



Book of Abstracts of 2nd Conference on
Interdisciplinary
Approaches to
**Language Teaching,
Literature and
Translation Studies**

6 - 7 October 2015
Ferdowsi University of Mashhad

Edited by Masood Khoshsaligeh



Book of Abstracts

of

2nd Conference on Interdisciplinary Approaches to Language Teaching, Literature and Translation Studies

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Interdisciplinary Approaches to
Language Teaching, Literature
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دومین همایش رویکردها
میان‌رشته‌ها به آموزش زبان، ادبیات
و مطالعات ترجمه

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<i>Publisher:</i>	Khate Sefid

2nd Conference on
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2nd Conference on
**Interdisciplinary Approaches to Language Teaching,
Literature and Translation Studies**
(LTLTS2-IA)

Tuesday & Wednesday, 6-7 October 2015

Organized by



Department of English Language and Literature
Faculty of Letters and Humanities
Ferdowsi University of Mashhad



Acknowledgements

Many people helped in planning and organizing this conference and I am enormously thankful for their help, no matter how large or small their contribution. Special thanks are due to the steering committee who facilitated making difficult decisions and helped map out the general outline for this event. I am especially grateful to Dr. Mohammad Reza Hashemi, Vice-President for Academic Affairs at Ferdowsi University of Mashhad, and Dr. Reza Pishghadam, Vice-Dean for Research at Faculty of Letters and Humanities and the chair of the first of conference in 2012.

I am also extremely grateful to the all the members of the scientific committee, particularly the faculty members of the Department of English Language and Literature at Ferdowsi University of Mashhad for all their expert opinions, scholarly advice and support without which the conference would have been impossible; in this regard, I am sincerely grateful to the Dr. Behzad Ghonsooly, Head of the Language Teaching Subcommittee, Dr. Ali Khazaei Farid, Head of the Translation Studies Subcommittee, and Dr. Mahmood Reza Ghorban Sabbagh, Head of the Literature Subcommittee, and Dr. Mohammad Rahim Rahnama, Head of the Interdisciplinary Subcommittee and Dean of the faculty.

I also appreciate all the kind help, constant assistance and constructive feedback from many of my graduate students who made the challenging task of organizing this event durably easier. Recognition should go to the members of the executive committee, Abdullah Nowruzy, Mohammad Zabetnia, Sareh Keyvan, Saeed Ameri, Mahboubeh Moghaddas and Elmira Soleymani Rad for the great amount of time and energy they have spent on this project.

Further thanks are due to Faculty of Letters and Humanities, Ferdowsi University of Mashhad for hosting this conference as well as the sponsors of this event whose financial support in parts helped the better organization of this conference.

Finally, on behalf of the members of the organizing committees, I would like to express sincere gratitude to the keynote and featured speakers, workshop presenters, panelists and other participants, whose contribution to this conference certainly promoted interdisciplinarity in researching diverse language-related problems.



About LTLTS2-IA

Following the success of the first conference on interdisciplinary approaches to language learning and teaching in 2012, and having realized the necessity to address a wider scope of inquiry, the Department of English Language and Literature at Ferdowsi University of Mashhad decided to organize the 2nd Conference on Interdisciplinary Approaches to Language Teaching, Literature and Translation Studies (LTLTS2-IA). The two-day event was scheduled to be held on Tuesday and Wednesday, 6-7 October 2015 in Faculty of Letters and Humanities, FUM.

Cross-cultural use of language in multimodal forms is a dynamic phenomenon which involves diverse challenges in relation to various environments. As traditionally-envisioned scholarly boundaries do not seem to fully serve the present-day requirements, the principal aim of this conference was to promote interdisciplinary research activities by encouraging prospective participants to move beyond discipline-specific approaches and take advantage of methodological and conceptual frameworks which could help facilitate addressing common problems.

LTLTS2-IA welcomed contributions which were inspired by interdisciplinarity and had employed frameworks and approaches of two or more disciplines and had modified them so that they were better suited to certain language-related problems.

This event had the privilege of receiving an overwhelming number of presentation proposals from scholars from a wide spectrum of disciplines both in English and Persian. Having regrettably the limitation of accepting less than twenty percent of the proposals, the conference had the opportunity to review and select from among the contributions of scholars from varied fields of study and academic backgrounds such as political sciences, futures studies, psychology, area studies, information sciences, medicine, history, management, as well as more expected fields like literature, linguistics, education, translation and intercultural studies. As the abstracts in the book show, the research reports cover a wide spectrum of diverse problems across one or several languages including Persian, Arabic, Armenian, Urdu, German, French, and English. In addition, the event witnessed interesting research which resulted from the collaboration of junior and senior scholars from different fields on a common problem.



The general purpose of this biannual conference series is both to further apply language research findings to improve the quality of life in the Iranian and international context as well as to build the capacity for theoretical advancement and contribution to human knowledge by investigating language-related issues from multiple perspectives and using various tools and frameworks in an interdisciplinary environment in our increasingly dynamic and changing world.

As this event was not without its limitations, it is hoped that the third conference, drawing on the experiences of the first two and feedback of the participants, would yield more substantial and fruitful results.

Masood Khoshsaligeh

LTLTS2-IA Conference Chair

Ferdowsi University of Mashhad

2nd Conference on
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دومین همایش رویکردها
میانرشته‌ها به آموزش زبان، ادبیات
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| Plenary Presentations |



Academic Literacies and Literacy as Social Practice: Implications for Research and Practice

Brian Street
King's College London

The notion of academic literacies is located within the field of Literacy as Social Practice (LSP), based on ethnographic approaches to literacy in cultural context, which I first developed during field work in Iran during the 1970s (cf Street, 1984; 1995). From this work I developed the distinction between autonomous and ideological models of literacy and the concepts of literacy events and literacy practices (Barton & Hamilton, 1998; Street, 1995). The academic literacies approach follows from both this theoretical background and from research based on it (Jones et. al., 2000; Lea & Stierer, 2000; Lea & Street, 1997) and considers student writing – and other multimodal forms of representation increasingly required of learners (Kress & van Leeuwen, 2001; Lemke, 1999) – as not simply as a set of skills to be acquired, as in the dominant academic institutional approach, but as a contested site of struggle over meanings and intentions - to be understood in terms of power relations, conceptions of identity and the epistemological assumptions of different fields of study. I hope that a context such as this, with its focus on 'Interdisciplinary Approaches to Language Teaching, Literature & Translation Studies', which is especially aware of the links between linguistic processes at local level and larger social pressures, can help develop and refine this framework.

Keywords: literacy, academic literacies, social practice, ethnographic approaches



About the Author

Brian Street is Full Professor in Language Education. He did anthropological field work in Iran during the 1970s, from which he developed theoretical approaches to literacy in cross cultural perspectives. He then taught social anthropology at Sussex University for over 20 years. He is now Professor Emeritus at King's College, London, UK and Visiting Professor of Education at the University of Pennsylvania, USA. He has worked and lectured in the USA, Australia, Brazil and South Africa, amongst others, applying cross cultural perspectives to educational issues around literacy, language and development. Email: bvstreet@gmail.com



The Case for Rhetorical Stylistics

Michael Burke
Utrecht University

In this talk, the case for the role of rhetoric in contemporary stylistics will be put forward. The presentation will begin by illustrating how a sound knowledge of style figures can enhance the depth and persuasive force of a stylistic analysis - from studies in foregrounding to ones in cognitive stylistics. Thereafter it will point to the wealth of potential for rhetorical analysis in stylistic studies. Areas that will be touched on include the cooperative principle and relevance theory, multimodality, corpus stylistics and reader response studies. By means of argument from example, the standpoint will be put forward that there is a strong pedagogical case for a rhetorical stylistics.

Keywords: stylistics, cooperative principle, relevance theory, multimodality, readers



About the Author

Michael Burke is Full Professor of Rhetoric at Utrecht University, the Netherlands. He lectures at University College Roosevelt (in Middelburg) and University College Utrecht. He is a former president of the Poetics and Linguistics Association (PALA) and the former Secretary of the Rhetoric Society of Europe (RSE). He is currently an Honorary Research Fellow at the School of Critical Studies at the University of Glasgow and he is the founding Editor of the Routledge Research Monograph Series in Rhetoric and Stylistics. He is the author of *Literary Reading, Cognition and Emotion: An Exploration of the Oceanic Mind* (Routledge 2011) and the editor of *The Routledge Handbook of Stylistics* (2014). He has published articles in numerous journals. His research interest is in rhetoric in all its forms: societal, artistic and pedagogical. He is particularly interested literary discourse processing, i.e. what happens in the minds, brains and bodies of individuals when they read literature. Email: m.burke@ucr.nl



The Poetry of Interdisciplinarity: Language, Literature, and Translation in a Reading Life

Sue-Ann Harding

Hamad bin Khalifa University

Translation Studies is often described as an interdisciplinary field and the work of translation scholars as interdisciplinary research. In many parts of academia, interdisciplinarity and cross-collaboration are hailed as hallmarks of quality scholarship. But what does it mean to be interdisciplinary? Taking as its starting point Vladimir Nabokov's reflection on poetry as explored in *Speak, Memory*, that "a person hoping to become a poet must have the capacity of thinking of several things at a time", this keynote address aims to explore the meanings of the word 'interdisciplinary' and its implications for our learning, teaching and research as scholars working in translation and intercultural studies. It follows the trajectory of a reading life - through fiction and non-fiction, translations and originals - stopping at various journey points in that trajectory to reflect on an eclectic set of intersections marked by the deep joys of reading and its power to inform, liberate, enrich and subvert. To cultivate a reading life, I argue, enables us to consider the poetry of interdisciplinarity as a source of abundance and a creative, emancipating space for critical scholarly endeavor.

Keywords: language, translation, research, interdisciplinarity, cross-collaboration



About the Author

Sue-Ann Harding is Assistant Professor at Hamad bin Khalifa University, Qatar. Her research interests are in social-narrative theoretical approaches to media representations, translations and configurations of conflict. Work on anniversary commemorations and media representations of migrants, migration and multiculturalism is extending these interests to include intralingual and intersemiotic translation with regards to narratives, collective memory and issues of state, (national) identity, civil society and social justice. These have also led to international, interdisciplinary projects including a British Academy-funded project on the translations of the writings of Frantz Fanon, and the translation and narrative coherence of sworn statements in South Africa. She is the author of *Beslan: Six Stories of the Siege* (Manchester University Press, 2012) and several articles in leading translation studies journals. Previously co-editor of *New Voices in Translation Studies* (2008-2014), Sue-Ann is now the Reviews Editor for *The Translator* and co-editor of *Translation Studies Abstracts Online*. She is also currently the Executive Council Interim Chair of International Association for Translation and Intercultural Studies. Email: sharding@qf.org.qa



انتقال آموزشی یک مفهوم ساختاری و دستور زبانی: مورد مطالعه «دستور زبان روایت»

علی عباسی

دانشگاه شهید بهشتی

با یاری گرفتن از علم نشانه-معناشناسی مکتب پاریس، یکی از اهداف این سخنرانی ارائه یک روش علمی و عملی برای آموزش زبان به زبان‌آموزان است. ادبیات به دلیل به کارگیری زبان و گذرکردن از زبان معیار و همچنین به دلیل خلق ساختارها و ساختارهای جدید همیشه موضوع مطالعه بسیار جذاب و مهم در رشته‌های علوم انسانی و خصوصاً رشته تحصیلی آموزش زبان بوده است. یکی از ویژگی‌های متون ادبی ساختار منحصر به-فرد آن‌ها و دستورزبان آن است که غالباً خلاف زبان و ساختار معیار حرکت می‌کنند. و همین موضوع سبب شده است که اساتید از آن برای آموزش به زبان‌آموزان استفاده کنند. و هدف اصلی این مقاله، بررسی دلایلی است که نشان می‌دهد ساختارهای منحصر به فرد ادبیات و دستورزبان چگونه می‌توانند به اساتید برای آموزش زبان به زبان‌آموزان کمک کنند. با یاری گرفتن از الگوی «روائی هنجارگونه» و کمک گرفتن از افعال «مُدل» و همچنین «نمودهای فعل» طریقه این آموزش معرفی خواهد شد. در واقع، فرایند انتقال آموزشی مفهوم «منطق روائی» از طریق بکارگیری بخشی از یک داستان روائی مورد بحث و آزمایش قرار می‌گیرد. و در انتها، مشاهده خواهیم کرد که این ابزار تا چه اندازه و با چه دقتی به خدمت انتقال مفاهیم دستوری-معنائی مورد نظر ما در می‌آید. ضمن این‌که فرایند این انتقال که از «مفهوم زبان‌شناختی محض» آغاز و تبدیل آن به «علم آموزش» و در نهایت به «روان‌شناسی یادگیری» ختم می‌شود معرفی خواهد شد.

کلیدواژه‌گان: الگوی روائی هنجارگونه، منطق روائی، افعال مُدل، نمودهای فعل



درباره نویسنده

دکتر علی عباسی متولد ۱۳۴۴ در شهر تهران است. تحصیلات تکمیلی ایشان شامل کارشناسی ارشد ادبیات مدرن و تطبیقی و دکتری ادبیات فرانسه از دانشگاه‌های فرانسه می‌باشد. در سال ۱۳۷۷ به ایران بر می‌گردد و هم‌اکنون دانشیار گروه زبان و ادبیات فرانسه دانشگاه شهید بهشتی می‌باشد. با اینکه تخصص اصلی او در حوزه تخیلات هنری است، ولی در سال‌های اخیر به «علم نشانه‌شناسی» علاقه‌مند شده و حاصل این جستجو چند سخنرانی و مقاله در حوزه «نشانه‌شناسی» است. هدف اصلی او، آشنا نمودن دانشجویان و علاقه‌مندان با این حوزه و پیاده کردن این نظریه‌های جدید بر روی آثار زبان و ادبیات فارسی است. در انتها، بیشترین تلاش او کمک گرفتن از رشته‌های دیگری همچون فلسفه، جامعه‌شناسی و غیره برای یافتن نظریه‌های جدید است. علی عباسی نویسنده کتاب *صمد ساختار یک اسطوره*، مترجم کتاب *فضا نوردان در کوره آجرپزی* از فارسی به فرانسه و نگارنده چندین مقاله علمی در حوزه گونه‌های تخیلی، تخیل شاعرانه، رویکردهای معنایی، نشانه‌شناسی و تحلیل رمان‌های فارسی است. رایانامه: ali_abasi2001@yahoo.com



بررسی و نقد درون‌مایه‌های داستان‌های منثور برای کودکان در دهه‌های ۶۰ و ۷۰ و ۸۰

مه‌دخت پورخالقی چترودی

دانشگاه فردوسی مشهد

در این جستار با استفاده از روش توصیفی-تحلیلی، ۲۶۶۱ داستان منثور دهه‌های ۶۰ تا ۸۰ را در گروه‌های سنی «الف» تا «ج» بررسی و تحلیل کرده و به این نتایج دست یافته‌ایم: (۱) در دهه‌های ۶۰ تا ۸۰ نویسندگان به درون‌مایه‌های متناسب با گروه سنی «الف» کمترین و به گروه سنی «ج» بیشترین توجه را داشته‌اند. (۲) در دهه‌ی ۶۰ محتوای اخلاقی پرکاربردترین و محتوای مذهبی کم‌کاربردترین محتوای داستانی است. (۳) در دهه‌ی ۷۰ داستان‌های تعلیمی-اخلاقی پرکاربردترین و داستان‌های تاریخی و فلسفی و طنز و عاشقانه کم‌کاربردترین محتواهای داستانی و تقریباً جزو درون‌مایه‌های تهی هستند. در گروه سنی «ب» فقط محتوای زندگی‌نامه‌ای وجود ندارد و تفاوت معناداری میان مضامین این گروه و گروه «ج» دیده نمی‌شود. در گروه «ج» داستان‌های دینی و اجتماعی بیشترین و داستان‌های روان‌شناختی کمترین تعداد را داشته‌اند. داستان‌های اجتماعی بیشتر به دو جریان انقلاب و جنگ و پیامدهای ناشی از آن‌ها پرداخته‌اند. داستان‌های تاریخی و زندگی‌نامه‌ای نسبت به دو گروه دیگر تفاوت آشکاری دارند. بیشتر داستان‌ها رئالیستی هستند و داستان‌های روان‌شناختی در این گروه بسیار کم است. داستان‌های دینی به همراه داستان‌های تاریخی-مذهبی و زندگی‌نامه‌ی دینی در دهه‌ی هفتاد در مقایسه با دوران قبل از انقلاب رشد چشم‌گیری داشت. به مقوله‌ی فقر و مشاغل اجتماعی نیز در این دوره بسیار کم پرداخته شده است. (۴) در دهه‌ی هشتاد بیشتر داستان‌های مناسب کودکان با سه رویکرد تعلیمی، سرگرم‌کنندگی و روان‌شناختی نوشته شده‌اند. به درون‌مایه‌های اجتماعی، مذهبی، علمی، حماسی، طنز، اخلاق فردی، روان‌شناختی، تاریخی، عاشقانه، فلسفی و تفریحی نسبت به دهه‌های قبل توجه بیشتری شده است و درون‌مایه‌ی ورزشی تنها در دو داستان علمی وجود دارد. جای درون‌مایه‌های ترسناک، پلیسی، معمایی و بعضی درون‌مایه‌های اجتماعی و اخلاق اجتماعی، ورزش و آموزش اخلاق ورزشی خالی است. پرداختن به داستان‌های طنزآمیز با رویکرد آموزش تفکر انتقادی و افزایش داستان‌های تصویری طنزآمیز و نیز شادی‌آفرینی با کارکرد روان‌شناختی در فضای واقعی و متناسب با زندگی و دغدغه‌های کودکان، بسیار لازم است.

کلیدواژه‌گان: محتوا، داستان منثور، دهه‌های ۶۰ و ۷۰ و ۸۰، گروه‌های سنی الف و ب و ج



درباره نویسنده

دکتر مه دخت پورخالقی چترودی، استاد زبان و ادبیات فارسی دانشگاه فردوسی مشهد است. وی سردبیر مجله‌ی جستارهای ادبی (ادبیات و علوم انسانی سابق) و عضو هیأت تحریریه‌ی پنج مجله علمی-پژوهشی دیگر است. ایشان هم‌چنین مدیر گروه آموزشی زبان و ادبیات فارسی (گرایش ادبیات کودک و نوجوان) دانشگاه بین‌المللی امام رضا (ع)، عضو هیأت مؤسس فرهنگ‌سرای فردوسی و نیز عضو شورای پژوهشی فرهنگ و ارشاد اسلامی خراسان رضوی می‌باشند. زمینه‌های تخصصی و پژوهشی دکتر پورخالقی چترودی، کلیات مسایل ادبی، ادبیات حماسی، ادبیات عرفانی و ادبیات کودک و نوجوان است. ایشان دارای آثار علمی بسیارند که دو کتاب تالیفی، ۵۰ مقاله علمی-پژوهشی منتشر شده در مجلات داخلی، پنج مقاله علمی-پژوهشی چاپ شده در مجلات خارجی، سه مقاله دانشنامه‌ای، ۴۰ مقاله ارائه شده در همایش‌های داخلی و هفت مقاله ارائه شده در همایش‌های خارجی از آن جمله‌اند. وی همچنین ویراستاری دو کتاب علمی را بر عهده داشته است. دکتر پورخالقی چترودی هم‌چنین دبیری دو همایش ملی و بین‌المللی، برگزاری ۸ کارگاه پژوهشی، ایجاد گرایش ادبیات حماسی در دانشگاه فردوسی مشهد، اجرای ۴ طرح پژوهشی و چاپ ۴ کتاب ماحصل آن، و نیز دو دوره تدریس در خارج از کشور را در کارنامه خود دارد. از دیگر فعالیت‌های ایشان، راهنمایی ۲۰ پایان‌نامه کارشناسی ارشد و ۱۷ رساله‌ی دکتری است. رایانامه: dandelion@um.ac.ir



L2 Writers' Writing Performance in Postgraduate Programs: An Interactionist Approach

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Writing in postgraduate programs is a demanding and challenging process especially for second language (L2) students. In an earlier paper (cf Riazi, 1997), I conceptualised writing in higher degree programs as a socio-cognitive process in which Ph.D. candidates used a variety of writing strategies to cope with their disciplinary writing. In my talk, I will present a recent study on the same issue to provide further characterisations of writing by L2 students in higher degree programs. My presentation draws on the data and analysis of a TOEFL project (Riazi & Murray, 2011-2014) in which we collected data from 22 postgraduate coursework students from four universities in New South Wales (NSW) as they were completing their academic assignments in three broad disciplines of science and engineering, social sciences and humanities, and business and economics. Results of the study in terms of the genre of the written assignments as well as participants' metacognitive strategies for completing these tasks will be presented and discussed.

