The First National Conference on Research in Teaching English, Translation, and Linguistics (Isfahan, Iran, 2013)

BOOK OF ABSTRACTS

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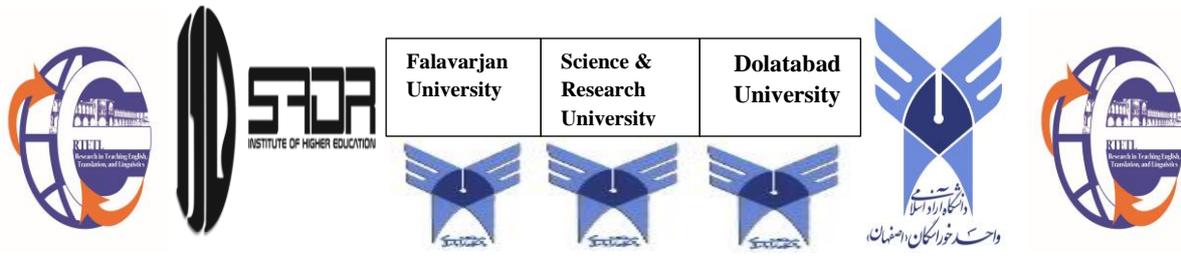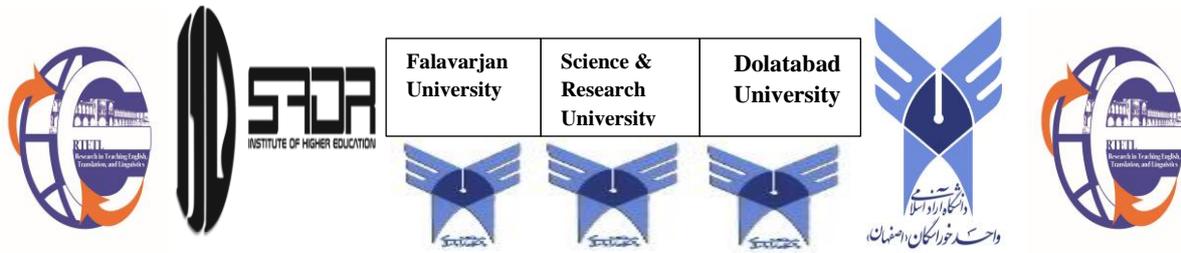
Hamid Reza Haghverdi

Mina Raisi

Islamic Azad University, Khorasgan Branch
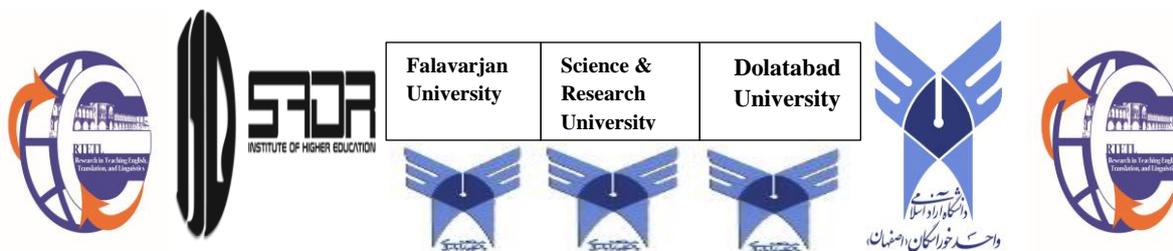
(Isfahan, Iran)

March 2-3, 2013

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Acknowledgment

The First National Conference on Research in Teaching English, Translation, and Linguistics (RTETL) was held at Islamic Azad University, Khorasgan Branch (Isfahan) on March 2-3, 2013 (Esfand, 12-13, 1391). On behalf of the organizing committee, I would like to express my great appreciation to all the contributors and participants, particularly those who travelled from different parts of the country to join us on this special occasion in Isfahan. It was our great honour to create such an academic atmosphere in which the researchers could share their findings. Your participation manifested the growing concern of the issues related to the conference themes, including pure linguistics, applied linguists, studies on TESL/TEFL, discourse analysis, language assessment, and translation.

RTETL Conference was made possible with the assistance and support of many parties. I would like to express my sincere appreciation of all the organizations and individuals for their support in making this conference a reality. In particular, my acknowledgment goes to Sadr Institute of higher education for its financial support. Also, my thanks are extended to Islamic Azad University of Dolatabad, Falavarjan, and Science and Research (Isfahan) Branches for their widespread support. My Special thanks deserves Dr. Ahmad Ali Foroughi, Chancellor, Dr. Payam Najafi, Research Deputy Director of the Graduate School, and Dr. Toghyani, Research Affairs Manager Islamic Azad University, Khorasgan Branch, for providing us with all the required facilities to host the conference. I have a deep gratitude to Dr. Hamid Reza Haghverdi, the head of English Department (MA and PhD), for his timely assistance and contribution and Dr. Reza Biria, the head of English Department (BA) for his

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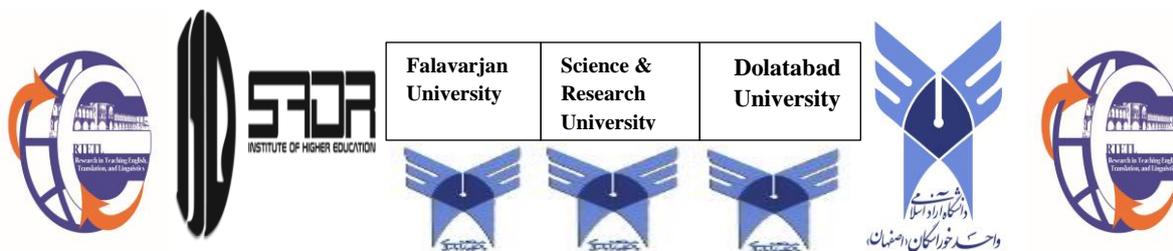
great cooperation. I express my great gratitude towards the members of the scientific committee and the faculty members of TEFL and Translation at Islamic Azad University, Khorasgan Branch for their academic contribution to improve the conference quality. Last but not least, my sincere thanks go to all members of the organizing committee for their total dedication and contributions in making this conference a success.

Administrative Chair
Mina Raeisi

Faculty of Foreign Languages

Islamic Azad University, Khorasgan (Isfahan) Branch

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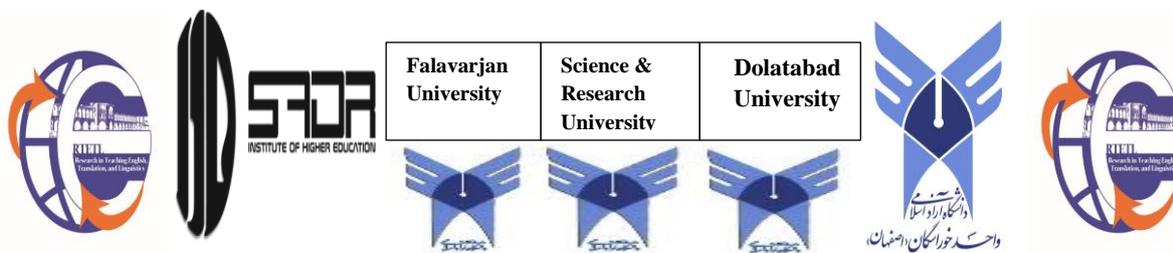
Translation and Culture, Playing with words

Sebastian Cristian Chirimbu

Department of Specialized Languages, Faculty of Letters, "Spiru Haret" University, Bucharest, Romania

Sebastian_chirimbu@yahoo.com

For many, translation is a result of inspiration in the process of re-reading texts from various languages. Until being acknowledged as a science in its own rights, translation theory depended mainly on linguistics (lexicography), philosophy or sociology. Translation theory continues its development, and researchers from worldwide are now trying to find out new directions of study, new paths towards a better understanding of theoretical concepts that would lead to better practical results. To translate means to produce by the means of one language a discourse with content already existent in the form of another discourse previously generated in another language. Or, to translate means to transfer a textual content from a source language to a target language. The indispensable condition of this transfer is the content equivalence between the texts in the source respectively the target language. But this equivalence cannot be absolute because of the semantic differences among languages and secondly, because of the losses caused by the inter linguistic transformations when searching for adequate equivalents. And as translation is a special type of cultural communication these expression equivalences should be approached not at language level but at discourse level, with all the implications it triggers. Translations and translators became products of the culture they belong to, and thus observe its requirements by sometimes modifying the connotations of a given text. Cultural specificity is bound to influence their manner of thinking, the way in which they express themselves in verbal or written discourse, and the choice they make while processing a source text with a view to rendering it in a new language (Ardelean 2009). The article will focus on translation seen as a process that must be filled with an enthusiasm of "playing with words" and conquering new realms of knowledge.

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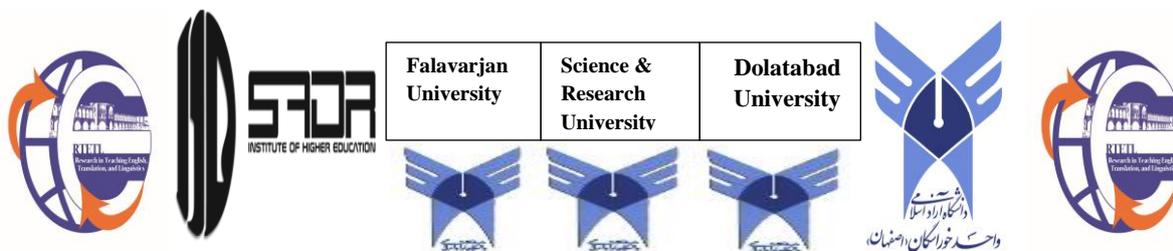
Genre Analysis: An Approach to Understanding Text

Alireza Jalilifar
Shahid Chamran University of Ahvaz, Ahvaz, Iran
ar.jalilifar@gmail.com

Over the last decades, the nature of linguistic analysis has varied significantly. Linguistic analysis began with the specification of statistically significant lexico-grammatical features to the study of textualization in discourse and to the study of macro-structures in texts, thereby highlighting the concept of discourse structure. Another stage is movement from discourse to genre or from syntactic patterns and vocabulary to overall linguistic organization of text. Still another stage connects text to social practices, social structures, social identities, and discourse systems. Teaching linguistic or cognitive processes of writing is inadequate to make students communicatively competent in writing. The cultural assumptions, values, conventions, and social practices cannot be learnt from outside a community. It is only engagement with the community and acquaintance with cultural and linguistic nuances that makes one an insider in the conventions and knowledge of that community. Genre is the study of situated linguistic behavior in institutionalized academic settings in terms of rhetorical action, regularities, staged, goal-directed social processes or goal-directed communicative events, with or without literary aspirations. The genre analyst needs a repertoire of techniques for capturing the complex interactions between socio-historical, technological, demographic and epistemological factors in order to track and interpret changes in disciplinary texts, especially in disciplines such as psychiatry, a profession that traverses the boundaries between the natural and human sciences. This lecture aims to encapsulate the rudimentary features of genre analysis studies, especially in academic contexts and to show that no text analysis can be adequate without recourse to generic characteristics of the text in focus.

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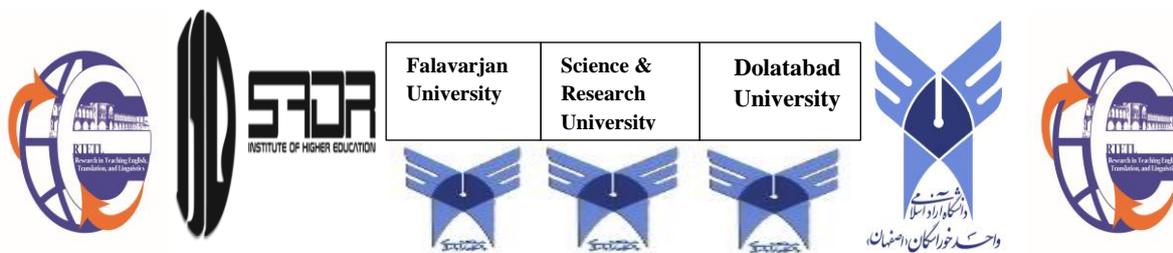
Establishing a Niche: A Practical Guide to Identifying Linguistic Strategies

Alireza Jalilifar

Shahid Chamran University of Ahvaz, Ahvaz, Iran

ar.jalilifar@gmail.com

To many researchers, Research Article (RA) is a grand overarching and scholarly production in the academic life of a researcher. In this regard, Swales's (1990) create a research space (CARS) model has been considered the most successful endeavor to identify the generic structure of an RA. The second move in the revised model (Swales, 2004), establishing a niche, aims to offer a convincing argument in order to draw the attention of the audience and justify the significance of the study (Lim, 2012). This is shown by outlining a gap, adding to existing knowledge, and presenting justifications for the claims made in the study. Recently, however, researchers have questioned the validity and reliability of Swales's model to successfully account for the rhetorical structure of an RA In this workshop, I attempt to show that Swales's CARS model is too general in move two to explain the diversity involved in the RAs, and researchers establish the niches of their studies using more diverse sub-steps that are not predicted by the model.

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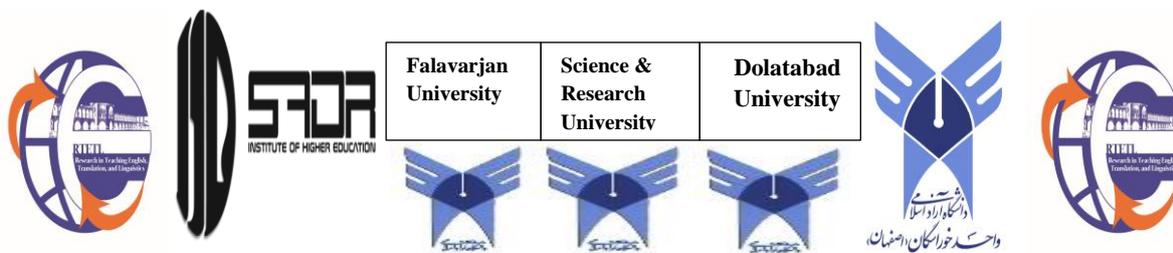
Can Classroom Teachers Become Political Actors?

Mohammad Mahdi Sharifi

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

sharifi_m_m@yahoo.com

The present workshop aims at investigating the extent to which teacher discourse projects teacher identity and ideology defined by Popper (1987) as "an unavoidable moment of all thinking and acting." Van Dijk (2004) argues that ideologies are typically, though not exclusively, expressed and reproduced in discourse and communication. Therefore, teachers who are deemed to be social actors unavoidably represent their ideologies through enacting discursive strategies and rhetorical devices in the classroom as a social context of situation and culture in order to exercise power and manipulate their audience's personal and social cognition (hence political actors). Some teachers may not be acutely aware of the impact of their classroom discursive acts on student cognition. On the one hand, some discursive strategies should be eliminated, reduced or made less observable in that they are suggestive of their false ideologies regarding monarchical power. On the other hand, some others could prove to be constructive therefore legitimate, for they help exercise disciplinary power. Teachers are, therefore, suggested to learn how to 'discursively' manage their classes in order to empower both themselves and their students.

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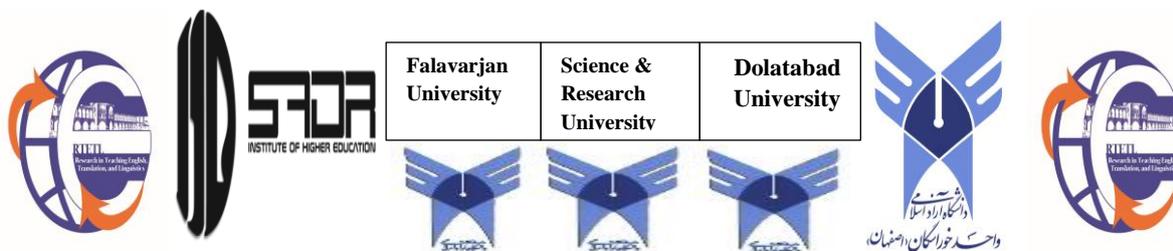
How Do Intermediate EFL Learners Use Approximation in Their Communication?

Aasa Moattarian

Department of Foreign Languages, Sheikhbahaee University, Isfahan, Iran

a.moattarian@hotmail.com

While foreign language learners spend years developing their competences, they sometimes need to struggle for effective communication due to insufficient linguistic resources. What helps them to keep communication channel open and overcome existing deficiencies is the use of different communication strategies. One of the most important problem areas they face is lexical deficiency to compensate which various communication strategies, including approximation, are used. This descriptive study was thus set to investigate how approximation is adopted by intermediate Iranian EFL learners. To this end, 150 EFL university students were randomly selected and required to take a placement test; then, 60 intermediate students were asked to perform 2 communicative tasks. Close analysis of the data revealed that approximation was employed by the learners in five different ways all to compensate lexical gaps. The findings of this study can be of great significance for language teachers and material designers.
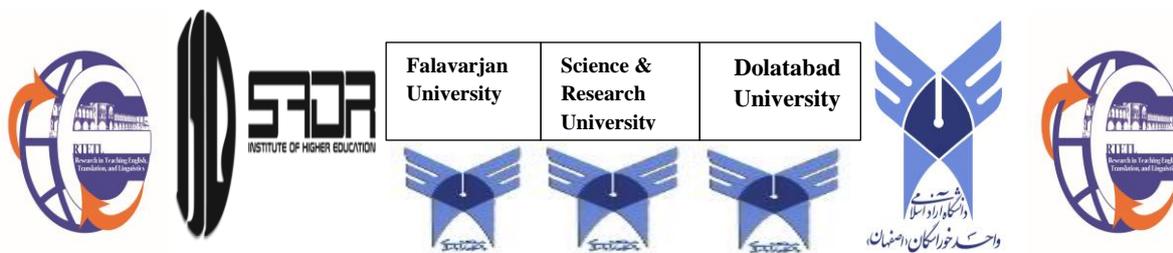
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How L1 Influence Changes With Regard toL2 Proficiency Increase

Ahmad Hadadi[1], Ahmad Goodarzi[2], and Hamed Abbasi[3]

1: Department of Foreign Languages, Arak University, Markazi, Iran
ahmadhadadi8@gmail.com
2: Department of Foreign Languages, Arak University, Markazi, Iran
ahmad.goodarzi1234@yahoo.com
3: Department of Foreign Languages, Arak University, Markazi, Iran
hamed.abbassi@yahoo.com

Several second language acquisition specialists such as Jarvise (2000), Corder (1978), Taylor (1975), Kellerman (1983), and Jewitt (2006) have proposed different views toward L1 transfer during L2 acquisition. A number of studies show that the influence of the L1 is developmentally constrained in the sense that it only occurs when the learner has reached a stage of development that provides a crucial similarity measure. In other words, studies have produced very mixed results. The main question to be answered in this study is how L1 influence changes with regard to L2 proficiency increase. The research is being carried out in the form of 7 in-depth longitudinal case studies with EFL teachers at different levels of teaching experience. The aim is to provide a unique Web-based resource to support further research and professional pedagogical development into how learning in classrooms has been impacted by L1 influence with regard to L2 proficiency increase. Research data are being collected via a variety of ethnographic research instruments, namely classroom observations and field notes, video recordings of school lessons, and in-depth interviews and video-triggered reflective dialogues with the teachers and students and teacher' action research in L1 influences in schools of Iran. Findings suggest that, although L1 can provide a leg-up along the developmental ladder, L1 influence cannot increase or decrease with regard to L2 proficiency, rather its influence remain stable. The research is significant in suggesting that, this is the crucial similarity measures which determine the stability of L1 influence.

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Increasing the Quality of Teaching ESP at Iranian Universities: A Management Glance

Ahmad Reza Beigi Rizi

Department of Education, Ragheb Esfahani Institute of Higher Education, Iran

arbeigi@payampersa.ir

Iranian University Policymakers (IUP) believe in the learning process which has led to the development of the field of study known as English for Specific Purposes (ESP) in Iranian universities. They have also recognized the crucial importance of teaching environment and contextual factors in teaching and learning outcomes. The writers of ESP books also have followed the same principles in writing the ESP books, and tried to help students of different majors achieve the same objectives in ESP courses. The scientists are also familiar with the barriers of Iranian University students in learning ESP. Therefore, to increase the quality of teaching and learning ESP it is also needed to focus on the management of ESP in Iranian universities. The main objective of this paper is to specify a solution or solutions to improve the quality of teaching and learning ESP in Iranian universities through a management glance at teaching ESP.

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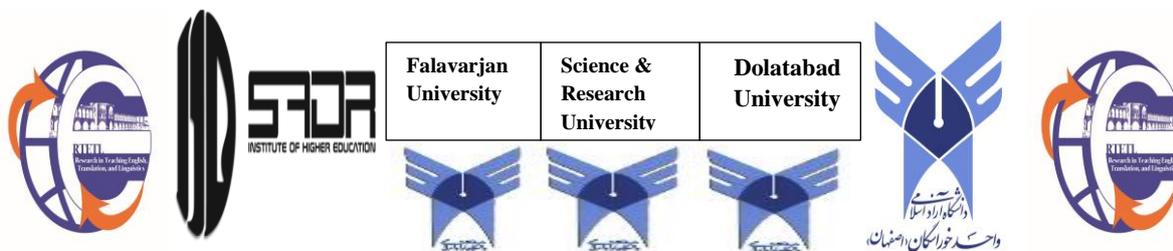
Exploring the Gender Effect on Iranian EFL Learners' Beliefs About the Role of Rote-Learning in Vocabulary Learning Strategies

Akbar Afghari[1] and Fatemeh Salehi Zadeh[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
afghary@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
maryam.trew@gmail.com

This study aimed to investigate the relationship between beliefs about the role of rote learning in vocabulary learning strategies and gender. The participants were 80 seniors majoring in English at the Departments of Foreign Languages and Linguistics at the University of Isfahan and Islamic Azad University of Khorasgan. For data collection, a questionnaire, a vocabulary test and an interview were conducted. Also, for data analysis, various statistical measures were applied including descriptive analysis, correlation analysis as well as content analysis. The statistical results showed that the males and females did not perform differently. Also, this study revealed that the relationship between beliefs and strategy use was positive and significant. Finally, analysis of the attitudinal questionnaire carried out in this study demonstrated that the beliefs of high achievers were not statistically different from the beliefs of low achievers. It may mean that there was no significant association between the variables of beliefs and vocabulary test scores.

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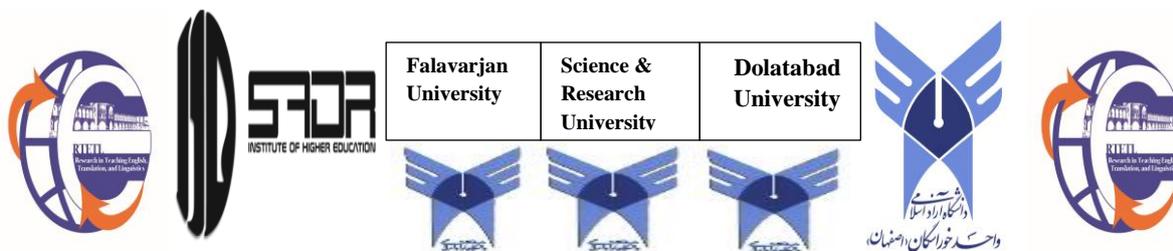
Implementation of the Keyword Method to Improve Foreign Language Vocabulary Recall Among Iranian EFL Learners

Akbar Afghari[1] and Mona Emami Pana[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
afghary@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
mona.emamipana@gmail.com

This study aimed to investigate the effect of the keyword mnemonic technique on the retention of English vocabulary among Iranian EFL learners in natural classroom setting and to explore if the keyword method would enhance the learners' motivation in foreign language learning. Totally, 90 intermediate-level EFL male and female learners (in 3 groups: 2 experimental and 1 control group), participated in this study. Intermediate-level EFL learners were selected using the Jahad Daneshgahi institute's placement test. The experimental groups received the keyword strategy training, whereas the control group went through the conventional process of vocabulary learning. In the experimental group, (1) the keywords were provided by the teacher, whereas the learners in the experimental group (2) provided the keywords on their own. For data collection, a pretest, an immediate posttest and a questionnaire were conducted. The statistical measures used and applied to the data were descriptive statistics, correlation, *t* test and one-way ANOVA. A quantitative analysis of vocabulary pretest and vocabulary immediate posttest and the questionnaire scores was conducted. The statistical results showed that the performance of the intermediate-level students in the experimental groups was not statistically different from the performance of the learners in the control group. Finally, analysis of the attitudinal questionnaire carried out in this study demonstrated that the majority of the participants had particularly positive attitudes towards the application of the keyword method as a vocabulary learning technique and while applying the keyword method in the classroom; those participants who provided the keywords and the associative images for each vocabulary item by themselves obtained better scores on the motivation questionnaire.

