addressed the importance of translation in the circulation of the New Woman Ideal. This study explores how the New Woman was translated into the Iranian culture by looking at its representations in women’s periodicals. To this end, the translated and non-translated contents of 11 women’s periodicals published from 1910 to 1953 were examined and analyzed. The findings showed that despite some shared qualities of the New Woman, each periodical represented and translated the New Woman differently, depending on its ideological stance, its patronage and the predominant political discourse in the three periods of the Iranian history at the time, e.g.: 1. the period of constitutionalism; 2. the period of nation-building and 3. the period of nationalism.

Key terms: women’s periodicals, translation, New Woman, Iranian women’s movement
Avicenna: The Persian Translator and Terminologist

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Abstract

In the 4th and 5th century that Avicenna lived and composed his masterpieces, Arabic was the well-established language of science. The age was also the twilight of establishment of Modern Persian as the language of writing. Avicenna was also one of the pioneers of translating and composing scientific books into Persian. He did it in Isfahan at the request of the ruler of Isfahan to explain the elementary stages of knowledge. He translated some parts of his own Arabic books into Persian in two books Dāneš-nāmaye Alaee and Dāneš-e Rag which laid the foundation for scientific Persian writing especially on philosophy. His Persian translations influenced the subsequent Persian texts on science and some of his neologisms have been used through history in scientific books and are still used. The paper sheds light on his translation and terminology endeavors.

Key Terms: Avicenna, Dāneš-nāmaye Alaee, Dāneš-e Rag, Modern Persian.
Examining Language Learners’ Engagement with Teacher Versus Peer Written Corrective Feedback in EFL Classrooms

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Abstract

This study was aimed at examining language learners’ engagement with teacher and peer Written Corrective Feedback (WCF). In this qualitative study, 28 intermediate-level learners of English as a foreign language were assigned to two groups. Both groups had to do the same e-mail writing task. In the first group, the participants received corrective feedback on their text from their teacher and in the second group, the participants received peer written corrective feedback. After considering the teachers’ and peers’ comments and teacher-student writing conferences, the revised versions of the texts were analyzed and the participants took part in a one-to-one semi-structured interview to investigate their engagement with the written corrective feedback they received based on the multi-dimensional framework of learner engagement proposed by Ellis (2010). Using content and thematic analysis, the findings revealed that language learners’ affective engagement with teacher WCF was positive and most of them negatively engaged with peer WCF. From behavioral perspective, they were positively engaged with teacher WCF and most of them with peer WCF as well. With regard to cognitive engagement, the students were positively engaged with teacher WCF but failed to engage with peer WCF. On the whole, the findings represent the complexity and individual differences in the learners’ engagement with teacher and peer WCF. These findings help teachers and researchers gain a comprehensive understanding of language learners’ engagement with teacher as well as peer written corrective feedback and compare learners’ engagement when the feedback provider varies.

Keywords: Language learner engagement, teacher written corrective feedback, peer written corrective feedback