Keywords: writing, second language, socio-cognitive process, metacognitive strategies



About the Author

Mehdi Riazi is Associate Professor in Applied Linguistics at Macquarie University, Australia. After Shiraz University, Associate Professor Mehdi Riazi joined the Department of Linguistics, Macquarie University in Australia in 2009, where he convenes and lectures two postgraduate courses of Research Methods and Language Assessment. He also supervises both masters and doctoral students. He has successfully supervised over 40 postgraduate students and 20 doctoral students (14 at Shiraz University and 6 at Macquarie University), and currently supervises 8 Macquarie PhD candidates. His publications include authored and co-authored books on research, writing, and ESP courses. He has also written journal papers and book chapters and has presented extensively at international conferences. His recent (2014) publication is a co-authored paper on mixed-methods research in Language Teaching. His book on research methods with Routledge will be published in 2016. Email: mehdi.riazi@mq.edu.au



Fanon in Persian Translation

Farzaneh Farahzad

Allameh Tabataba'i University

The present paper consists of two parts. The first part reports on how, why and when the works of Fanon, the influential Algerian post-colonial thinker and activist of the 1950s and 60s, entered the Iranian book market and how they were translated into Persian. Focusing on Fanon's *The Wretched of the Earth* and its Persian translation, it examines its selection process and the links and shared points between Fanon and Shariati, as Fanon's major translator in the years before the Islamic Revolution. The second part gives a textual analysis of the translational choices at the lexical level, identifying traces of three competing discourses of the time, which seem to have inspired Shariati's translation: the leftist, the nationalist, and the religious, revived by the religious groups who were gaining visibility and voice. A semiotic level analysis of the cover designs of Shariati's translation and its reprints before and after the Islamic revolution are given at the end. Drawing on the socio-historical settings of the time, the paper argues that in this particular case, the translator was already visible and had a voice before translating Fanon which he lent to Fanon only to add to the credibility of his own voice.

Keywords: Fanon, translation, Persian, Shariati, socio-historical settings



About the Author

Farzaneh Farahzad started her career as translator and interpreter, received her PhD in Teaching English as a Foreign Language, and has spent all her academic life in the introduction and development of translation studies in Iran. She has been actively engaged in translator training and curriculum development for TS programs at the undergraduate, master's and doctoral levels. She is the author of several textbooks for the translator training program in Iran, and of many articles in Persian and English in translation studies, and her works are internationally recognized. She is the editor-in-chief of the *Iranian Translation Studies Journal*, and series editor of a collection of books in Persian in TS. She has actively contributed to the introduction and promotion of Translation Studies in Iran as an academic discipline. Email: farzaneh.farahzad@gmail.com



| Workshops |



Doing Mixed-methods Research in Applied Linguistics and Language Studies

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Mixed-methods research (MMR), where a range of quantitative and qualitative methods are combined in the collecting, analysing and presenting of research data, is increasingly gaining prominence and utility in social science and educational research. This development acts as a counterpoint to the dominant polarisation, until relatively recently, of adopting an ‘either/or’ perspective (i.e., either quantitative or qualitative) in research methodology. What is clear is that the appeal of MMR is growing and proving valuable for a wide range of researchers in a variety of academic disciplines including applied linguistics. While the development and use of MMR in social and educational research has been growing considerably, it has been subject to a substantial amount of misinterpretation and unsystematic use partly as a result of its own recent process of development and partly because researchers are sometimes not clear as why, when, and how the two methodologies might be mixed. This workshop first provides an introduction to mixed-methods research. In the second part of the workshop, participants review and discuss sample MMR studies conducted on language related issues (to be provided by the workshop convenor) to:

- Identify the purpose and research questions
- Specify data collection and analysis procedures, and
- Determine inferences made from the data and analysis

The workshop ends with some recommendations for using MMR more systematically.



About the Presenter

Mehdi Riazi is Associate Professor in Applied Linguistics at Macquarie University, Australia. After Shiraz University, Associate Professor Mehdi Riazi joined the Department of Linguistics, Macquarie University in Australia in 2009, where he convenes and lectures two postgraduate courses of Research Methods and Language Assessment. He also supervises both masters and doctoral students. He has successfully supervised over 40 postgraduate students and 20 doctoral students (14 at Shiraz University and 6 at Macquarie University), and currently supervises 8 Macquarie PhD candidates. His publications include authored and co-authored books on research, writing, and ESP courses. He has also written journal papers and book chapters and has presented extensively at international conferences. His recent (2014) publication is a co-authored paper on mixed-methods research in Language Teaching. His book on research methods with Routledge will be published in 2016. Email: mehdi.riazi@mq.edu.au



Ways of Providing Input in Teaching: Process Options

Khalil Motallebzadeh

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Language teachers or teacher trainers operate with their own theories of language and learning. Their underlying assumptions and beliefs make their choices of particular modes for presenting the content of the course. One major challenge is how much they are familiar with the relationship between the course objectives and the processes through which they are presented. In other words, it seems that teachers/trainers need to know more about variety in classroom processes. The main purpose of the workshop is twofold: first, it attempts to build a little logical edifice which represents a rationale for notion of process. Second, it tries to raise the participants' awareness on teaching/training skills through a process-oriented approach. The flow of workshop is based on loop input techniques commonly employed in training workshops. The workshop is being structured to engage the participants in a series of hands-on and minds-on skills.



About the Presenter

Khalil Motallebzadeh is Associate Professor of TEFL at Islamic Azad University (IAU) of Torbat-e-Heydarieh and Mashhad Branches, Iran. He is a widely published established researcher in language testing and e-learning and professional development. He has been a visiting scholar at the University of Illinois at Urbana Champaign (UIUC) in 2007-2008. He is also an accredited teacher trainer of the British Council since 2008 and currently represents Iran in Asia TEFL the same as the past few years. Email: kmotallebz@gmail.com



**“How Do I Apply Narrative Theory?”
Using Social Narrative Theory in Translation Studies**

Sue-Ann Harding

Hamad bin Khalifa University

This session is an introduction to social narrative theory as a theoretical framework that can be brought to the field of Translation and Interpreting Studies. With a focus on combining elements of narratology (especially Bal, 2009) with social narrative (as in Baker, 2006) in order to develop useful analytical tools (cf Harding, 2012), the workshop will cover key areas such as, basic assumptions of the theory; types of narratives and the ways in which they relate to each other; narrators and temporary narrators; temporality; and designing an intra-textual model for the analysis of text. The session is intended to be both an exploration of the theory and its relevance to translation studies as well as an opportunity to consider its application in potential avenues of research. Participants are strongly encouraged to bring to the workshop data, work-in-progress and ideas from their own interests and current research so as to be able to share these with the group and contribute fully to this interactive workshop.

Recommended Pre-reading: Harding, S.-A. (2012). How do I apply narrative theory? Socio-narrative theory in translation studies, *Target* 24(2), 286-309.



About the Presenter

Sue-Ann Harding is Assistant Professor at Hamad bin Khalifa University, Qatar. Her research interests are in social-narrative theoretical approaches to media representations, translations and configurations of conflict. Work on anniversary commemorations and media representations of migrants, migration and multiculturalism is extending these interests to include intralingual and intersemiotic translation with regards to narratives, collective memory and issues of state, (national) identity, civil society and social justice. These have also led to international, interdisciplinary projects including a British Academy-funded project on the translations of the writings of Frantz Fanon, and the translation and narrative coherence of sworn statements in South Africa. She is the author of *Beslan: Six Stories of the Siege* (Manchester University Press, 2012) and several articles in leading translation studies journals. Previously co-editor of *New Voices in Translation Studies* (2008-2014), Sue-Ann is now the Reviews Editor for *The Translator* and co-editor of *Translation Studies Abstracts Online*. She is also currently the Executive Council Interim Chair of International Association for Translation and Intercultural Studies. Email: sharding@qf.org.qa



Critical Translation Analysis: A Reaction to Functional Approaches to Translation Criticism

Alireza Khanjan

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Critical Translation Analysis (CTA) is a reaction to the shortcomings with functional approaches to translation and translation criticism. More specifically, the discourse/register based sub-paradigm of functionalism in translation would be challenged in terms of endogenous and exogenous factors affecting translation. Critical Translation Analysis, as the title may suggest, is a general translation criticism model that is primarily grounded on a systemic-functional basis but, at the same time, makes attempt to introduce new analytical tools to deal with internal and external parameters involved in the process of translation. CTA model, as such, is assumed to go beyond micro levels of textual-linguistic analysis aiming at macro levels of social, cultural and ideological explanations. Drawing on two basic assumptions of “translation as re-contextualization” and “translating as filtering”, it defines the very task of translation criticism as the analysis of how four different filters of language, culture, epistemology and ideology may operate, and to analyze how the resulting “target communicative event” can be accounted for against different levels of context, namely, context of language, context of situation, context of culture and context of history. The workshop consists of both the introduction and some practical application of the model.



About the Presenter

Alireza Khanjan is an official English-Persian translator to the Iranian Judiciary and, at the same time, a visiting lecturer of translation and interpreting at the University of Applied Science and Technology, Iran. Dr. Khanjan obtained his Ph.D. in Linguistics in 2012 from the University of Isfahan. He has already published and presented some 40 papers on translation and linguistics in journals and at conferences, both at national and international levels. His more recent works in the area of translation research focus on such issues as translation criticism, translation and power, and translation and ideology. Dr. Khanjan cooperates with *Motarjem*, the first Iranian journal of translation, by writing papers on theoretical and practical aspects of translation. Email: alirezakhanjan@gmail.com



How to Write and Publish Research Papers in International Journals

Hesamoddin Shahriari

Ferdowsi University of Mashhad

One of the most vital skills for any graduate student is being able to write and publish an academic paper. Yet, despite its importance and its direct link to academic success, relatively few hours of any university program are devoted to teaching this skill. During my years of teaching academic writing to graduate students of ELT, I have come to notice a number of misconceptions and recurrent mistakes in my students' work. In this workshop, which is based on my own personal research and experience, I offer a series of tips and tricks for writing a paper for a peer-review journal. By attending this workshop, participants can take their work from classroom or conference quality to journal quality by following a set of simple, yet essential guidelines. The workshop covers a wide array of topics ranging from choosing the right journal all the way to organizing your material and maintaining flow. Since publication is an essential prerequisite for finding a job as a researcher or instructor at a university, this workshop can be a strong investment in your future academic career.



About the Presenter

Hesamoddin Shahriari is an Assistant Professor of Applied Linguistics at Ferdowsi University of Mashhad, where he teaches undergraduate and graduate-level courses on general and academic writing. He has conducted numerous studies into the academic writing register and has compiled and carried out research into the Iranian written sub-corpus of the International Corpus of Learner English (ICLE). His research interests include learner corpora, academic writing and formulaic language. Email: h.shahriari@um.ac.ir



| Parallel Sessions in English |

ارائه‌های موازی به زبان انگلیسی



Language Teaching and Applied Linguistics



Emotioncy in Language Education: From Exvovement to Involvement

Reza Pishghadam

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Following the latest trends in psychology and the great emphasis placed on the emotional factors, in this study “emotioncy” is presented as a new concept in psychology, which can be employed in language studies. Emotioncy ranges on a hierarchical order of null, auditory, visual, kinesthetic, inner, and arch emotioncies. In fact, emotioncy deals with the ways (e.g., visually or kinesthetically) individuals experience the world, which can affect and shape their mindsets. The lower levels of emotioncy generally serve to “exvolve” learners to the point of creating hyper/hypo realities, while the higher levels of that can be used to involve learners in the process of approaching the reality. Concerning language education, the major hypothesis here is that high levels of emotioncy can lead to high levels of comprehension or more rates of retention. In fact, individuals at the high levels of emotioncy are more involved in the process of learning. To espouse the hypothesis, some examples from the field of language education are presented. In the end, emotioncy is suggested as a novel notion in language education, which can introduce new lines of research.

Keywords: emotioncy, exvovement, involvement, language education



The Effect of Task-based Language Teaching on Disabled First Language Learners' Writing Proficiency

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The present study was an attempt to examine the effects of task-based language teaching on disabled first language learners' writing performance. Disabled students with specific learning disabilities meet many problems when they learn Language four skills specially writing skill. Writing skill is the most complex task. Unlike other skills, it needs more specific training. Tasks-based learning can play important role in education, but also teaching/learning. Different types of communicative tasks are used to promote language learning. Repetition of such tasks in class is considered to help learner to reflect on their own language production and thus assists them to improve their performance. This study explored how well using task-based language teaching can influence improving Persian written accuracy, fluency and complexity for disabled learners. It showed how a using TBLT can reduce the impact of disability for disabled students on writing skill. The focus of this article was specifically for repetition in narrative writing for students with learning disabilities. A total of 14 females with a range age of 13-15 years old who were attending a special school in Ardabil were subjects of this study. These students were randomly divided into two groups. Group (1) consisted of 7 disabled students with using of the written narrative task repetition (experimental group) and Group (2): consisted of 7 disabled students without using of the written narrative task repetition (control group). The results of study showed written narrative task repetition in which the participant displayed increased performance in accuracy, fluency and complexity of their written language production.

Keywords: disabled students, accuracy, fluency, complexity, written task repetition



Entrepreneurial Capabilities in English Language Students

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Today most countries to solve unemployment among young people and help the socioeconomic growth are developing entrepreneurship skills. Many experts believe that entrepreneurial skills and abilities should be acquired continuously within all stages of education and within all the university disciplines. On the other hand, the role of perceptions, beliefs, attitudes and social background and environment, creating entrepreneurial intentions and behavior, is emphasized (Mair, 2002). This study deals with entrepreneurial capabilities (independence, internal control, progress motivation, creativity and risk-taking) of English language students in Lorestan University. To collect the data, a standard questionnaire was used. The participants were undergraduate students of English Language at Lorestan University at the age range of 19 to 25. The results showed that entrepreneurship capabilities of the English students in the independence, internal control, progress motivation and creativity were more than mean value, but in the case of risk-taking the relevant scores were less than mean value.

Keywords: entrepreneurship, entrepreneurial capabilities, language students, Iran



The Transfer Effect of Retrieval Practice and Repeated Studying on Long- and Short-term Memory: The Case of Fact Learning and Higher Order Skills Learning

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Shiela Kheirzadeh

Alzahra University

The present study investigated whether retrieval practice and restudying, as two learning conditions, affect learning of facts and higher order skills in reading comprehension. Furthermore, this study sets out to find the extent to which these two learning conditions promote transfer of skills to short-term and long-term memory. In so doing, sixty intermediate Iranian EFL students, whose age ranged between 20 and 32, were asked to study a set of four different reading passages. The first reading passage was read just once. The second reading passage was studied twice (repeated studying). The third passage was studied once but was immediately followed by a fact quiz (retrieval practice of fact learning). And finally, the fourth passage was studied once and was then followed by a higher order skills quiz (retrieval practice of higher order skills). After the learning phase, an immediate test was run to measure the amount of the transfer of the learnt materials to short-term memory. Then, after a two-day delay, another test was administered to measure the extent to which the studied materials had been transferred to long-term memory. The ANOVA results indicated superior performance of the subjects on retrieval practice lending support to the theory of transfer appropriate processing. Thus, retrieval practice can be employed as a strategy to enhance both conceptual and higher order skill learning.

Keywords: retrieval practice, transfer of learning, higher order skills, restudying, lower order skills



A Bimodal Perspective on the Role of Grammar in ELT Course Books: Three Case Studies

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Having an inter-disciplinary perspective in mind, this study is an attempt to evaluate the methodologies and producers of grammar instruction embedded in ELT materials based on a neurolinguistically-inspired concept called bimodality theory. The purpose of the current study is to cast a 'bimodal' approach to grammar instruction in a selection of the internationally-produced ELT textbooks widely used in Iran. To this end, this paper aims to report on the study of three ELT coursebooks (American English File series, Results series, & Touchstone series) as the corpora of the investigation to determine the extent to which the individual ELT coursebooks under study follow the pedagogical applications of the 'bimodal' approach. To collect the necessary data, detailed grammar analysis focused specifically on the introduction of new grammatical points and activates included in the coursebooks with reference to the modal principles of bimodality theory. In doing so, the ELT coursebooks along with their respective teacher's manuals were closely examined to show how grammar has been treated and presented in the design of the coursebooks according to the 'bimodal' approach. Cornering the possible practical implications of the study, it is believed that findings of this interdisciplinary-oriented study might offer some insights for syllabus designers and coursebooks and/or materials developers in the field.

Keywords: neurolinguistics, 'bimodal' approach, modal principles, grammar instruction, ELT textbooks



Ecolinguistics and Ecological Approaches on L1 and L2 Learning and Socialization

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The ecolinguistics perspective on L2 learning enables the researchers to identify the problems with an ecological approach to language education both in theory and practice. This article aims to explore descriptively how a number of contemporary approaches and insights in language acquisition research might be coherently interrelated through a perspective that can be called ecology of language learning. In this research, we offer an ecological critique of some dominant paradigms of LA research, and we then go to suggest how an ecological perspective motivates new approaches to acquisition issues. We also point out that a language is not just a mode of communication but a symbolic statement of social and cultural identity, especially in the increasingly multilingual environments in which L2 learners have found themselves. By giving some samples in English, we will elaborate on how an ecological practice of language education should require abandoning the demand for standardization in language education. We try to give a coherent picture of what an ecological approach to language learning might look like. We will finally come to this result that how ecolinguistics has given a rich holistic framework for studying phenomena of second language acquisition and socialization. This study will also show that ecolinguistics can be a new paradigm for the science of language and second language learning.

Keywords: ecolinguistics, ecology of language learning, language education, language acquisition, multilingual environment



The Relationship between English University Students' Gender, Goal Orientation and Burnout

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This article sets out to examine the relationship between English university students' gender, goal orientation and burnout in a single framework. To this end, through stratified random sampling, 120 senior B.A. Iranian university students were selected from among Azad, Governmental, and non-profit universities in Mashhad, a city in Northeastern Iran. There were 60 males and 60 females aged between 22 and 29, studying in three majors of English Literature, English Teaching, and English Translation. Two questionnaires (Burnout Inventory-Student Form and Goal Orientation Scale) were administered to the students and data were gathered for further analysis. Through independent-sample t-tests, Pearson-Product Moment Correlation, and stepwise linear regression analysis, data were analyzed. The results of t-test demonstrated that there are no differences between male and female students with respect to task goal orientation, and levels of burnout and its subscales (i.e., emotional exhaustion, depersonalization, and diminished professional efficacy). But, females, in comparison to males, are more ability and ability-avoid goal-oriented. Also, as the correlation findings indicated, there are marginally significant negative correlations between level of burnout and both mastery and ability goal orientations. In other words, the more students are task- or ability goal-oriented, the less their degrees of burnout would be. Besides, based on regression analysis results, hierarchically, first task goal orientation, then ability-avoid goal orientation, and finally ability goal orientation are considered effective in predicting burnout level.