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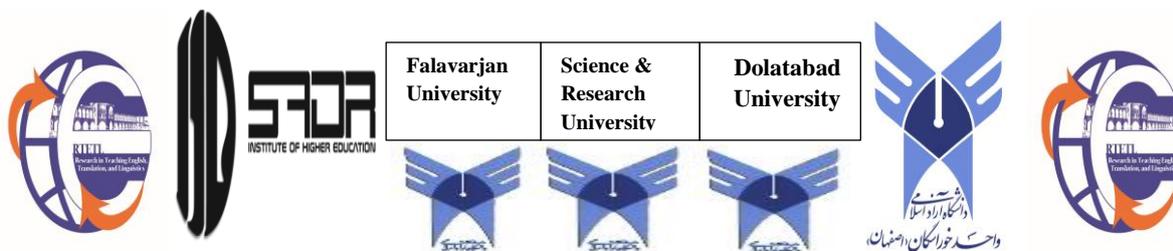
Sex Differences in English Vocabulary Learning Through the Keyword Method: The Case of Iranian EFL Learners

Akbar Afghari[1] and Mona Emami Pana[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
afghary@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
mona.emamipana@gmail.com

This study was set out to determine whether there are significant differences between male and female EFL learners through the application of the keyword method in the classroom .Totally, 90 intermediate-level EFL male and female learners (in 3 groups: 2 experimental and 1 control group), participated in this study. Intermediate-level EFL learners were selected using the Jahad Daneshgahi institute's placement test. The experimental groups received the keyword strategy training, whereas the control group went through the conventional process of vocabulary learning. In the experimental group, (1) the keywords were provided by the teacher, whereas the learners in the experimental group (2) provided the keywords on their own. For data collection, a pretest and an immediate posttest were conducted. The statistical measures used and applied to the data were descriptive statistics, *t* test, and UNOVA. A quantitative analysis of vocabulary pretest and vocabulary immediate posttest scores was conducted. The findings from the univariate analysis of variance and the *t* test revealed that the males and females did not perform differently while applying the keyword method and there was not a statistically significant difference between them. Moreover, there was not a statistically significant difference between male and female language learners in the keyword-given and the keyword-generated groups.
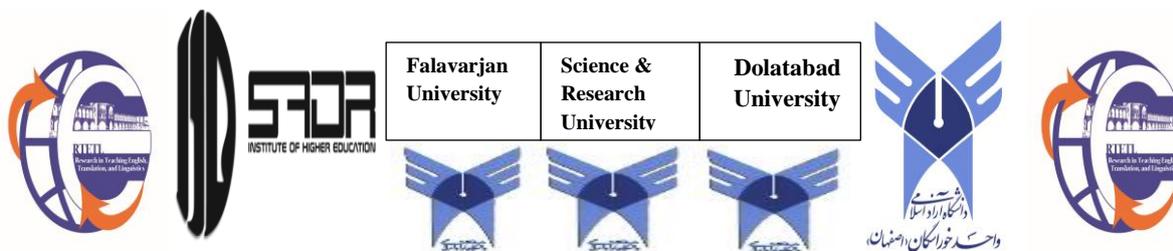
Persian Subjunctives: The Alleged Inflected Infinitives in Persian?

Akbar Sohrabie

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

akbar_sohrabie@yahoo.com

This article is a syntactic exploration of subjunctive constructs in Persian. Based on Lotfi's (2008) and Ghomeshi's (2001) proposals, the subjunctive in Persian is the closest thing to English infinitives that Persian affords, although contrary to English it is still inflected for agreement. By regarding Persian subjunctives as infinitives, there could be this hunch that they are allegedly similar to the *inflected infinitives* in certain Romance languages like Portuguese. By exploiting data from Persian and scrutinizing the characteristics of the inflected infinitives proposed by Iverson and Rothman (2008), this researcher tries to show such a hunch is unjustifiable. He further seeks to concludes that the Persian subjunctive constructs cannot be tentatively regarded as the closest counterpart of the infinitives in a given language like English, because of both having the features [+tense] and [+agree].

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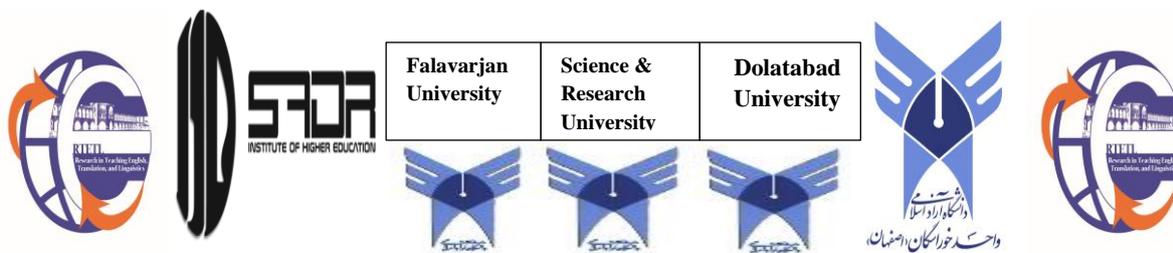
Meaning in the Qur'an: A Linguistic Analysis of the Sura Livestock (Al-An'am) Within the Framework of Grice`s Theory of Implicature

Ali Ebrahimi Badejani[1], Ahmad Reza Lotfi[2], and Mojtaba Sepahi[3]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
ali.ebrahimi1357@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
lotfi.ahmadreza@gmail.com
3: Ideology Department, University of Isfahan, Isfahan, Iran
mmmsepahi@yahoo.com

The Holy Qur'an is the holy book of the Moslems and the most understandable aspect of it is its eloquence. One of the most interesting aspects found in different languages is the use of implicatures or implied meaning. How and why such implicatures are generated are discussed in pragmatics. In this study, a list of conversations (direct and indirect) from Sura Livestock (Al-An'am), 6th chapter of the Holy Quran, and the implicatures implied in the conversations are analyzed through a pragmatic theory: cooperative principle (CP). Grice, the founder of CP, believes that the nonobservance of the four maxims of quality, quantity, relevance, and manner would lead to the generation of implicatures. The present study shows that in most cases the nonobservance of Grice's maxims is found in the maxim of quantity and the least in Manner. Grice's CP and its contributory maxims have not been observed in Sura Livestock in this study. All maxims of Grice have been flouted in this sura and there is no difference among Gricean maxims as far as flouting in the sura is concerned.

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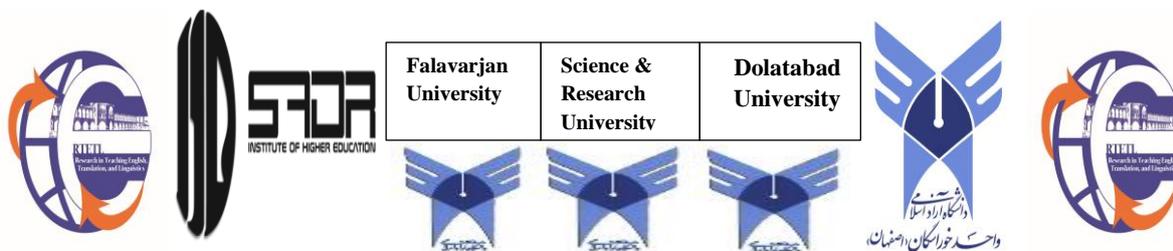
Self-Paced Reading and the Achievement of Persian EFL Learners

Amir Toghyani Khorasgani [1] and Mohaddeseh Toghyani Khorasgani[2]

1: Esfahan Payam-e Nour University
toghyaniomid@yahoo.com
2: Esfahan Payam-e Nour University, Isfahan, Iran
m67.toghiany@yahoo.com

This study aimed at investigating the effects of reading goals on L2 reading comprehension in a computer- mediated environment when reading is self-paced by the learners and students are responsible for their own comprehension. Sixty participants (30 males and 30 females) in three groups of 20 were provided with one of three reading goals: read to comprehend the text, read to take a test, and read to teach the material to another student. Then, the participants were asked to read two passages on a computer screen. A computer program, written in C#.NET program, presented the text on the screen four lines at a time, and measured the amount of time students would spend on each page initially, how many times students reread pages, and how much time students would spend re-reading pages. L2 learners' comprehension and learning strategies were measured in three ways: recall of materials, time spent reading each page of the text and time spent re-reading pages, and the number of times pages were re-read. Finally, after one month from the first test a posttest was administered to determine which group could remember materials better. The results revealed that recall of materials was significantly greater for the teaching-goal group than the other two groups in both first and second tests. Time spent rereading was significantly greater for the teaching-goal group as well. These findings suggest that reading goals do have an effect on comprehension and recalling in a computer-mediated environment and students with a different reading goal performed differently while reading passages. This study proposed a way to reduce the burden of teaching on teachers and made the learners responsible for their study.

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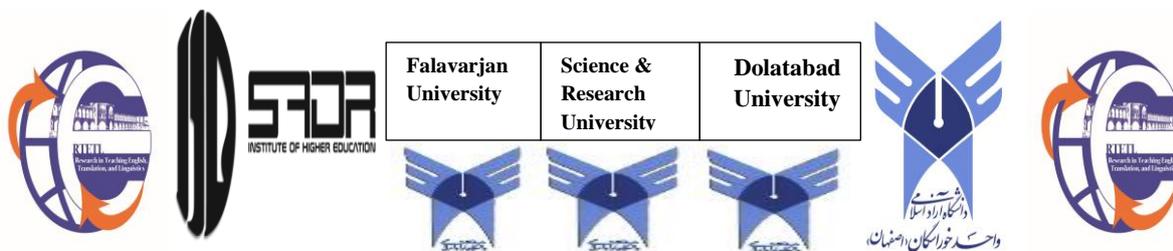
The Effect of Sex on Acoustic Dissimilation in Colloquial Persian

Atefesadat Mirsaeedi

Faculty of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

atefehe2000@yahoo.com

In the present article, 10 individuals participated in a study of dissimilated sounds in order to examine the effect of sex on acoustic dissimilation in colloquial Persian. The participants included equal numbers of males and females and all of them were born in Tehran and only speak in standard Persian as their first language. Each individual articulated a set of Persian words including dissimilation. Statistically, no significant differences were found for sex. These results suggest that there is not a significant relation between the acoustic basis of dissimilation in colloquial Persian on the one hand, and the variable of sex on the other.

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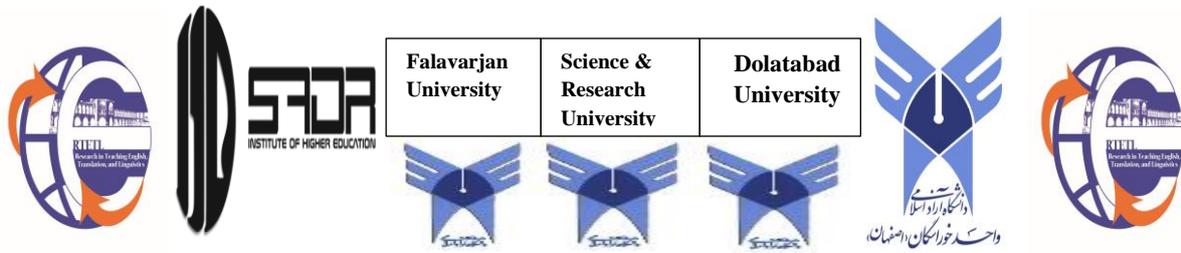
Technical Translation and Descriptive Translation Studies

Azadeh Pourkhalili

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
azalili@yahoo.com

According to Holmes' map (1988) which is a thorough map of translation studies, descriptive translation studies is the subdivision of pure research branch. He divided descriptive translation studies into product-oriented, process-oriented and function-oriented. These 3 can be applied on 6 areas that one of them is Text Type Restricted. This researcher tries to investigate the applicability of descriptive translation studies on the translation of technical texts which, according to Reiss and Vermeer (1984), are the type of informative text and to show that how these models can being apply on a translation of a text simultaneously.

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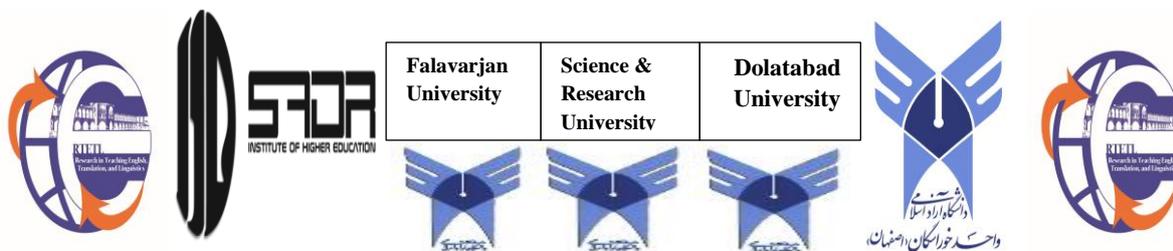
Women in Persian Novels: A Comparative Study of Modern Persian Literature Before and After the Islamic Revolution of Iran

Azam Raei[1] and Ahmad Reza Lotfi [2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

a.raei@yahoo.com

2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

lotfi.ahmadreza@gmail.com

This study is an investigation of the status of women before and after the Islamic revolution of Iran (IRI) as reflected in the Persian novels written by both male and female authors before and after the revolution. As an initial step, ten Iranian novels are selected, and then their women –oriented parts are analyzed within Van Dijk's semantic macro structures (SMS) framework and with regards to the writer's gender, attitudes, and experiences of real life and the date of novel. The analyses suggest that there are differences between the Persian novels before and after the revolution with regards to women's status in family and society at language as reflected in the SMS of text. IRI as a socio-cultural event affected the way in which woman are characterized in novels. The way, in which an author describes woman characters'appearance, the style of clothing and their mind is different before and after the revolution. After the revolution the characterization of women has been based on Islamic and revolutionary criteria. Also, it maybe concludes that female writers are more cautious than male writers in characterizing women in their writings. Most of them try to make the character of women prominent in spite of their problems.

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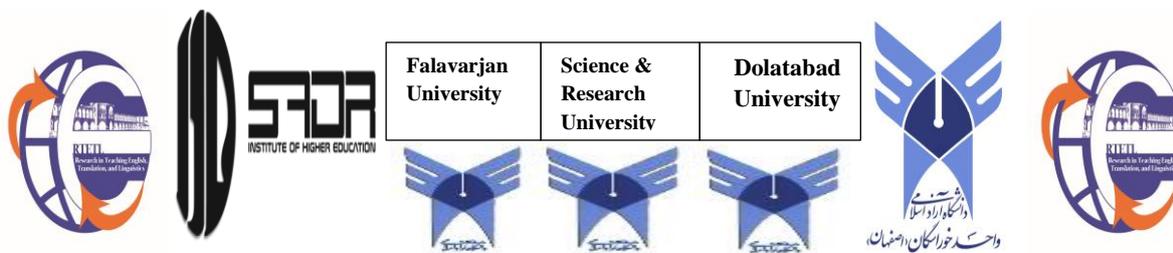
What is Generalizability Theory?

Bahram Dehghanpour
Islamic Azad University, Lenjan Branch, Isfahan, Iran
bdehghanpour@gmail.com

Generalizability theory (g-theory) is a powerful data analytic approach that can be applied to many scientific questions. The basis of generalizability theory is to estimate sources of variability to determine which sources affect outcomes most and where to focus future research efforts. Generalizability theory originally was intended to address questions in educational research, but the developers stressed its utility beyond this domain although there remain few examples of its application outside education. The lack of popularity may be due to the lack of mainstream statistical software, inadequate information about the procedure, or few specific examples of generalizability theory applications. Readily available software is not necessary but can be helpful to initiate new users whereas clear information and specific examples are essential to entice researchers to consider generalizability theory as a useful tool. Our objectives are to inform a diverse audience about the utility of g-theory for addressing a variety of common research questions and to demonstrate the application of a simple g-theory analytic tool (written in the R programming language) across different study designs and domains to address these questions. Taken together, we aim to increase the awareness of our colleagues about this important data analytic approach and increase its application beyond educational research to a wider array of important research questions.

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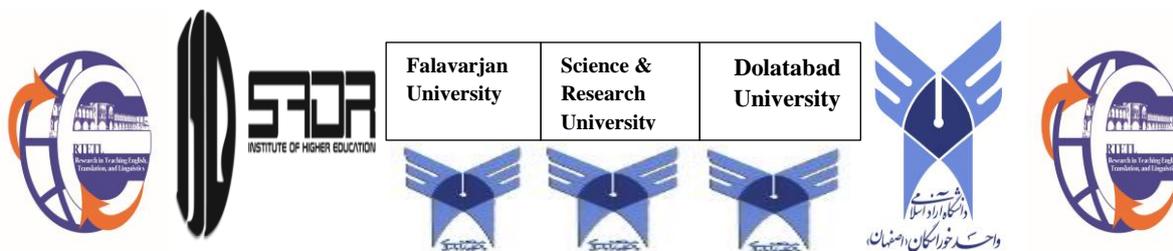
Advertisement Techniques: A Comparative Study of Iranian and English Language Institutes Advertisements

Bita Alimohammadi[1], Somayeh Shahsavari[2], and Ahmad Ameri-Golestan[3]

1: English Department, University of Isfahan, Iran
bita_alimohammadi@yahoo.com
2: English Department, Islamic Azad University, Science and Research Branch, Isfahan, Iran
Shahsavari_somayeh@yahoo.com
3: English Department, Islamic Azad University, Majlesi Branch, Isfahan, Iran
ahmadamerigolestan@yahoo.com

This paper reports on a qualitative study designed to investigate the discoursal differences among advertisement techniques by Iranian and English language institutes; in fact, the study is an attempt to scrutinize similarities and differences between English and Persian advertisements. To do so, five Persian advertisements about English language institutes were selected and were compared with their English counterparts. Using DA, the researchers have actually tried to analyze the variability of the advertising techniques used by such institutes. The syntactic and pictorial, as well as all semantic features have been taken into account. It was concluded that in both, encouraging words, which are highly frequent, are used. However, it was found that there are some discoursal differences which are primarily related to the life style as well as social and cultural background of the target country. Some culture-bound features have been observed in each case which are absent in the other way round. The results of the study may prove helpful for those in the business whose job is to attract people's attention to special products or services.

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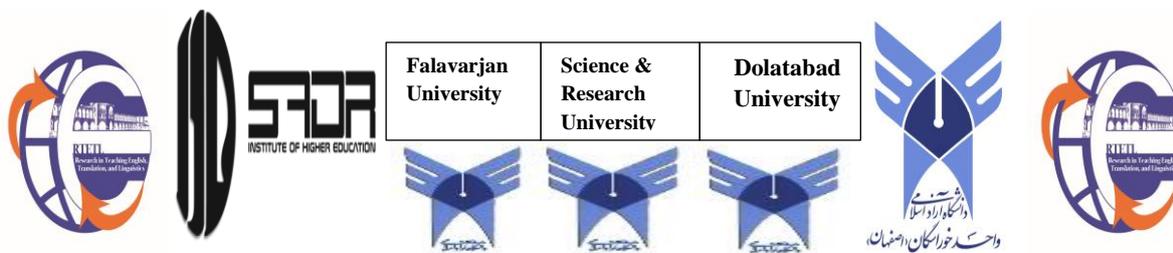
The Effect of Focus-on-Form(s) on Intermediate L2 Learners' Metaphorical Competence Development

Elham Rabi Nezhad[1] and Mahmood Hashemian[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
nazanin_20_06@yahoo.com
2: Department of English Language, Faculty of Letters and Humanities, Shahrekord University, Iran
m72h@hotmail.com

Recent developments in cognitive linguistics have highlighted the importance and the ubiquity of metaphor in language. Their effect has been instrumental in making significant headway into pedagogical practice and the design of teaching materials. This study aimed at exploring the efficacy of focus-on-form(s) instruction on the learning of metaphors by intermediate L2 learners of English. To do so, 80 participants who were homogeneous in terms of language proficiency and metaphoric competence were assigned to 3 groups—2 experimental and 1 control groups. One of the experimental groups was exposed to a 20-session explicit teaching of metaphors (i.e., focus-on-forms) contained in the reading passages. The second group was taught the L2 metaphorical expressions through implicit instruction (i.e., focus-on-form) and was required to guess their meanings. And, the control group did not receive any particular kind of instruction; however, they took the same pretest and posttest as the 2 experimental groups did. To analyze the data, analysis of covariance was utilized. The findings revealed that the explicitly-taught group gained better results on the posttest. Therefore, the results indicated a positive correlation between focus-on-forms instruction and the development of metaphorical competence. It could be claimed that it is possible to enhance L2 learners' metaphorical competence via the explicit teaching of metaphors.

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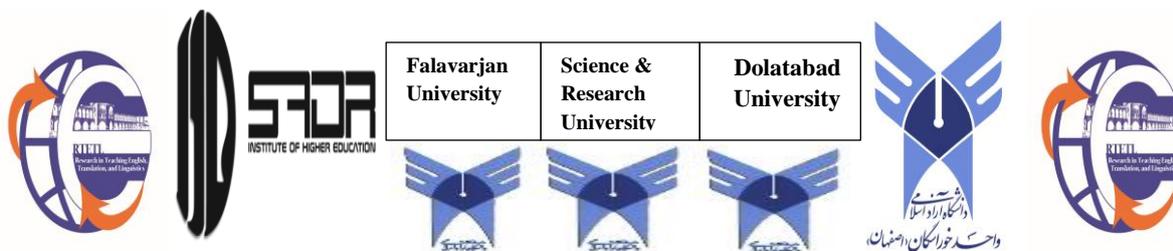
Persian Indefinite Determiner –i and Phonological Phrase

Elham Salehian[1] and Ahmadreza Lotfi[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
elham_salehian2000@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
lotfi.ahmadreza@gmail.com

Differential behavior of clitics in various languages makes them interesting from a phonological point of view. Nespor and Vogel [1986] suggest that the structure of clitic groups is not the same in phonological words and phonological phrases. They are in an independent prosodic level. However, in some Romance varieties, clitics fall in the domain stress so that they adjoin to a prosodic word, or they construct another single PWd. Therefore, this paper tries to shed a light on the realization of Persian indefinite determiner –i in the prosodic hierarchy regarding its inherent stressless nature. The indefinite determiner –i is prosodically deficient in the sense in which it does not have PWord structure and it must be incorporated into some other constituent in the prosodic structure. It is not followed by the stress shift on right side, and the host only at Persian phrasal level is the best place to be joined because the leftmost phonological word is satisfied by the stress pattern of –i. This is compatible with Peperkamp's [1997] claim of different incorporation sites of clitics and Selkirk's [1995] analysis of different prosodic structures of a function word.

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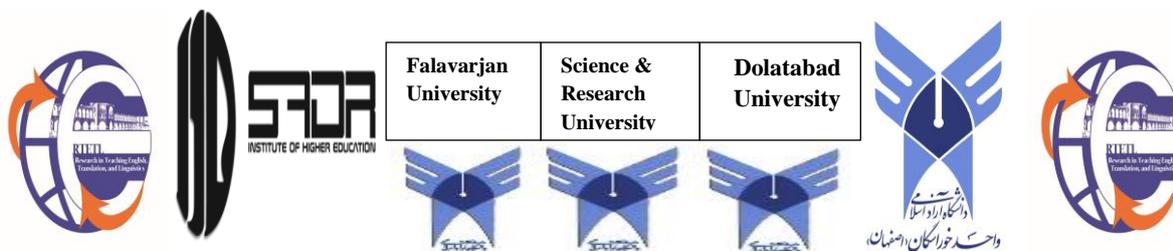
The Most Prevalent Problem in Translated Economic Text According to the Bankers

Elham Teimouri

Department of Foreign Languages, Islamic Azad University, Central Tehran Branch, Isfahan, Iran

elhambanker@yahoo.com

Technical translation has some deficiencies which do not satisfy the readers of these texts. Some readers believe that coherence is one of the most important deficiencies of these translations. This article was conducted to confirm or even reject this claim. To fulfill the purpose of this study the researcher distributed a questionnaire, contains of 10 questions, which asks about the main deficiencies of technical texts according to Hervey and Higgins' model. 50 bankers to whom the economic journal of their organization is being sent each month regularly, answered to the questionnaire. Their answers were analyzed by the SPSS software and crosstab was run. The results of the present study indicated that coherence in technical translation is the main problem of these translations. Also, the findings of this study help the technical translation trainer to focus mostly on linguistic feathers of technical translation rather than the other factors in technical translator training sessions.

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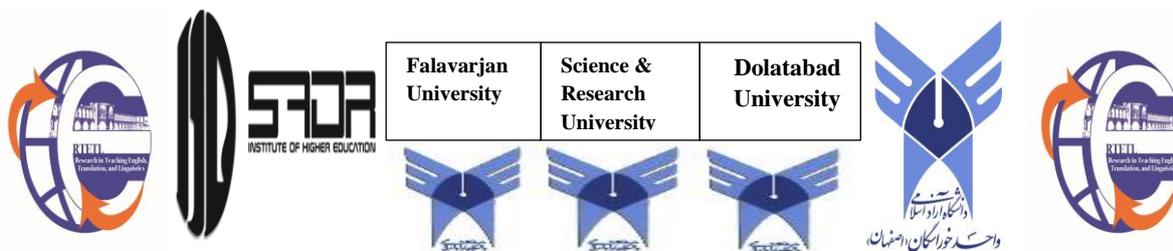
The Knowledge of Metadiscourse Markers and Their Impact on the Quality of Translation

Elham Aminoroayaei

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

tr_elham@yahoo.com

It is a commonly held belief that discovery the meaning of text is a central issue in translation process and the quality of the translated work. Metadiscourse is one aspect of discourse which is crucial in the relation that sender and receiver of a massage established. The current study was an attempt to investigate the impact of explicit instruction of metadiscourse markers on translation quality. For this purpose, 50 students majoring in English Translation at the University of Isfahan were randomly selected. To elicit relevant data, the participants were given a pretest of translation ability to check their initial knowledge and on the use of metadiscourse markers. Then, in according to their education (M.A. or B.A. students) they were assigned into 2 groups, 25 each. Both groups were exposed to explicit instruction of metadiscourse markers for five successive sessions. At the end of the treatment, a posttest measuring the translation ability of both groups on metadiscourse markers was administrated. This test consisted of relevant paragraphs with scientific theme. The findings revealed that the explicit instruction of metadiscourse markers significantly improves EFL learners' translation ability. These findings help practitioners to pay more serious attention to metadiscourse markers specially in making EFL curricula. Moreover, they emphasize the reinforcement of metadiscourse markers through explicit instruction in EFL courses for the improvement of the learners' translation ability.