Keywords: English language, university students, goal orientation, burnout, gender



Discursive Psychology in Language Education: Cases of Home Culture Attachment and World Englishes

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The present study aimed at investigating the underlying relationship between language and thought through the detailed qualitative analysis of interviews with 10 language teachers on issues pertaining to home culture attachment and world Englishes. As a result, being seriously challenged by the interviewer, significant alterations were noticed in the individual's thoughts even to the point of producing contradictory ideas which highlighted the fact that language is more likely to shape thoughts in constructing reality. Conducting in-depth interviews, the very participants who had believed to be culturally attached to their home culture proved not only to be detached but also to assume a negative attitude about the application of their culture and the principles of world Englishes in their teaching methodology. Thus, the findings of the study seem to have further major implications for researchers to make rigorous empirical analysis of the record of natural interactions in place of the widespread use of interviews and surveys due to the tentative and inconsistent results they might produce.

Keywords: language, thought, home culture attachment, world Englishes, empirical analysis



Adaptation and Validation of Pishghadam and Moafian's Successful English Language Teachers' Questionnaire

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Pishghadam and Moafian (2009) developed and validated a 47-item Likert type questionnaire to measure success rates among English language teachers. The items in the scale are based on the ideas of professors of foreign language education about successful language teachers. The items in the scale are phrased in a way that they should be filled in by students. In this study, we adapted the scale by changing the wording of the items in such a way that they can be answered by teachers themselves. The original version and the adapted version of the scale were given to 100 English language teachers and their students. Teachers' success scores based on both versions were correlated and the factorial structures of the scale in the two versions were compared. Results and implications of the study are discussed.

Keywords: adaptation, validation, language teacher's success, Iran



Life Syllabus: An Investigation into Iranian EFL Stakeholders' Perceptions and Practices

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Unlike various types of syllabi introduced in the field of ELT which are primarily concerned with the primacy of language learning, *life syllabus* prioritizes the life qualities of learners before language learning skills. However, there is little previous research on the ways to apply this new syllabus, specifically in view of the stakeholders. The present study is an attempt to investigate the perceptions and practices of Iranian ELT stakeholders in implementing life syllabus, as an offspring of Applied ELT, by randomly sampling 28 directors of study, 46 EFL teachers, 54 classrooms, and 348 EFL learners from the private sector in 8 provinces of Iran. Instrumentation included: observation and field notes, interviews, and open-ended questionnaires. Content analysis of data revealed the following: First, most of the directors of study (71.42%) and EFL teachers (64.81%) were unaware of the capacity of ELT classrooms in enhancing learners' life skills. Second, almost all (89.28 %) learners not only mentioned the knowledge of vocabulary, grammar and language skills as the ultimate goal of language learning, but also ignored the improvement of their future nonlinguistic life skills as the outcome of English classes. Third, only in 14.81 percent of the classes (i.e., eight) the ideas of life syllabus were implemented by the virtue of improving critical thinking and interaction skills. It is argued that a revision in Iranian ELT stakeholders' conceptions of a language teaching class is needed, specifically in transforming language classes into life-and-language classes along with language teachers into educational language teachers.

Keywords: life syllabus, life skills, ELT stake-holders, educational language teacher



Developing English for Research Publication Purposes in an Outer Circle University Context: Problems and Educational Considerations

Farzaneh Dehghan
Farhangian University

English has become the lingua franca of research publication world. To publish their research for an international audience, L2 academic writers have to develop a particular type of English proficiency called English for Research Publication Purposes (ERPP). Despite many advantages of having one international language of research, EFL writers from particular linguistic or cultural backgrounds (i.e. the outer circle countries) may face challenges and even inequalities in publishing their research in credible international journals. Another related point is the extent to which graduate programs in EFL universities are successful in developing ERPP. This study aims at exploring the challenges EFL writers face in international research publication and evaluating the graduate programs offered in EFL academic contexts regarding their effectiveness in helping L2 writers become competent research writers. For these objectives, 12 M.A. students majoring in chemistry and TEFL and their professors (n=7) took part in in-depth interviews. The interview results along with literature (Kwan's 2010 model of ERPP) were used to develop a checklist for evaluating these two graduate programs (raters=53). The findings showed that this group of EFL writers evaluated their position in the world of academic writing as an ignored and prejudiced against one. In addition, these two graduate programs were evaluated as failing to develop ERPP in L2 writers. Regarding the chemistry course, the students' problem was English writing proficiency in general. Regarding the TEFL program, though students were proficient in L2 writing, they did not believe that their courses had a significant role in developing ERPP.

Keywords: English for research publication purposes, EFL writers



A Historical Profile of Persian Loan Words in the English Language

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English is known by many linguists for its almost-unparalleled proclivity to accept loan words from other languages, most notably French, Latin and Greek. However, other languages, such as Persian, have also contributed to the lexical richness of this language. Loan words from a particular origin have been found to correlate with special cultural, sociological and historical variables and can thus become more or less prevalent in certain registers or at various periods of time. The aim of this study is to make use of the largest existing corpus of the English language, the corpus of contemporary American English (COCA), to investigate the most common English words that have been borrowed from Persian. For this purpose, a list is made of words specified by the Merriam Webster's collegiate dictionary to be of Persian etymological origin. These words are then searched for in the COCA, and are subsequently identified and ranked both according to their frequency in five different registers (academic writing, fiction, magazine, newspapers and spoken discourse) and across three time periods (e.g., 90s, 00s and 10s). The findings of this corpus-based study can provide a more accurate description of the role that words of Persian origin play in the English language, and can inform studies that are carried out by linguists, sociologists and scholars of both Persian and English literature.

Keywords: loan words, corpus linguistics, etymology, Corpus of Contemporary American English



A Comparison of Language Ideologies of English Department Heads and Language Institute Managers

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Language teaching research and theory have traditionally centered on issues of effectiveness and efficiency, pursuing interests in answering questions such as "What is the best method for teaching a second or foreign language?" In recent years, however, there has been an increased interest in more macro aspects of ELT, addressing issues such as types of language ideologies ELT practices promote. The purpose of this qualitative study accordingly was to make an attempt to obtain an in-depth understanding of language ideologies ELT managers in Iran perceived in two contexts of English departments and language institutes. The perception of eight English department head and seven institute managers about questions of English-Only Ideology, English-as-the-Global-Language, Native Speakerism, Linguistic Imperialism, American/British Accent, and World Englishes was explored carefully in the present study. The main sources of data collection were in depth qualitative interviews. After careful transcription and analysis of the obtained data, the emerged themes were categorized and discussed in terms of the role of L1 in ELT, the purpose of learning English as the global language, the role of native speaker teachers in ELT, the probable imperialistic function of ELT, and the choice of accent in language classes in Iran. In the end, implications for practice and suggestions for further research were discussed in detail.

Keywords: language ideologies, ELT managers, English-only ideology, English-as-the-global-language, native speakerism, linguistic imperialism



Optimality Theoretic Account of the Production of the Persian Initial Consonants by Mentally and Physically Handicapped Children

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Although it is well known that language disorders are associated with syndromes of genetic causes, conducting an inquiry and providing a precise description on the nature of language disorder is a relatively recent phenomenon. One group of children who demonstrate signs of language disorder includes the children who are mentally and physically handicapped. Language Impairment in these children is associated with a delayed onset for early vocabulary acquisition, pragmatic malfunction and phonological problems. Therefore, the present research is motivated by the importance of the research on language processing in these children, which can subsequently reveal some salient facts about the organization of the language in human mind. To this end, 5 children studying in Nafisi rehabilitation center of Isfahan which is designated to instruction of mentally and physically handicapped children participated in this study. The required data for the study were gathered by the use of confrontation naming task in order to elicit the different instances of the Persian consonants. An optimality theory proposed by Prince and Smolensky (1993) was used to examine the production of the Persian initial consonants by these children.

Keywords: language disorder, mentally and physically handicapped children, optimality theory



The Relationship between Teachers' Self-efficacy and Their Clarity Skills: A Study of Iranian EFL Teachers

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The purpose of this research was to investigate the relationship between EFL teachers' sense of efficacy beliefs and their clarity skills. The participants chosen for the purpose of this study were 66 English teachers teaching at intermediate proficiency levels in four language institutes in Mashhad and Tehran. They were selected according to their willingness to participate in the study. First, they were asked to fill out the Ohio State Teacher Efficacy Scale (OSTES). Then, they were observed for one session by two raters who scored the participants' teaching performance utilizing the rating scale with regard to Metcalfe's clarity skills. The statistical calculation via correlation demonstrated a significant relationship between teacher's self-efficacy and their clarity skills composed of seven skills, generalizable across content areas that contribute to the clarity of instruction. The findings also indicated that enhancing teacher efficacy can be a vehicle to their professional development. Finally, along with the conclusions, the implications for administrators and teachers are discussed.

Keywords: teacher efficacy, clarity skills, TEFL, social cognitive theory, professional development



The Suspicious Place of Culture in Internet-mediated English Education

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The place of culture in English educational materials has always been a controversial issue. In summary, three main approaches to teaching culture has been introduced in the field of English language teaching (ELT): 1. teaching the culture of English-speaking people together with the English language, 2. teaching the indigenous culture of English learners via the English language, 3. teaching a variety of cultures in English educational materials. With the advent and rapid development of modern technology, Internet-mediated English educational materials are prevailing over the traditional printed books. Yet, the former materials have rarely been critically analyzed in terms of the culture and worldview they promote. This study attempted to address this need through a survey conducted among 151 Iranian respondents. They were exposed to samples of online English materials selected from VoA Special English for Persian Learners inserted into an Indigenous Iranian Culture Opinionnaire, which was developed by the researchers. The analysis of the information obtained from this opinionnaire followed by personal interviews revealed that this program is incongruent with or contradictory to the Iranian culture, despite its claim of being designed for Persian learners. This also supported Electronic Colonialism Theory (ECT) in that this program can serve the promotion of American culture.

Keywords: culture, Internet-mediated English education, electronic colonialism theory



Young Learners and the Role of Formulaic Chunks in Triggering English Articles

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Formulae are unanalyzed chunks of language which L2 learners store in their declarative knowledge and can become automatic in the associative memory before being analyzed and integrated in the procedural knowledge. The present study is an attempt to find whether memorized formulaic chunks have any effect on the creative use of English articles: the, a/an, and zero article (generic expressions) by young learners. To this end, forty young EFL learners were exposed to 16 formulaic expressions and were required to memorize and practice them while performing focus on meaning tasks. Results of a comprehension and production task and a grammatical test revealed that EFL learners of this age group were sensitive to overt articles and started to use them, while they were unable to associate the zero article with plural nouns. However, the percentage of article misuse indicated that the obligatory rule of overt morpho-phonological forms precede the acquisition of subtle semantic features encoded in English articles; i.e., Definiteness, Number, and Genericity. Moreover, it was indicated that contrary to adult learners, young learners benefit more from positive evidence and eventually gain accuracy in using articles over time.

Keywords: formulaic language, trigger, articles, declarative and procedural knowledge



The Relationship between Emotional Intelligence and Teachers' Self-Efficacy in EFL Context: A Distinctive Feature

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Emotional Intelligence as proposed by Bar-On is considered as a determining factor in predicting success in one's life. Findings consistently focused on the role of EI more than Intelligence Quotient (IQ) in academic contexts and workplace success. Perceived self-efficacy proposed by Bandura (1997) was used as a judgment of peoples' performance. Majority of English teachers in Iran are not aware of the determining features of EI and its predictive features on their educating success. They have lack of self-efficacy and this affects their success in their pedagogical purposes. To this end, the present study was done in order to investigate the relationship between EI and self-efficacy. Thirty English instructors including 15 instructors with 10-15 years of teaching experience and 15 instructors with less than 15 years of experience participated in this study. They were selected randomly from Iranian universities of Urmia, Tabriz, Esfahan, Miandoab, Ardabil, Malekan, Hamedan and Sanandaj. Bar-On's EQ-i questionnaire and Bandura's (1997) teacher self-efficacy scale were used as the instruments of the study. In order to investigate the correlation between emotional intelligence and teachers' self-efficacy, the Pearson-product moment correlation was used. The findings of this study demonstrate a close relationship between EI and self-efficacy and highlight its relationship with teacher' experiences.

Keywords: emotional intelligence, intelligence quotient, self-efficacy



Comparative Critical Discourse Analysis of Iranian and International TV Banking Advertisements

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This study will generally consider the undisputable role of media as a powerful means of persuasion in the global market. It will try to shed light on the cross-cultural aspects of TV commercials by analyzing the discursive features of the narrative in Iranian and international banking advertisements. The research will also question how advertising discourses can shape ideologies, as it plans to investigate how television banking commercials construct a relationship between money, prosperity and happy life. As a popular method in Critical Discourse Analysis (CDA), the study chiefly includes “content analysis” in order to trace (a) the “type” of banking service(s) bold-on, (b) the “values” attached to the storyline and (c) the concepts highlighted in “mottos” of such advertisements. The findings of this study firstly suggested that the major types of banking services advertised in the addressed Iranian and international banking commercials included “general introducing of the bank” (f = about 55% of the whole) and advertising “non-attendance electronic services” (f = over 25% of all). Next, it was found out that three places of “home”, “street” and “nature” were the locations most frequently appeared in the narrative of such advertisements and that the notions of “kindness” and “wealth” were the two values with the highest frequencies. At the end, it was revealed that “direct expression of the bank’s name” emphasizing its uniqueness, and “wealth”-related concepts were the most repetitive themes in the mottos. Additionally, comparison of Iranian ads with their international rivals showed considerable weakness of the former. At the end, suggestions are made for the viewers to equip themselves with “Media Literacy”.

Keywords: critical discourse analysis, TV advertisements, banking, Iranian, international, content analysis



Relationship between Metacognitive Strategy Training and Willingness to Read English Medical Texts

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This quasi-experimental study examined the relationship between students' metacognitive awareness and willingness to read English texts. So, a model was proposed and tested using structural equation modeling (SEM) with R software. Participants included 98 medical students of two classes, a control group and an experimental group. At first, both groups were asked to complete the two questionnaires of the study. Students of the experimental group were provided with some reading strategies, including reading for main ideas and reading for organization. At the end of the semester, all participants again completed the two questionnaires, and took a final examination achievement test. The proposed model demonstrated the significant effect for metacognitive awareness before the intervention (MA1) on metacognitive awareness after the intervention (MA2), willingness to read before the intervention (WTR1) on willingness to read after the intervention (WTR2), and MA1 on WTR2. It also indicated a mutual significant effect of MA1 and WTR1, and also MA2 and WTR2. However, no significant effect of WTR1 on MA2 was observed. Also, in the experimental group, the metacognitive strategy training significantly affected MA2. Thus, the proposed model reached the appropriate fit thresholds for all indices.

Keywords: metacognitive awareness, willingness to read in English, reading strategy, structural equation modeling (SEM), R software



Raising Teachers' Awareness of the Hidden Curriculum: The Role of Critical Pedagogy-Informed Teacher Education

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Over the recent years, a wealth of studies has unveiled that international ELT textbooks present and promote western culture, a hidden curriculum; however, very few studies have investigated how language teachers deal with this hidden curriculum in practice. To narrow this lacuna, this study delved into six Iranian EFL teachers' beliefs about culture and how they treated cultural elements in the international textbooks they were teaching. Additionally, the teachers took part in a teacher education program (TEP) designed and implemented based on the principles of critical pedagogy (CP). The teachers' beliefs were collected through two rounds of semi-structured interviews and stimulated recall sessions both prior to and after the TEP. Their practice of cultural elements was also investigated by transcribing and reviewing the video-recording of four sessions of their teaching before and after the TEP. Results of the study indicated that five of the teachers considered culture as a peripheral aspect of language teaching, which can be used to teach some vocabulary and grammatical items. Most of the cultural elements were either 'endorsed' or 'ignored' by the five teachers. However, after the CP-informed TEP, it was found that four of them tended to 'subvert' the cultural elements and benefit from the cultural element to develop their students' cultural or intercultural awareness, and consequently to make a change, though small, in the world. Moreover, it came to light that teachers' beliefs underwent some changes. In view of the results, some implications and suggestions for further research are presented.

Keywords: critical pedagogy, CP-informed teacher education, culture, hidden curriculum



Language Learning as Chaos/Complexity System: Evidence Based on Iranian EFL Learners' Tellings and Histories

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Language learning process was traditionally investigated through the reductionist perspective treating language learning as a fixed, linear, cause and effect phenomenon in addition to imposing three levels of reductionism including context reduction, data reduction, and complexity reduction on the field of SLA. With the emergence of Chaos/Complexity Theory (CC/T), language learning was considered as a nonlinear, complex, and dynamic system evolving, growing, and changing from the bottom-up in an organic and unpredictable manner through the dynamics of language use. In complex systems such as language learning, the complex behavior of the system as a whole influenced by a large number of factors, forces, and agents within or beyond its boundaries is more than the behavior of the individual components. Despite the fact that C/CT provides new insights, understandings, and implications for researchers in the field of SLA, very few practical attempts can be seen to investigate the complexities of language learning from this new perspective. Accordingly, this narrative research selected ten Iranian EFL learners based on purposive sampling. The researcher used semi-structured interview in order to elicit participants' histories and stories regarding their language learning process. After the transcription of the data, the participants' personal experiences and histories in terms of time and place were reorganized, analyzed, and shaped into a framework on the basis of a chronological sequence. With regards to the theoretical underpinnings and insights of C/CT, the derived meanings and themes showed the pieces of evidence to justify the complexities of Iranian EFL learners' language learning.

Keywords: Chaos/Complexity Theory, reductionism, SLA, narrative research, language learning process



Professional Development of Foreign Language Teachers through Teacher-researcher Collaboration

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The agentic roles of teachers in the postmodern era empower them to reflect critically on their own practices and enhance teachers' awareness and their sensitivities toward their teaching contexts. Through transformative model, applicable pedagogic knowledge can only emerge in everyday teaching when the agency and authority of the classroom teachers are taken in to account. Therefore, teacher theorizing that involves deriving a personal theory of practice can lead to professional development, pedagogic improvement and personal enrichment. Bridging the gap between theory and practice in a way that language teachers feel the applicability of educational research in the language classroom and also attempt to theorize from the classroom through action research in collaboration with professional researchers is a crucial matter that can flourish language teaching in Iranian context. Based on the transformative model, this longitudinal qualitative study aims to track possible transformation in teaching performance of 10 teachers with the assistance of researchers over one year at a private language institute in Shiraz, Iran. The results of the interview and teacher journals indicated the value of teacher-researcher collaboration in promoting teacher development by providing a productive path for teacher theorizing.

Keywords: teacher-researcher collaboration, agency, professional development, transformative model, post-method pedagogy, teacher theorizing



An Experimental Study on the Impact(s) of Emotional Intelligence Enhancement on Test Anxiety among Iranian University Students

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The "Brain" undoubtedly could be called the main processor and the most important factor in taking tests. It has been the subject of rigorous studies by specialists to find out how it stores and recalls. Controlling and neutralizing its negative surrounding or blocking factors seem to be a very redeeming job. EI (which involves various psychological constructs) and also Test Anxiety could be thought of as those factors that can both block learning and recalling. Therefore, the current study investigated the tentative impact of enhancing EI on Test Anxiety among Iranian university students. For this purpose, 39 students in treatment and control group completed the Bar-On EI test, (the emotional quotient inventory EQ-I) and answered a Test Anxiety Scale questionnaire; afterwards, they received instructions on EQ and strategies to enhance it during a course of 4 months. At the end of the course, the same Test Anxiety Scale was administered to both control and treatment group along with the same EQ questionnaire to determine the probable progress in student's EQ. The data were analyzed using descriptive statistics and independent samples t-test. The analysis of the data revealed that there is a significant improvement in the students' score in Test Anxiety and also significant progress in their EQ was observed. The results help understand the impact of students' EQ enhancement on Anxiety and also possibly in a broader scale education, provided that it be replicated with participants of different subjects, high school and primary schools and also samples from wider populations.

Keywords: test anxiety, emotional intelligence, EQ enhancement, university students



A Comparative Study of Language as represented in Al Arabiya and Press TV's Coverage of Saudi Arabia's Attack on Yemen

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The present study aims at investigating differences in the use of language in two news media, Al Arabiya and Press TV, which are supposed to represent opposing ideologies regarding Saudi Arabia's recent attacks on Yemen. Assuming that reality is constructed and represented through language, and that news reports represent ideological beliefs of the medium as coded through language, a comparative analysis of a number of news reports broadcast by the two news agencies was conducted. Authentic data collected from websites of both channels were examined to inspect how ideological differences of the two news agencies affected their representations of reality in the news. Within the frameworks of critical discourse analysis, manipulations of language in the news reports made by the media in order to represent their ideological, and political ideas were scrutinized through checking the way events were narrated with reference to lexical strategies such as choice and repetition of certain lexical items, syntactic strategies such as use of active or passive voice, nominalization, thematic patterns, and modality. The analysis showed that the two ideologically opposed news media, that is, Al Arabiya and Press TV, employed different discourses to cover the same news on Saudi Arabia's attack on Yemen and that consequently created contrasting perspectives in the minds of their viewers.

Keywords: ideology, reality, critical discourse analysis, lexical strategies, syntactic strategies



Teacher Identity Verification and Non-verification: The Case of Iranian EFL Teachers

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Central to teacher identity is a set of meanings that teachers attribute to themselves when they are acting or claiming a particular role identity. In other words, the meanings of teacher identity have implications for how teachers will behave in educational settings. Teacher identity verification depends, in large measure, on the extent to which teachers are successful in bringing the perceived identity-relevant meanings in the situation into alignment with the meanings of identity they already attribute to themselves. Drawing on the Perceptual Control Model theory, the present qualitative study attempted to explore the process of teacher identity verification and non-verification in Iranian EFL teachers teaching at language institutes in Yasouj. A total of 13 EFL teachers took part in the study and the narrative methodology was employed to collect the data. The findings of the study revealed that the teachers in order to verify their teacher identity went through four stages including 1) establishing the identity standard that encompassed the meanings of teacher identity; 2) carrying out reflected appraisals in order to perceive the identity-relevant meanings in the context they are working; 3) comparing the perceptual meanings in the context with those existing in the identity standard; and 4) displaying meaningful behaviors that are the function of comparison made in the stage three. The study also showed that any disturbances that the teachers encountered during these stages led to them experiencing identity non-verification. The benefits of teacher identity verification and the repercussions of identity non-verification were lucidly discussed.

Keywords: teacher identity, EFL teacher, identity verification, identity non-verification



An Interdisciplinary Approach to EFL Teaching: Using Texts as Communicative Semiotic Events

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Research has shown that academic teaching based on the use of texts can be fertile soil for educational processes in younger generations. This paper investigates the interdisciplinary approach of considering the arts, modeled as 'texts', as a potentially powerful factor in EFL student education. For this purpose, this study, drawing from didactic experiences with paintings and pieces of music analyzed as 'texts', grounded an ELT course, conducted with 40 Advanced-level male and female students, at two universities in Yazd province, Iran, in 2015. The course made extensive use of such texts, in terms of communicative semiotic events and the interpretation of their meaning as a process of inference. Learners' attention was drawn to "intersemiotic translations", as these gave students the opportunity to experiment with innovative methods of learning a foreign language by analyzing and 're-writing' different types of text. The results of the comparative analyses of the pre-tests and post-tests with the control group (20 students) and the learners' perceptions revealed that use of the arts in a didactic project to enhance EFL learning could create a positive reaction in students, giving them the opportunity to make a twofold reflection: on the foreign language (its structure and style) and on themselves, especially on their mode of thinking and judging reality in comparison with the standpoint expressed by the authors of the analyzed texts. By means of this interdisciplinary approach, EFL courses may become another opportunity to educate students to faithfully approach reality as it is, within the broader experience of knowledge.

Keywords: education, language teaching, interdisciplinary approach, texts as communicative semiotic events, arts



“I Can Draw Analogies between Bach’s *Jonathan Livingston Seagull* and Attar’s *Thirty Birds...*”: Comparative Literature in English Classes

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With the development of World Englishes, language practitioners have been encouraged to take advantage of existing non-native literatures and carry the burden of translating their local literature into good English. Despite the current movement, Iranian students majoring in English Language still go on a diet of studying abridged or unabridged British and American literary works; legitimized as authentic materials. Going off the beaten track and in a spirit of putting more credit on our Iranian riches, knowledge, and literary heritage, we, as researchers from disciplines of English Language Teaching and Persian Literature set heart on exploring the possibilities of opening spaces for translated Persian classic works of literature to be used vis-à-vis foreign literary works in English literacy classrooms. The participants of this semester-long action research were young Iranian women, majoring in English Literature at Alzahra University, Tehran, Iran. While reading such abridged or unabridged literary texts, the students were encouraged to adventure the layered meanings within the stories, poems, parables, legends, and allegories through jotting down their reflective comments and interpretations, personalizing the themes, finding contemporary relevance for them, and “weaving” their readings by making comparisons and contrasts between authors, themes, characters, and settings of various narratives. The findings reveal how such thought-provoking spheres of comparison created spaces for the students to practice and display deeper appreciation of the art of language not only in English but also in Persian, particularly for those students who routinely referred to Persian literature in their everyday life.

Keywords: non-native literature, Persian classic literature, English language



The Use Rubrics and the Autonomy Level of Iranian EFL Learners

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Rubric is one of the tools teachers use to assess students' performance. When used by students as part of a formative assessment of their progress, rubrics can both teach and evaluate. Rubrics can often help students understand the targets for their learning and the standards of quality for a particular assignment and make judgments about their own work that can inform revision and improvement. Autonomy is also of key role in learners' improvement and progress. This study aims to investigate the possible relationship between the use of rubrics in English classes and learner autonomy. To this end, a questionnaire survey is conducted among 60 English students of University of Birjand for the use of rubrics in their classes. In order to explore the learner autonomy of the subjects, the researchers apply the questionnaire designed by Zhang and Li (2004), which covered 21 questions after they were revised and predicted on the basis of the learning strategies classified by Oxford (1990), Wenden (1998) and O'Malley and Chamot (1990). The Pearson-product correlation was used to analyze the data. The results show a significant association between rubrics and students autonomy along with a strong positive attitude of both students and teachers towards the use of rubrics. Finally, the implications of the study are also suggested in detail.

Keywords: rubrics, learner autonomy, Iranian EFL learners, performance



An Evaluation of English for Tourism Purposes Program in Iranian Universities

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The present study is an attempt to evaluate English for tourism program for Iranian students majoring in tourism studies. The CIPP (context, input, process, and product) evaluation model developed by Stufflebeam is used in the study to evaluate the context, input, process, and product of the program. The study evaluates the quality of the program from the perspective of head of the tourism studies departments in Iranian universities, lecturers who currently teach English for tourism in these universities, graduate students majoring in tourism students, and employers of these graduate students in tourism industry. In addition, all the documents related to the program were analyzed. The data were gathered using three instruments: a survey, semi-structured interviews and program-related document analysis. Results of the study indicated that English for tourism program in Iranian universities does not completely serve for its purpose and has some serious shortcomings in some sections. The findings indicated that the program has some positive effects, such as improving students' vocabulary and reading skill. However, most of the students, if not all, are not competent in speaking and writing in English. It shows that English for tourism program currently implemented in Iranian universities needs some modifications to meet its ultimate goal which is improving students' English to communicate accurately and fluently with foreign tourists in the tourism industry. The study concludes by making some suggestions for the improvement of the quality and implementation of the program in the future.

Keywords: evaluation, program evaluation, CIPP model, English for tourism, tourism graduates



Input Modality and Intercultural Sensitivity: Implementation of Literary Works and Their Adaptations

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Characterizing the boundary for the American culture may open a Pandora's Box in which the acculturation process is preoccupied with the transmission of the factual elements of the target culture through instruction, while the accomplishment of its highbrow content may be far-fetched. In line with the above image, the thrust of the present study is to investigate the effect of the exposure to literary works through different input modalities on the development of the intercultural sensitivity. To this end, 41 male/female intermediate level EFL students (age: 18-45) at Shokouh and Safir language institutes were selected. Primarily, the participants were asked to complete Chen and Starosta's (2000) Intercultural Sensitivity Scale (ISS). In order to evaluate the effect of the exposure to the foreign culture through three different types of input modalities, the participants were divided into three different groups and received the text-based, audio-based, and audio-visual input, respectively. After receiving the appropriate input over 12 sessions, they were again asked to complete the same Scale. Running one-way ANOVA, the researchers found that the gain scores of the audio-visual group were higher on the Respect for Cultural Differences and Interaction Enjoyment factors of ISS than those of the other two groups. This change, however, was not in the margin of significance. This might indicate that the development of the intercultural sensitivity may require the prolonged implementation of the input modality to track any potential significant change in students' level of intercultural sensitivity.

Keywords: intercultural-sensitivity, input modality, literary works, cross-cultural exposure



EFL Learners' Perception of English as an International Language (EIL) in the Context of Business English

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Recognition of the international status of English has yielded a growing body of research in the field of applied linguistics. As a result, current teaching practices, materials, and methodologies have been challenged for ignoring the changes in the way the English language is now perceived. However, there is little empirical evidence of the extent to which the researchers' assumptions are matched by expanding-circle non-native speakers' own perceptions. Regarding the gap in the literature, the present study was set out to investigate the Iranian EFL learners' perceptions and attitudes towards English as an International Language (EIL). To this end, semi-structured interviews with 15 upper-intermediate and advanced-level learners whose main motivation for learning English was to use it for business purposes were conducted to collect the data. The findings of the study showed perception of various aspects of teaching English as an international language. They provided evidence as to learners' desire to conform to native norms, their lack of awareness of the varieties of English, their objection to considering different varieties of world Englishes as legitimate, and their inclination to master the language used and owned by native speakers from the inner circle. All of these perceptual preferences are in contrast with the new call of EIL researchers for a shift of focus toward world Englishes and English as an international language. The results indicate a desire to conform to native norms and a lack of awareness of the legitimacy of different English varieties among Iranian learners studying English for business purposes.

Keywords: EIL, expanding circle, inner circle, perception, world Englishes



EFL Learners ' Perception toward Literacy: Conceptualization of Autonomous, Social, Emergent and Critical Literacy Models

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The highly contested meaning of literacy is expected to account for different perceptions toward conceptualization of literacy form essentialism to constructivism. The most dominant perceptions for that matter have led to emerging four general literacy models of autonomous, social, emergent and critical. The current study aimed at investigating the effects of different learners' variables including age, gender, socioeconomic status and their level of language proficiency on their literacy conceptualization. To this end, 300 foreign language learners from different cities in Iran completed a Literacy Perception Scale (LPS) designed and validated by the researchers as a measure of learners' perspective toward four models of literacy. To identify the learners' language proficiency, the Oxford Quick Placement Test was administrated. To clarify the effect of these factors on LPS, Structural Equation Modeling (SEM) was conducted to examine the relationships between exogenous and endogenous variables. Before examining the final structural regression model, Confirmatory Factor Analysis (CFA) was also run to confirm the validity of the measurement models. In the end, the results were discussed in the context of second language learning and implications of the findings were represented.

Keywords: autonomous model, social model, emergent literacy, critical literacy, structural equation modeling



Application of Levels of Processing Framework for Memory Research: The Case of Operationalizations of Explicit Knowledge of English Morphosyntax

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This study aimed to investigate the relatedness of five different operationalizations of explicit knowledge of English morphosyntax within Levels of Processing framework for memory research. Two groups of university students, majoring in English translation at BA level, participated in the pilot and main studies that were designed for the purposes of this study. To that end, five different operationalizations of the explicit knowledge of English morphosyntax were drawn from the literature and a metalinguistic knowledge test was constructed. The measure, comprising 50 items, was test-piloted and showed strong overall internal consistency ($\alpha=0.81$). For practicality reasons, the measure was abridged, showing an acceptable overall internal consistency ($\alpha=.70$). The correlation analyses, both in the pilot-phase study and main experiment, revealed that there is no high correlation between the five variables. The results of the one-way ANOVA showed that there were significant differences between the performances of test-takers on the subtests of English morphosyntactic metalinguistic test. Furthermore, the multiple comparisons and homogenous subsets revealed a hierarchical order in the mean scores of the subtests, suggesting the applicability of the Level of Processing (LoP) framework in investigating the explicit knowledge of English morphosyntax. This study suggests that engaging in metalinguistic tasks may increase the compatibility and coherence of mental representations of L2 grammar.

Keywords: explicit knowledge, metalinguistic knowledge, morphosyntax, memory, levels of processing framework



The Effect of Implicit Pragmatic vs. Explicit Metapragmatic Intervention on the Pragmatic Comprehension of Request and Refusal

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Interlanguage pragmatics has attracted considerable attention from researchers over the last two decades. It is postulated that some aspects of pragmatics are amenable to instruction in the second or foreign language classroom. However, there are still controversies over the most conducive teaching approaches and the required materials. This study aimed to investigate the relative effectiveness of implicit pragmatic vs. explicit metapragmatic awareness on the pragmatic comprehension of speech acts of request and refusal on sixty three intermediate EFL learners at Khorasan Language Institute, who were randomly assigned to three groups (explicit, implicit, and control) based on the results of Quick Oxford Placement test. The three groups were then exposed to 46 video vignettes extracted from different episodes of Flash Forward for six 45-minute sessions of instruction once a week. The results indicated that learners' awareness of speech acts of requests and refusals benefited from both explicit and implicit types of instruction. Further results manifested that there was a meaningful difference between explicit meta-pragmatic group and implicit pragmatic group; that is, the explicit group outperformed the implicit group as well as the control group, but there was no meaningful difference between implicit group and the control group. In the light of the findings, the study concludes that providing learners with rich and contextually appropriate input is considered a necessary condition to enhance learners' pragmalinguistic and sociopragmatic competence.

Keywords: interlanguage pragmatics; meta-pragmatic awareness; pragmalinguistic competence; sociopragmatic competence



The Effect of Topic versus Picture-based Writing Prompts on Generating Ideas in Pre-writing Stage of Intermediate EFL Iranian Learners' Essay Writing

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Many language learners experience difficulties in eliciting ideas in L2 writing. However, this issue has been given insufficient attention in EFL context due to various factors. The present study focused on how integrating visual art in the writing process boosts the quality of student's writing. To this end, 60 intermediate students in English language participated in this study. The results of the t-test revealed that the mean score of the posttest was significantly higher than the pretest. So the employment of pictures as writing prompts was a spring board for EFL learners and helps them start their writing with more expanded ideas. Moreover, with the help of pictures, students could expand their imagination to express themselves better in the target language. This study has many implications for both foreign language teachers and TEFL students.

Keywords: visual arts, writing prompts, essay writing, picture-based prompts



Effects of Attitude and Motivation on the Use of Cognitive and Metacognitive Strategies among Iranian EFL Undergraduate Readers

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Studies in reading strategies bring together the assumption that individual characteristics may influence reading performance; different readers may process the same text in different ways, depending on their purposes, motivation, attitudes, interests and background knowledge. The present research aims to study the effect of motivation and attitude on the use of cognitive and metacognitive reading strategies among Iranian EFL undergraduate students in Shahid Chamran University of Ahvaz, during the academic year of 2014. The study was an empirical study, which employed quantitative research methods. From the whole population of 71 English students, 51 participants were selected to take part in this study. Based on their performance on Michigan Test of English Language Proficiency (2010), two questionnaires and a reading test were used for the sake of data collection. After checking the reliability and validity of the tests, a normality parametric test was used to ensure normality distribution of data using SPSS 20 software. To analyze the data, t-test and Spearman correlation test were performed. Results of the Pearson Correlation Coefficient pointed to the impact of EFL learners level of motivation and attitude a relatively high direct correlation (0.67), on the reading comprehension ability; also indicating the results of data analysis in relation to the use of cognitive and metacognitive strategy use, revealed that the highly motivated students were in favor of using these two strategies more than less motivated ones. The findings suggest that learners' individual differences in terms of their motivation and attitude levels should be taken into account in their development of reading comprehension skills and reading strategy use.

Keywords: motivation, attitude, metacognitive reading strategies and cognitive reading strategies



Examining Iranian EFL Teachers' Test Construction Approach: Appropriacy-perception, Practices, and Applied Strategies

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The subject of test construction and implementation in Iran has recently caught the attention of researchers and educators. This study delineates the findings of a qualitative research on the test construction strategies, perceptions, and practices of a group of Iranian high school EFL teachers. Moreover, the study was aimed at examining the extent to which the teachers employ various test construction methods and principles to promote the testing and teaching processes. To this end, 7 Iranian EFL teachers from Tehran, Mashhad, and Neyshabour high schools, who were picked through convenience sampling, took part in this study. As the main source of data collection, the study employed a semi-structured interview to project the patterns of the teachers' perceptions and practices of test construction. Based on the results of frequency count and descriptive statistics, majority of the teacher participants did not enjoy a high level of perception as to the principles and methods of test construction. For instance, the instructors in this study believed that there should be a great match between test item formats and content. Moreover, they indicated that pilot testing for the designed items before the administration of the test is not required. More importantly, they demonstrated limited ability to use diverse test construction methods to assess their students' performance. It can be concluded that the instructors' perceptions of test construction strategies and principles have affected their practices of test development.

Keywords: test construction, test construction strategies, teachers' perceptions, teachers' practices



Representations of Globalization/ Localization in *Top-Notch* and *Summit* Book Series

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The spread of English around the world has strong ties with globalization. Globalization has given English an international status and created English as an International Language (EIL) as a new line of thought. According to EIL, English belongs to all countries and all cultures. *Top-Notch* and *Summit* book series are designed in line with the EIL theory, which makes them different from other English teaching textbooks on the market. Certainly, the representation of an international community cannot be done without representing globalization or localization issues. The purpose of this study was to analyze the aforementioned series with respect to how they promote globalization and localization. To this aim, four books were selected from the series, two belonging to *Top-Notch* and two belonging to *Summit*. The framework of analysis consisted of five cultural categories, namely, social, personal, religion/arts/humanities, political and environmental. The analysis consisted of both quantitative and qualitative phases. For the quantitative phase, frequencies of representation were calculated and chi-square was used. The qualitative phase consisted of content analysis. All parts of each lesson were used as the unit of analysis and utilization of both visual and written modalities was assessed. The results of both phases revealed that the representation of glocalization is dominant in the textbooks. Implications are provided in the context of foreign language teaching and learning and material designing.