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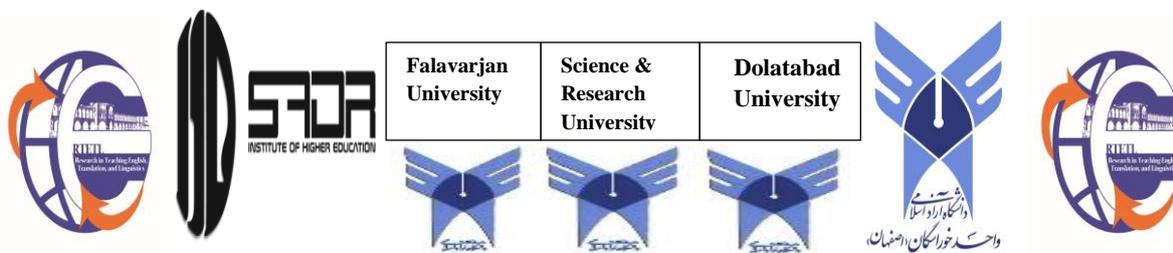
Desires and Expectations of ESP Students: A Needs Analysis Approach

Esmaeel Abdollahzadeh

Iran University of Science and Technology, Tehran, Iran

eabdol@gmail.com

This study investigated what language skills Iranian undergraduate students need in general to meet their specific academic goals. It also intended to examine the students' satisfaction level and expectations regarding their ESP courses. A total of 158 undergraduate engineering students from different universities participated in this study. The data were collected through a survey using questionnaire. Statistical analysis of the data revealed that the students needed to develop their reading skill more than other language skills to meet their field-specific requirements. Major and gender were found to have no significant effect on the students' needs for the 4 language skills. Moreover, it was found that most of the students were not really satisfied with their English language courses. Also, a majority of the students expressed their desire to have their ESP classes twice a week during 2 semesters in their bachelor's program, having a teacher whose education is in the same field as their own field. The implications for ESP/EAP instruction and course design will be discussed.

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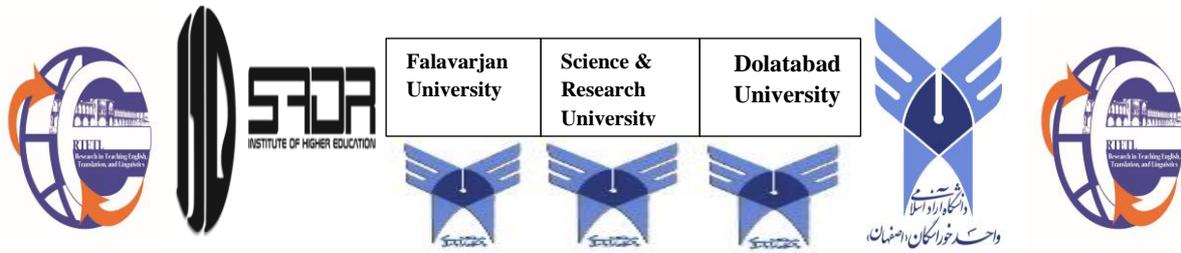
Phonological Cluster Impairments in the Mentally Retarded Children: An Optimality Theory Account

Farzaneh Emadian and Ali Akbar Jabbari [2]
1: Department of Foreign Languages, Yazd University, Yazd, Iran farzanehemadian@yahoo.com
2: Department of Foreign Languages, Yazd University, Yazd, Iran a_jabbari@hotmail.com

Educational research in general and applied linguistics in particular has witnessed ongoing debates on the question of the systematicity of language even in the case of the pathologically deviant utterances produced by individuals suffering from mental diseases. Therefore, the obscure and little understood mechanism of language processing has prompted a more general and pure attack on the mentioned problem by "letting the brain do the talking" about how it organizes itself for the language specially for the phonological processing. To this aim, three children all of whom were suffering from mental retardation participated in this study. In order to gather the required data the subjects were asked, in structured interviews and discussions, questions of various areas. Subsequently, they were all tape-recorded, transcribed and analyzed in the framework of optimality theory. It was found that the phonological clusters substituted by the participants are the optimal forms; that is, the forms that are left as the only survivor of all candidate forms after an inspection of the constraint hierarchy. Also, the results are discussed in the context of the importance of optimality theory in the phonological processing.

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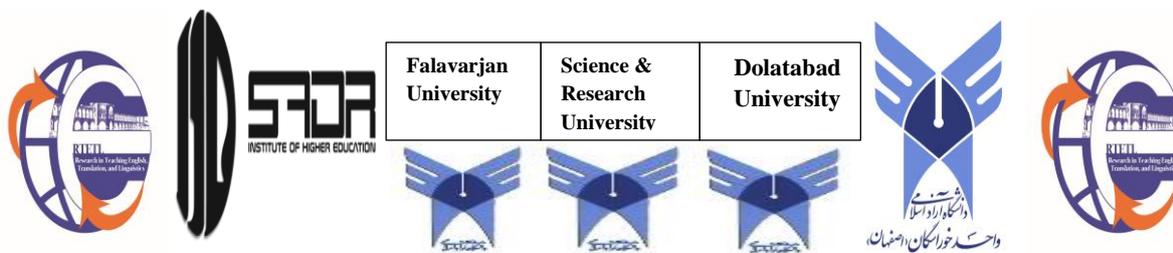
Discourse Patchwork

Ehsaneh Mehri[1] and Mansour Koosha[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
ehsaneh_m@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
mansour.koosha@yahoo.com

Regarding "translation as the active movement by which discourse may be extended from one cultural setting to another" (Pym, 1991); here's presented twenty pieces of discourse in the process of translation to show how "translation could become a discovery procedure of some importance to intercultural discourse analysis" (Pym, 1991).
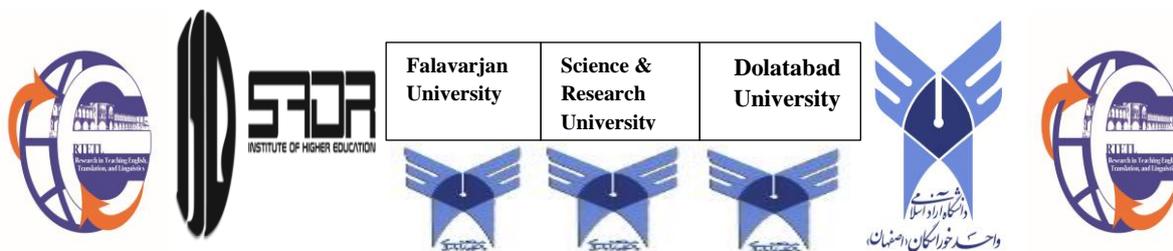
A Quantitative Analysis of the Relationship Between Emotional Intelligence and Foreign Language Testing

Farzaneh Emadian Naeini[1] and Ali Mohammad Fazilatfar[2]

1: Department of Foreign Languages, Yazd University, Yazd, Iran
farzanehemadian@yahoo.com
2: Department of Foreign Languages, Yazd University, Yazd, Iran
afazilatfar@yahoo.com

Success in educational institution has been claimed by almost all to be a high correlate of high IQ (Intelligence Quotient); however, a small body of empirical research has been conducted to trace the possible association of EQ (Emotional Intelligence) which is categorized as an effective factor in the learning process with academic achievement especially in the context of second language learning. Therefore, the enigmatic nature of this association has inspired an interest to carry out a research to explore the relationship between the emotional intelligence and different kinds of test tasks namely multiple-choice tests, essay type tests, and cloze tests. To this end, 90 intermediate Persian learners of English, both male and female, participated in this study. The participants were asked to complete the Emotional Intelligence Inventory (EQ-i) which is developed by Bar-on. Subsequently, EQ-i data were matched with the students' records in different types of test tasks which were designed based on English reading texts. The role of sex as a variable was also marginally studied. The obtained data were subjected to different statistical analysis. As a result, a positive correlation was found between emotional intelligence and different test tasks. Also a regression analysis of the data indicated that significant amount of success was accounted for by the types of test tasks. The results of this study provide a clear answer to some of the unanswered questions concerning the emotional intelligence which is presently at the beginning of its curve of growth.

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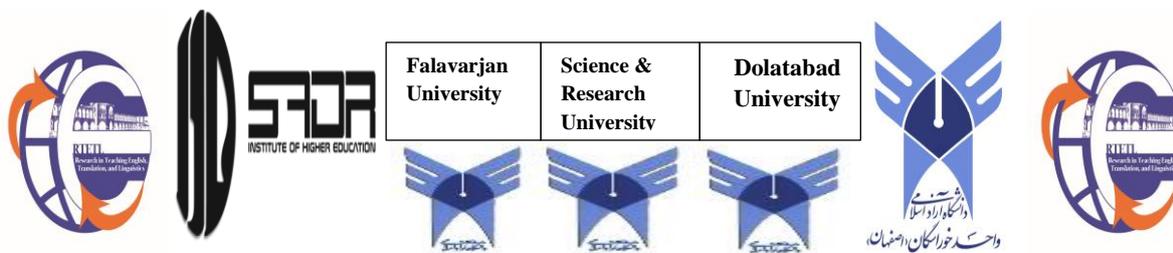
Impact of Teaching the Etymology of Idioms on Iranian EFL Learners' Idiom Learning

Firooz Reisi Gahroei[1] and Hamidreza Haghverdi[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
firoozreisi@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
hhaghverdi@gmail.com

Many researchers (Cooper, 1998; Gibbs, 1994; Simpson & Mendi, 2003) have tried to explore more about the process of idiom learning and the effect of mother tongue in understanding idioms, because idioms are among the difficult areas of learning a foreign or second language. This study examined the effect of teaching the etymology of idioms on the quality of L2 idiom learning. To this end, 100 gifted high school students, aged between 16 and 18 were selected. Then, an Oxford Placement Test (OPT) was administered to select 60 intermediate students. Using the matched-pair technique, they were divided into two equal experimental and control groups. In order to find out whether the students have any prior knowledge about the new idioms, a pretest including an idiom multiple choice test was used. The control group was taught 30 idioms conventionally using synonyms and antonyms. The experimental group received the treatment and they were taught the idioms through the presentation of idioms etymology. After 10 weeks, an idiom multiple-choice test based on the materials taught was administered to both groups. Then, 60 students and 10 high school English teachers completed a questionnaire reflecting their attitudes towards learning idioms through their etymologies. The results have shown that Iranian students and teachers had very high motivation and positive attitudes towards learning idioms through the suggested way. The statistical analyses of the collected data showed that there was a significant difference between the obtained means of the two groups, meaning that, the experimental group outperformed the control one.

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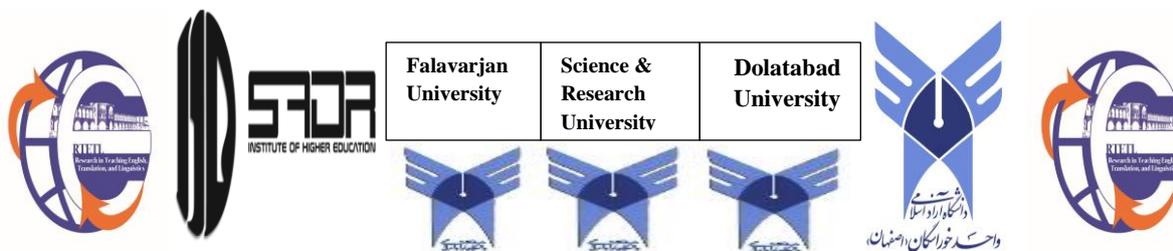
A Critical Cognitive Study of Metaphor in TV Commercials in Iran: A Case of Recreation Centers

Hadaegh Rezaei[1] and Zahra Ghane[2]

1: Linguistics Department, University of Isfahan, Isfahan, Iran
hadaegh2@yahoo.com
2: Linguistics Department, University of Isfahan, Isfahan, Iran
zari_gh2004@yahoo.com

This is a critical-cognitive study of the various ways in which conceptual metaphor and related cognitive processes are exploited for persuasive purposes in recreational place advertising texts and accompanying images. The focus is on the elaboration of conventional metaphors and their use as a persuasive basis, rather than on their mere identification, and although the textual content forms the starting point, significant attention is also paid to the interplay between text and image. To put it differently, the study attempts to find the answers to the following questions: 1) What specific features are mapped from the source domain to the target one to convey a specific meaning in TV Commercials of recreational place? 2) What factor(s) determine(s) the source domain there? 3) How the contextual, pragmatic and nonlinguistic factors affect the projection? The material consists of more than 30 TV recreational place commercials broadcasted from the state television of Iran in 2012 from among which three commercials were selected and analyzed based on "Critical Metaphor Analysis" (Charteris-Black, 2004). The results show TV commercials centered around a specific conceptual metaphor often rely on projecting positive features for their persuasive effect. This is also the case that the social- cultural context plays an important role in opting the source domain and highlighting its special elements. The results also confirm the essential role of pictorial context, characters and their behaviors involved in the commercial in easing the act of conveying the intended message. Moreover, the meaning of the color involved most as well as the name of the product or service affect the projection.

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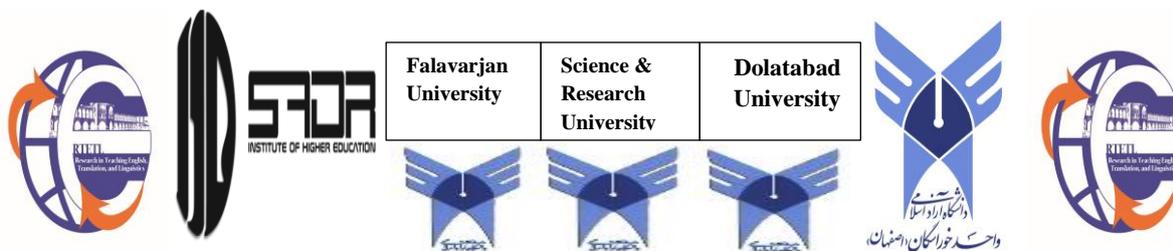
Impact of Premodified Input on Iranian EFL learners' Sentence Processing

Mahzad Karimi[1] and Ahmad Ameri-Golestan[2]

1: Department of English, Islamic Azad University, Isfahan Science and Research Branch, Isfahan, Iran
mahzad_ka2000@yahoo.com
2: English Department, Islamic Azad University, Majlesi Branch, Isfahan, Iran
ahmadamerigolestan@yahoo.com

This study is intended to scrutinize the impact of premodified input on Iranian EFL learners' sentence processing. To answer the research questions, a group of 60 intermediate learners were selected and then placed in four different groups: Group A, the control group, received baseline (unmodified) input. Group B received sentences with simplified target word. Group C received elaborated input, which is a sentence including both unmodified word and its frequent synonyms in appositive. Finally, Group D was given unmodified sentence in written form without using the software, Psycho scope which was used in order to collect the data and reaction times. Furthermore, participants were asked to negotiate the meaning in pairs and answer the yes/no questions which followed. After the data were collected, analysis of variances was used in order to analyze the data. The results indicated that there was no significant difference between the performance of Groups B and C, whereas both significantly outperformed Groups A and D. The results clearly show that premodified input, in any form, substantially affects EFL learners' sentence processing.

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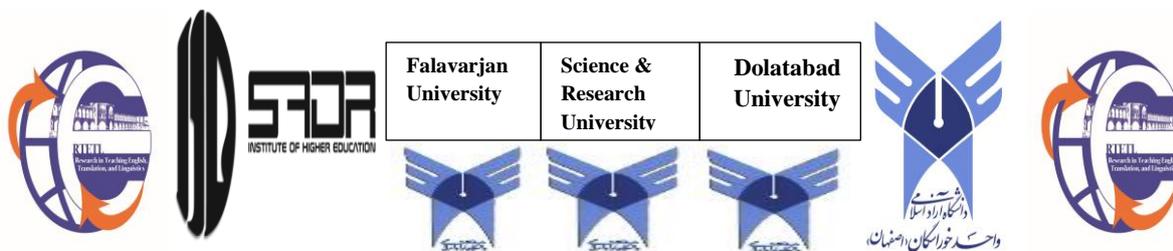
The Utility of Malone's Linguistic Mode in Translating English Texts

Marjan Chahian

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

marjan.chahian@yahoo.com

The principle that a translation should have an equivalence relation with the source language text has always been important. Equivalence is a key word in the linguistic-based translation theories and translation is undeniably a linguistic phenomenon. There are many possible linguistic models in translating English texts. Joseph Malone (1988) developed a linguistic model of translation which contains thirteen trajections including Matching (Equation and Substitution), Zigzagging (Divergence and Convergence), Recrescence (Amplification and Reduction), Repackaging (Diffusion and Condensation), and Reordering. For checking the applicability of this model on different texts in translating from English to Persian, two texts were chosen; Short Story (The war at sea) and Philosophy (Myth, truth, and literature: towards a true postmodernism). These texts were translated according to Malone's model and it was concluded that not all trajections cannot be used in translating from English to Persian but this study shows that this linguistic model can help translators benefit from understanding what they do as they are translating and they can plausibly find this model as a linguistic analysis and a useful part of their armory.

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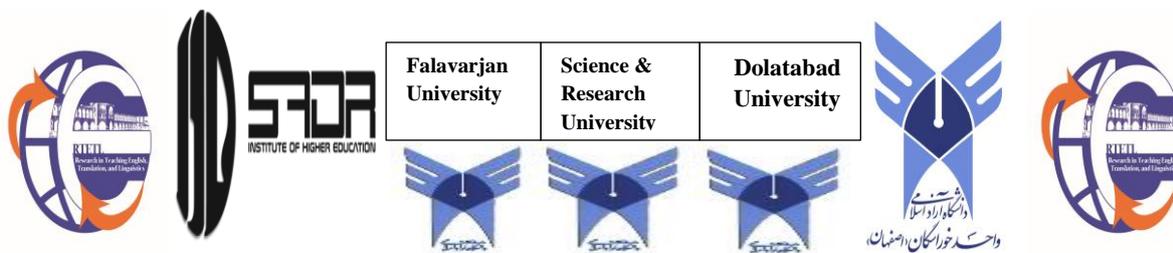
A Thematic Analysis of Truck Graffiti in Iranian Context

Maryam Farnia[1] and Iman Tohidian[2]

1: Department of Foreign Languages and Linguistics, Payam-e Nour University
mfarniair@gmail.com
2: Department of Foreign Languages, Iran University of Science and Technology
tohid_483@yahoo.com

Graffiti as the act of inscribing and drawing on walls to communicate a message to the public is typically placed on public or private properties and commonly found in transportation systems- on inner and outer sides of trains, trucks, buses, cabs, subways and in transit stations. It is also found on walls, streets, freeway and traffic signs; statues and monuments; and bridges. The existence of a large body of literature on different issues as politics, economy, culture, education, religion, and so on, still there is a gap on graffiti in an Iranian context. To come up with a framework of truck graffiti, how they are represented, and the most frequent ones different sources were used to collect data, including three-months freeway direct observation and an interview with both cab and bus drivers to find how different opinions are voiced. Religious beliefs, women's incarnation, geographical reference, ancestral reference, sate of love, frustration, social ethics, and latinizing phrases were the main obtained themes from data analysis. The findings of research contribute to the literature and shed light on the fields of stylistics, discourse analysis and sociolinguistics by giving an analysis of language use in society.
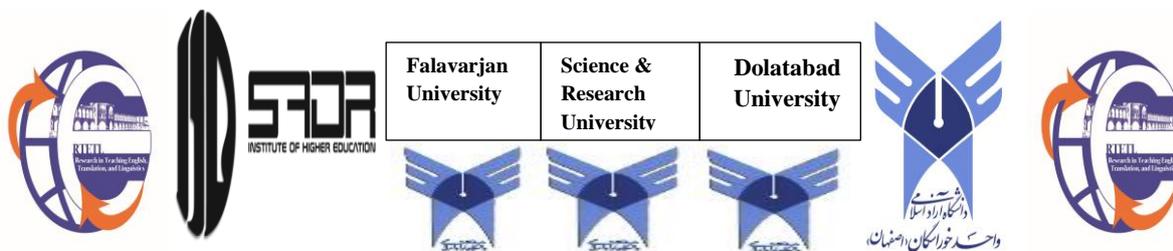
An Investigation Into Code-Switching in Persian Poems and Textbooks

Masoud Varnasseri [1] and Mohsen Jannejad [2]

1: Shahid Chamran University of Ahvaz, Ahvaz, Iran

mardavij1387@gmail.com

2: Shahid Chamran University of Ahvaz, Ahvaz, Iran

Code-switching is typically described as, "going from one language to the other in mid-speech" (Cook, 1996, p.83). Code-switching usually occurs in bilingual societies. The sociolinguistic aspects of code-switching involve various factors including society, prestige, and ducational system, and determine the reasons of code-switching because of socio cultural environments. An analysis of code-switching in Persian poems was conducted in a monolingual context. However, the data were gathered from Ferdowsi, Hafez, and Saadi. The data were further explored to trace the sociolinguistic implications of code-switching in discourse practices at sentence and below sentence level. This phenomenon of Sociolinguistics examines the frequency of occurrence of code-switching in Persian learners' textbooks and investigates linguistics and social constraints involved including knowledge of society and diverse identities.

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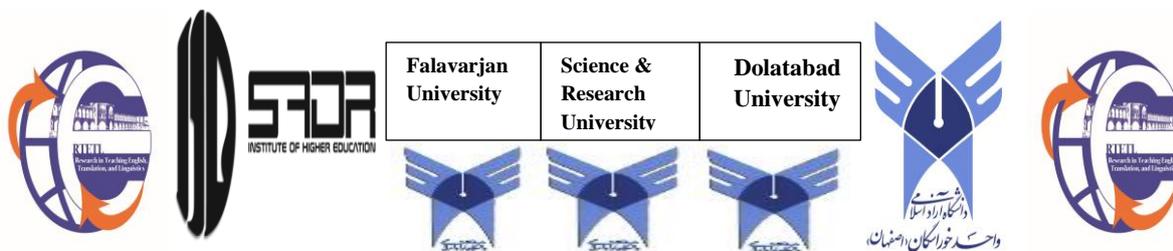
The Relationship between Technical Translation Quality and Linguistic and Visual Intelligences

Mina Raisi

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

m.110raesi@yahoo.com

This study was an attempt to investigate whether there is any significant relationship between technical translation quality of senior English translation students and their levels of linguistic and visual-spatial intelligences. To this end, two research questions along with the corresponding hypotheses were postulated. To scrutinize the research questions and hypotheses, 100 senior English translation students were selected from Islamic Azad University of Khorasgan and Sheikh Bahaei University of Isfahan. A technical translation production test, taken from a user manual and multiple intelligences tests, was selected and conducted. The results revealed that the senior English translation students with high linguistic and visual-spatial intelligences were more proficient in translating technical texts. In addition, the findings manifested that there was a significant relationship between the students' linguistic, visual-spatial intelligences level, and the quality of technical translation.

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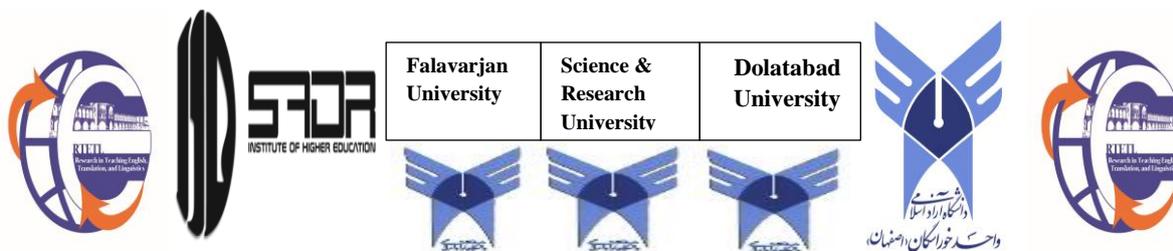
The Application of Baker's Equivalence Model on Technical Texts (Parasitology) and Their Persian Translation

Mina Rohanizadeh[1], Najmeh Hasani Ranjbar[2], Atefeh Moayed[3]

[1]MA Translation Student; Islamic Azad University, Science and Research Branch, Kerman, minarohani84@gmail.com

[2] MA Translation Student; Islamic Azad University, Science and Research Branch, Kerman, najmehhasaniranjbar@yahoo.com

[3] MA Translation Student; Islamic Azad University, Science and Research Branch, Kerman, Atefehmoayed@yahoo.com

What is important in the translation of a text is not only the equivalence between words, but the translation of the main ideas. In translating technical-scientific texts, the accuracy of the translated text, in terms of how it transmits the goal of the writer of the ST the TT. Thus, the translated text will be able of contributing instrumentally to the technical-scientific area as a whole. This study aimed analysis of the finding equivalence at word level in the English technical (parasitology) text and its Persian translation. To find out if the selected equivalences are successfully convey the message to the TT. Having introduced the model, and different stages of the assessment process, equivalences randomly selected, analyzed and compared. The terms were identified, classified and the frequency of their occurrences was computed to see whether a statistically significant difference can be found. The data were analyzed by χ^2 using SPSS software. The results indicated significant difference among the selected text according to the model of translation. So the expert translator is used two strategies of the model (translation by loan word, translation by paraphrase using a related word) more than the others. Most parts of the texts were word for word translation and in some ways loose the grammatical content of TT structure. The findings of the study can be applied to scientific and technical text translation.