Keywords: English teaching textbooks, globalization, localization, glocalization



Drama, an Overlooked Classroom Activity in Iranian EFL Context

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To encourage students to participate actively in the learning process is the greatest challenge in EFL classrooms. Drama and role play are valuable techniques which are neglected in Iranian EFL background. In fact, indeed there must be a mature, energetic and trained teacher in order to apply and experiment in the classrooms. This paper examined the influence of Drama-inspired speaking activities, improvisation and dramatization on Students' self-confidence and oral communications. For this purpose, 120 Girls' high school senior students were interviewed, out of which, two groups of experimental (25 girls) and control (25 girls) at the intermediate level were selected. While the control group followed their routine, the experimental group received some helpful Drama-based practicalities. Their teacher provided learners with motivating and interesting dramatic atmosphere; such as pantomime and reenactment based on the issues relevant to their concernment and experiences. Facial expression, eye contact and gestures were contributory factors for removing psychological barriers, especially of those who were unassertive, and stimulated total participation. After 16 sessions treatment both groups and also the teachers were interviewed. Findings from data analysis of the students' scores enhanced the role of Drama in development of speaking skills. Furthermore, the teacher's view on the learning process of the experimental group, their willingness to participate oral communication and volunteer activities while in class revealed the impact of role play on development of self-confidence in EFL context.

Keywords: EFL learners, drama, self-confidence, speaking skills



The Effect of Social Networking on Incidental Grammar Learning (908)

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Despite their technical limitations, mobile phones are the most powerful communication mediums among all communication devices. Increasingly, a new generation of social networks such as Viber, WhatsApp, Line, etc. are becoming prevalent in which they offer the possibilities of education through media matched to the learner's free time and entertainments. In today's rapidly changing world, informal approaches to language learning are widely used and strategies for improving informal language learning are needed as well. The present paper tries to consider the effect of those social networks on EFL learners' incidental grammar learning. Based on the assumption of high usage time of day, sixty Iranian high school students were selected. They were randomly distributed into two groups who received grammatical structures either on paper or short messages through Viber, WhatsApp and Line during two weeks. The participants in two groups were provided with an opportunity to review four grammatical forms: passive voice versus active voice and comparatives versus superlatives. A pre-test was given to both groups at the beginning. The results of statistical analysis revealed that the students in experimental group outperformed their counterparts in terms of learning of those particular grammatical forms. The findings support the effectiveness of social networks on EFL learners' incidental grammar learning.

Keywords: social networking, incidental grammar learning, EFL learners



Cultural Schemata, Gender and Performance on Three Types of Cloze Tests

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This study is an attempt to identify the relationship between EFL students' cultural schemata and their performance on three types of cloze tests with a focus on gender. The subjects of the study were 19 male and 23 female EFL university students who were at the same level of language proficiency based on their scores on an OPT test. Three different types of cloze tests with an identical content of marriage term but different types of schemata i.e., a cloze test with culturally neutral schemata of marriage term (globally definition of marriage term), a cloze test with cultural schemata of marriage in Iran (in Islam's point of view), and a cloze test with cultural schemata of marriage in English (a case of Christianity's point of view) were developed by the researcher and administered to the male and female students in one session. Inter-group and Intra-group analyses were done through Independent Samples t-test and Paired Samples t-test respectively. Based on the obtained results, females outperformed the males on all three types of the cloze tests. Disregarding gender, all students performed better on the cloze test with cultural schemata of marriage in Islam followed by the cloze test with cultural schemata of Christianity and then on the cloze test with culturally neutral of schemata of marriage term. It is concluded that females are better performer on all types of cloze tests.

Keywords: cultural schemata, cloze test, performance, gender



Iranian EFL Teachers' Teaching Style and Their Personality Type: A Correlational Study

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Over the past few years, one fundamental and crucial issue in educational system has been concerned with teachers and their teaching style. The potential importance of teachers' personality has long been of interest to education researchers. Owing to the need to the improvement of the teaching profession, the present study aimed at investigating the relationship between some Iranian EFL teachers' teaching style and their personality type. To this end, 80 EFL teachers working at different private language institutes in Mashhad were randomly selected to fill out the valid and reliable teaching style inventory (TSI) developed by Grasha (1996). The TSI questionnaire included subcategories (facilitator, demonstrator, delegator, expert, formal authority). They were also asked to fill out Big Five Model questionnaire including five factors of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience. The sample included 39% male, and 61% female teachers. Pearson Correlation was carried out to analyze the data, finally post hoc analysis was run to locate the exact differences. The result of the data analysis revealed that extroversion subscale of personality type correlated with facilitator and delegator subscales of teaching style. It was also discovered that there is a meaningful relationship between agreeableness subscale of personality type and facilitator and personal model subscales of teaching style.

Keywords: EFL teachers, teaching style, personality type



Thematic Progression in the Spoken Language: The Case of Iranian EFL Learners

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One of the difficult areas for EFL learners is the organization of information in discourse in general and the choice of appropriate themes in production of the target language in particular. Brown and Yule (1983) note that theme plays a crucial role in the organization, communication, comprehension, and interpretation of a message. Therefore, one of the theories which provide us with a thorough explanation about the way experiential and interpersonal meanings are organized in a linear and coherent way is the thematic progression theory. Owing to the paramount importance of theme choice in the production of language, this study aimed at discovering the deviant forms of themes as produced by Iranian EFL learners in two different speaking tasks, that is, in the independent speaking task and in the integrated speaking task. The secondary purpose of this study was to compare the learners' thematic choices across the mentioned tasks in order to find any possible differences. To this end, a total number of 20 BA students (junior students) studying in University of Isfahan participated in this study. The students' responses to the speaking questions were recorded and subsequently transcribed. The model of thematic progression developed by Danes (1974) is adapted for analyzing the speaking of the participants. Based on this model, there are four kinds of theme patterns: a) linear TP, b) constant TP, c) split rhematic progression, and d) split thematic progression. The article concludes with a comprehensive account of the themes selected by the learners in the two mentioned tasks.

Keywords: themes, thematic progression, independent speaking task, integrated speaking task



A Comparative Study on ESP Knowledge Use in Computer and Engineering Disciplines

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Despite lots of studies which have been done regarding the effect of background knowledge in EFL and ESL situations and the results which are mostly in favor of the positive effect of background knowledge in reading comprehension, the present researcher was interested in knowing if there is a difference in performance of students in different fields of ESP. So, the present research has been carried out to investigate if there is a significant difference between the use of ESP knowledge in reading comprehension and recall of the texts across different disciplines. To carry out the research, 300 subjects studying computer and engineering science took part in a placement test. Based on the results, 81 engineering and 76 computer students who were at the intermediate level were chosen for this study. In the second phase, 2 computer texts and two engineering texts and two general texts were given to both groups. They were supposed to read and write their recall on separate papers in Farsi. The result of 2 independent t-tests showed that engineering subjects were more successful at using their ESP knowledge in reading comprehension than computer subjects. So, there is a significant difference between the uses of ESP knowledge in reading comprehension across different disciplines.

Keywords: ESP knowledge, reading comprehension, recall, background knowledge



Creativity and Its Relationship with Teachers' Job Satisfaction

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The purpose of this study was to explore the relationship between teachers' creativity in teaching methodology and their attitudes towards job satisfaction. To this end, 250 EFL learners, studying at institutes in Esfahan and Yazd, participated in the study by filling out English Language Teacher Creativity Scale (ELT-CS). JDI Questionnaire was also distributed among 40 teachers in order to investigate the teachers' satisfaction in their occupation. The participants in this study were taught by the same teachers, and they were at intermediate, upper-intermediate and advanced levels. The result of the correlational analysis indicated a significant relationship between the amount of the teachers' creativity and their satisfaction in their jobs. Furthermore, the results obtained from regression analysis showed that a couple of creativity dimensions can be a good predictor of teachers' job satisfaction. The implications of the study can be insightful to language practitioners, particularly English teachers who are required to design language curriculums. In turn, their job satisfaction can be guaranteed based on their motivation and creativity applied in their occupation.

Keywords: creativity, job satisfaction, teacher, creativity scale, teaching methodology



Critical Thinking: Manifestations in Advanced English Textbooks

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The present study was an attempt to explore any significant relationships between inference and deduction abilities as two aspects of critical thinking (CT) and the language achievement of advanced EFL learners. Moreover, the manifestation of these skills in Iran Language Institute (ILI) Advanced Textbooks was investigated. 150 ILI EFL learners from three provinces namely, Mashhad, Kerman, and Yazd took part in this study. To obtain the required data, the Watson-Glaser Critical Thinking Appraisal (Form A) and the Michigan Language Proficiency Test were utilized. Using SPSS software, the analysis of the collected data showed that there was a significant positive relationship between CT and language achievement. Also, it was revealed that the two skills of inference and deduction are not adequately manifested in ILI Advanced Textbooks. Considering the contribution of CT skills not only to the ultimate language achievement of EFL learners but also to the quality of their life, the findings of this study imply that educational contexts, including material developers, should pay more attention to these skills and provide opportunities and activities that help increase learners' critical thinking abilities.

Keywords: critical thinking, inference, deduction, language achievement, textbook evaluation, ILI



On the Relationship between Iranian EFL Teachers' Perfectionism and Their Level of Burnout

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Personality characteristics may predict some differences in teachers' stress and burnout. One of these characteristics which has an important role in teachers' stress and burnout is perfectionism (Flett, Hewitt, & Hallett, 1995; Friedman, 2000). Perfectionism is considered as a personality ability which is defined as the tendency to hold and follow high standards and critical evaluations of one's own behavior and performance (Dischiena, Douilliez, & Luminet, 2012). This study sets out to investigate the relationship between perfectionism and burnout among EFL teachers in Iran. To do so; two questionnaires were selected to measure and analyze the Iranian EFL teachers' perfectionism and their level of burnout. Then the questionnaires were distributed among 490 EFL school teachers (194 males and 296 females) in Birjand, Karaj, Kerman, Mashhad, Tehran, Zahedan, Yazd and some other cities in Iran. The results from data analyses showed that there is a statistically significant negative correlation between EFL teachers' job burnout and their perfectionism ($r=-.337$, $p=.000$). There is no significant difference ($F=2.45$, $p=.087>0.05$) among three groups (novice, moderately experienced and experienced EFL teachers) with respect to perfectionism. There is not also any statistically significant difference ($df=488$, $t=.736$, $sig=.46>.05$) between males and females with respect to perfectionism and job burnout. Thus, exploring the relationship between perfectionism and burnout will help language teachers and instructors to clarify the role of these two variables in language pedagogy.

Keywords: perfectionism, burnout, English as a foreign language, teachers



The Relationship between EFL Teachers' Job Satisfaction, Self-Efficacy, and Their Spiritual Sense of Well-Being (926)

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The purpose of this study was to examine the relationship among Iranian EFL teachers' job satisfaction, self-efficacy, and their spiritual well-being. For this purpose, Job Satisfaction survey Spector (1994), Teacher Self-Efficacy Scale Tschannen-Moran and Woolfolk Hoy (2001), and Spiritual Well-being Scale Paloutzian and Ellison (1982) were used to collect data. The questionnaires were administered to forty six Iranian EFL teachers at non-profit language institutes in Kerman. The results yielded a significant negative relationship between teachers' job satisfaction and their spiritual well-being and there was no relationship between their job satisfaction and self-efficacy. Moreover, there was not any significant relationship between teachers' sense of efficacy and spiritual well-being.

Keywords: job satisfaction, teachers' self-efficacy, spiritual well-being



Probing into Learners' Cognitive Processes: The Impact of Cultural Familiarity on Testwiseness

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Despite bountiful studies in the sphere of schema theory which have highlighted the impact of schemata on readers' comprehension and recall, there is a paucity of research inspecting the relationship between cultural familiarity and testwiseness, namely the reading test-taking strategies employed by EFL learners. The current study, hence, was undertaken to fill the gap by unraveling EFL students' cognitive processes regarding the types of reading test-taking strategies they employ on culturally familiar and less familiar texts. Accordingly, a reading comprehension test which encompassed three passages with varying degrees of cultural and content familiarity was administered among 50 undergraduate students of English who voluntarily took part in the study. Adopting a Reading Strategy Inventory and retrospective methods, including interviews, the results proved the role of content schemata, particularly cultural familiarity in enhancing the learners' reading comprehension. Moreover, the findings suggested that degree of text familiarity affected EFL learners' use of strategy types in the way that with less familiar texts, more varied strategies were often used, notwithstanding their ineffective application by the learners. The findings may promise pedagogical implications for language teachers to take the role of cultural content of their teaching materials into consideration, on the one hand, and to integrate test-taking strategies in their syllabi and train their students to be test-wise, on the other hand, so that their debilitating test anxiety would lessen, the result of which is an increase in their self-efficacy and performance on tests.

Keywords: cognitive processes, reading comprehension, schema theory, test-taking strategies, testwiseness



The Impact of Convergent and Divergent Assessments on Iranian EFL Learners' Motivation and Self-regulated Learning Strategies

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The present study examined two types of assessment, namely the closed convergent assessments (CAs) and the open-ended divergent assessments (DAs) and studied their influences on learners in terms of motivation and the choice of self-regulated strategies. The participants of the study were 45 Iranian EFL learners in three intact speaking classes. They experienced two types of assessment, a more traditional test (CA) and a constructivist assessment (DA). At the end of each assessment event, the participants' task-specific motivation and learning strategies were measured through two questionnaires. After controlling for self-efficacy through one-way multivariate analysis of covariance (MANCOVA), it was revealed that there were statistically significant differences between CA and DA in their effects on the EFL learners' motivation as well as their use of self-regulated strategies. Learners' motivation was higher for the CA procedures than the DA based assessment procedures. On the contrary, DA procedures resulted in the more self-regulated strategies use of the EFL learners than the CA based procedures.

Keywords: convergent assessment, divergent assessment, motivation, self-regulated strategies, EFL learners, speaking



Effect of Gender, Degree, and Experience on Teachers' Burnout and Organizational Justice

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The current mixed method study attempted to explore the relationship between EFL teachers' perception of organizational justice and burnout, and the effect of academic degree, gender, and years of teaching experience on the two variables. To this aim, 138 teachers took the Organizational Justice Scale, and Maslach Burnout Inventory-Educator's Survey (MBI-ES). Whereas the results of four T-tests revealed the non-significant effect of academic degree and gender on the two variables, three levels of years of experience showed a difference between Mid and High levels regarding burnout, and a difference between Mid and Low levels concerning perception of organizational justice (two separate one-way ANOVAs). Moreover, Pearson Product Moment illustrated a negative relationship between perception of organizational justice and burnout. Finally, 25 teachers participated in a semi-structured interview about factors causing burnout. Based on the results of the interview, low payment, lack of job security, unprofessional and unfriendly environment, not understanding the teachers' personal and emotional conditions, mismanagement and disorder, restrictive rules, heavy workload, and long working hours were the most important factors which contribute to EFL teachers' burnout. Furthermore, their views about the effect of academic degree, years of experience, and gender on the rate of burnout are presented and discussed in the paper.

Keywords: EFL teachers' burnout, organizational justice, academic degree, years of teaching experience, gender



The Effect of Working Memory on the Fluency of EFL Learners

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Being able to convey thoughts and ideas into overt speech in a second or foreign language (L2) is the objective of most L2 learners around the world. The present study sought to investigate the relationship between individual differences in working memory capacity and fluency in L2 speech production. Sixty advanced EFL learners studying English at Yazd University participated in this study. The data collection consisted of two phases, each having a working memory test (reading span test) and a picture description task, with a one-month interval between the two data collections. For the reading span test, the learners were required to judge each sentence grammatically in each set individually and then recall the final word of each sentence in the order afterward. L2 speech production was elicited through speech generation task in which the individuals were asked to discuss four topics which were accompanied by several pictures relevant to those topics. L2 speech production was assessed based on planning time and task complexity. The data were analyzed in terms of the pause length and the number of syllables produced per minute. The statistical analyses revealed that working memory capacity correlated positively with fluency in line with the predictions. The working memory turned out to be a significant predictor of fluency partly accounting for variation in L2 performance as well. The study offers implications on strategies to improve learners' working memory.

Keywords: working memory capacity, fluency, L2 speech production, task complexity



A Critical Metaphor Analysis of TOEFL's Reading Comprehension Texts

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The term TOEFL (Test of English as a Foreign Language) has to some extent turned into a metaphor nowadays. This is because, in a post-modern era, English is considered more of an International Lingua Franca than a Foreign Language. The dichotomy of 'native' and 'foreign' suggested by the term TOEFL has lost its significance due to the heterogeneous nature of World Englishes whose predominant role is to accommodate the expression of diverse local values and identities. Embedded in such a background, the present study conducted a Critical Metaphor Analysis to distinguish the stereotypes implicitly referred to and thus offered by the TOEFL reading comprehension texts. The analysis of 36 texts extracted from TOEFL tests of the years 2002, 2003 and 2004 revealed that 17 texts were almost exclusively about the USA and its advantages over the world. The results pointed to an array of similarly grounded metaphors about the USA in all of the 17 texts such as "The US is brand new", "The US is the center of the world", "The US is leader", "The US is helper to others in the world" and "The US is more modern than the rest of the world". The results of this study further indicated that the process of "Otherization" being induced in these texts emphasized implicitly an us-them hierarchical relationship between those who speak English and those who learn English respectively. However, this study has the limitation of focusing on almost ten-year-old versions of TOEFL due to its scarce availability.

Keywords: critical metaphor analysis, TOEFL reading comprehension texts, us-them relationship, otherization



Vocabulary Instruction through Data-driven Learning Approach: Its Effect on Lexical Depth

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This study examined the effectiveness of incorporating a data-driven learning (DDL) approach into young EFL students' lexical depth in a private language institute in Talesh, Iran. To achieve this, a Michigan test was administered to 50 EFL learners in a private language education institute. Those language learners who met the selection criterion, i.e., performed one standard deviation above and below the mean on the test were divided into two male classes (N=34): a treatment group (n=17) and a control group (n=17). The treatment group was provided with vocabulary instruction through the DDL approach. The corpora used in the DDL approach were the Brown Corpus and British National Corpus (BNC). The control group was taught traditionally, i.e., with no DDL approach. After 18 weeks of treatment, a test of lexical depth (WAT) was administered to both groups. The results of statistical analysis showed that the standard deviation (SD) was almost the same in both groups. However, the mean in treatment group improved significantly. A T-test was used to compare means of test scores between groups. The findings of this study suggest that DDL is an effective approach to improve students' lexical depth.

Keywords: data-driven learning approach, lexical depth, word association task



A Critical Metaphor Analysis on Arab Uprisings in Persian and English Editorials

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This study examines the metaphorical representation of the Arab uprisings in a number of Arab countries that came to be known as Arab Spring in the editorials of two newspapers, one Persian and the other in English, namely Keyhan and The Washington Post. Sixty editorials from the two newspapers were examined for the metaphorical representation of the Arab uprisings during 2011 and the possible ideologies those representations propagate. A cognitive-pragmatic approach was adopted in the analysis of the editorials to uncover any ideology embedded in the fabrics of the text. The results indicated that the newspapers casted the same events in completely different frames. It was shown that these events were mainly portrayed as a religious conflict in Keyhan, presenting the dictators and their supporters as the greatest evil or pharaohs and the demonstrators as the Islam's soldiers. However, the same events were described by The Washington Post employing various source domains, the important ones are as a journey toward democracy, as a natural phenomenon and as a game between political powers.

Keywords: conceptual metaphor, critical metaphor analysis, ideology, editorials, Arab uprisings



Simultaneous Parents' Involvement in the Process of Children's Learning English as a Foreign Language in Iran

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The present study focused on parents' involvement in their children's education. To this end, the researcher endeavored to see whether the simultaneous parent's involvement (SPI) (especially mothers) in the process of learning English with systematic help of the language teacher has any effect on the children's language achievement and in case it has effects, in what areas and skills it did mostly occur. Therefore, in this study parents (especially mothers) attempted to learn the same book that their children were learning at the same time but in a separate class and with different teachers. Accordingly, the participants in the present study were 25 male and female (about 4-8 years old) elementary-level English language learners who were randomly selected. To obtain the research data, the researcher made use of a researcher made pre-test, post-test and participant observation. The result showed that scores of the children with involved parents differ significantly from the first test at the beginning of the treatment to the second test at the end of the treatment which means that the SPI method improved students' foreign language achievement. Additionally, the observations of children during the class time showed that the children with involved parents differ both educationally and behaviorally. The small number of participants and difficulty of negotiation with parents were the limitations of this study. And finally the implications of this study can be categorized into four classes: 1. Implications for teachers, 2. Implications for parents, 3. Implications for schools and institutes, 4. Theoretical implications.

Keywords: learning English, children's language achievement, simultaneous parents' involvement



The Relationship between Cultural Intelligence and Lexical Knowledge of Iranian EFL Learners

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The major aim of the present study was to investigate the relationship between Iranian advanced EFL learners' cultural intelligence and their lexical knowledge. To fulfill this objective, a 30-item vocabulary TOEFL test was administered to a sample of 80 (40 males and 40 females) university students majoring in English Teaching and English Translation. Then, cultural intelligence questionnaire developed by Ang et.al (2007) was distributed to the same participants. Pearson Product Moment correlation and Multiple Stepwise Regression was run to analyze data. The results showed that each dimension of cultural intelligence has a positive relationship with EFL learners' lexical knowledge. The findings also indicated that cultural intelligence dimensions could predict the proficiency level of EFL learners' lexical knowledge. Based on the findings, it could be implied that teachers' knowledge of learners' cultural intelligence could contribute to the effective teaching and increase of learners' lexical knowledge.

Keywords: cultural intelligence, lexical knowledge, EFL, proficiency level



Induction or Deduction? The Role of Teaching Philosophy of Science in Higher Education TEFL Classes in Iran

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Education is one of the fields which has close relationship with philosophy. Most researchers, including teachers and students, who are conducting research or testing in the field may not be quite aware of theoretical and philosophical underlyings of the research designs they use. However, with regard to research methods and approaches used in education, the role of philosophy becomes prominent. In the field of English Language Teaching (ELT), the methods and approaches used in research methodology have been based on some philosophical issues. That is, whatever the language teachers or researchers do in their research design and testing is based on some philosophical issues. Therefore, it is necessary for anyone in the field of ELT to have an in-depth understanding of what the philosophy of science is. Since, not everyone in Iranian ELT society is familiar with the philosophy of science, the goal of this study is to shed some light on the role of philosophy of science and teaching it in TEFL higher education classes in Iran. It is believed that teachers of English Language would benefit from teaching and reading philosophy in their classes, since this would help them change their attitude towards whatever they have read in academic textbooks. It will be noted that philosophy of science can be beneficial to TEFL teachers.

Keywords: philosophy of science, ELT, problem of induction, higher education



Request and Apology Speech Acts in Iranian TEFL Context: Cultural Intelligence (CQ) Issues Factor in Focus

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Unraveling issues related to speech act type has been one the chief subjects of research domains in EFL contexts. Considering cultural impact on EFL learners' pragmatic performance, this study investigates whether Cultural Intelligence (CQ) has any part in the performance of requesting and apologizing speech act. To this end, research lenses focused on Iranian TEFL students of The University of Zanjan, Iran. To obtain the CQ's level of the participants, a multiple choice questionnaire comprised of 15 questions was administered (adopted from Van Dyne 2008). For the participant's pragmatic scores, one type of multiple choice discourse completion test by 20 question items encompasses of 10 request situations and 10 other items of apology situations administered to them. Then, the correlation between the scores of CQ and pragmatic performance was calculated separately for each participant. The resulting data revealed a positive correlation between the two variables proposing that more CQ's level leads to greater pragmatic performance and vice versa. The results of current study can inform English practitioners, sociolinguistics, psycholinguistics, and Teacher Education programs.

Keywords: teaching culture, cultural Intelligence (CQ), pragmatic performance, request and apology speech acts, EFL students



The Relationship between EFL Learners' Emotional Intelligence and Metacognitive Reading Strategies Use

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The present study was an attempt to investigate the relationship between emotional intelligence and the use of metacognitive reading strategies by Iranian EFL learners. 119 EFL learners across the age range of 18-27, who were studying in Jahad Daneshgahi Language Institute of Urmia, Iran, participated in this study. The subjects were homogenized through the administration of the PET reading test as a result of which the number of the participants was reduced to 102 participants. The main instruments used in the study included Bar-On's (1997) Emotional Intelligence Questionnaire and Mokhtari and Sheorey's (2002) Survey of Reading Strategies Questionnaire (SORS) that measured metacognitive reading strategies use. The Pearson product-moment correlation analyses revealed a moderate and positive correlation between a) emotional intelligence and the use of meta-cognitive reading strategies; b) intrapersonal skills, interpersonal skills, adaptability, and general mood and global metacognitive strategies; c) intrapersonal skills, interpersonal skills, and general mood and problem-solving metacognitive strategies; d) intrapersonal skills, interpersonal skills, and general mood and support metacognitive strategies. Furthermore, multiple regression analysis results indicated that the EI scales of General Mood and Interpersonal Skills were the variables that made significant contributions to the prediction of the use of metacognitive reading strategies by EFL learners. Finally, regarding the relationship between emotional intelligence and the use of metacognitive reading strategies, the correlation was slightly stronger for the males in comparison to the female participants.

Keywords: emotional intelligence, metacognitive reading strategies, Iranian EFL learners



An Examination of the Contrastive Analysis of Swearing Speech Act in English and Persian Discourse

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The present study is to investigate and contrast frequency patterns and speech behaviors of both English and Persian communities considering 'swearing' speech act as its main theme. More specifically, the focus of the study is on the pragmatic analysis of swearing in both cultures, that is, the study aims at investigating functional and linguistic aspects of two languages, English and Persian. It deserves mentioning that in this study swearing speech act is considered as three types of kin terms, sacred words, and swear words. In order to do the research, the process of data collection is done on the basis of observation of participants of the study using swearing speech, recording their voice, and the analysis of its transcription on one hand and the analysis of some pieces of written discourses of English American movie scripts selected based on a definite genre, on the other hand. It was revealed that Persian interlocutors tend to use swearing speech act and its subtypes much more than English interlocutors. The reason may be based on cultural or religious matters. On the other hand and considering the role of gender in this comparison, it is shown that Persian females use swearing speech act and its subtypes more than Persian males.

Keywords: swearing speech act, pragmatic analysis, written and spoken discourse



**The Effects of Foreign Language Learning on
Improvement of Narrative, Verbal, Interpersonal,
and Intrapersonal Intelligences: A Comparative Study**

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The major purpose of this study was to show if learning a foreign language can improve narrative, verbal, interpersonal, and intrapersonal intelligences among language learners. To this end, the Narrative, Verbal, Interpersonal, Intrapersonal Intelligences Improvement Scale (NV4Is) was used and the researchers asked language learners in English, Arabic, and French to answer the scale. All the languages are regarded as foreign languages in Iran. 240 students participated in this research. Finally, statistical results were discussed, and implications were provided in the context of language teaching.

Keywords: foreign language, narrative, verbal, interpersonal, intrapersonal, intelligence



Metacultural Competence: A Benchmark for Advances in Applied ELT?

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Along with an increase in communication between people from various cultures to express cultural conceptualizations, development in metacultural competence seems to be inevitable in dealing with English as an International Language (EIL). This paper aims to present Applied ELT as a ground for making language learners familiarize with cultural conceptualizations, as an important facet of intercultural communication, including cultural schemas, cultural categories, and cultural metaphors. The paper provides examples of cultural conceptualizations and suggests the ways Applied ELT can use the unique features of language classes to help interlocutors negotiate their intended cultural ideas in today's globalized world. Finally, the paper provides the following insights for language teachers and material developers to integrate metacultural issues in their life syllabus: (a) in order to mitigate the complicated interculturality of interactions, conceptual structures which are culturally constructed as well as cultural experiences are suggested to be focused on in ELT classes, (b) various tasks on the knowledge of cultural schemas are also suggested to be designed to predict the learners' understanding of cultural messages, (c) cultural categories in accordance with their similarities and differences especially in the form of concept mapping are suggested to be included in the syllabus, and (d) it is suggested that cultural bases of cultural metaphors proportionate to the learners' level of language proficiency be encompassed to the syllabus, as well.

Keywords: metacultural competence, cultural conceptualization, English as an International Language, globalization, Applied EL



Exploring the Elements of Otherness in the 2014 UN Statements of Barrack Obama and Hassan Rouhani

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As a result of the growing interdisciplinary studies, the borderline between Politics and Linguistics has almost been removed. The main branch of linguistics which deals with the extraction of metalinguistic elements from political discourse is known as Political Discourse Analysis. Political Discourse analysts aim at revealing the parts of a text or talk which are not easily understood by the general public. Distinguishing between the self (us) and the other (them) is a discursive technique which is reached through emphasizing/de-emphasizing the positive/negative points of the self and emphasizing/deemphasizing the negative/positive points of the other. At its extreme, the negative points of the self and the positive points of the other are totally omitted. The "other" may be a group with a different political ideology, religion, nationality, origin, race, gender, social class, etc. Putting the old-time opposition between the East and the West apart, the opposition between Iran and the West has been one of the most important political conflicts since the second half of the 20th century. Hence, the current study analyzes the UN statements of Barrack Obama and Hassan Rouhani in 2014 in order to categorize the elements of otherness in their speech. The two transcripts are analyzed sentence by sentence and the elements of otherness are extracted and put under the pre-mentioned categories. Finally, the two analyses are compared and contrasted in order to reach a conclusion regarding the application of the otherness technique by the current presidents of Iran and the United States.

Keywords: otherness, other, political discourse analysis, self



Literature



The Study of Michel Foucault's Theory of the Surveillance in J. D. Salinger's "A Perfect Day for Bananafish"

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This paper undertakes to discuss and examine Michel Foucault's theory on the concept of surveillance and its impact on creating and sustaining power relation in a modern civilization as reflected in J. D. Salinger's "A perfect day for bananafish". In this story J. D. Salinger, the modern American author, depicts Seymour Glass, a mentally-broken veteran, trapped in a modern, mundane life and his effort to be unaffected by the so-called "normal" bourgeois ideologies as represented in his wife and mother-in-law's conduct. Nevertheless, such an effort ironically intensifies his eccentric, "insane" personality in other's point of view and finally leads to his tragic suicide. Such imposed insanity can be interpreted with regard to Michel Foucault's characterization of modern social institutions expressed in his book, *Madness and civilization* (1998). In Foucauldian analysis, school, sanitarium and other host of civil institutions are vanguards of the socially approved ideologies which secure conformity and ideological commitment. Such modern organizations, identified with constant surveillance, ensure consent through discipline rather than punishment. In Salinger's short story Seymour's imposed insanity and suicide show how the modern civilization with its dominant ideology and surveillance apparatuses shove the non-conformist character to the verge of insanity despite being an authentic self.

Keywords: insanity, ideology, new historicism, surveillance



Femininity in Jose Saramago's *Blindness* and *Seeing*

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This study tries to analyze the varieties of femininity represented in Jose Saramago's sequel, *Blindness* and *Seeing*. Femininity and its different types have been introduced by Richard Howson in his *Challenging Hegemonic Masculinity*. Howson believes there are three major types of femininity: emphasized femininity, ambivalent femininity and protest femininity. In what follows these three models of femininity are being looked at closely to show that although Saramago's women grow to join the protest femininity group, nonetheless they get repressed by their contemporary hegemony. A masculine hegemony does not bear to sit aside while a woman or a group of women try to subvert it. Rather it uses whatever tool it may find – from media to violence – to hush these women and put them in their place. In *Blindness*, a doctor's wife starts to perform subversively by not abiding with the set rules of the hegemony, she wears men's clothing items, she uses language that is not appropriate for elite women and she becomes a provider, a protector and a shoulder to lean on– while all these are considered a man's responsibility– and she frees a group of blind men and women from tyranny. Four years later, in *Seeing*, she gets accused of conspiracy against the state and although nothing is ever proven she is shut to death by an agent from the hegemony.

Keywords: hegemonic masculinity, emphasized femininity, ambivalent femininity, protest femininity, performative subversion



The Construction of Otherness in the CBS's *The Big Bang Theory*

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The fact that TV enjoys a great number of viewers, many of whom are influenced by it is undeniably acknowledged. This paper analyses the successful American sitcom, *The Big Bang Theory*, and investigates the factor of Otherness and Orientalist representation of an Indian character named Raj Koothrappali in the series. Employing content analysis, the authors investigated how the character was represented, and his culture, religion, beliefs, values and appearance were taken into account. The aim was to see if there was still misrepresentation of other nations and their cultures and beliefs in the 21st century television. It was concluded that despite this series being a situation comedy and having humorous tone and display, there is more than just humor when we look in depth at the way the Otherness is represented in the show by depicting this ethnic Indian character. Abundance of material were found to project stereotypical constructions and the fact that this character is seen as an "Other" by the creators of the show and at times even distanced from his American friends whether through his sense of clothing or sitting alone on the ground while others are seated on chairs or his feminine qualities.

Keywords: Orientalism, media representation, situation comedy, Indian culture and religion, otherness



Unveiling Iranian Muslim Woman: A Case Study of Azar Nafisi's *Reading Lolita in Tehran*

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Azar Nafisi's first memoir, *Reading Lolita in Tehran*, could, arguably, be considered a crucial point in the diasporic literature of Iran for getting published in a highly tumultuous era, about a year and a half after the events of 11 September, and for a Western audience. The post-9/11 era is marked with the West's yearning to know more about the miseries of Muslim women to indict the Islamic world on barbarity and lack of civilization. The significance of this particular memoir, I believe, lies in its identifying the root cause of the harsh miseries of Iranian women in Islam and 1979 Revolution without making even a brief reference to the struggles of women to make headway in their society as well as their family. That said, Nafisi, undeniably, through the sphere of literature, revived the Orientalist discourse, and apportioned blame to Islam in regard to the difficulties that Iranian women had to surmount after the Islamic Revolution. In this paper, I, as an Iranian Muslim woman researcher living in Iran for more than twenty years, will try to problematize the Orientalist discourse of Nafisi toward her Muslim compatriots through the perspective of Islamic feminism. To achieve this goal, I will mainly get help from theorists of Islamic feminism such as Ziba Mir-Hosseini, Amina Wadud, Margot Badran, and Asma Barles, beside Nafisi's major critics such as Hamid Dabashi and Fatemeh Keshavarz. In order to show Nafisi's Orientalist discourse, I will discuss the selective scenes implying the plight of Iranian women in terms of veiling, suffering because of living in an Islamic patriarchal society, showing perverse tendencies, and yearning to live in America and be like Americans.

Keywords: literature of diaspora, orientalist discourse, Islam, patriarchy, veiling



The Rise of Asian Australian Literature

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This essay argues that Don'o Kim's *The Chinaman* is a powerful narrative firmly rooted in the sociohistorical context of white-East Asian encounters in Australia. Kim first problematizes the pejorative term "Chinaman" which designates not only a Chinese/East Asian but also a ciguatoxic fish. The Korean Australian writer goes on to claim the pan-East Asian Australian history as his own by recalling the signal or symbolic moments of the white-East Asian Australian conflicts such as the 1854 Sinophobic riots at Bendigo and the 1980 Yeppoon bombing of a Japanese resort project. At the same time, he dramatizes incidents of racist discrimination against Asians/Asian Australians still lingering after the final abolishment of the White Australia policy. On the other hand, he suggests that Anglo-Celtic Australians' racist attitudes against Asians/Asian Australians derive partly from their anxiety about the apparently precarious position left abandoned and forgotten at the former outpost of the British Empire. He continues to interrogate their espousal of cultural whiteness as the heart of national identity and to denounce their colonial mentality manifested in their yearning for British titles. From his conviction that Australia is not only an extension of the British cultural tradition but also a significant departure from it, Kim devastatingly criticizes their self-identification as fundamentally transplanted Europeans through dissociation from their neighbors in Australia and the Asia-Pacific region. All in all, *The Chinaman* is Kim's arduous and sustained ruminations on the future direction of multiracial Australia from his unique Asian Australian positionality.

Keywords: Australian literature, Asian Australian narratives, Don'o Kim, *The Chinaman*, race in literature



A Stylometric Analysis of Iranian poets

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This paper presents an investigation into the extent to which the lexical choices made by different poets are distinctive. When a writer, writes, s/he makes lexical choices that make them different from other writers and the writing to some extent can be considered as their fingerprint or in the other word their signature. Authorship analysis by means of textual measurements has been the interest of so many linguists. Authors have their own styles and the stylometrist is interested in finding units which can distinct authors from each other. Statistical analysis has provided different tools for this attempt, by different scholars. Over the past 3 centuries many types of textual tools has been introduced to discriminate different authors objectively that developing in computer programing has played the important role for using these models. In this study by writing a computer program, the styles of different Iranian poets, Attar and Nezami, are investigated in terms of their word length and word richness. Result shows differences between their styles in terms of these parameters. This way of analyzing writing of different authors has some implications in different field of sociolinguistic and TOEFL.

Keywords: computational programing, vocabulary, authorship attribution, stylometry, statistical analysis



Pedagogical vs. Performative: Exploring the Ethical Implications of Bhabha's Conception of Nation in Coetzee's *Disgrace*

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J.M.Coetzee's *Disgrace* is a controversial novel as it rakes over rankling problems of the past by dredging up thorny issues including rape, race and the ownership of the land. By depicting the lingering instances of injustice, *Disgrace* seems to be holding fast onto the memories of an obnoxious past that cannot be easily erased. This unwillingness to let go of the past is problematic because it keeps interfering with the process of nation-building which was pursued by the TRC after the end of apartheid. These two opposing views, i.e. *Disgrace's* and the TRC's, resonate with Homi Bhabha's arguments about the narratives of nation. For Bhabha, postcolonial nations represent a performative (contra-modernity) rather than a pedagogical (pro-modernity) instance of the nation-building narration. By insisting on the existence of differences, the performative places 'the other' inside of the nation itself. This view of the selfhood of the nation is reminiscent of Emmanuel Levinas's idea of the subjectivity of the self which perceives the other as anterior to the self. My argument in this paper will try to demonstrate how Bhabha's performative carries ethical implications because it entails respect and responsibility for 'the other'. Such an attitude is, I will argue, reflected in the decisions that Lucy, a major character of *Disgrace*, makes with respect to the ownership of her farm and her black rapists.