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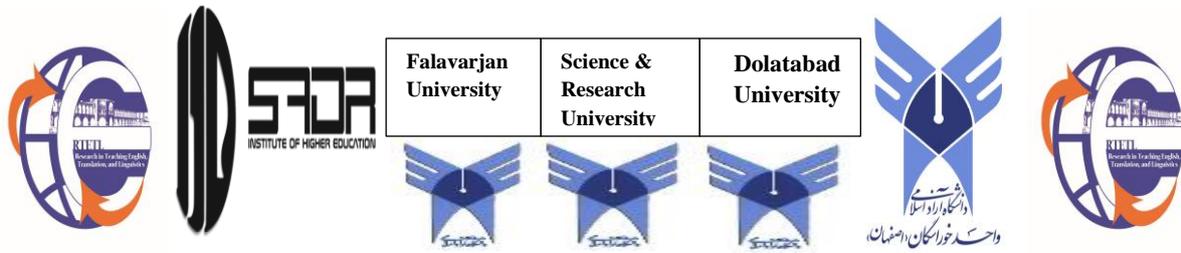
Exploring Teachers' Perception of the Efficacy of ELT in Iranian State Schools and Private Language Institutes

Mohammad Aliakbari[1] and Mojtaba Gheitasi[2]

1: Department of Foreign Languages, Ilam University, Ilam, Iran
maliakbari@hotmail.com
2: Department of Foreign Languages, Ilam University, Ilam, Iran
mghietasi@gmail.com

This paper intended to compare teaching English in private language institutes and public schools in Iranian Educational system from the viewpoint of the English teachers who practice in both systems. It also aimed at examining teachers' preference in teaching in the either place. Fifteen English teachers in Ilam participated in the study and data were collected through a researcher-made questionnaire, including 60 items through which respondents were asked to express their (dis)agreement on 5 subscales. The results showed that better management, better fulfillment of the educational needs and better teaching environment were among the reasons why the teachers preferred to teach in private language institutes. The study, then, provides suggestions for improvement of ELT in the public system.

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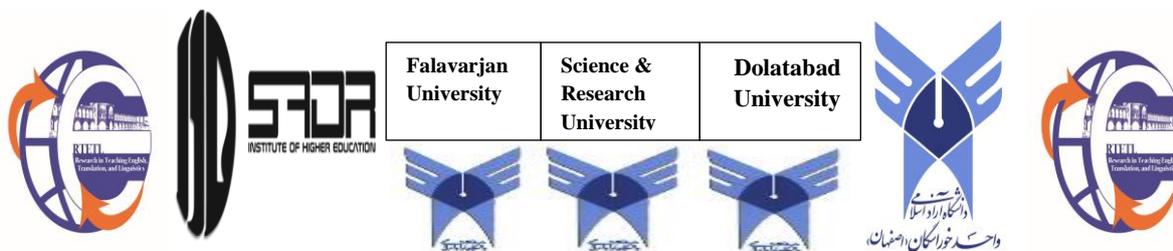
On the Effect of Genre-Based Teaching on EFL Learners' Speaking Performance

Mohammad Bagher Khatibi
Islamic Azad University, Science and Research Branch, Tehran, Iran
m.b.khatibi@gmail.com

The present study examines the effect of genre-based tasks on EFL learners' speaking performance and probes whether genre-based tasks may empower EFL learners to perform better on speaking tests. A further concern of the study is to explore whether the effect of genre-based tasks on speaking ability of EFL learners varies across different age groups, that is, teenagers (13-16 years old) and young adults (24-27 years old). To this end, some genre consciousness-raising tasks were adapted from the model proposed by Benedict (2006) to develop control of a genre used as the treatment procedures. Two different speaking tests of different genres (e.g., recount, report, review, etc.), used as pre and posttest, were administered to 120 senior university students majoring in English language translation. The results indicated that consciousness-raising tasks significantly affected EFL learners' speaking performance. However, the effect of genre consciousness-raising tasks did not vary across different age groups. Overall, the findings provide empirical support for the facilitative effect of genre consciousness-raising tasks on speaking performance of EFL learners. The findings may promise implications for EFL speaking syllabuses and provide guidelines to designers to accommodate the insights derived from the genre-based instruction perspective.

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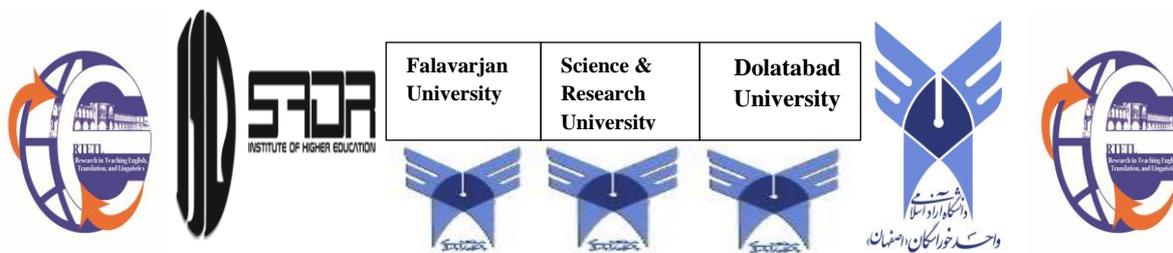
Critical Circulation of Narratives in News Translation

Mohammad Shahi

Department of Foreign Languages, Sheikhbahaee Unuversity, Isfahan, Iran

mohammadshahi@mail.com

Studying translations during the time of conflict has gained currency in the recent decade in translation studies. One of the cases in which conflict manifests itself is in the way different countries choose to name an event, or a geographical location, for example. This study sets out to understand how translation of rival names and labeling is carried out in state news agencies. To achieve this end, English to Farsi translations of 5 news Web sites, namely, IRNA, ISNA, YJC, Tabnak, and Fars News Agency were monitored for 2 weeks. The collected data was analyzed from narrative theory approach using Baker's model. The data analysis shows that in 32 cases the names or labels given by English news agencies are substituted by the names endorsed by the institutions in which translators work. This study demonstrates that name substitution takes place when Iran's national and international interests are at stake. These cases include Palestine, Syrian crisis, Islam, and the Persian Gulf.

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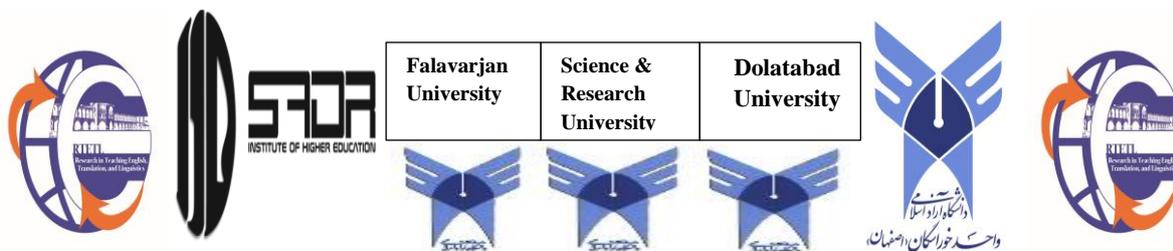
The Relationship Between Extrovert/ Introvert Iranian Intermediate EFL Learners and Their Success on Narrative and Descriptive Writing

Nader Rostami

Department of Foreign Languages, Islamic Azad University, Talesh Branch, Iran

nader2426@yahoo.com

The present study deals with the relationship between extrovert/introvert learners and their success on narrative and descriptive writing. For the purpose of the study, a sample of 160 students (both male and female) majoring in English Language and Literature at Rasht Islamic Azad University were given a Preliminary English Test (PET) of Language Proficiency (1999) to select an almost homogenous group. Based on the scores obtained from a PET, the researcher selected 100 students to answer the Eysenck Personality Inventory (EPI). Out of these subjects, 70 students, 35 extroverts, and 35 introverts selected to write both narrative and descriptive compositions. This consideration was based on the fact that ambiverts could not meet the criterion and therefore, sorted out. Having conducted the experiment, the researcher utilized Pearson Product Moment Correlation for the computation of the data. Testing the null hypothesis involved the computation of the relationship between introversion and extroversion and narrative and descriptive writing. The result of the analysis suggested a significant correlation between extroverts and both narrative/descriptive writing. But in terms of introversion, the answer for the research question seemed to be "no," because introverts showed a low and nonsignificant relationship to both narrative and descriptive writing.

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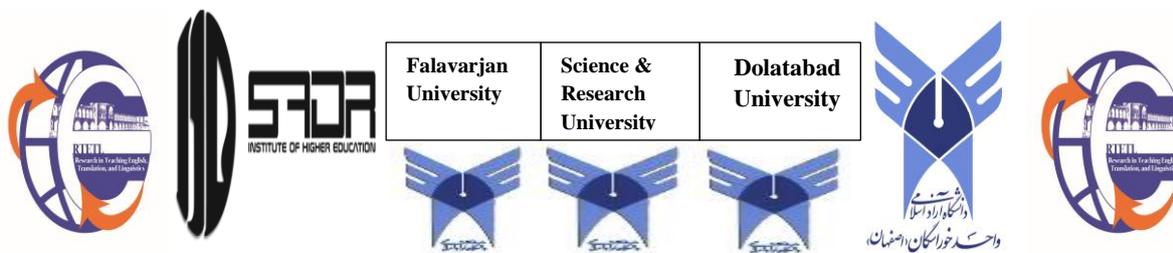
The Mobility of Meaning From the Viewpoint of Semiotic and Discursive Semio-Semantic and Its Function in Preelementary School Construction

Nafiseh Razavizadeh[1] and Leila Iravani[2]

1: Payam-e Nour University of Isfahan, Isfahan, Iran
nrazavizade@gmail.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
leila.iravani@gmail.com

One of the most important branches of linguistics is semiotics which has developed from structural semiotics to discursive semio-semantics under the influence of phenomenology. In the late ideas of semiotics, there is no more talk about a rigid meaning with a one-on-one connection between signifier and signified. The new discourse semio-semantics, influenced by Husserl's phenomenology, believes that the perceptive process that is based on the relations between different layers of language (form and content) substitutes the relations between the signifier and the signified to produce an unstable and noncliché meaning. When a person is situated in a semiosphere, according to his or her inner feelings and perceptions, he or she is involved in a network of meanings which are influenced by outer signs, and consequently the mobility of meaning occurs. These new ideas could be used in pedagogical systems that are searching for the development of individual creativity in students. Thus, we have investigated how the preschool children are affected by these sings in the meaning production process. In fact, cutting through the different layers of sings which have been altered to media, we can assess the mobility of meaning and even the efficiency of them in creating related discourse meaning and narrow the gaps.

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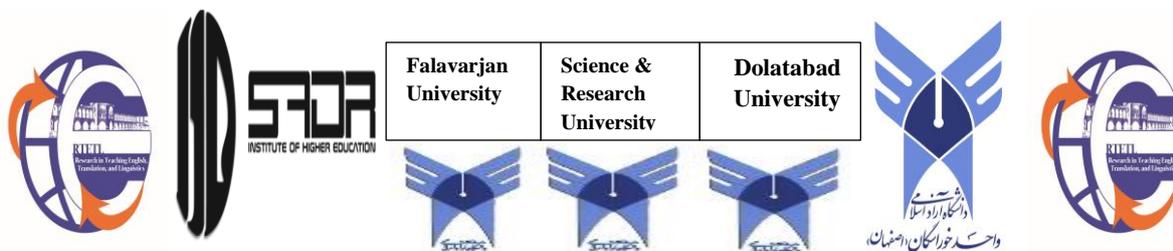
The Interaction Between Linguistic Competence and Metacognitive Awareness in Reading Comprehension Test Performance of Iranian EFL Learners
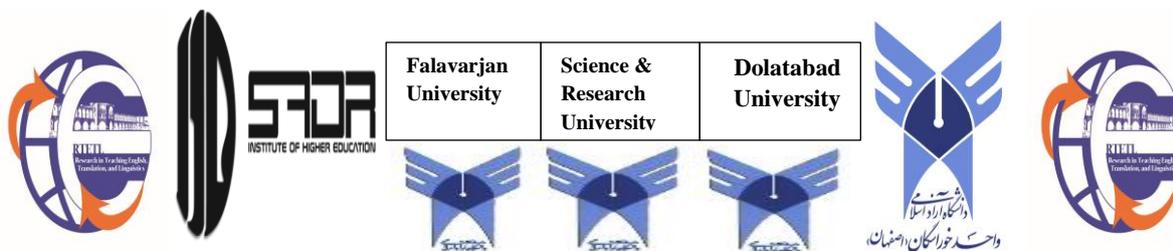
Narjes Ghafournia[a*] and Akbar Afghari[a]

a*: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
Corresponding Author: narjesghafournia@yahoo.com
a:Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
afghary@yahoo.com

The study investigated the probable interaction between language ability and metacognitive awareness of Iranian EFL learners in reading comprehension test performance. The further concern of the study was to explore the extent that metacognitive awareness and test performance was related. The participants consisted of 487 university students majoring in different academic fields. They took a reading test and answered a questionnaire successively in one session. The findings showed that the students at the high level of reading proficiency had more metacognitive awareness and implemented metacognitive strategies most frequently in taking the test. The findings also revealed a statistically significant interaction between metacognitive awareness and test performance of the participants. The findings provide empirical evidences for the interaction between linguistic and strategic competences as the two major components of communicative language ability, discussed in different frameworks of communicative language ability, including Bachman's (1990) framework. The findings are of importance because they can help language teachers focus attention on different aspects of communicative competence, particularly linguistic and strategic competences in teaching and test-taking settings. In addition, the findings can help language teachers interpret test scores more carefully to make fair decisions about actual ability of test takers.

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The Differences Between Undergraduate and Postgraduate Students in Attitude and Use of Language Learning Strategies: A Study of EAP Students in Iran

Narjes Ghafournia[a*] and Akbar Afghari[a]

a*: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
Corresponding Author: narjesghafournia@yahoo.com
a: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
afghary@yahoo.com

The study aimed at analyzing the differences between undergraduate and postgraduate EAP students in using language learning strategies as well as their attitudes toward using the strategies when reading academic texts. For this purpose, 461 students participated in the study. They were given five reading comprehension passages to read and a questionnaire about the strategies they used along with their attitudes toward using the strategies. The findings manifested significant differences among the postgraduate and undergraduate students in using the strategies that were used more frequently by the postgraduate students. In addition, the majority of the participants reflected positive attitudes toward using the strategies and effective strategic-based instructional programs that facilitate reading comprehension process. The findings are of importance because they can help curriculum planners, syllabus designers, and language teachers to tailor the most effective strategic-based instructional programs to the needs of the students at undergraduate and postgraduate levels. The findings indicate that EAP teachers should be qualified enough to pay balanced attention to the linguistic as well as strategic aspects of language learning and focus on the particular needs of language learners at different university levels.

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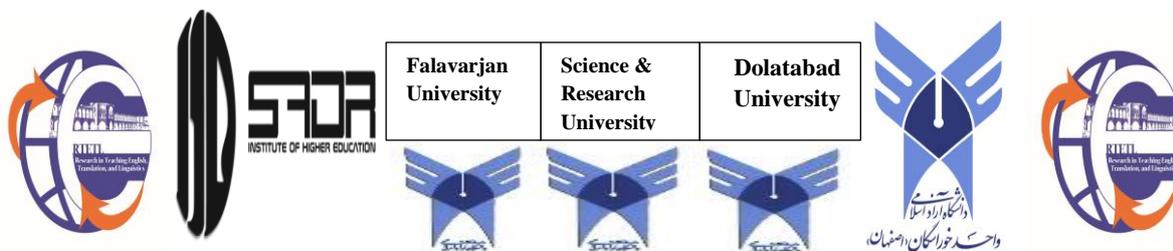
The Interaction Between Using Test-Taking Strategies, Level of Language Proficiency, and Test Performance

Narjes Ghafournia[a]* and Akbar Afghari[a]

a*: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
Corresponding Author: narjesghafournia@yahoo.com
a: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
afghary@yahoo.com

The study was an attempt to scrutinize the probable interaction between linguistic and strategic variables in reading comprehension test performance of Iranian EFL learners. To this end, the interaction between the participants' reading comprehension test performance, use of test-taking strategies, and level of language proficiency was analyzed by using factorial and regression analyses. The participants consist of 286 EFL learners who answered a reading comprehension test and a questionnaire. In addition, 25 students participated in a retrospective interview after answering the test and questionnaire. The findings manifested a significant interaction between the use of test-taking strategies and test performance of the examinees. The more proficient learners used the strategies more frequently than did the less proficient learners. The qualitative findings also confirmed the quantitative findings and revealed the underlying non-linguistic reasons for the differences in the frequency and type of the strategies used by learners. The findings showed that the observed scores do no manifest true ability of language learners and true score should be calculated with regard to the non-linguistic variables affecting test performance. The findings provide empirical support for Bachman's classical true score measurement theory.

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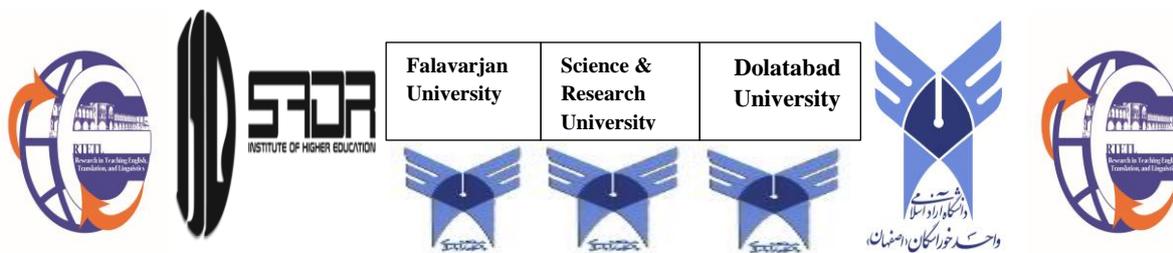
The Effects of Text-Structure Awareness on Reading Comprehension of Iranian EFL Learners

Nasim Nasr Esfahani[1] and Azizeh Chalak[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
nasimnasr_60@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
azizeh_chalak@yahoo.com

This study aimed at determining the relative efficacy of text-structure strategy instruction, compared to that of traditional instruction, on the reading comprehension of Iranian EFL learners. Forty Iranian advanced participants (i.e., 3 male students and 17 female students) participated in this study. They were divided into 2 groups: control group ($n = 20$) and experimental group ($n = 20$). To choose advanced language students with no statistically significant differences in reading skill and no text-structure knowledge, both groups were pretested with an Oxford Placement Test (OPT), a text-structure knowledge test, and the reading section of TOEFL, respectively. Then, during four weeks, students in both groups were taught reading comprehension through four passages. Students in control group were taught traditionally, and students in experimental group were taught through text-structure awareness instruction. At the end of the fourth week, students were posttested to determine the effects of the intervention program. The results revealed that reading comprehension of both groups improved statistically significant; however, text-structure awareness instruction group outperformed the traditional instruction group significantly.

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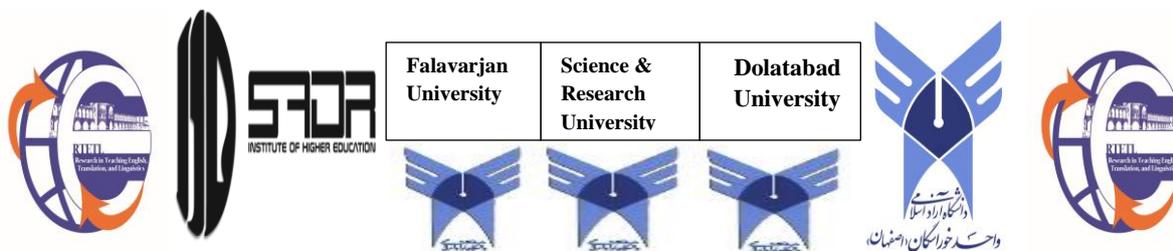
Comparing Individual and Pair Works on Producing Output in Foreign Language Acquisition

Neda Ghazalbash

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

neda_gh84@yahoo.com

The present study was set up to compare the effectiveness of individual and pair works on producing output in foreign language learning. The subjects were EFL learners, all studying in intermediate level of proficiency at the same English Language Teaching Center in Isfahan .The participants were divided into 2 groups of pair and individual works. This study was conducted in 3 stages. In the first stage, the participants produced output according to picture prompt including 2 frames. In the second stage, native-speaker model was distributed and the students were asked to read native-speaker model story. During the third stage, the participants were asked to produce their second output. According to the results obtained, it can be implied that there was no statistically-significant difference between the performances of these 2 groups in their second production.

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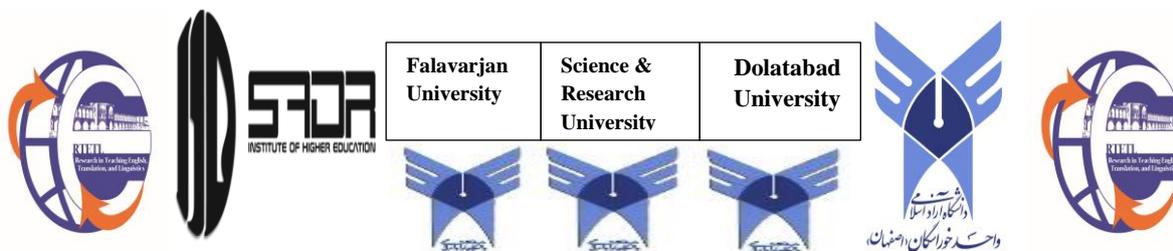
ESP Evaluation at Accounting Course in Islamic Azad University

Razieh Ghiasi[1] and Maryam Sabooni[2]

1: Department of Foreign Languages, Islamic Azad University, Semnan Branch, Semnan, Iran
rz_ghiasi@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Semnan Branch, Semnan, Iran
marysabooni@yahoo.com

This is a report which was conducted to evaluate ESP courses at accounting field of study in Islamic Azad University. A total of 50 respondents including 47 students and 3 teachers participated in this study. The instruments to collect data were a questionnaire, interviews, and observation. The questionnaire administrated to analyze the students' English language needs. Interviews were conducted to find out more about both instructors and learners' need. The observation was done while the classes took place and the learners participated on time. The result of the study showed that it seems there are mismatched between students' needs and the ESP courses they attend. The implications are given for improving the situation.

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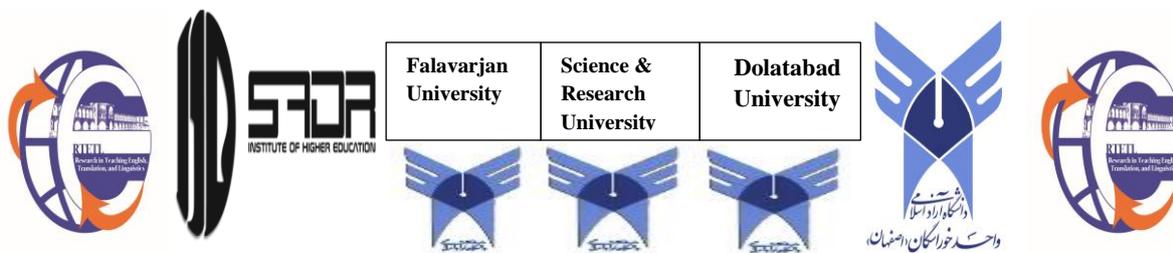
Different Interjections in Four Languages, Their Meanings, and More Understandable Communication

Reihane Raeisivand

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

r.raeisi7@gmail.com

Language is a perfect tool of communication and the form of human communication is conversation. It is known that human beings spend a large part of their life engaging in conversation. However, in conversation, sometimes people use utterances that grammatically have no connection with the previous or those followed sentences. They use it to express their feeling or performing a certain sense which is called interjection. Some of the interjections are natural noises whereas some others are human articulated sounds. Some interjections are found in a certain language rather than the others. Some others can be used in more than one language. This kind of communicative element is really necessary for those who want to master a language. Mastering would not be complete if we don't understand them perfectly. This paper aims to show different interjections in five languages: Persian, English, Vietnamese, French and Spanish and make a comparison of interjections in five languages also this paper aims at knowing different interjections the communication is more understandable. The data chosen are taken from literary texts, internet, cartoons, children magazines and using movie which is supported by the written script. There are two significances of doing this research. First, the result of this research is that use of more various interjections. Second, this research is able t add the understanding of the person in using more various interjections in their daily communication.

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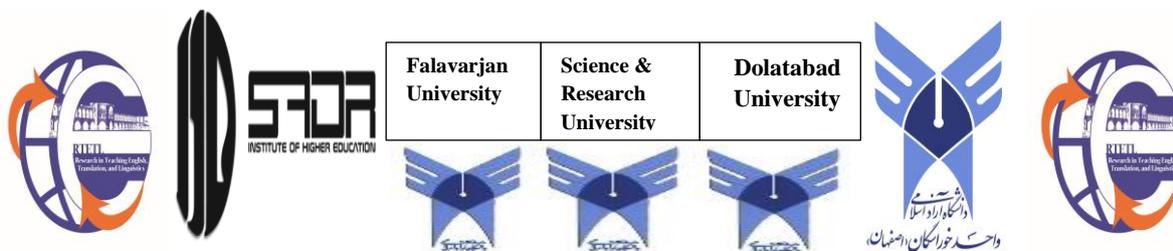
A Contrastive Pragmalinguistic Analysis of Theme Zone and Its Necessity in Two Different Persian Translated Versions of The Secret

Reza Biria[1] and Nasim Zandi[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
r_biria@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
parsitranslation@yahoo.com

This study aimed to investigate the linguistic realization of the theme zone in an English text and its maintenance through translation process into the Persian text, using a pragmalinguistic perspective. A book by Rhonda Byrnes, entitled The Secret, and two translated versions by 2 translators, Nafiseh Mo'takef and Parvaneh Esteki was selected. Thirty paragraphs of the source text (ST) were isolated randomly and were broken into their constituent sentences. Theme zones in sentences of ST were identified and compared to theme zones of corresponding sentences of 2 target texts. A pragmalinguistic perspective was considered while comparing the (non) maintained theme zones in translations. Two translated versions were also compared to each other. Five raters were asked to rate the translated versions based on a holistic approach of translation quality assessment (TQA). The results suggested that translation by Esteki included more maintained theme zones. The frequency of non-maintained theme zones due to pragmalinguistic considerations was almost equal. TQA results also suggested that there is a significant difference between quality of 2 translated versions; translation by Esteki was a better translation. It concluded that theme zone maintenance is a necessity to enhance translation quality. Pragmalinguistic consideration is also an effective tool to evaluate the quality of translation.

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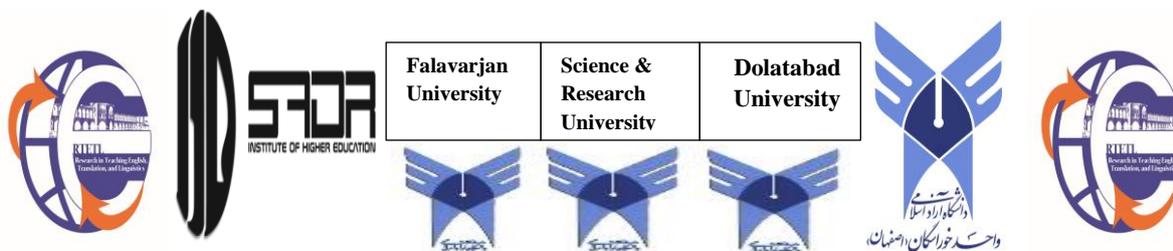
I Can Hear You With My Eyes: Nonverbal Communications and English Classrooms

Sahar Najarzadegan[1] and Atefesadat Mirsaeedi[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
snajarzadegan@gmail.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
atefehe2000@yahoo.com

Nonverbal behavior plays a highly important role in different aspects of human life (Anderson, 2004; Johnson, 2008). Whereas practical tangible teaching techniques driven from nonverbal behaviors can help English language teachers incorporate this essential element into their classrooms, little attention has been given to this area. This article tries to shed light on the often neglected, unexplored area of research concerning nonverbal communication. It begins by the indispensible role of NVC in the communicative process, and then considers the interplay of body language especially gestures, facial expressions, and eye contact among interlocutors. Explaining different forms and functions of these NVBs, the authors try to incorporate them into language classes and give some practical techniques to be considered in the classrooms, in order for the learners to be as Pennycook (1985) puts it "not only bilingual but also bi-kinesic" (cited in Gregersen,2007, p. 62).
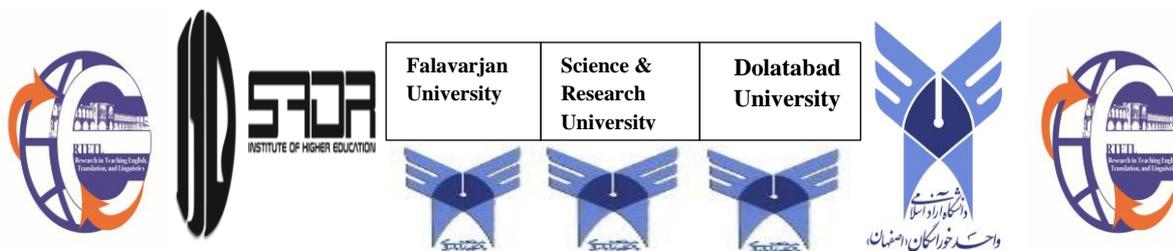
The Role of Verbal and Visual Input in Teaching L2 Words to Iranian Senior High school Students

Sanaz Ebrahimi

Sobh-e Sadegh Institute of Higher Education, Isfahan, Iran

acacia_92@yahoo.com

The vital role of vocabulary learning in second language (L2) has made it inevitable for researchers to search for effective teaching vocabulary techniques. The present study was an attempt to investigate the role of verbal and visual input in teaching L2 words to Iranian senior high school students. For this purpose, 50 female students from Alavi high school in Shiraz were randomly selected. They were selected from three classes and divided into two groups of 25 each. A vocabulary test was designed for participants as a pretest to see if the participants were homogenous enough to start the study. Then the lexical items were taught to group one by verbal techniques (definition, synonym, antonym, giving examples) and by verbal-visual techniques (definition, synonym, antonym, giving examples, pictures, blackboard drawings, flashcards, slides, wall charts, mime, gesture, action) to group two. A posttest was administered at the end to measure the difference between achievements of two groups with respect to the type of vocabulary teaching techniques employed for each group. The results revealed that using verbal-visual techniques was more effective than using verbal technique alone. For better acquisition and retention of vocabulary, teachers should benefit from the visual-verbal technique.

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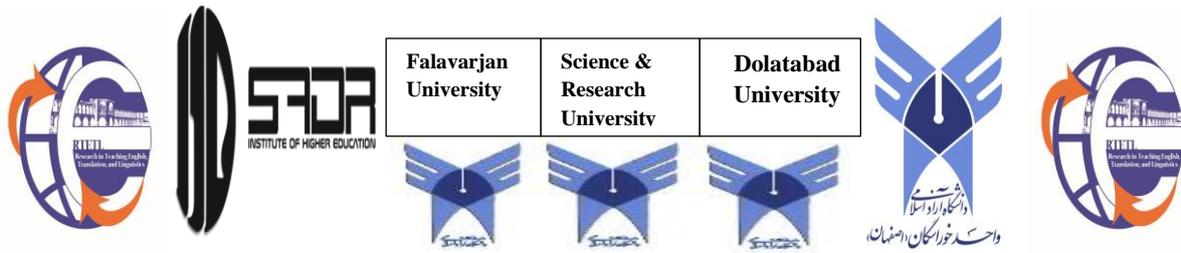
Impact of Recast and Uptake on Iranian EFL Learners' Paragraph Writing

Shabnam Shiri[1] and Ahmad Ameri-Golestan[2]

1: Department of English, Isfahan Science and Research Branch, Islamic Azad University, Isfahan, Iran
shabnam_aa2000@yahoo.com
2: English Department, Islamic Azad University, Majlesi Branch, Isfahan, Iran
ahmadamerigolestan@yahoo.com

This study is aimed to examine the impact of recast and uptake on Iranian EFL learners' paragraph writing. To do so, 90 EFL learners were randomly placed in three groups, namely Recast, Uptake, and Control, each consisting 30 learners. First, the participants were asked to complete the pretest, a paragraph writing task. The participants were given instructions by highlighting certain aspects of input using the Review section of MS Office. During the 10-session course, the participants were assigned to write paragraphs on various topics. Assignments for the Recast group were corrected by providing recast. Similarly, the Uptake group was provided with a hint which signaled erroneous parts in assignments, but the corrected forms were not provided and they were asked to provide uptake for those parts. In fact, a more implicit type of feedback was given to this group. After the treatment, the posttest was given to all participants in order to find the gains. Results showed that whereas both the Uptake and Recast groups performed better than the control group, and there was no significant difference between the former. However, a more meticulous examination of effect sizes showed the Uptake group performed better at certain aspects of paragraph writing, such as cohesion and coherence
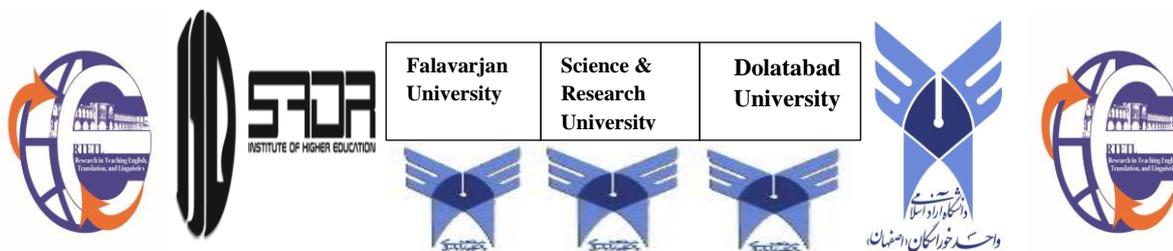
The Effects of Code-Switching on Language Learning

Shahla Simin[1], Fereshteh Teimouri[2], Hosna Kasmaee[3], and Sima Rezaei[4]

1: English Department, University of Isfahan, Isfahan, Iran
shahlasimin@yahoo.com
2: English Department, University of Isfahan, Isfahan, Iran
teimouri.fereshteh@yahoo.com
3: English Department, University of Isfahan, Isfahan, Iran
hosnakasmaee@gmail.com
4: English Department, University of Isfahan, Isfahan, Iran
simarezaei91@gmail.com

Code-switching is defined as the practice of selecting or altering linguistic elements so as to contextualize talk in interaction (Nilep, 2006). The main purpose of this study is to investigate and closely examine the role and the effects of code-switching on material learning in a classroom context and also students' attitudes towards this linguistic phenomenon. For this purpose, the students' notes, which were taken from the teachers' speech, were studied and then their written notes were analyzed qualitatively with a focus on code-switching. Then, the questionnaire was distributed among participants to investigate their attitudes. According to the quantitative and qualitative data analysis obtained from the questionnaire—distributed among 60 participants—and the interview, code-switching during delivering materials was completely helpful to the students' learning and also it helped them to remember better for their exams.

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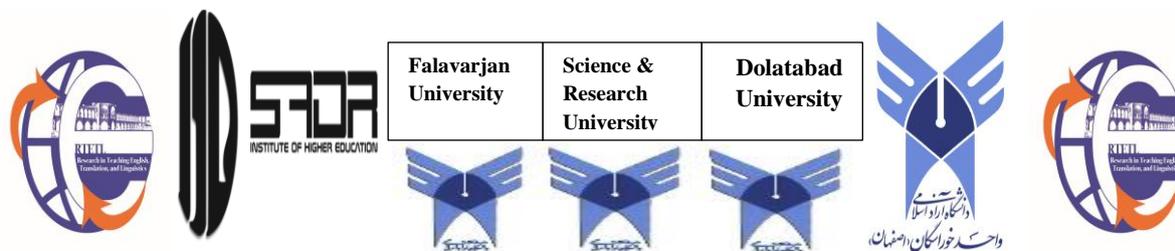
Cross-Cultural Differences in Pictorial Metaphors in Advertisements: Iran and the West

Shakiba Fadaee[1] and Mahmood Hashemian[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
shakiba.fadaee1367@gmail.com
2: Department of English Language, Faculty of Letters and Humanities, Shahrekord University, Iran
m72h@hotmail.com

Recent economic, political, and cultural developments have added to the importance of advertisements and the significant role they play in public and private sectors of the society. The discourse of advertisements has triggered a bulk of research and become the target of scrutiny from different perspectives. A fundamental issue in cross-cultural advertising is whether the knowledge which transfers from pictorial metaphor, that is, metaphors which are abundant in pictures, is similar in different cultures. Accordingly, the present study aimed to investigate cross-cultural differences between the Iranian TV commercials and Western countries. To achieve this aim, a number of *Food* advertisements were recorded from Iranian and Western TV commercials. Moreover, Barth's (1986) model-signified and signifier-was taken to analyze the data. The pictorial metaphors in the advertisements from Iranian TV commercials were compared to those of Western in line with Barth's model and the specific factor of differences, that is, culture. The results indicated relatively cross-cultural differences between the Iranian and Western TV commercials in terms of using pictorial metaphors in communicating knowledge. This study furthers our understanding of how cultures influence the way consumers decode messages. The differences observed are attributed to the cultural differences of Iran and Western countries.

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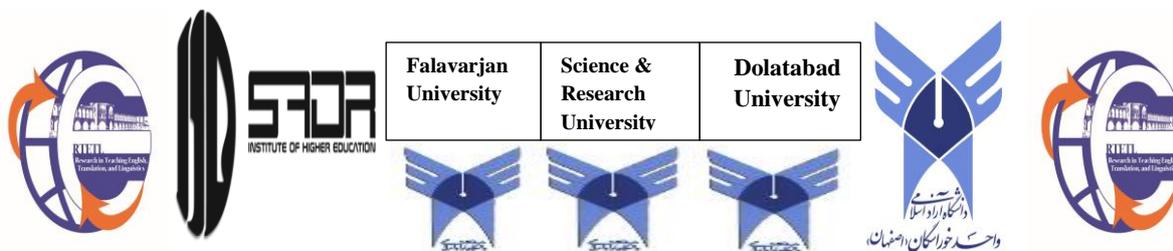
The Role of Storytelling Aloud on the Accuracy of Preintermediate Iranian EFL Students' Spoken Language in the Classroom

Shiva Hajian[1] and Azizeh Chalak[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
shiva11068@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
azizeh_chalak@yahoo.com

This study investigated the use of purposive storytelling aloud as a creative teaching technique to address preintermediate Iranian EFL learners' difficulty in producing grammatically correct utterances. Three groups of 15 language learners were randomly assigned to 2 experimental and one control groups. Whereas the control group just received common traditional methods of grammar teaching, 1 of the 2 experimental groups were exposed to teacher's storytelling and the second one received both teacher's and students' storytelling aloud. The data were gathered from 2 structured interviews (i.e., one as a pretest and the other as a posttest), and 2 raters rated each participant's recorded interviews. Whereas no difference was observed in the performance of the participants on the pretest, one-way ANOVA, paired samples *t*-test, and multiple comparisons on the posttest scores showed overwhelming support for the inclusion of storytelling into the accuracy of speaking. Also, the results revealed that the second experimental group outperformed the first experimental group which confirmed the efficacy of storytelling aloud on improving the accuracy of preintermediate Iranian language learners' oral production.
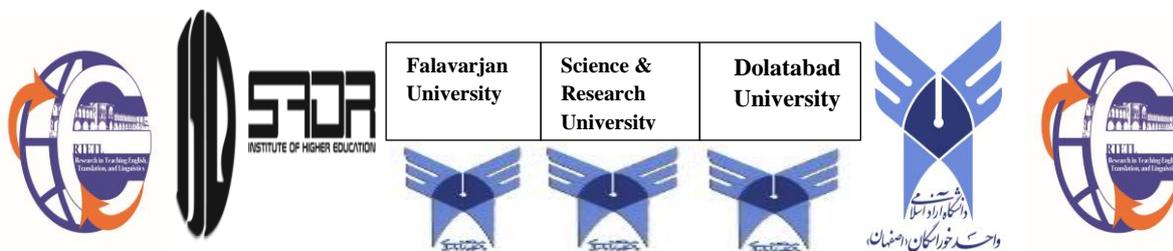
The Use of Localization, Adaptation of Cultural Detail and Loss of Irony in the Process of Children's Film Translation From English to Persian

Shiva Jabalameli

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

jb_shiva@yahoo.com

In this study, we are going to investigate the process of translating films for children of age 5-10, as by existing of different cultures translating for children has become so complex that special field has been devoted to this major area. Based on the assumption that children's films build bridges between different cultures, it's important to study whether different special features like irony has been transferred to the target language which is Persian here or not. Two films are going to be investigated for the main purposes of this study, at the end we will come to the conclusion that whether different cultures affect translation even for children or not.
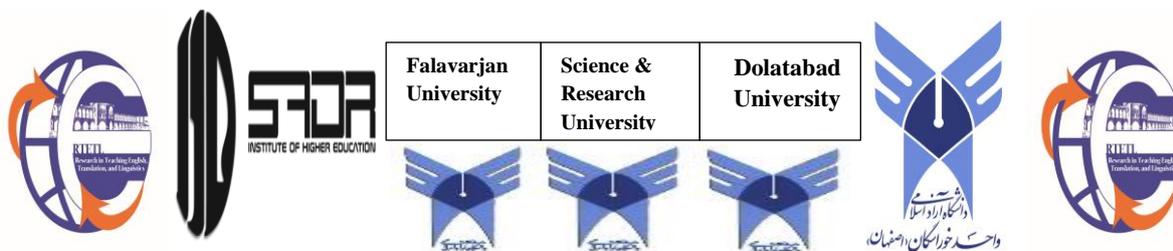
The Role of Domestication and Foreignization Strategies in Translating Culture-Specific Items: The Evaluation of the Translated Work *"Pride and Prejudice"*

Somaye Azarshab

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

somaye.azarshab@yahoo.com

Different cultures influence the way the members of a society view and perceive the world. This principle is important in the translation phenomenon. Relying on the distinction between two main cultural strategies of domestication and foreignization postulated by Lawrence Venuti in 1988, the present study aims to examine translating culture-specific items from English into Persian and the way they are rendered. For this purpose, this study aimed to achieve two objectives. First, it tried to investigate different strategies used by the Persian translator in translating culture-specific items in English novel "Pride and Prejudice," and second, it sought to explore the dominant cultural translation strategy in the dichotomy of domestication and foreignization. In this study, the original novel and its Persian translation were compared with each other. To begin with, the culture-specific items in the original novel were detected and their Persian rendering by the translator were identified. Then, these items were categorized using Newmark's (1988) classification. Finally, the strategies employed by the Persian translator of the same text while dealing with culture-specific items were identified. In the present research the strategy of domestication is divided into 7 procedures: adaptation, approximation, synonymy, addition, deletion, reduction and cultural equivalent and the strategy of foreignization is divided into three procedures: borrowing, calque, and literal translation. According to the obtained results both domesticating and foreignizing strategies have been used. The findings of the study revealed that the following strategies were adopted by the Persian translator to render culture-specific items in the novel: borrowing, synonymy, approximation, deletion, calque, and cultural equivalent. The translator had given priority to foreignization strategies and he also indicated that borrowing is the most frequently used strategy.

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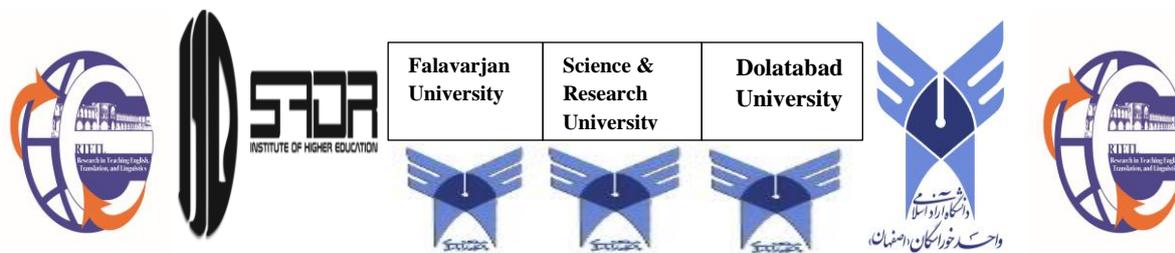
The Similarities Between First and Second Language

Somayeh Samadi

Department of Foreign Languages, Sheikhbahaee University, Isfahan, Iran

samadi0123@yahoo.com

Language is a system of signs and habits in a particular culture. The learner language shows the influence of the learner's native language, which means that the two learning processes are not identical and students' native languages can be used as scaffolding resources in the classroom. Learners use first languages as a means of identity construction while learning second language. Learners are responsible for their own learning; they manage and control their learning and use different strategies to make their learning more efficient. Similarities in first and second language alphabet, sound, appearance and meaning, make language learning easier. It is far easier for one to learn a new language with a similar phonology, which makes up language, to his first language. As a matter of fact learning a second language becomes definitely easier, especially if the languages belong to the same family. It is reasonable to suppose that acquisition of a second language would be highly sensitive to the nature of the first language and its relation and similarity to second language. According to Odlin (1989), there can be little doubt that learners will find one language easier to learn if shows many lexical similarities with their native language. Transfer as well as linguistic, cultural, social and personal factors is a reality and an important determinant in second language acquisition.

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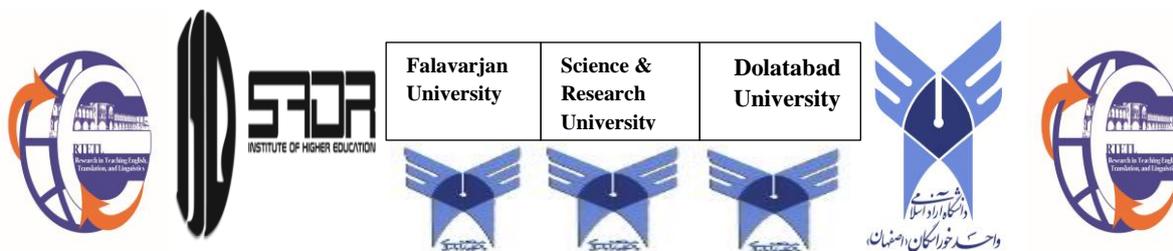
Interaction Between Negation and Prosody in Persian Language

Elham Mohammadi[1] and Ahmad Reza Lotfi[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
ehm.mhe88@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
lotfi.ahmadreza@gmail.com

This paper introduces 3 other kinds of adaptations and classifies these changes into 5 levels: syntactic, semantic, cultural, pragmatic, and functional adaptation and investigates these levels in 6 corpuses including the novel "One Hundred Years of Solitude" and its 4 translations into Persian as well as a sample of an adaptation. The analysis of the corpus indicated that adaptation is acceptable in these levels and also showed that change in syntactic, semantic, cultural, pragmatic, and functional respectively occurred in the language structure, the meaning structure to improve or simplify the meaning to the readers, the cultural specifics, communication elements, and the intended function. It also shows that syntactic and pragmatic adaptations are more applied than the other three ones. Therefore, the study can develop new sights and norms to criticize and evaluate translations and adaptations in the literary polysystem.

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Thematization: A Contrastive Study of Persuasive Texts Written by Native and Nonnative Columnists

Tooba Mardani

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

mardani_mars@yahoo.com

Thematization is considered the mental act or process of selecting particular topics as themes in discourse or words as themes in sentences. This paper examines thematization strategies in English opinion articles written by American and Iranian journalists. To this end, 2 of the leading newspapers in the United States and Iran, The New York Times and Tehran Times, have been chosen. Based on the qualitative and quantitative analysis of textual features and marked and unmarked themes of 12 opinion articles (6 from each newspaper), this study aims to find out how these 2 groups of professional writers organize their themes, into marked and unmarked ones and what effects these organizations have on the audiences. The findings revealed that textual features were present in both sets of data. The occurrences of marked and unmarked themes were not significantly different. However, it was found that the American writers used marked themes more frequently than the Iranian writers.

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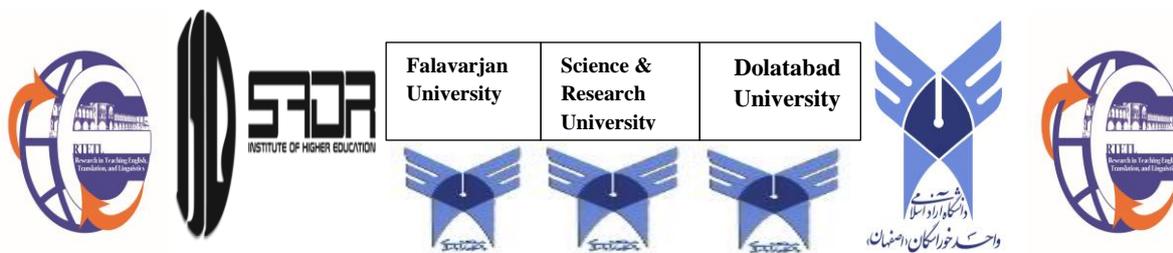
Analysis of Iranian Writing Performances in Virtual and Real Environments

Farnoosh Haddadi

Department of Foreign Languages, Sheikhbahaee University, Isfahan, Iran

haddadi_farnoosh@yahoo.com

Writing has always been considered an important literacy skill for foreign/second language learners. The Internet provides such unique applications for the writing skill as weblogs, wikis, and social networking Web sites. Up to now, researchers have put their focus on the learners' performances in the traditional paper and pencil environment or wikis and blogs; it is time to also consider learners' performances in the social networking Web sites. In this respect the purposes of the present study were: 1) to identify the most frequent Iranian learners' errors in the virtual environment of social networking Web sites 2) to compare Iranian performances in the traditional and virtual environments. With respect to the requirements of the research questions, this study had two phases of data collection. For the first phase, the researcher selected 30 Iranians, female and male, aged 18 to 21 from one of the social networking Web sites and collected a 3200 word corpus from among their comments and wall posts. All of the learners were students of Computer Engineering and IT. For the second phase of the study, another 3200 word corpus were collected from 30 Iranians, male and female, aged 18 to 21 who were studying Computer Engineering and IT at Sheikhbahaee University who were asked to write an essay on an assigned topic. The analysis of the results revealed that most Iranian participants' errors were verb forms, dictions, prepositions, articles, plural 's,' quantifiers, and relative pronouns in the virtual environment of social networking Web site. Based on the results of the *t* test, Mann-Whitney, and Chi-square tests interesting similarities and differences were observed within and between error groups in each corpus.

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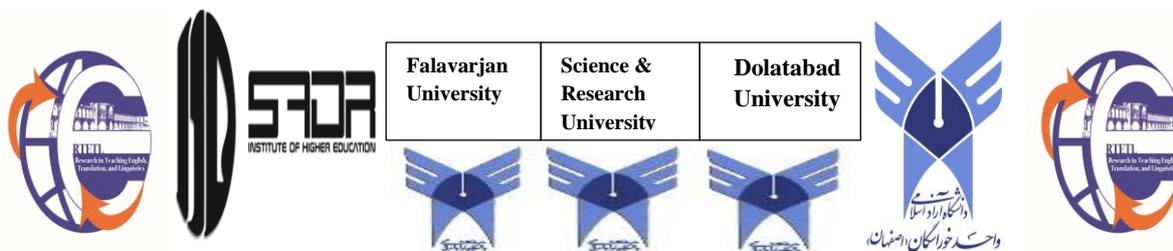
Reader Versus Writer Responsible Language: Analysis of Persian and English Research Articles

Forough Amin

Islamic Azad University, Susangerd Branch, Iran

foroogh_amin84@yahoo.com

In the new world of communication, the notion of writer versus reader responsible, in the realm of academic writing, has become more crucial. Academic writing is no more considered as an "objective, faceless, and impersonal" type of rhetoric; however, it is regarded to be a convincing venture which requires interaction between the writer and the reader (Hyland, 2009, p. 65). This study explored the effect of culture and disciplinary conventions on how Persian and English researchers organize their research articles, using 2 text organizing features of previews and reviews (Mauranen, 1993). Sixty-four research articles from Mathematics and Environmental Sciences (32 articles from each field), written by Persian and English researchers were carefully selected from representative journals and analyzed in light of the above features. All instances of previews and reviews along with their distance and scope were identified. The data were, then, subjected to statistical analysis for cross-linguistic and cross-disciplinary characteristics. The results showed that both culture and disciplinary discourse can influence the way researchers organize their research articles. The texts analyzed highlight the prevalence of the writer-responsible rhetoric. The most significant contribution of the present study is to assist teachers to acquaint their students of academic writing courses and novice researchers with appropriate text organizing features on how to write in accordance with the standards of the target discourse community.
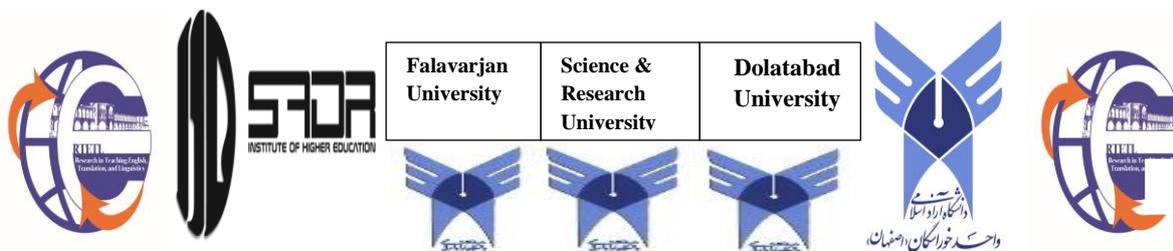
Impact of Learners' Character With Different Levels of Motivation on Their Proficiency at Speaking and Listening

Lida Dehghan

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

lida_dehghani66@yahoo.com

The current study focused on the impact of the character of advanced English learners with different levels of motivation upon their proficiency at speaking and listening. To this end, a questionnaire was distributed to a number of advanced learners; the questions included in the questionnaire were framed in such a way that (a) they reflected learners' kind of character as well as the level of their motivation and (b) their proficiency at speaking and listening. Consequently, the proficiency at speaking and listening with a special kind of character differed from that of students with other kinds of character.