Keywords: nation, Levinasian ethics, subjectivity, pedagogical, performative



Problematizing Orientalist Frames of Reference in *Black Gold*

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Since the appearance of Said's seminal work, *Orientalism*, which explores the problem of representing Arab and Middle Eastern people, the scholarship that explicates and critiques such a discourse has flourished as well. One area that provides ample food for thought in this respect is media and specifically Hollywood film industry. Said himself has explored the mechanisms of the problem of controlling and selecting information in the western media in *Covering Islam*. Jack Shaheen in *Reel Bad Arabs: How Hollywood Vilifies a People* deals with the consistent problem of stereotyping and Orientalizing Arabs and Muslims in the history of film industry and Hollywood. Unfortunately, film industry has not been quick enough in responding to the call for a more complex and refined range of representations on the Middle East, and obviously since 9/11 terrorist attacks, the ongoing tensions between the world of Islam and the west have played a role in perpetuating Orientalist discourse especially in the American film industry. The present paper analyzes the persistence of the Orientalist discourse in *Black Gold* (2011), a film adaptation of *South of the Heart: A Novel of Modern Arabia* by Hans Ruesch. *Black Gold* chronicles how the reconciliation between two emirs on the Arabian Peninsula comes to an end with the discovery of oil. Drawing on Ziauddin Sardar's call for Middle Easterners' re-thinking their identity, history and culture, and on successful examples of media representations of Middle Eastern and Muslim people, the paper makes an attempt to intervene in the ongoing Orientalist logic of Hollywood film industry.

Keywords: orientalism, *Black Gold*, Middle East, media studies



From Text to Context: An Objective Analysis of the Language of J. D. Salinger's *The Catcher in the Rye*

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J. D. Salinger's *The Catcher in the Rye* (1951), resonates with critical socio-cultural themes. Such criticism is manifested in the language of the novel's protagonist, Holden Caulfield. To utter his dissatisfaction, he articulates repetitive words throughout the novel such as phony, lousy, to mention a few. Thus the novel's language, as representative of the author's critical attitude, has been characterized as obscene, unpatriotic, and blasphemous. However, such descriptions are more subjective and intuitive than objective. Corpus stylistics, as a quantitative approach, can be employed to identify the novel's prominent linguistic features objectively. To identify the novel's linguistic features, this paper uses Wmatrix online analytical system developed by Paul Rayson at Lancaster University. Subsequently, the novel's data are compared to the Corpus of Contemporary American English (COCA) as a reference corpus. It should be noted as the novel's language is explicitly colloquial the paper compares its linguistic data with the spoken sub-corpus of COCA. Concerning the novel's quantitative data, the paper specifically intends to take into consideration three significant items. A corpus-based investigation helps to identify the novel's keywords in context (KWIC), N-grams, which are 3-5 sequences of words, and semantic prosody. Such a quantitative analysis can objectify and reveal the hidden ideology, namely Holden's antisocial attitude, behind the novel's language.

Keywords: The Catcher in the Rye, Wmatrix, Corpus of Contemporary American English, ideology



A Discourse Analysis Study of Racism in William Faulkner's "A Rose for Emily"

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Language of racism appears in all kinds of discourse including liberal, educated and common sense discourses. New gate keeping devices are always installed to keep the minorities in margin. In order to better understand the production and reproduction of ideologies in discourse, one should distinguish the magical frontier between the dominant and dominated groups. 'We' as the collective narrator in "A Rose for Emily" depicts the white middle class that act like one independent person with one mind one consciousness and one belief. It seems that no one in the community has problem with the unfair law which was imposed on the poor Negro women, just like no one has problem with Emily's getting away with murder. This dual behavior discloses some part of the characteristics of the white middle class 'communal we' in Faulkner's "A Rose for Emily"; Making unnecessary restrictions for an innocent woman who is below their class, and overlook the guilt of a woman who is above them. Relations of power in society enable Emily to evade from paying taxes to the end of her life and also to poison Homer in front of the eyes of a whole town without the fear of even being questioned for that. In this hierarchy of power, it seems natural that powerless people, the Negro women and Tobe, are set aside in margin and their life is controlled and restricted by more powerful groups of the society lest they gain power.

Keywords: racism, relations of power, discourse analysis, "A Rose for Emily", William Faulkner



Ecocritical Reading in Pablo Neruda's Selected Poems

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This paper is an ecocritical reading of selected works of Pablo Neruda, a Chilean laureate and Nobel Prize winning poet. Even though Neruda is not typically considered as environmental poet, he was engaged in significant aspects of the discussions over human relationships with nature. This study employs the theoretical framework of ecocriticism which focuses on the relationship between man and physical world and also attempts to analyze some selected poems using concepts from ecocriticism to reveal Neruda as an eco-poet. Eco-poetic enquiry in Neruda's poems is in essence an evaluation of his ideology, thought, and his consciousness relating to the significance of nature that focuses on man's relationship with the natural world, from biological and ecological perspectives. It can also provide interdisciplinary perspectives of Bate, Bennett, Scigaj, Bryson, and like deep ecology and eco-poetry to explore the interdependency and interconnectedness of all human and nonhuman. The analysis of poems reveals the celebration of the wilderness, placing man as an integral part of nature while revealing a gap within and highlighting the holistic attributes of nature. The implications of this study explore a new literary manifestation in Neruda's poetic expedition centering on the significance of nature and poetry as a means for finding ourselves and our place in the physical world.

Keywords: ecocriticism, eco-poetry, nature, ecological consciousness, Neruda



Pieces of Shakespeare in Iran's State TV Sitcom: *Kolah Ghermezi* on Stage

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Kolah Ghermezi, has been broadcasted for almost twenty years and by now is an inseparable part of New Year and religious holidays in IRIB. The hypertextual, unofficial and highly satirical quality of this sitcom has great role in its popularity. It paradoxically both incorporates and challenges what it parodies. It also forces a reconsideration of the idea of origin or originality by utilizing different texts created by canonical artists, philosophers, and scientists. In this program, the puppets play some performances on a real stage, some of which are adaptations of Shakespearean tragedies and history plays: *Othello*, *Romeo and Juliet*, *Hamlet*, and *Pericles*. This paper intends to scrutinize the director's recontextualization of Shakespeare that can magnetize wide range of audience and fit the cheerfulness of Norooz. Since entertaining children of the past who used to watch *Kolah Ghermezi* twenty years ago as well as children of the present is the main aim, the sitcom stands on the borderline of parody and pastiche. Sometimes it becomes neutral practice and mimicry without the satirical flavor of parody. In this new production of Shakespeare, Tahmasb changes the plot, adds moral lessons and silence the violence as do adapters of Shakespeare's dramas for children. However, many times, the change from tragedy to comedy means to attract the adult audience. Though we see the dialogical tradition of the carnivalesque where animals become human and men become women, the choice of puppet who play Shakespearian characters is highly related to their public persona as being introduced cunning, helpful, or simple minded.

Keywords: *Kolah Ghermezi*, hypertextuality, carnivalesque, Shakespeare's adaptation



Reading Literature Is Everybody's Business.

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It has been argued that reading and studying literature is a political phenomenon whose nature is determined by those in power. This phenomenon has the potential to introduce a single type of writing as good literature and reject others as poor. In a broad universal context, this may lead to a distinction between cultures in terms of their capacity for concepts and ideas; some cultures are regarded as rich because they contain concepts of high significance whereas some other cultures are undermined for their lack of significant concepts. The West's cultural history shows that from a Western perspective literature is a vital site for the realization of culture. But the confinement of culture to literature seems to be an output of a power-oriented system of thought. The first part of this paper is an attempt to support this concept by focusing on the role of language in the formation of Western culture and civilization and its attitude towards other cultures. On the basis of this then it will be argued that the text-bound approaches to the teaching and reading of literature specially in ESL contexts is in a sense the legacy of the thought that literature is a highly valued cultural product. To challenge this, the paper suggests that individuals should be free to read the text as they like.

Keywords: language, power, literature, reading



Gender Marginality in Sandra Cisneros' *The House on Mango Street*

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The present study introduces one of the major works of Chicana literature and relates it to the ideology of the movement. During the Chicano Movement, women writers, instead of following their male counterparts, tried to establish their own identity politics. They started to deconstruct the gendered prejudice of movement ideology. This study probes to trace the process of the emergence of the Chicana identity that appeared in reaction against the paternalistic ideology of Chicano Movement. In this article, Sandra Cisneros' *The House on Mango Street* is analyzed in terms of gender marginality in the politics of Chicano Movement.

Keywords: Cisneros, *The House on Mango Street*, Chicano/a, ideology, marginality



The Rebirth of Magic in the Renaissance: A Comparative Study on Magic in *Macbeth* and *the Tempest*

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Since man has settled on this mysterious land, magic has entered his life in its different shapes. If we study different periods of time in history, we will understand that people's attitudes toward magic are completely different in each era. People's attitudes towards magic are in direct relation with their beliefs. The Renaissance period is one of the most crucial points in the history in which we can detect the traces of magic in a new way because after all, it is the era of rebirth so why should not we have the rebirth of magic too? In the Renaissance, there are a lot of writers who deal with 'Magic' as their main subject matter to inspire some notions in the readers' minds. Shakespeare and Marlowe can be regarded as the pioneers among these writers because they do not have a consistent view towards magic in their different works. In fact, literature is not produced out of vacuum; it both affects and is affected by the dominant ideologies of the time; so Shakespeare adopted different attitudes toward magic based on different situations. This paper aims at comparing and contrasting the concept of 'Magic' in the two plays by Shakespeare, namely, *Macbeth* and *The Tempest*.

Keywords: magic, *Macbeth*, *The Tempest*, culture, attitude, ideology



A Study of Film Adaptation of David Nicholls's *One Day*

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The novel *One Day* which was published by David Nicholls in 2009 was named 2010 Galaxy Book of the Year. Two years later, it was adapted into a screenplay and directed by Lone Scherfig. The following paper deals with a study of this film adaptation. Linda Hutcheon, one of the main theorists in this field, explains the theory of adaptation thoroughly in her book *A Theory of Adaptation* (2006). As she points out, the most commonly considered adaptations are those that move from the telling to the showing mode, usually from print to performance. In the move from telling to showing, it is urgent for the performance adaptation to dramatize description and narration. Furthermore, represented thoughts must be transcoded into speech, actions, sounds and visual images. Hutcheon refers to fidelity as an aspect which has been highly considered in adaptation studies, but which has to be left aside while other criteria are foregrounded. In this paper, this movie is compared and contrasted with its adapted oeuvre in the light of Linda Hutcheon's theory. It will be argued what aspects of the novel are renovated into the form of the movie while its vast condensation of the novel has occurred without damaging its fascination and originality. This paper seeks to examine in what sense the movie, as one of the numerous possible interpretations, departs from its adopted novel. It also discusses the effects, reasons, and ramifications of this adaptation.

Keywords: adaptation theory, Linda Hutcheon, *One Day*, David Nicholls



A Structuralist Analysis of the Self in Yeats's Poetic Langue

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Subjective symbolism which involves the symbols of the self or of the subject himself, is one of the major aspects of Yeats's critique, and one which has close affinities with the structuralist view point. One may encounter a variety of protagonists in Yeats's poetry. Despite the fact that they are all symbols of various facets of human nature such as love, madness, self or soul, they are very closely related to each other. All of Yeats's symbolic characters share close similarities in his work that reflect variant forms of one single self. This is in perfect concord with Yeats's Doctrine of the Mask- his idea that every person contains within himself a mask, a person which he hates and yet wants to be his character's opposite. Yeats's adherence to this doctrine caused him to employ a variety of figures that are both imaginary and real. Maud Gonne, Lady Gregory, Burke, Locke, Swift are some of the real characters; while Owen Aherne, Michael Robartes, Oisin, Leda, and Helen are the more important imaginary and mythological figures. Each of these characters even the character (self) of Yeats himself is an instance of parole (a specific entity) who gains meaning and significance through the langue of Yeats's poetry. Within Yeats' poetic langue (as this term is used in structuralism), these characters interweave and interrelate in a meaningful way so that through their interaction they acquire new unique dimensions. For instance, Maud Gonne is no longer a specific person at a specific time- a violent political activist, or an intransigent beloved. Instead, she, in Yeats's poetic universe, acquires different faces in different poems she appears with different masks and roles. The selves of Maud Gonne and Leda are interconnected and each adds power/force to the other. In the analysis of self, therefore, structuralism proves to be a useful tool, capable of elucidating certain concepts.

Keywords: structuralism, the self, parole, langue



The Concept of Meta-theatre in Edward Albee's *The Sandbox* and *The Zoo Story*

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Theatre, through a realistic eye, is a mirror to present the real life. But in postmodern era, there are moments in people's lives that they play roles as in a theatre. They are even aware of their own role playing or such theatricality called Meta-theatre. The purpose of the present study is to discuss the concept of meta-theatre argued by Lionel Abel (2003) in *The Sandbox* and *The Zoo Story*, two one-act plays written by Edward Albee. Analyzing the characters' language, conventions, and frames in Albee's selected plays show the artificiality and illusionary sense of life. The results of the study showed, the characters play within the plays, play roles and imaginative fiction to rebel against the prescribed societal norms to establish a possible social change.

Keywords: drama, meta-theatre, Edward Albee, *The Sandbox*, *The Zoo Story*



Trauma in Haruki Murakami's *Underground*: A Žižekian Perspective

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The present study attempts to analyse the nature of trauma in Murakami's *Underground* by examining Žižek's perspective. Slavoj Žižek elaborates on the Freudian concept of trauma through Lacanian terms. By considering Freud's concept of *Nachträglichkeit*, as it is usually translated 'deferred action', and elaborating on the Lacanian Real, Žižek defines trauma by highlighting two criteria. First, trauma is the intrusion of the Real into the symbolic order and it does not exist prior to symbolization. Second, trauma gains its meaning in the symbolic order and acquires traumatic features only in retrospect. *Underground* (2000) written by Haruki Murakami is a non-fictional work about the traumatic event of Tokyo subway gas attack in 1995. The first part of book consists of Murakami's interviews with the survivors. Most of these survivors suffer from that traumatic experience and their testimonies reveal the nature of trauma. In this paper, we will introduce *Underground* as an example for application of Žižek's concept of trauma.

Keywords: trauma, the Real, deferred action, Žižek



The Holy Quran: A Narcissistic Metafiction

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In her attempt to define and describe Narcissistic Metafiction, Linda Hutcheon objects to the realism of the nineteenth century texts as being reductive since they are based “almost entirely on what will be called a mimesis of product”. Such a product is achieved through applying the rules and regulations favored and prescribed by theorists like Watt, James and a host of others. Through an analogy, she compares some of the postmodern fiction with the story of Narcissus who is aware of his own status in beauty and charm and attracts everyone to his own presence. This results in a text which is not just a “product” but a “process” which both realistically and metaphorically (mostly decoded by Hermeneutics) invites the reader to both itself and the concept it tries to signify. On the other hand, Freud confers on Narcissus the status of the “universal original condition” of Man. This means if a text claims to show the process of how things are in the world including the position of Man in universe, it can be a Narcissistic metafiction. This is true in the text of *The Holy Quran* since most characteristics Hutcheon names for Narcissistic Metafiction can be seen in it.

Keywords: Narcissistic Metafiction, *The Holy Quran*, Man, text, postmodern fiction



Language Game and Form of Life in Borges' fiction "Pierre Menard"

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Concerns with language and its relevant processes draw near philosophical ideas of Ludwig Wittgenstein and literary considerations of Jorge Luis Borges. Borges' fiction "Pierre Menard, Author of the Quixote" covers issues in correspondence to the processes of writing, reading, and translating. Underlining the differences between these processes, this study attempts to demonstrate that they belong to a single identity as a "form of life". It is discussed that reading and translating are "language games", language in use. Despite the fact that these language games signal to different historical, contextual, and situational references, they share certain overlapping features that group them in "family resemblance". In this study, the premise is that the original text of Quixote by Cervantes introduces a form of life that determines patterns, plans, and modality for production of meanings. In addition, Menard's translation is dynamic production with new considerations, tendencies, preferences, and conditions of quixotic form of life. It is concluded that a text embodies possibilities for further development in the world of the text which are united under certain concepts.

Keywords: Borges, Wittgenstein, language game, forms of life



A Stylistic Analysis of Selection of *Workers in the Dawn* by George Gissing

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Literary Stylistics is an attempt to achieve aesthetic appreciation through linguistic description. As a link between linguistics, psychology and literature, it has been rooted in Russian Formalism and flourished in the second half of the twentieth century. Based on the literature review, frequently poetry is taken as the object of stylistic studies whereas the linguistic artistry of prose tends to be expressed in factors detectable over longer stretches of text and demonstrable in quantitative terms. It is the time to fill the gap and explore the language of prose as well as poetry. Since Gissing is named among the best three novelists of his time which was a time of great novelists, and there are not much studies on his works, specifically *Workers in the Dawn*, I have chosen the novel. The present paper follows a stylistic approach to a selection of the novel. The linguistic structures and their frequencies are examined, and different interpretations offered. Data has been analyzed based on the checklist in Keith Sanger's *The Language of Fiction*. The first chapter which is on the opening seeks to discover the relationship established by the narrator with the reader and the subject matter, and more significantly the way it is achieved. The second chapter deals with point of view and explores value-laden expressions, given vs. new information, speech, and deictic expressions. In conclusion, by means of linguistic evaluation, it has been revealed that Gissing, in the first chapter of his novel, describes lower class London life from the view of a young idealist and makes the reader sympathize with the poor while keeping the distance from them. Moreover, since stylistic analysis of the whole text of a novel is practically impossible, the analysis is applied on selected extracts, which might be considered a limitation of the study. Some suggestions are as well offered for further readings.

Keywords: stylistics, George Gissing, *Workers in the Dawn*



Nataraja: The Steps We Need to Learn

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This study is an attempt to show that paradox and ambiguity are identifiable in the works of early feminist writers; the writings of second-wave feminists are marked by contradiction and contradictory debates, and later, ambiguity and contradiction becomes the politics and the founding premise of the third wavers. In the following pages, the sources of this ambiguity and contradiction will be placed in the foreground and the reasons that gave rise to “a politics of ambiguity” will be viewed from a new angle. The aim of this argument is to foreground the binary logic that has run through all the three waves of western feminism, and to show how this old binary framework can block the new direction that feminism has taken, and how an alternative way of thinking and reasoning can help feminism to build the ‘inclusive logic of both/and’ that, in the modern age of women’s studies, has always been wished for by the contemporary activists in this field but has not yet come true.

Keywords: feminism, dichotomization, binary logic, category, both/and logic



Psychological Disorder in Subversion of Master/Slave Hierarchy: The Case of Doris Lessing's *The Grass Is Singing*

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Critical Discourse Analysis (CDA) is dominant as a field of study that offers insight into the structures of a text in order to detect and expose bias, subjugation and power domination. The present paper intends to analyze the discourse of the oppressor (Mary as a white member of the Rhodesian society) and the oppressed (Moses as a black native boy) in Doris Lessing's novel, *The Grass Is Singing*, in order to reveal the way the dominant white discourse produces, inculcates and naturalizes the desired ideology of the white domination and black subjugation. This analysis is based on Fairclough's (1995) conceptions in CDA, referring to the relation among language, power and ideology. Moreover, some parts of the conversation between the oppressor and the oppressed are selected and assessed through Halliday's Systemic Functional Linguistics (SFL), interpersonal aspect, thus revealing the practice of ideology in the language. Furthermore, the underlying theme of the paper is to substantiate that Mary's failure and her subsequent murder reflect her psychological disorder rather than simply the black mischievous act of killing a white woman as the dominant ideology seeks to maintain.