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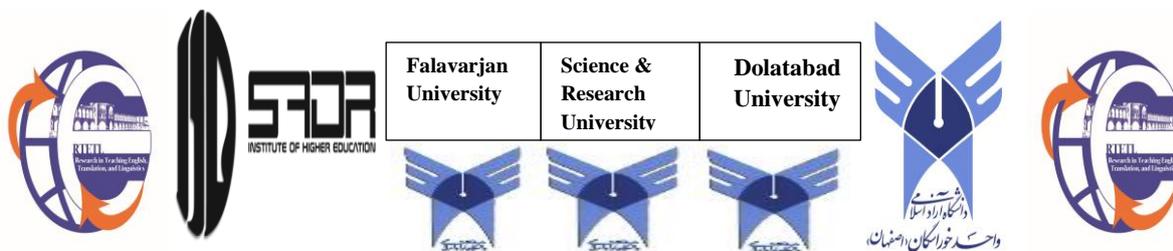
A Criticism of Two English Translations of Sa'di's Poem Based on a Linguistic Model

Maryam Roufigari[1] and Ameneh Mohaghegh[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
M.roufigari@yahoo.com

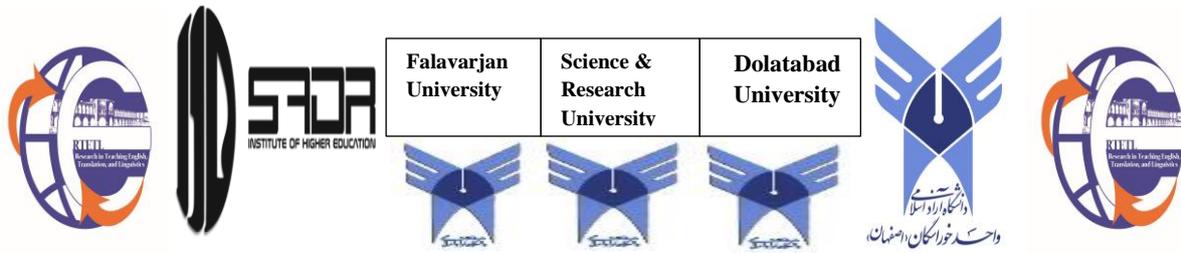2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
mohaghegh.am@gmail.com

In the present study, the researchers aim at comparing two English translations of one of Sa'di's poems in Bustan with each other and also with the original text. The translations under the focus are by Clarke (1985) and Wickens (1984) and the model used for analysis of them is a linguistic one in which the translated texts are scrutinized in terms of applying lexical, grammatical and stylistic elements. It was concluded that because the native language of these 2 translators is not Persian, there were cases of misunderstanding the lexical items semantically leading to mistranslation. Moreover there is no rhyming word in English translations while the rhyme and musicality of the original version is an eye-catching characteristic of it. However, what is the main difference between the 2 renderings is that because of addition of words in the process of explicitation, Clarke's translation is more target-oriented than that of ickens'.

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Iranian Youth Attitudes Towards Women's Attitudes Towards Gender: A Study of Texts Produced Online by Iranian Youth

Pouya Reygani[1] and Ahmad Reza Lotfi [2]
1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
pouyareigani@yahoo.com

2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
lotfi.ahmadreza@gmail.com

With respect to the fundamental role of culture on males and females' attitudes, this study aims at investigation of the gender differences in the text produced online by Iranian youth in terms of their attitudes towards women. The purpose of this study is, firstly, to explore whether men and women use language differently and secondly, how their attitudes towards women are reflected in their diction. In order to collect the most natural-like data, 32 males and 28 females participated as informants. About 1,500 utterances were studied, in total. The data were, then, divided into 2 major groups: (1) those with positive attitudes towards women and (2) those with negative attitudes towards women. The results indicated that the participants' different attitudes towards women were reflected in the choice of words: for expressing negative attitudes through diction, the men prefered to use grapheme device (8.6%), graphic device (8.3%), insult (6.9%), punctuation device (6.6%) and for positive attitudes poetical (11%) and idiomatical (8%), the women used question (7.3%), grapheme device (7.3%), benedictory (7.3%) for negative one and for positive attitudes question (8.9%), benedictory (7.6%) and scandal (7.3%).

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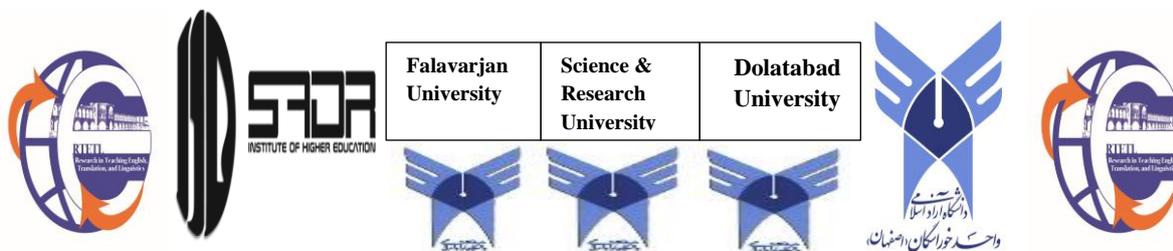
The Effect of Ideology on the Choice of Referential Concepts: A Comparison Between Journalistic and Freelance Translators

Reza Jelveh[1], abbas eslami rasekh[2], and akbar taghipour[3]

English Department, University of Isfahan, Isfahan, Iran
r_jelveh@yahoo.com
2: Department of English Language, Isfahan University, Iran
abbasseeslamirasekh@yahoo.com
3: Department of English Language, Isfahan University, Iran
translator1st@aol.com

Every discourse, written or oral is the conveyer of some hidden agenda of the producer, most importantly in such genres of speech as journalism, politics, propaganda, and advertisements. The effect of ideology on discourse calls for research. Given the role of translation in discourse, a difference is predicted to be observed between when the translator carries the ideological beliefs of the dominant ideology of the elite in contrast with instances which represent the personal preferences of the translator. This study tries to investigate the effects of ideology on the product of translation. The concepts which are loaded with ideological bias were chosen from news media for comparison. The aim was to examine the effects of exercising ideology on translations realized in two groups of performers namely the professionals working for the elite in contrast with the freelancers with only their own sort of ideological effect. The results of our comparisons showed that there exist differences which could be divided into two aspects: representing the dominant accepted ideology of the elite on the one hand, and the effect of preferred political and cultural preferences on the other. It was revealed that both groups translated under the influence of a specific type of influence. Employing strategies of manipulation would be considered as an identity marker showing translators` ideological belonging. The effect could in principle be either individual cultural preferences or the elite's dominant ideology imposed on both the translator and the translation.

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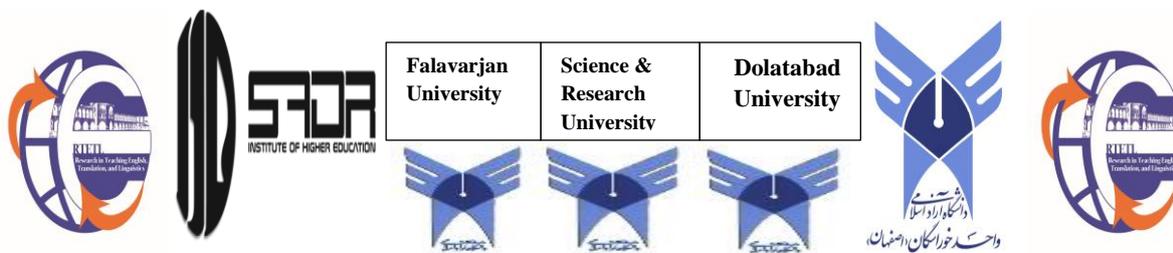
Poetry Translation: Critical Analysis of "cypress" Based on Vahid's Model

Zahra Bagheri[1] and Fariba Galehdari Fard[2]

1: Department of Foreign Languages, Islamic Azad University, Shahreza Branch, Isfahan, Iran
z.bagheri@hotmail.com
2: Department of Foreign Languages, Islamic Azad University, Shahreza Branch, Isfahan, Iran

Translating literary works is, perhaps, always more difficult than translating other types of text because literary works have specific values called the aesthetic and expressive values. The aesthetic function of the work shall emphasize the beauty of the words (diction), figurative language, metaphors, and so on, whereas the expressive functions shall put forwards the writer's thought (or process of thought), emotion, etc. and the translator should try, at his best, to transfer these specific values into the target language (TL). As one genre of literature, poetry has something special compared to the others. In a poem, the beauty is not only achieved with the choice of words and figurative language like in novels and short stories, but also with the creation of rhythm, rhyme, meter, and specific expressions and structures that may not conform to the ones of the daily language. In short, the translation of poetry needs something more than translating other genres of literature. So, the translator may face the linguistic, literary and aesthetic, and sociocultural problems in translating it. To solve the problem related to the translating poetry, a workable model is needed. This article is going to examine if the product-oriented model for translation analysis by Vahid (2008) will serve our purpose. To this end, in this paper, a Persian piece of poetry by the contemporary Iranian poet, *Fereydoon* Moshiri and its English translation by Vahid (2006) will be descriptively analyzed at both linguistic and extralinguistic levels. The aim is to assess the English translation at textual and extratextual levels.

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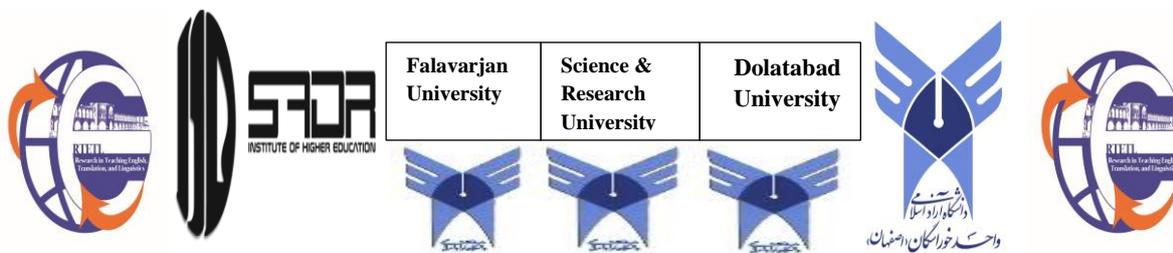
A Critical Review of English for Tourism Status in Iran's Universities

Zahra Mohammadi

Department of Foreign Languages, Islamic Azad University, Semnan Branch, Semnan, Iran

mohammadi5856@yahoo.com

English for Specific Purposes (ESP) is considered as a salient move in English language teaching and learning with utilitarian aims. The importance of this language has been shown in industries such as tourism which is mostly based on interaction and communication. This paper aimed at investigating the English for tourism purposes dimensions and problems of its learning in Iran universities. To carry out the study, some ESP classrooms in 2 universities were observed. In addition, interviews with ESP instructors were conducted to seek their evaluations of the ESP courses and what they feel the students' English language needs are. The results revealed that despite ESP courses in Iran's tourism faculties are tried to fulfill students' and workplaces' needs, but it requires improvements in some areas as course books, methodology and etc. Also, some implications were suggested for English language teaching syllabus design of tourism courses and for how best to help graduates meet their future workplace requirements.

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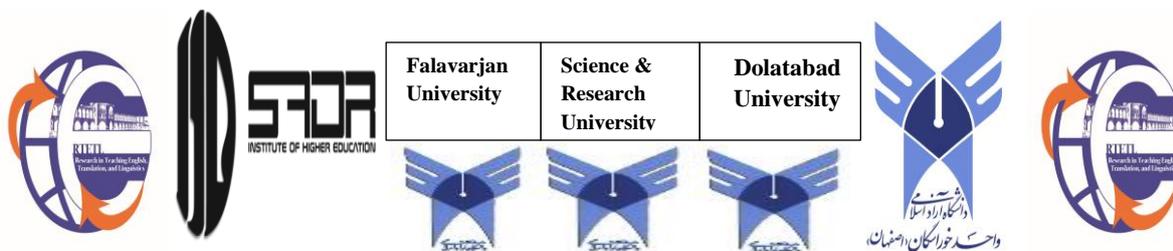
Child Language Acquisition: A Case Study of Persian Consonants

Zahra Vafaei[1] and Ahmad Reza Lotfi[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
zahra_vafaei86@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
lotfi.ahmadreza@gmail.com

This paper presents the results of a case study which investigates the acquisition of Persian consonants by a female child during 6 to 14 months of age. The production data provide an interesting glimpse into one of the ways in which infants acquire language. As physical maturation increases, the infant begins to produce more adult-like utterances. Results from spontaneous and elicited observations through recording her voice and keeping diary suggest that the child's acquisition of consonants takes place at three different levels: (1) Three consonants /b/, /m/, /n/ are produced earlier than month 10; (2) a high percentage of acquisition with seven other consonants /t/, /d/, /s/, / ʃ /, /j/, /tʃ /, /g/ takes place around the 11th month of age; and (3) at the end of the 14th month, she can produce seventeen Persian consonants.

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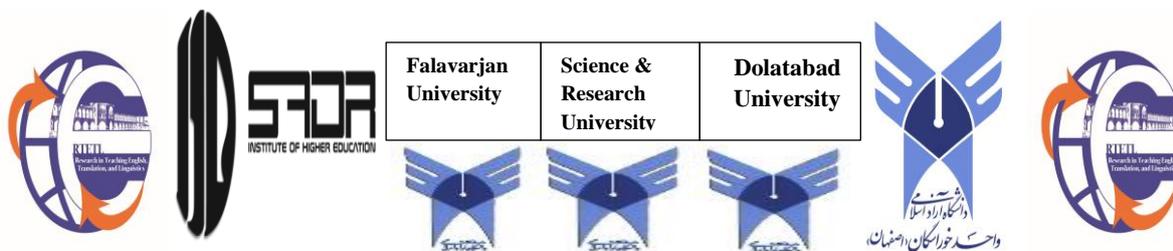
The Effect of Strategy-Based Reading Instruction on Iranian EFL Graduate Students` Reading Comprehension and Their Attitudes Toward Reading Strategies Instruction

Zohreh Yousefvand

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

z.yousefvand@gmail.com

The purpose of the study was to investigate the effect of strategy-based reading instruction on EFL graduate students' reading comprehension. The study was also intended to examine changes in students' attitude toward reading and reading strategies after instruction. The accessible participants were forty graduate students studying on an English Language and Academic Skills Program at a university in Isfahan, Iran. Drawing on feasible application of reading strategies, the researcher conducted this study of a regular 50-min class periods on a weekly basis for one semester. The research instruments included pre/posttraining questionnaire, and pre/posttests of reading comprehension questions. The findings of the study suggested that after the training, most students improved their reading comprehension. The results of the *t* test revealed that the participants made progress with the mean grade increasing from 37.61 to 43.59. The result of the study also showed that after training the participants' attitudes towards reading became more positive. This study may provide teachers with effective ways that demonstrate how strategy-based reading instruction could be implemented in teaching English reading in EFL classroom setting.

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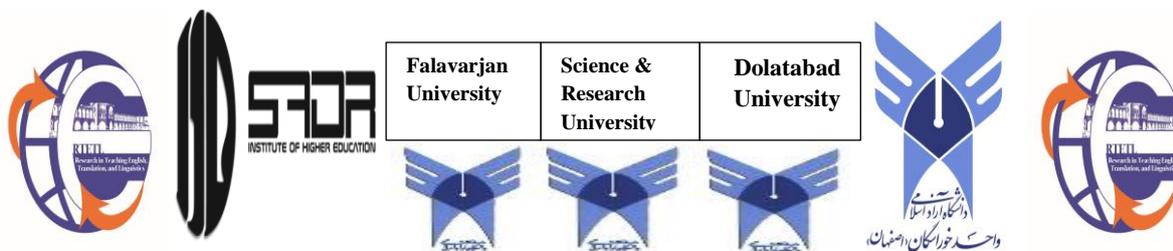
A Phonological Approach to the Standard and Lebanese Arabic Languages: Differences in the Articulation of Consonants

Zolfa Imani

Department of Linguistics, Faculty of Foreign Languages, Isfahan University, Isfahan, Iran

zolfa1985imn@hotmail.com

In the current article, the author attempts to exhibit the differences between two varieties of Arabic regarding phonological aspects. In fact, the aim of the research is to investigate the consonants of the two varieties of Arabic, which are, Standard Arabic (SA) and Lebanese Arabic (LA). This research has been done through a descriptive (nonexperimental) method in that after studying written sources on Arabic in general and Lebanese in particular, the author collected the words the two languages have in common, and then compared them phonetically. Finally, I came to the conclusion that all the consonants used in the phonological system of SA are used in that of the LA as well. However, there is a difference: The pronunciation of these consonants is the major factor distinguishing LA from SA. In other words, some of the consonants of LA have a pronunciation that SA lacks. For the same reason, the 2 varieties are considered as 2 different languages.

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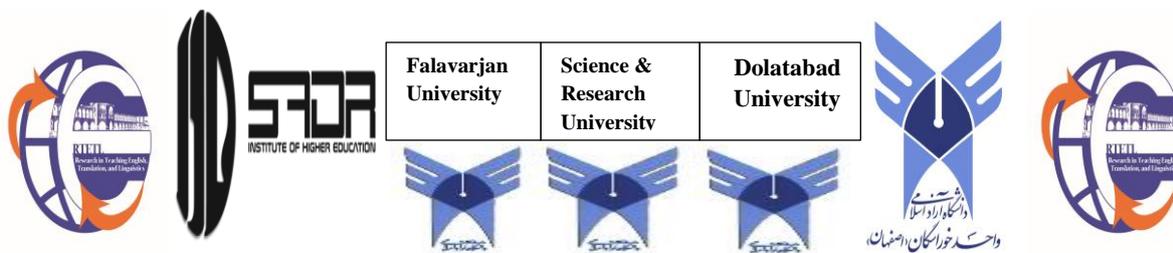
Academic Needs of Iranian Computer Students in ESP Classes

Ashraf Sadat Hosseini
Islamic Azad University, Science and Research Branch, Semnan, Iran
dilmajtranslation@yahoo.com

This study aims to investigate language needs and expectations of undergraduate students in the use of English for Specific Purposes (ESP) and how these needs are met. To this end, male and female undergraduate students majoring in computer sciences at Semnan Azad University were selected through purposive sampling. The students had passed the general English course and they were studying their specific English course at the time of this research. According to the purpose of the study a questionnaire with the likert scale ranging from completely agree, agree, completely disagree, disagree containing 9 closed and 1 open-ended answer administered to gather both quantitative and qualitative data to identify students' language needs in ESP settings and to evaluate how their needs are meet regarding the teaching practices. To triangulate the study, 3 session observation and an interview with the instructor were performed. The findings demonstrate the dominance of reading skill and it further indicates the use of task based method and material to meet this need in detail.

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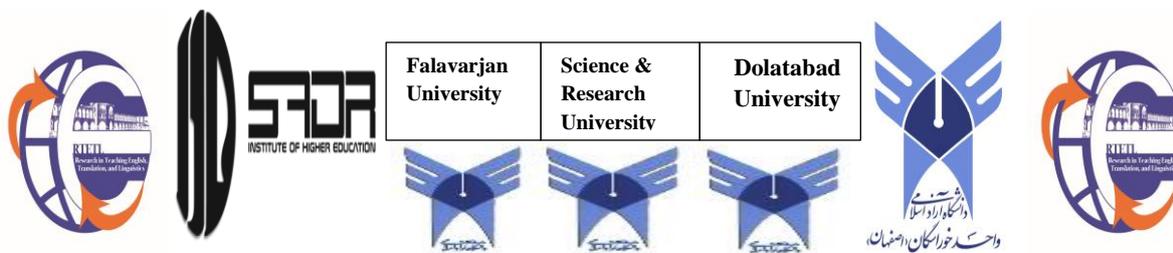
Graphic Organizers and Reading Comprehension Ability: Evidence From Iranian EFL University Students

Reza Biria[1] and Mohammad Mahdi Sharifi[2]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
r_biria@yahoo.com
2: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran
sharifi_m_m@yahoo.com

The present study investigated the impact from Graphic Organizers (GOs) upon reading comprehension ability. To this end, an Oxford Placement Test was administered to a research population ($N = 354$) in order to homogenize it. On the basis of the test results, the population was sorted into 3 groups of reading-low, reading-mid, and reading-high students. Sixty participants with the lowest level of reading comprehension proficiency was randomly selected and assigned to an experimental group (N= 30) and a control group ($N = 30$). Afterwards, a TOEFL reading comprehension pretest was administered to both groups in order to determine their current level of reading proficiency. Then, the experimental group received 10 successive 90-min sessions on GO as postreading strategies for expository text comprehension, whereas the control group received the same amount of treatment on other postreading strategies. In the end, another TOEFL reading comprehension posttest was administered to the research groups to measure their reading comprehension performance level after the treatment. The results revealed that GOs were statistically more significant and effective for the low-skilled readers than other postreading strategies.

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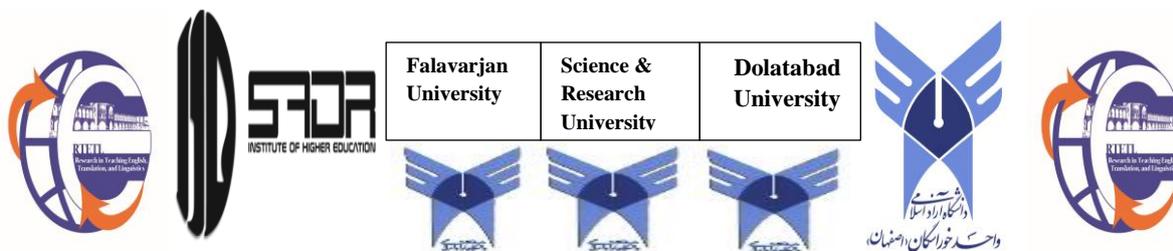
A New Classification of Adaptation in Transferring Process: Syntactic, Semantic, Cultural, Pragmatic, and Functional Adaptation

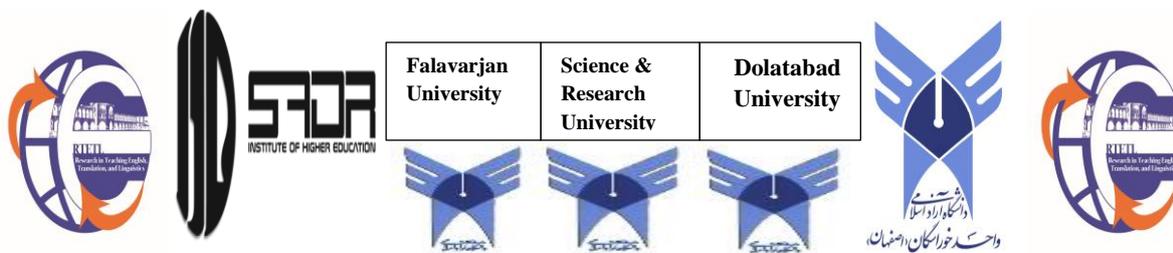Akbar Abbasi[1], Fatima Masoumi[2]

1: Department of Foreign Languages, Vali-e-Asr University of Rafsanjan, Rafsanjan, Iran

aabbasib@yahoo.com

2: Department of Foreign Languages, Islamic Azad University Bandar Abbas Branch, Bandar Abbas, Iran

Fatima.masoumi@yahoo.com

This paper introduces 3 other kinds of adaptations and classifies these changes into 5 levels: syntactic, semantic, cultural, pragmatic, and functional adaptation and investigates these levels in 6 corpuses including the novel "One Hundred Years of Solitude" and its 4 translations into Persian as well as a sample of an adaptation. The analysis of the corpus indicated that adaptation is acceptable in these levels and also showed that change in syntactic, semantic, cultural, pragmatic, and functional respectively occurred in the language structure, the meaning structure to improve or simplify the meaning to the readers, the cultural specifics, communication elements, and the intended function. It also shows that syntactic and pragmatic adaptations are more applied than the other three ones. Therefore, the study can develop new sights and norms to criticize and evaluate translations and adaptations in the literary polysystem.

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A Rapport Management Approach to Studying the Speech Act of Apology in an Iranian EFL Academic Setting

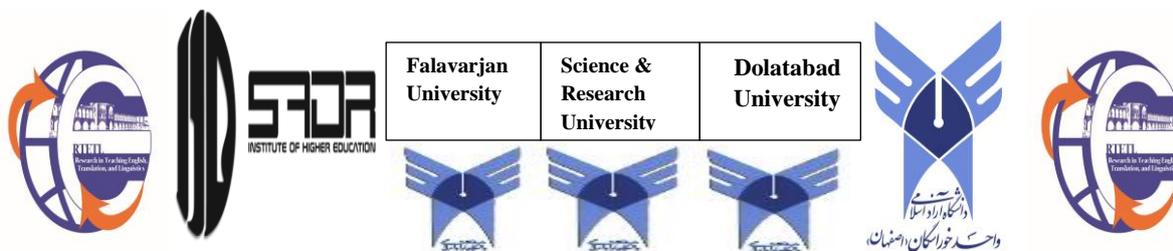Samaneh Elhamipour [1], Hamid Allami [2]

1: Department of Foreign Languages, Islamic Azad University, Shahreza Branch

Samaneh.Elhamipour@yahoo.com

2: Department of Foreign Languages, Yazd University, Yazd, Iran

hamid_allami@yahoo.com

The present research is an endeavor to investigate the realization of apology behavior in academic setting through the analysis of the differences in the ways the EFL learners and native speakers of Persian use the apology strategies. Then, the data were compared and contrasted with British English in terms of types and frequencies of apology strategies. In addressing this issue, 30 Iranian EFL learners and 30 native speakers of Persian were selected randomly and were asked to respond to a DCT through email. Results of this study indicated similarities and differences in terms of types and frequencies of strategies used by 2 groups in confronting the same apology situations. The novelty of this study lies in its use of Spencer Oatey's classification of rapport management model in apology speech act. The findings of this study might contribute to pedagogical implication and be significant for teachers and educational settings.

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The effect of using songs in children's vocabulary learning and retention

Mahboob Mehrzad

Department of Foreign Languages, Islamic Azad University, Shahreza Branch

Mahboob.mehrzad@yahoo.com

Music is ideal for young learners. Using songs in class is a great way for teachers to achieve success with L1 learners. Songs can be used as a technique for teaching vocabulary to children. Skillful teachers have always made high quality children songs as a central part of their curriculum. This research aims at evaluating the importance of using songs for children in teaching of English as a foreign language at the elementary level and how this can be useful means as input for acquisition of new foreign vocabulary items .this study will be conducted using a population of 20 Iranian elementary school girls in second grade aged 7-8.All students have passed 1 year of English education during their first grade At school researcher needs two group of 10 for the study .one group hear texts as songs and another group hear the same text as speech .for the text recall variable a close test was administered at the end of each song treatment to determine total word recalled. The results show that use of songs in the foreign language classrooms may increase children's vocabulary learning and retention more.

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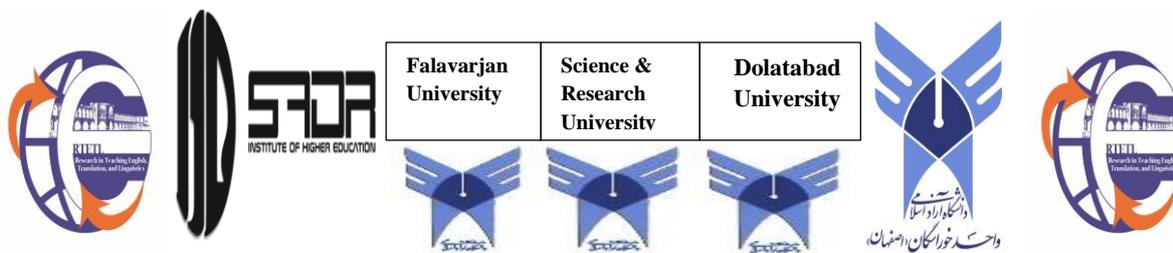
The Psychological Theories behind Language Acquisition

Bahram Dehghanpour

Islamic Azad University, Lenjan Branch, Isfahan, Iran

bdehghanpour@gmail.com

This study seeks to determine the relevance of the behavioristic and cognitive approaches for EFL learners' acquisition of English as a foreign language (EFL). A special attention is given to learners in EFL programs at the University level. It also assesses the effectiveness of these approaches on student in translation program as well. One contention is that while behaviorist-inspired structuralist methodologies are best applicable at the beginning methodologies to enhance the learners' written and spoken skills in advanced stages. Advances in translation can be achieved through a study of the process of translation with an emphasis on a deductive rather than an inductive approach.
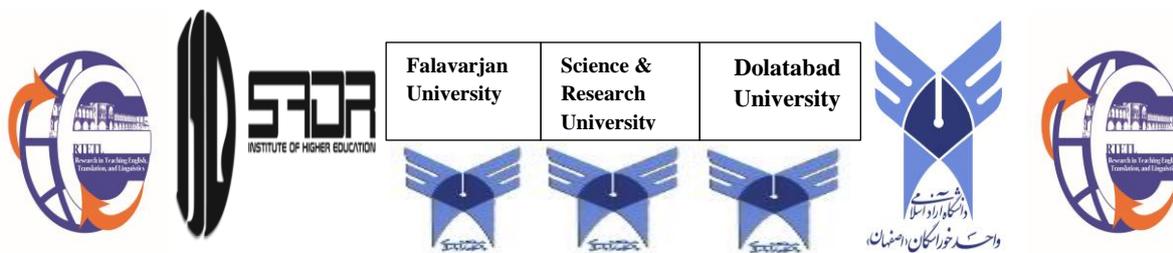
What is Rhetoric and Why do We Use it?

Bahram Dehghanpour

Islamic Azad University, Lenjan Branch, Isfahan, Iran

bdehghanpour@gmail.com

Rhetoric refers to the study and uses of written, spoken and visual language. It investigates how language is used to organize and maintain social groups, construct meanings and identities, coordinate behavior, mediate power, produce change, and create knowledge. Rhetoricians often assume that language is constitutive (we shape and are shaped by language), dialogic (it exists in the shared territory between self and other), closely connected to thought (mental activity as "inner speech") and integrated with social, cultural and economic practices. Rhetoric began 2500 years ago as the study of the forms of communication and argument essential to public, political and legal life in Ancient Greece. It has since evolved a rich and diverse body of research, texts, and pedagogies. In its long and vigorous history rhetoric has enjoyed many definitions, accommodated differing purposes, and varied widely in what it included. And yet, for most of its history it has maintained its fundamental character as a discipline for training students 1) to perceive how language is at work orally and in writing, and 2) to become proficient in applying the resources of language in their own speaking and writing. Discerning how language is working in others' or one's own writing and speaking, one must (artificially) divide form and content, what is being said and how this is said Because rhetoric examines so attentively the how of language, the methods and means of communication, it has sometimes been discounted as something only concerned with style or appearances, and not with the quality or content of communication. The aim of current article is to examine the scope, importance and its effect briefly.

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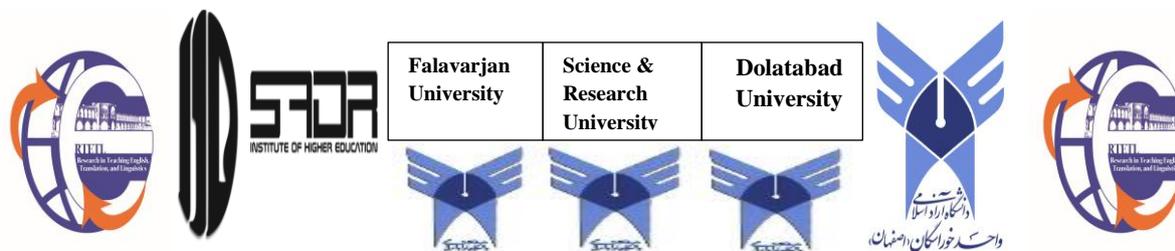
# Acquisition of English Articles by Iranian English language Learners

Bahram Dehghanpour [1] & Akbar Khalili [2]

1: Islamic Azad University, Lenjan Branch, Isfahan, Iran
bdehghanpour@gmail.com

2: Islamic Azad University, Lenjan Branch, Isfahan, Iran

Akbarkhalili2006@yahoo.com

English articles which include zero article, definite article "the" and indefinite articles "a/an" have been one of the most difficult parts of grammar for EFL learners. The aim of the present research is to examine the sequence of the acquisition of English articles by EFL Iranian learners. To this end, four groups of students, studying English as a foreign language in semesters 4, 8, 11and 12 in private language institutes were selected on the basis of their general proficiency in English. Oxford Placement Test (1985) was administered in order to have homogenous groups. Meanwhile, a test was developed in accordance with different uses of three kinds of articles, zero, indefinite and definite article, containing 98 sentences, each of which has 35, 20 and 80 items, respectively. Definite article categories structural and cultural use); each category contains 20 items. The results showed that all the students got the least score in the category of cultural use of definite article (3 out of 20) and the most score in zero article (35 out of 35). The analysis of data also showed that all the three groups learned zero article first, then two categories of definite article (situational and textual use) followed by indefinite article and finally two other categories of definite article (structural and cultural use). Concerning definite article, students got the most and the least scores (19 out of 20 and 3 out of 20) in situational and cultural use, respectively. The results revealed that students acquire zero article, then to some extent definite article and finally indefinite article.
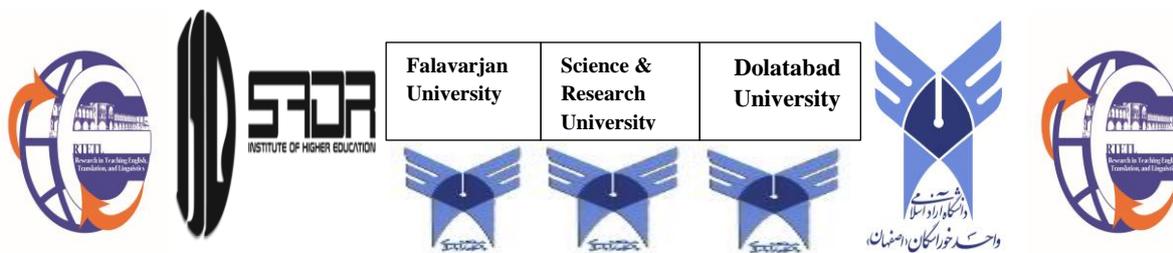
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How L1 influence changes with regard to L2 proficiency increase"

Ahmad Hadadi [1], Ahmad Goodarzi [2] and Hamed Abbassi [3]

1: Department of Foreign Languages Arak State University, Arak, Iran
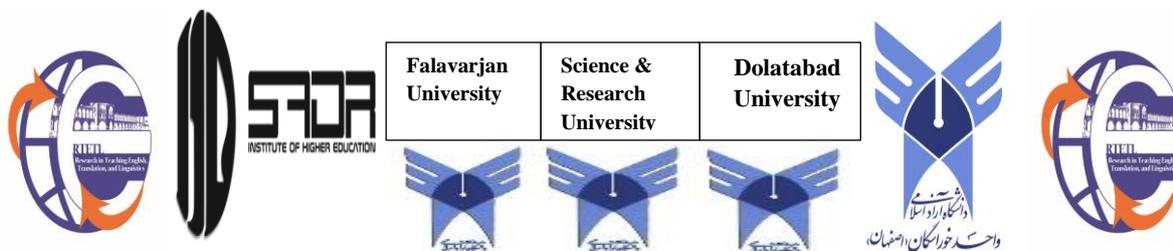
ahmadhadadi8@gmail.com

2: Department of Foreign Languages Arak State University, Arak, Iran

ahmad.goodarzi1234@yahoo.com

3: Department of Foreign Languages Arak State University, Arak, Iran

hamed.abbassi@yahoo.com

Several second language acquisition specialists such as Jarvise (2000), Corder (1978), Taylor (1975) Kellerman (1983), and Jewitt (2006) have proposed different views toward L1 transfer during L2 acquisition. A number of studies show that the influence of the L1 is developmentally constrained in the sense that it only occurs when the learner has reached a stage of development that provides a crucial similarity measure. In other words, studies have produced very mixed results. The main question to be answered in this study is How L1 influence changes with regard to L2 proficiency increase. The research is being carried out in the form of seven in-depth longitudinal case studies with EFL teachers at different levels of teaching experience. The aim is to provide a unique web-based resource to support further research and professional pedagogical development into how learning in classrooms has been impacted by L1 influence with regard to L2 proficiency increase. Research data are being collected via a variety of ethnographic research instruments, namely classroom observations and field notes, video recordings of school lessons, and in-depth interviews and video-triggered reflective dialogues with the teachers and students and teacher' action research in L1 influences in schools of Iran. Findings suggest that, although L1 can provide a leg-up along the developmental ladder, L1 influence cannot increase or decrease with regard to L2 proficiency, rather its influence remain stable. The research is significant in suggesting that, this is the crucial similarity measures which determine the stability of L1 influence.

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Translating Journalistic Texts: A Critical Discourse Analysis Perspective

Hamid Reza Kargozari[1] and Narges Zarinkamar[2]

1: Department of Foreign Languages, Payamnoor University of Tehran, Iran

2: Department of Foreign Languages, Islamic Azad University, Science and Research Branch, Semnan, Iran

Narges_Zarinkamar@yahoo.com

The translator of journalistic texts comes across with certain limitations imposed by the political ideologies and power relations of the both source and target cultures. It seems that these impositions have become a burden on the translator of a journalistic text. Rooted in Critical Linguistics, Critical Discourse Analysis (CDA) has become an independent field in linguistics that studies the role of ideology and power. Adopting the CDA framework by Fairclaugh (1989), this paper tries to analyze the source and target texts in translating journalistic texts. It aims to determine power relations and ideological struggles in journalistic texts and how they are transmitted through the process of translation. Moreover, the paper provides theoretical and practical aspects of CDA in translation studies.

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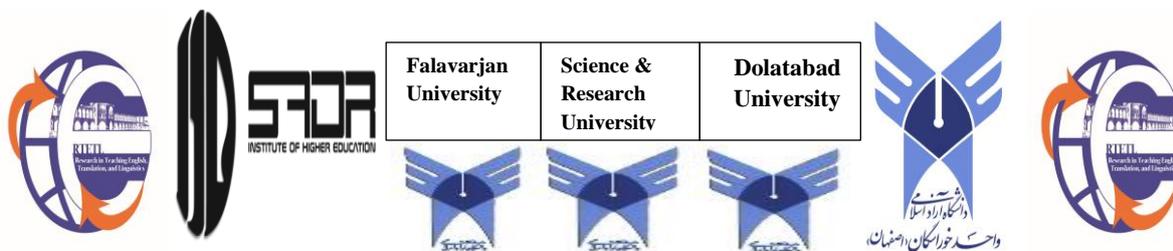
A Comparison of Relative Clauses in English and Persian and the Usage of the Results in Teaching

Leila Iravani [1] and , Nasrin Miryan [2]

1: Sama Technical and Vocational Training College, Islamic Azad University, Khorasgan branch, Isfahan, Iran.

liravani2003@yahoo.com

2: Sama Technical and Vocational Training College, Islamic Azad University, Khorasgan branch, Isfahan, Iran.

miryan.nasrin@yahoo.com

In transformational grammar, a relative clause is a surface structure realization of an embedded sentence following a definite or an indefinite head noun phrase called an antecedent and containing an NP coreferential with this antecedent. In fact, a relative clause gives further information about a nominal element. The relative clause formation rule involves the deletion of the second identical NP, i.e., the NP of the embedded sentence, and its replacement by the appropriate relative pronoun. A comparison of the relative clause construction in both languages reveals that despite some similarities, relative clauses are different from each other. That's why many Persian speaking learners of English, especially beginners, have some difficulty in learning English grammar and this is the specialists' duty to find out similarities and differences between these two languages and see whether learners' mistakes in second/foreign language learning is due to transferring their first language habits to the new situation or not. In fact by comparing and contrasting these two languages, material developers can decide upon the best and most useful methods of language teaching; therefore, they can reach their desired goals in the field of teaching.
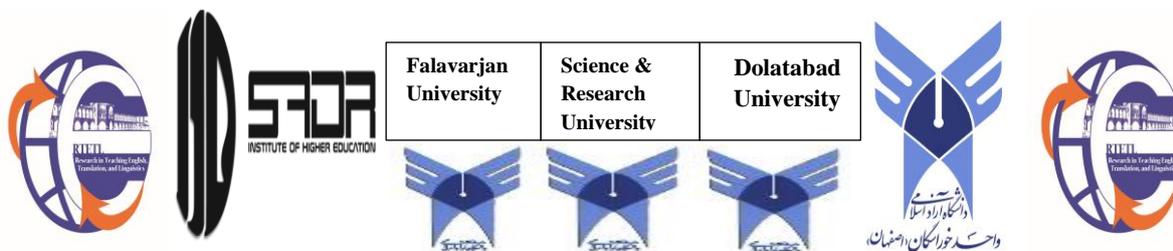
A Corpus-Based Approach to Critical-Cognitive Analysis of Political Metaphors: Developing a Theoretical Framework

Zahra Asadian[1] and Hadaegh Rezaei[2], and Ahmadreza Lotfi[3]

1: Department of Foreign Languages, Islamic Azad University, Khorasgan Branch

z_asadian_e@yahoo.com

2: Linguistics Department, University of Isfahan, Isfahan, Iran

hadaegh2@yahoo.com

3: Department of Foreign Languages, Islamic Azad University, Khorasgan (Isfahan) Branch

lotfi.ahmadreza@gmail.com

The interdisciplinary critical-cognitive investigation of metaphor in political and media discourse has come to the attention of linguistics in recent years. This article aims to pursuit the line of research in constructing a corpus-based theoretical framework in this field using conceptual blending theory (BT). The framework is applied in a CDA of metaphors for the concept of UNITY in a selected corpus of Iranian newspaper editorials. The identified metaphorical usages of the unity concept in the concrete discourse are classified according their meaning categories. Using the conceptual blending theory (BT) for qualitative analysis of the study, the most frequent meaning categories are projected into conceptual blending networks. Using the mathematical set theory, each of the emergent structures of these networks is supposed as a mathematical set and the elements within them are regarded as members of the set.

Based on the commonality principle of set theory, those members which are common between two or more sets show the relative entrenchment of the corresponding elements in emergent structures. These entrenched elements form the abstract discourse which is the subject to do critical discourse analysis. It is concluded that by using the mathematical set theory, it is possible to prove the relative entrenchment of the concepts in the corpus. Therefore, the theoretical framework proposed by this paper seems to have the potential to be utilized as a formulated framework in corpus- based critical studies of metaphor.

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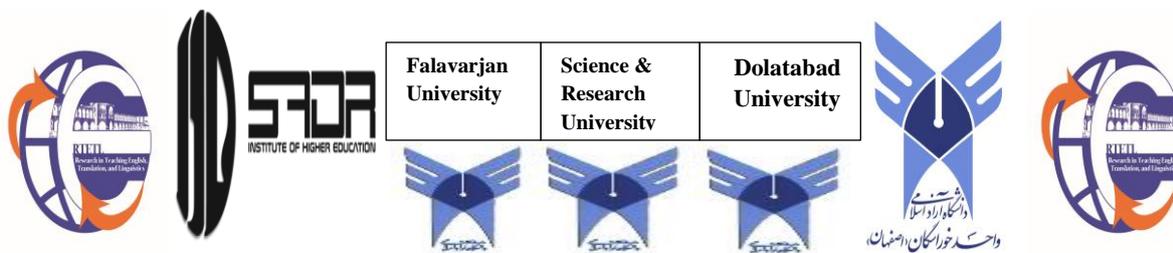
An Analysis of Move Structure of ELT Research Article Abstracts written by Iranian in Three Applied Linguistics Journals

Marzye Fazeli

Department of Foreign Languages, Islamic Azad University Shahreza Branch, Isfahan, Iran

Marziyehfazeli@yahoo.com

A genre important for presentation and dissemination of scientific achievements is the research article abstract. After the title, it is the abstract which influences the reader's decisions about whether the article is worth reading. Therefore, this study aimed to analyze move structure features of abstracts written by Iranian in three applied linguistics journals. The corpus in the present study consisted of ninety abstracts written in English by non – native authors. The abstracts of this study were randomly selected from three journals (30 from ELT, 30 from TpLS, 30 from JLTR). The model used for analyzing move structure features of abstracts was based on Santos' (1996) five - move pattern. Concerning the extent of difference in move structure features of abstracts among three journals, a Multivariate Analysis of Variance (MANOVA) was run to assess the significance of such difference. The results of the MANOVA showed that the extent of difference among three journals was insignificant ($p > 0/05$). The findings may serve as a complement to the guidelines for novice writers to construct a proper research article abstracts.

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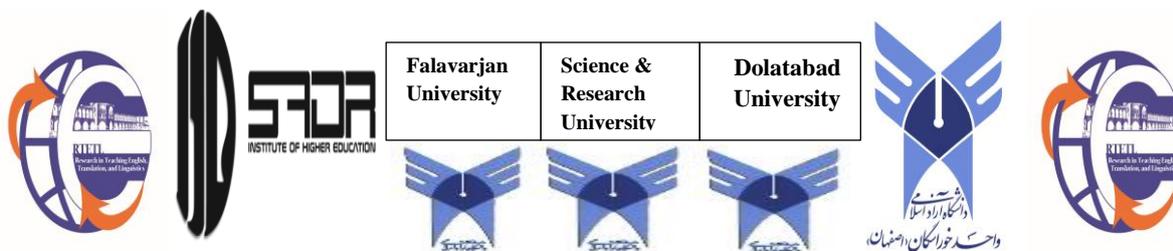
The Effect of Teachers' Collaborative Meetings on Their Teaching Practices

Hamid Rahmani sangani[1] and Forud Gholami[2]

forudgholami@gmail.com

Research on teacher development is becoming an important feature of ESL/EFL teacher education programs worldwide. One way that may promote teacher development is the formation of teacher collaborative meetings. This study sought to investigate in what ways regular collaborative meetings promotes reflective thinking. The present study focused on four EFL teachers in Kerman, Iran who came together in weekly meetings to reflect on their works. The study examined: (1) what does a group of EFL teachers in Iran talk about when they come together to reflect on their work? (2) What is the level of their reflection? Is it descriptive or critical? (3) Does this reflection develop over time? The group discussions were audio-taped and coded according to the topics they talked about, and these topics served as a measure of critical reflectivity. Results showed that: (1) the teachers mainly talked about their personal theories of teaching and their problems in classrooms; and (2) all participant teachers were reflective only in a descriptive level in their orientation to teaching. In fact they varied in their degree of reflectivity in each or all of the categories.
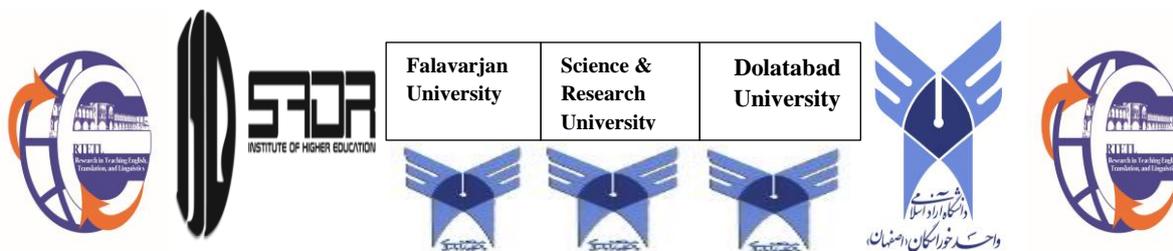
Iranian EFL Learners' Attitudes Towards British and American English and Its Effects on Their Listening Comprehension

Abbas Eslami Rasekh[1] and Nasrollah kabirzadeh Najafabadi [2]

1: Department of English Language, Isfahan University, Iran

abbasseeslamirasekh@yahoo.com

2: Department of Foreign Languages, Islamic Azad University, Najafabad Branch

nkabirzadeh@yahoo.com

Listening comprehension is one of the most important and fundamental skills in language learning; yet it is probably the least stressed skill in the EFL language classroom. So, the greatest difficulty for EFL learners, especially for Iranian EFL learners travelling in English speaking countries, is not primarily that they cannot make themselves understood. Their major difficulty and one that leads to a considerable emotional embarrassment is that they cannot understand what is being said. The present study is intended to investigate Iranian EFL learner's′ attitudes towards the two main English variations (British and American English) and its effect on their listening comprehension. In this study sixty Iranian students studying English as a foreign language at Shahreza Azad University were divided into two thirty-member groups. They were classified as Group A (students who preferred American English and Group B (those who preferred British English). The results show that there is a positive relationship between Iranian EFL learners′ attitudes towards British or American English and their listening comprehension abilities and also there is a significant difference between listening comprehension abilities of Iranian EFL learners with British or American English training.

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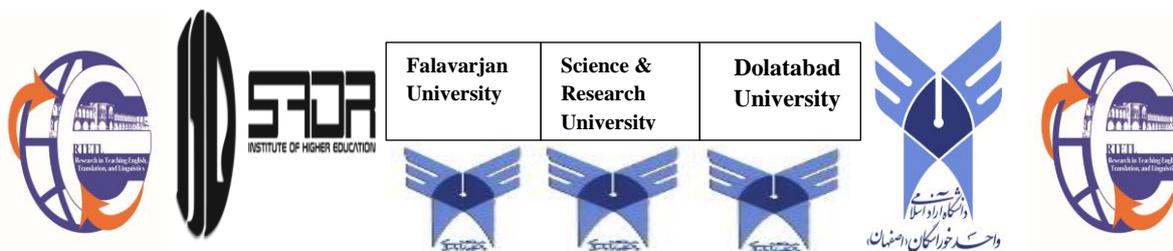
Variability of Cohesive Devices in Literary Genre: Persian Text and Its Three English Translations in Contrast

Mohammad Sadeghi

Islamic Azad University, Science and Research Branch, Kerman, Iran

mohamadsadeghi92@yahoo.com

Cohesive devices contribute to the texture and distinguish a text from a non-text. A text is not just a string of sentences; in other words, it is not simply a large grammatical unit. The unity of a text is a unity of a different kind. It means that the expression of the semantic unity of the text lies in the cohesion among the sentences of which the text is composed. The present study aimed at investigating three subheadings of cohesive devices in literary texts. In doing so, the third chapter, (On the preciousness Of Contentment), was culled from the Gulistan of Sadi. It was compared with its three English translation versions done by Edwin Arnold (1899), Edward Rehatsek (1964), and Backhouse Eastwick (1952).

This study has adopted the taxonomy of cohesive devices put forward by Halliday and Hasan (1976) to set up relationships within a text. The headings were reference, conjunction, and lexical cohesion, which were investigated to determine whether there are any relationships between cohesive devices of the original text and its translation versions. To do so, the devices were first identified in the original text and then compared with each other in terms of occurrences in the translation versions.

The results revealed that there are differences in number of cohesive devices in the Persian (original) text and that of English translation versions. Each of these texts utilized one of the devices more frequently which was indicative of the different nature of the two languages under investigation. These results can be used in translation teaching, translation criticism, and evaluation.

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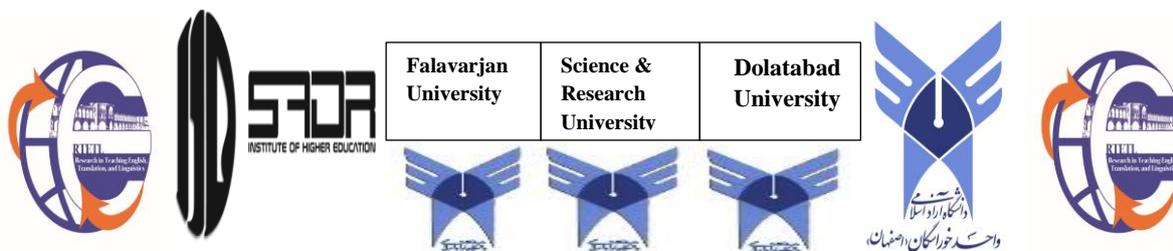
A Comparative Study on the Representation of Cohesive Devices in Persian and English Newspapers

Haideh Shahbazi

Department of Foreign Languages, Islamic Azad University Shahreza Branch, Isfahan, Iran

haidehshahbazi@yahoo.com

This study was an attempt to investigate the predominant cohesive devices used in English and Persian articles published in two newspapers of Los Angeles Times and Hamshahri in order to shed light on some implications for teaching English. To this end, five articles were selected from each newspaper randomly. The articles were investigated in terms of the cohesive devices using Halliday and Hassan's (1976) framework in which different types of cohesive devices were numerated and classified. Furthermore, the obtained data in the two newspapers were compared. The result of the study indicated to the significant differences between the two newspapers in which English one tended to use more reference words and transitions, and the Persian newspaper more repetition devices. The result of the study indicated that English and Persian have many differences in the domain of cohesive devices in making relationships between and among sentences. Subsequently, these vast differences have made some difficulties for language learners which need to be addressed by curriculum developers or syllabus designers.
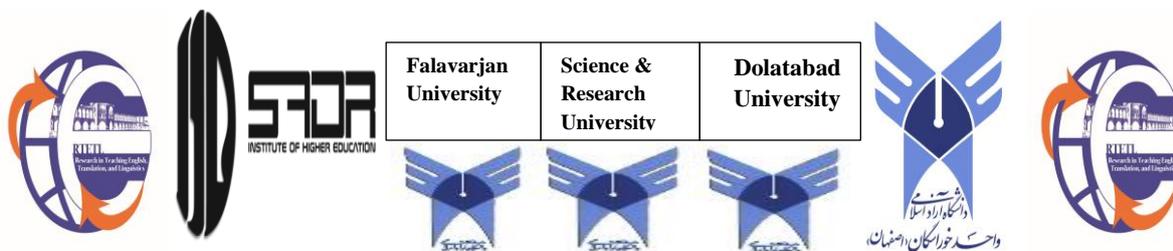
Language Development and the University Students' Learning Styles: Implications for Testers and Teachers

Masoud Cheraghi

Department of Foreign Languages, Yazd University, Yazd, Iran

masoud_cheraghi@yahoo.com

This paper reports on the results of assessing EFL learners' language performance and their learning styles. The purpose of the present study is two-fold, to investigate the strategies university students use in learning English and to evaluate their language development in terms of these strategies. The Kolb's Learning Style Model and its Index of Learning Styles (K-LSI) questionnaire were used in order to classify the students' preferences based on four dimensions (Diverger, Accommodator, Converger and Assimilator). Data were collected from Iranian EFL learners at Yazd University. Eighty six undergraduates were assigned to two groups at intermediate and advanced levels of language proficiency using the second version of Quick Oxford Placement Test. Through conducting a series of ANOVAs and Chi-Square tests, a significant main effect was found for learning style, the students' proficiency level and gender. The results clearly indicated a significant relationship between students' learning strategies and their achievement scores. There was also a significant relation between learning style and gender. The findings of this study are hoped to have implications for language teachers and testers to improve the process of learning by matching the teaching style with the students' learning style for males and females.

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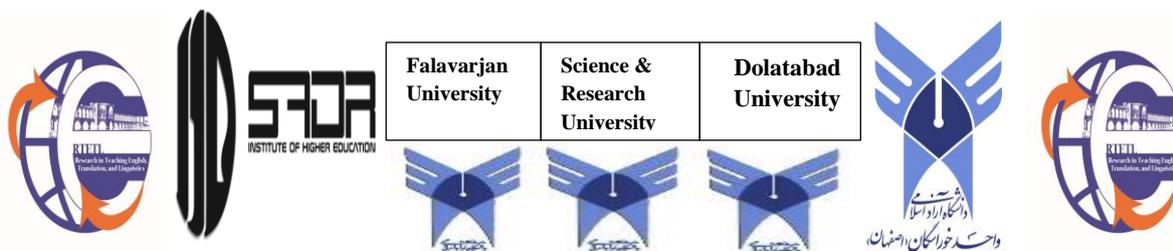
The Significance of Cultural Competence of Interpreters in Tourism Industry

Elaheh rooholamini

Islamic Azad University, Science and Research Branch, Kerman, Iran

Elaheh_rooholamini2010@yahoo.com

The importance of cultural competence is a main subject in the field of translation teaching. Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. Cultural competence has many positive and negative advantages or impacts on the interpreters which were mentioned in this article, completely. The purpose of this descriptive paper, firstly, is to increase the knowledge and information about some basic concepts of competencies as cultural competency and its sub-branches in tourism industry; secondly, to create a theoretical framework about its advantages and disadvantages in tourism field; then, refer to its challenges and recommendations toward tourism and environment. In general, the main purpose of this study is to explain the cultural competency and its significance in the tourism industry.

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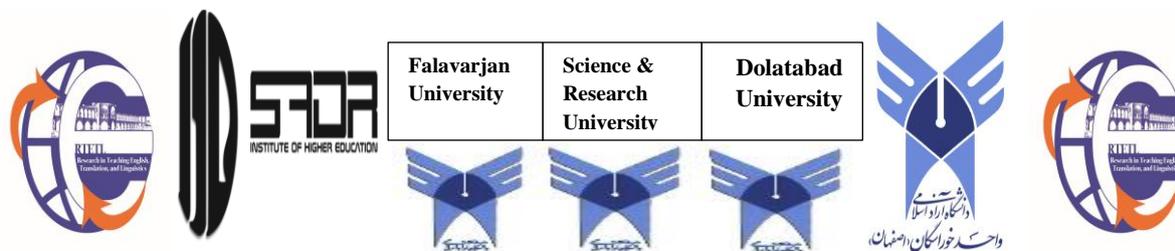
# "Culture and Second Language Acquisition (SLA)"

Samira Amirzehni

Department of Foreign Languages, Islamic Azad University South Tehran Branch, Tehran, Iran

Samira_amirzehni@yahoo.com

The interrelationship between language and culture is challenging; one that has been receiving more attention in the last few decades in linguistic research given its increasingly recognized importance. The question here is to consider culture as a significant or separate individual difference factor in second language acquisition (SLA) process theory and teaching or favor the more traditionally considered ones such as anxiety, aptitude attitude, and personality. The researchers suppose raising this "cultural factor" to such a significant level is largely unhelpful for teaching professionals. Attempting to source objective, unbiased, and major differences relevant to SLA, they need to figure out what are mostly significant factors of an individual's learning process.

But there is also a need to understand what it is meant by culture in its overall sense. In this paper an attempt is made to investigate the interrelationship between language and culture in SLA.

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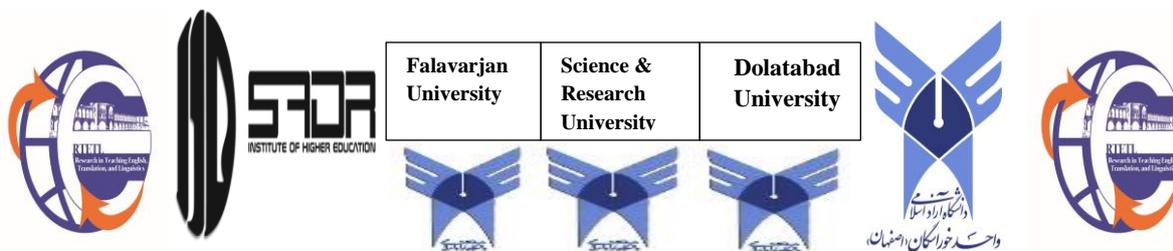
Comparative and Chronological Study of Coca-cola and Pepsi Advertisements on 2012

Maede dohaei

Islamic Azad University, Science and Research Branch, Isfahan, Iran

maedeh.dohaei@yahoo.com

This study aimed at comparing and contrasting Coca-cola and Pepsi advertisements on 2012 which is based on discourse advertisements techniques, hidden persuasive techniques and psychology of colors as some branch of semiotic advertisement .semiotic advertisement is some branch of critical discourse analysis includes text and image. For decades ,Pepsi and Coca-cola were two famous brands .They were competing with one another .there are also Persian brands which due to manageability purposes have not been taken into account in the present study. Therefore; these two brands were based on amount of comparison. Their competition is in a way that worldwide advertisements called them battle of advertisements. This fact particularly became debating on 2012. So, the data collected is based on Coca-cola and Pepsi advertisements on 2012. The findings revealed that these two companies used Coca-cola more than Pepsi's advertisements.

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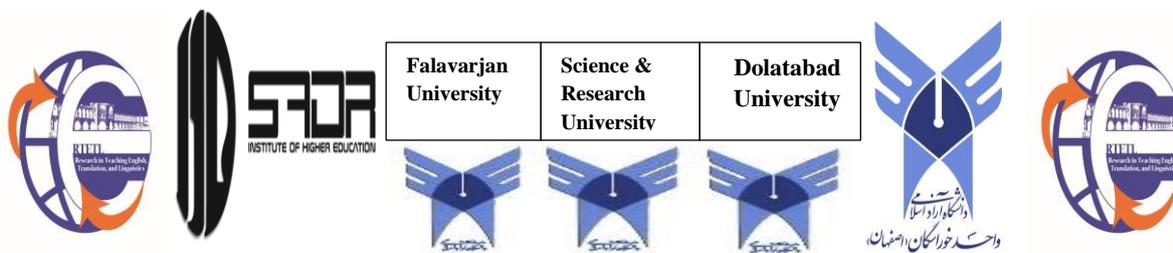
Native VS Non-native English Speaker`s Use of Hedges in Discussion Sections of Research Articles

Fateme karimi

Department of Foreign Languages, Islamic Azad University, Shahreza Branch

f.karimi78@yahoo.com

One of the most important features of academic discourse is the way that writers seek to modify the assertions that they make, toning down uncertain or potentially risky claims. These expressions of doubt are known as hedges. Hedging has proved to be a problematic aspect of language for second language learners. Therefore this study aimed to compare and contrast the frequency of incidence of hedges used in discussion sections of Medical Science(MS) and Second Language Acquisition (SLA) research articles(RAs)written by English native and non-native(Iranian) writers, to determine whether there is a significant difference between natives and non-natives in their use of hedges. For this purpose the discussion sections in 16 research articles were randomly selected from international journals. The research articles were analyzed according to Hylands' (1998) polypragmatic model of hedges. The analysis showed that the overall distribution of hedges in SLA articles is higher than in MS articles. The extent of difference between natives and non-natives use of hedges was assessed through chi-square test. The findings showed that the extent of difference in the use of either forms and functions of hedges by natives and non-natives was insignificant ($p>0/05$). These findings have implications for second language teachers and learners.

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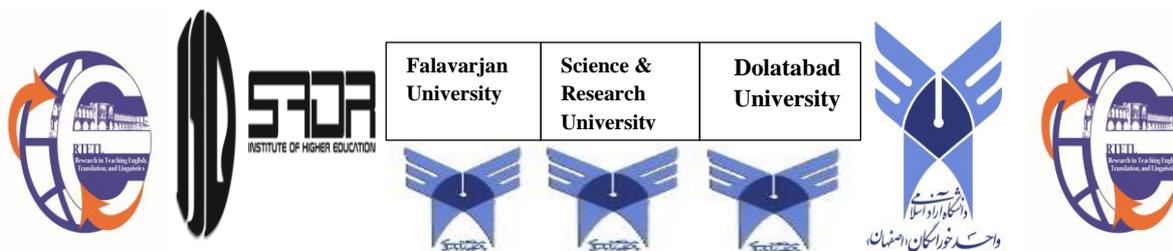
EFL Learning and Globalization: Can Learning English Motivate People to be "Globalized Citizens"?

Amin Davoodi

Department of Foreign Languages, Razi University, Kermanshah, Iran

amindavoodi@ymail.com

This paper is an attempt to analyze the role of learning English as a foreign language (EFL) in motivating EFL students to be "globalized citizens". The data comes from 10 semi-structured interviews with advanced Iranian EFL learners in the Iran Language Institute (ILI), Kermanshah, Iran. The participants were asked to express their ideas on three issues: (1) the relationship between EFL learning and globalization, (2) whether learning English has changed their ideas about globalization and (3) the advantages and disadvantages of being a "globalized citizen" in the 21st century. Then, the interviews were thematically coded and analyzed using the "analytic induction" and "constant comparison" procedures. The results of the study show that most of the participants believe in the close relationship between EFL learning and globalization and their important interactions. They also believe that English indirectly imposes some "global norms" which motivates them to be "globalized citizens". Thus, the researcher argues how EFL learning acts as a facilitator in motivating EFL students towards getting involved in the globalization process. Also, it is argued how the analysis of different types of meta-narratives can be meaningful in the globalization process.

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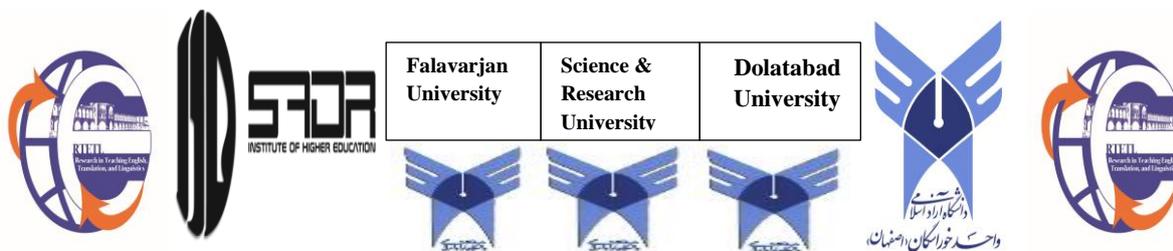
Cultural Exchange, Tourism and the Role of Tour Translators in Introducing Iranian Culture

Samaneh Aminpour [1] and Nastaran Zahedian[2]

1: Department of Foreign Languages, Islamic Azad University, Shahreza Branch

Samaneh.amipour@gmail.com

2: Department of Foreign Languages, Islamic Azad University, Shahreza Branch

n.parsa2010@yahoo.com

Nowadays, cultural exchange has become a very significant issue in the field of translation studies. There are many researches done about the role of culture in translation. Here, we will investigate another aspect of this issue: How translation helps cultural exchange? Tour translators play a significant role in cultural exchange since tourism industry is one of the important channels of cultural interactions. This paper aims at investigating the role of tour translators in introducing cultural items as well as familiarizing tourists with Iranian culture. In this regard, the necessary competences for tour translators, their place and some of the strategies they use regarding translation of cultural items will be discussed. Those translators whose native languages were Persian and translating into English are considered in this research.
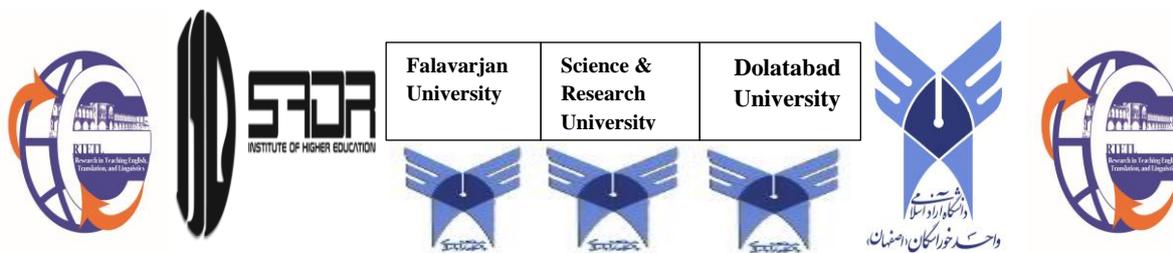
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Impact of Learners' Character with different levels of motivation on their Proficiency at Speaking and Listening

Lida Dehghani

Department of Foreign Languages, Islamic Azad University, Khorasgan Branch

lida_dehghani66@yahoo.com

The current study focused on the impact of the character of advanced English learners with different levels of motivation upon their proficiency at speaking and listening. To this end, a questionnaire was distributed to a number of advanced learners; the questions included in the questionnaire were framed in such a way that (a) they reflected learners' kind of character and the level of their motivation and (b) their proficiency at speaking and listening. Consequently, the proficiency at speaking and listening with a special kind of character differed from that of students with other kinds of character.

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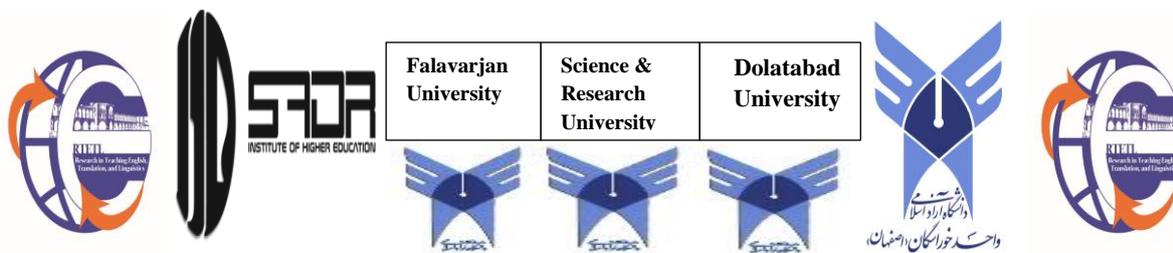
An Investigation on the Relationship between EFL Learners' Personality Type and their Translation Styles

Khatere Zohrabi and Farzane Ehsani

1: Department of Foreign Languages, Islamic Azad University, Fasa Branch

khaterezohrabi@yahoo.com

2: Department of Foreign Languages, Payame noor University, Fasa Branch

ehsani.farzane@yahoo.com

Much research has been done on the importance of paying attention to individuals in the language classroom. It is stated that the student's personality type can describe why they learn and perform differently in educational setting;   hence it seems that taking the importance of the effect of EFL learners' personality types on the process of learning a foreign language can be beneficial for learners.

Considering the importance of learners' personality, the purpose of the present study is to investigate whether EFL learners with different personalities (introvert vs. extrovert) follow different styles (strategies or patterns) in their essay translations. In other words, this study is to determine whether personality type factor, e.g. extroversion and introversion, affect in some way on EFL learners' styles of translations.

 The sample population of this study consisted of 24 students that are chosen from Iranian EFL learners who are studying for B.A degree in English Translation major at Fasa Payamenur University. (To increase accuracy of statistical procedures, i.e., t-test, only twenty of them were selected as the main participants.)

  Results of group statistics show that introvert and extrovert students have performed differently in translating improved prose course. Obviously, the extrovert group outperformed the introvert one, but the results of independent sample t-test show that the observed difference wasn't significant. All in all, it can be concluded that although the dominant role of psychological factors in EFL learners' performance can't be neglected, the results of this study don't prove a significant role to Extroversion and Introversion dichotomy on EFL learners' translating performance.

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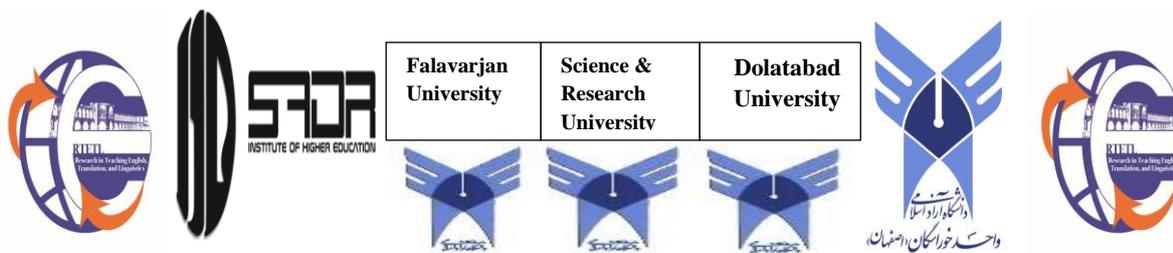
Impact of Portfolio Assessment on Development of Accurate Writing

Maryam Sabooni

Department of Foreign Languages, Islamic Azad University, Fasa Branch

marysabooni@yahoo.com

Generally, the assessment is the process which is a necessary component in the teaching. Researchers found, all learners' competence couldn't be measured by traditional assessment, so alternative assessment became begin. This paper reviews portfolio assessment definition from some different researchers, as well as, studies which are experienced by some scholars, they indicates positive impact of portfolio on teaching and learning, in overall writing, especially in accurate writing performance, at last it shows the using portfolio is effectiveness in teaching and learning.

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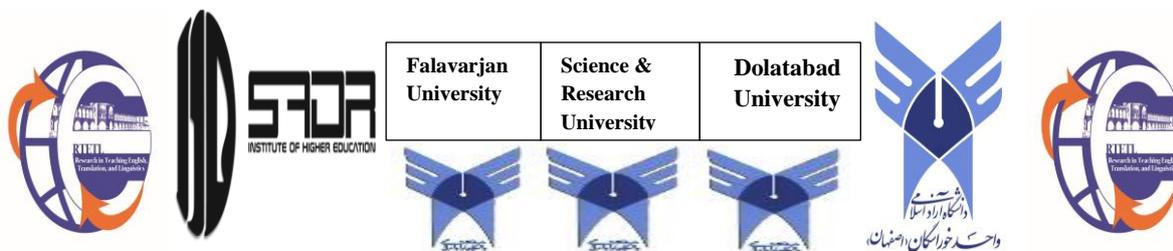
Translation of Metaphor in Shakespeare's *Sonnet 116*: a Comparative Study

Mina Rohanizadeh[1]; Najmeh Hassaniranjbar[2]

[1]MA. Translation Student, Islamic Azad University, Science and Research Branch, Kerman

minarohani84@gmail.com

[2]MA. Translation Student, Islamic Azad University, Science and Research Branch, Kerman, najmehhasaniranjbar@yahoo.com

As for desirable translation of metaphor in high literature, a suitable method is to reproduce the image in the TT as closely as possible. Therefore, it is important for a metaphor to be retained in the translation. However a metaphor translation cannot be always identical to its ST. In other words, if metaphors cannot be translated by using metaphors, it can be done by focusing on other methods which introduce by Newmark. This paper defines metaphor translation in literary text translated into Persian. It introduces an analysis and seeks out an appropriate metaphor translation technique. The results of the analysis of four Persian translations of sonnet 116 by Shakespeare show that the main feature of the metaphor translation into Persian in the data is the priority on the transfer of meaning and form.

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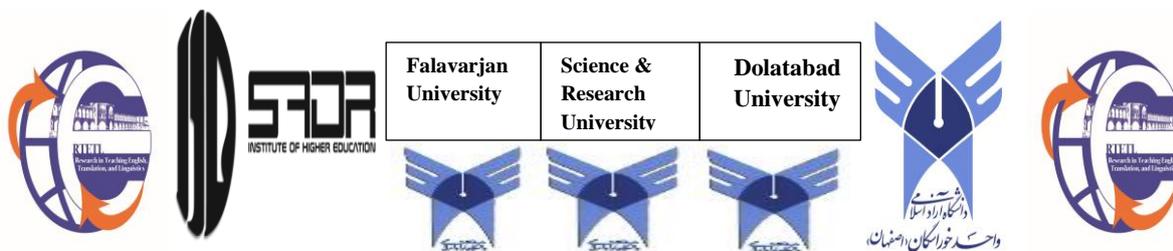
اولین همایش ملی

آموزش زبان انگلیسی،ترجمه و زبان شناسی

دانشگاه آزاد اسلامی واحد خوراسگان

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گردآورنده گان:

حمیدرضا حقوردی

مینا رئیسی

دبیر خانه دانشگاه آزاد اسلامی واحد خوراسگان

انتشارات دانشگاه آزاد اسلامی واحد خوراسگان