Keywords: psychological disorder, master/slave hierarchy, language, power, ideology



Reading Borges' "Pierre Menard: Author of the Quixote" through Walter Benjamin's Afterlife

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Poststructuralist and postmodernist theories open up new possibilities for exploring the interconnection between proto-text (ST) and meta-text (TT). Viewed hence, translation as the inter-textual (re)configuration of its proto-text furthers the life of the text, itself inter-textually produced in some particular context or frame of reference. In this way, translation creates the afterlife for the proto-text under new discourses and contexts and saves it from oblivion. This paper seeks to shed light on this issue by discussing Jorge Luis Borges' short story "Pierre Menard: Author of the Quixote" in the light of Walter Benjamin's notion of afterlife. Seeking to establish the ontological status of the literary text, Borges refuses to acknowledge a fixed, absolute or universal meaning for his work. In a sense, his story puts on display what Derrida calls *différance*. Similarly, we argue, Benjamin's concept of afterlife, related to his search for the realization of pure language through translation, in one way or another echoes Borges' view of the literary work. Sharing one text by two artworks and consequently pure language can be achieved by means of both literalism (even in syntax, as Benjamin strongly argues for and Borges' fictitious Menard primarily opts for) and the ever-fleeting, transforming, and over-determined ontological status of artworks including translations. From this perspective, Borges' Don Quixote could be seen as an ever-transforming, translating and evolving protagonist in the socio-historical discourses of the artwork including literature and translation.

Keywords: Walter Benjamin, Jorge Luis Borges, afterlife, pure language, ontological status



Geometrical Skies and Invisible Walls, Geography of Gendered Spaces in Fatima Mernissi's *Dreams of Trespass* (232)

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It is a while since postcolonial studies and feminism have proven that rather than being merely static geographical markers, spaces are producers and productions of social relations. The present paper is premised on the concept of the dynamicity of space due to shifting social relations. More specifically, with a focus on Fatima Mernissi's memoir *Dreams of Trespass: Tales of a Harem Girlhood* (1995), the paper problematizes a static notion of spatiality based on definitions and constructions of harem space in Orientalist discourse. As its methodological ally, the paper draws on Doreen Massey's feminist geographical theories of space that offer alternative readings on gender and space based on an intersectional conceptualization of space in terms of time. The presence of Spanish colonial officers in the north and French colonialists in the south and at the threshold of independence turns Morocco of 1940s into a geopolitical contact zone of conflicting ideologies. Against such a context, the paper argues that Mernissi's narrative deconstructs colonial modernity's attempts at stabilizing the term "harem" as a static space of either highly erotic Western fantasies or a site of gender and sexual oppression with the promise of emancipation from such strictures via colonialists' civilizational mission. It concludes that Mernissi's memoir stretches the term harem beyond its architectural confines and re-conceptualizes it as protean and time-bound and subject to relations of race and class.

Keywords: gendered spaces, harem, power relations, Fatima Mernissi, Orientalist discourse



Representation of Self and Iranian as Other in Vambery's *Travels in Central Asia*

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In 2002, Hulme and Youngs vastly elaborate on the importance of Edward Said's Orientalism in *The Cambridge Companion to Travel Writing*. In 2005, Mandler in Arminius Vambery, *the Eastern (Br)Other in Victorian Politics and Culture* locates Vambery's life-long project of self-image making as a Hungarian traveler known as The Explorer and as an authority on Central Asia (Mandler, 2005). The adopted methodology for this study will be library research. This study will employ Edward Said's Orientalism as its theoretical framework to highlight those parts in the travel book in which the author betrays his objective views towards the Orientals. Since Edward Said's Orientalism, the critical study of travel writings written by Western travel writers about the East has received abundant attention. By definition, a travel writing is a non-fictional first person prose narrative describing a person's travel(s) and spaces passed through or visited which is ordered in accordance with, and whose plot is determined by the order of the narrator's act of travelling. This study endeavors to analyze the representation of self (travelling subject) and Iranian as other in Vambery's *Travels in Central Asia*, arguing that the representation of the East in the travel writing under study is mediated by Western intellectual frame work (Episteme); therefore, the resultant portrayal of the East is not neutral and objective. Among many a traveler who has written and published books on the subject of the Orient, this study concentrates on Vambery's biased perspective in *Travels in Central Asia*. Also the views on Orientalism applied on this study are centered on those of Edward Said.

Keywords: East, Edward Said, Iranian as other, orientalism, self



Dividing Practice in E. L. Doctorow's *Ragtime*: A Foucauldian Study

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E. L. Doctorow's *Ragtime* (1975) is the story of individuals who strive to fashion their identity and/or make history. The purpose of this article is to highlight Coalhouse Walker's quest to fashion his identity and resist the dominant ideology in a society which endeavors to objectify and judge him as an image of "otherness". A noteworthy fashion of this objectification of human beings, according to Michel Foucault, is "dividing practices" through which certain peoples become otherized. The central image of this otherness, for instance, in the Middle Ages were the lepers who were replaced by the fool, the poor, and the vagabond in the Renaissance and the Enlightenment. Extending Foucault's theory, once again, the proper criterion altered and skin color came to replace science and reason in the twentieth century America. As a consequence, the chief image of the otherness was the black skin in white Anglo-Saxon patriarchal American society. *Ragtime* demonstrates the historical circumstances in which the opposition between whites and blacks became one of the most fundamental dichotomies of American society in the previous century. Coalhouse's journey in *Ragtime* to have his car returned in its original shape is not merely a simple protest; conversely, it is a protest to resist the state power so as to fashion his identity. It is reminiscent of the radical movements of the latter part of the twentieth century in the United States. Coalhouse's violent turmoil manifest in takeover of Morgan's library is an alternative to Booker T. Washington's / Martin Luther King's non-violence doctrine. Notwithstanding the attempt, his resistance is doomed to subversion and appropriation by the dominant discourse.

Keywords: dividing practices, *Ragtime*, E. L. Doctorow, Michel Foucault, ideology



Father and Daughter in the Land of Hybrid Identities

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In analyzing immigrant literature, 'hybridity' and 'diaspora' are two main terms which can be traced back to the theory of post-colonialism. If an immigrant is treated as different in the host country, and not accepted, he/she may stop trying to become part of the new culture, and society and develop a diasporic identity. In contrast, immigrants might also develop a hybrid identity. Such immigrants not only keep values, customs, culture, and/or language from the country of origin, but also welcome knowledge about the new society as well as cultural practices that allows them to take part in the new society. This study examined how Iranian immigrants' hybrid identity formation is presented in Duma`s memoir, *Funny in Farsi*. In this collection, Duma narrated stories about her father, relatives and her own immigrant experiences revealing differences between Iran and the U.S., and the challenges of identity formation for Iranians. The present study investigated different models of identities and stereotypes that Dumas writes herself into, or out of and finally showed that she didn`t seek for an American or diasporic identity but honored her Persian roots and family to seek a place in between the culture of origin and the new American culture.

Keywords: cultural identity, hybridity, diaspora, in betweenness



Recontextualization of Williams's *A Streetcar Named Desire* in Tavakoli's *Stranger (Biganeh)*

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Adaptations are woven in the fabric of our everyday life. Lots of fictions and nonfictions are based on other works. Although adaptation theory has faced disagreements among critics, many works are still written and adapted for cinema, stage drama, video games, and the like. Film industry- one of the most powerful means in reflecting and shaping lifestyle- plays a great role in introducing and advertising adaptations. Many films employ previous art works in their settings, plotlines, characterizations, and themes, or are directly adaptations of particular literary works. Making new production out of previous works not only adds to the prestigious quality of that film, but also advertises the adapted work. The marketability of adaptations and reputation of some texts (be it written or visual) leads Iranian movie industry to invoke foreign movies, plays, and literary works. One of the recent Iranian films is *Stranger (Biganeh)* (2014) directed by Bahram Tavakoli, loosely based on Tennessee Williams's *A Streetcar Named Desire* (1947). This paper tries to answer such questions as: Why has this play been adapted in Iran's cinema? To what extent is the film considered as the new production of the original play? Can this adaptation claim to be a successful recontextualization of the play? Introducing a brief history of adaptation in Iran, this paper utilizes Hutcheon's adaptation theory to analyze *Stranger* as a process and a product in Iranian context.

Keywords: adaptation theory, recontextualization, *A Streetcar Named Desire*, *Stranger (Biganeh)*



The Reinvention of Mind in Virginia Woolf's Modernist Poetics

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Advances in science and the rise of various modes of criticism in the Victorian period brought about "the failure of religion" in the late-19th-century England. This failure was profoundly disturbing for intellectuals of the time, many of whom found a convenient substitute for religion in literature. The rise of Modernism in the early 20th century gave a new impetus to this novel conception of literature. The stress of avant-garde writers like Woolf on interiority and the investigation of consciousness led to a drastic de-emphasis of material realities and a fresh fascination with spirituality (albeit of a secular kind). On many occasions in her writings, Woolf seems to indicate that human consciousness is far removed from the material realities of class and money. This conception resulted in an essentially ahistorical and apolitical fiction, thereby giving her literary practice an aura of semi-divinity. The present essay argues that this aura is an heirloom inherited from intellectuals like Arnold, Pater, and the proponents of Art for Art's Sake who dreamed of a "religion of literature". The author critiques this stance and attempts to demonstrate that Woolf's attitude towards fiction, like any other ahistorical philosophy, fails to account for the inherent historicity and materiality of human life, and is, by virtue of its very silence about such matters, inevitably complicit with the subordination of the subaltern and contributes to the preservation of the status quo, thereby essentially perpetuating the very patriarchy and authoritarianism it seeks to overturn.

Keywords: history, human consciousness, ahistorical, apolitical, authoritarianism



Language and Intention: Interpreting Discourse of Mind Analysis in Literary Genre

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Real communication occurs when the reader or listener is able to interpret correctly and reasonably what the writer or speaker intends to convey. In the study of language and human mind, the way language is used successfully has been prominent in terms of discourse analysis. Although the mind cannot be observed directly, there are procedures of finding out how it probably works. Besides, texts and sentences are comprised of not only, the form and surface structure, but also of meaning and deep structure. The text should be considered beyond form that is an abstract layer is in the mind; the text can be examined in numerous ways. The present paper aims at exploring the ways of grasping meaning of well-constructed texts and conversation interactions according to context and communication intention of the language user. In doing so, some linguistic elements and structures in English in different situations both written and oral are analyzed and discussed. The results generally show that there are different methods to achieve the meaning of the speaker or writer's utterances in mind.

Keywords: language, mind, intention, speaker meaning, context, discourse analysis



Study of Panopticism, Difference and Indeterminacy in Samuel Beckett's *Watt*

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Watt (1953), Samuel Beckett's second published novel, is an immeasurably profound work of the twentieth century that provides lodging in almost every kind of critical interpretations from the defects of emotional status to the defects of society. The text of the novel traces back the deep structure of substitutions and compels the readers away from stating any finality for its meaning. Thus, it creates confusion in readers' minds and busies them with tracing the tracings in a particular manner. As a result, it will be troublesome to maintain the most crucial dialectic between the surface and the depth while reading its various incidents. *Watt's* reading goes to the heart of a certain debate about man's unhappy situation in the chaos of the society. The debated concept of this situation opens up much more questions about loss, decline, the distortion of a delicate sensibility and a gothic self destruction. And in addition to all these questions and emotional states, reading it explores the most significant tendency of man's bleak status in the panoptical society of Beckett's *Watt*. In doing so, it employs Derridean and Foucauldian's viewpoints: deconstruction and the concept of panopticon. Here, the researcher has confronted the focus of Beckett's study with Jacques Derrida for the purpose of displaying non-stability of places and the impossibility of a "true self". In this sense, the study pursues a radical critique of Western metaphysics and discusses some issues like difference, binary opposition and metaphysics of presence in the subject and language.

Keywords: *Watt*, Panopticism, difference, indeterminacy, binary opposition



'London or Londinium?' Ian McEwan's *Saturday*

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The modern city as the upshot of the Enlightenment has almost always been a hub where great minds meet and find inspiration to conceptualize the aura of urban life. Cities are sites of different tensions which take their identities through discursive representations in art, economics and politics. One of the areas in which the concept of city is surveyed is, to name, literature. The evolution of great metropolises during late 19th and early 20th century, however, gave unprecedented urgency to this theme. London as one of the 'imperial metropolises' has provided setting and inspiration for immense group of poets, dramatists and novelists. In step with transition in contemporary British fiction in the late 1970s and early 1980s, Ian McEwan attempted to display a nasty and unpleasant London in his novels. Spatially and thematically, the city and in particular London serves a fundamental function in his novels. His major novels capture "Britain's post-imperial decline" by rendering London as the dark city of poverty, menace, sadistic torment and exploitation. But strangely enough, *Saturday* (2005), a post-9/11 novel, celebrates London as a 'success'. In *Saturday*, McEwan represents London as microcosm of the world at large, as 'world city' or 'global city'. London unlike those of McEwan's earlier novels has acquired a mythical resonance, a large-scale symbolic meaning. This article discusses this transition in Ian McEwan's stand to London regarding 9/11 attacks and the matter of globalization of terrorism.

Keywords: Ian McEwan, *Saturday*, London, 9/11, terrorism



Alienation and Destroyed Dreams in David Mamet's *American Buffalo*: A Sociological Approach

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American drama, in postmodern era, has been under the influence of post-war changes including economical, political, social and cultural changes. One of the well-known American dramatists whose plays portray the capitalist system of American society and its problems in this period is David Mamet. The issue of anti-capitalism in Mamet's plays relates them to sociological theories, especially Marxist theories. The writer of the article has benefited the concepts of Marxism and its basic ideas such as materialism, exploitation, alienation and revolution to study alienation and destroyed American Dream in *American Buffalo* that is a significant play by David Mamet. The findings of the article show that American Dream is not fulfilled in the play and is actually completely destroyed in the worlds of all characters of the play. At the same time, all these characters are alienated and alienation is the considerable social and psychological problem in the play. In describing the phenomenon of 'alienation', Marx notes that the division of labor in society leads to a separation between individuals who become distanced from each other by virtue of the differences in their everyday activities. Individuals become estranged from society as a whole because they participate only in a small portion of it as a result of their specialized work activities.

Keywords: *American Buffalo*, drama, sociology, alienation, destroyed American dream



Narrator in Quranic Creation Story in the Light of Genettean Narratology

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This study tends to analyze the element of narrator through a structural reading of the Quranic Creation Story. By examining this narrative element, the researchers attempt to clarify the process by which the narrator renders its narrative. The narrative text studied in this essay includes the verses in the holy Quran arranged by their chronological order of revelation (Tanzil). Dispelling doubt as to the accuracy of the selected verses, interpretational materials (Tafsir) that directly contribute to the selected verses have been used. In terms of Genettean narratology, the narrator is either more or less involved in the narrative; this distancing between the narration and the story helps the narratee to evaluate the narrative information being presented. By applying both aspects of narrative distance and narrator's temporal position to the story on a linguistic level, the narrator is shown to transmit maximum information with a minimum of the informer. Using the notion of narrative distance as a starting point, Genette presents five functions of the narrator which are found in each repetitive Quranic narrative of the Creation Story.

Keywords: Quranic Creation Story, Genettean narratology, narrative distance



The Bell Jar: A Study in Characterization, Figure and Ground

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The concept of figure and ground forms an important part of cognitive linguistics. From this perspective, the literary text, among others, can be regarded as a visual field in which an element such as a character stands out against the ground of the story's setting. This phenomenon can explain the inner workings of a particular character's conceptual system, and therefore, understanding it in a novel such as *The Bell Jar* (Plath, 1963) enables the reader to grasp its main character's view of herself and the world around her. Given that the central character sometimes sees herself as the ground, while at other times she positions herself as the figure, an analysis of this phenomenon shall enlighten the reader as to some aspects of her characterization. *The Bell Jar* provides a chance for the application of this concept since the heroine's innovative language conveys her feelings in dramatic new ways that keep her at the center of the reader's attention. This study expects to find that the protagonist is not happy about her situation and keeps evaluating and criticizing herself or the world through her language.

Keywords: cognitive linguistics, figure, ground, characterization, *The Bell Jar*



Translation Studies



Ethics in Translation: Code of Ethics in an Iranian Context

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Having its roots in philosophy, ethics is at present a term with applications across a broad range of disciplines and inter-disciplines. Translation as a communicative act and a site for the realization of concepts such as fidelity, particularly as redefined by the so-called cultural turn theories, falls partly into the scope of ethics. The present paper reports on an ongoing study designed to investigate ethics of translation in the Iranian context, using Chesterman's (2001) five models of translation Ethics (ethics of representation, ethics of service, ethics of communication, norm-based ethics and ethics of commitment). The data in this research are collected from 30 Iranian Publishers' contracts with translators, regardless of the genre and text types, the skopos and briefs, and the name and fame of the translators. The contracts are examined for the code(s) of ethics mentioned in them, their model and typology, and the values and norms governing each. The hypothesis is that translators are invisible due to abiding by ethical codes and the research questions concern the code(s) of ethics for Iranian translators in translation contracts, the norms and values governing each and the codes' contribution to the (in)visibility of translators. The study expects to confirm the hypothesis.

Keywords: ethics, norm, value, translation



Cultural Mediation through Translation in Post-Revolution Iran

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In an attempt to map out the dynamics of the literary translation within a literary system, the primary step would be to provide an account of the flow of inter-lingual traffic within the literary system in its own historical context. This paper aims to provide a quantitative overview of the general trends, directions and translation flows initiated by Iranian publishers and translators in the post-Revolution Iran, thereby revealing the patterns of intercultural transfer into Iranian culture through literary translation. More specifically, this paper sets out to examine, first, the relative degree of diversity in the intercultural transfer in terms of language variety, second, the major and minor directions in the translation flow in this period, and third, to specify the languages which have been excluded in the construction of repertoire of Iranian culture through translation. Relevant data will be retrieved from the Iranian National Library online database and interpreted within the poly-systemic framework, in the light of the political and cultural context of this period. It is speculated that the general trend of intercultural exchange in this period has mainly contributed to the monoculturalism of Iran rather than its multiculturalism in a global level which is a characteristic of modern world. Regardless of the results, the political consequences of adopting a distancing or furthering strategy as two strategies of managing cultural diversity introduced by Edith Grossman will be discussed.

Keywords: literary translation, negotiation of difference, productive diversity, incorporating the other, multiculturalism



The Role of Task-based Translation Teaching in the Development of Translation Competence

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The present study aimed at investigating the role of task-based translation teaching in the development of translation competence. Two main types of translation tasks, i.e. technical tasks, and textual tasks, were selected and applied on the participants of two experimental groups. At the beginning and at the end of the treatment both experimental groups received Translation Competence Acquisition (TC) questionnaire. The statistical analysis of the data showed that there was a strong statistical difference between the mean score of TC in pretest and posttest at $\alpha = 0.05$. In addition, TC components in Expansion and Semantic group (ESG) considerably and statistically increased at $\alpha = 0.05$ from pretest to posttest. Similarly, all TC components in Generic Text group (GT) substantially and statistically rose from pretest to posttest. Finally, all TC components were compared independently in both ESG and GT groups to find out in which group the increase of TC components were statistically meaningful. The results indicated that bilingual and instrumental sub-components had more significant growth in ESG group, while the other four components grew predominantly in GT group.

Keywords: translation competence, technical tasks, textual tasks, generic text, task-based translator training program, expansion and semantic group text



Reframing the Narrative in Translation: A Case Study of *Hillary Rodham Clinton, Living History*

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Nowadays, it is an accepted belief that translators are not passive mediators in the process of cultural communications. They participate actively in this process right from the beginning: the selection of the text to be translated. After this basic step, they can further intervene in the translated text to promote certain ideologies and present certain readings. Baker's narrative theory provides a useful means for tracking the changes translators, consciously or unconsciously, apply to the text. This study made use of narrative theory to investigate the interventions of translators in the translations of Hillary Clinton's autobiography *Hillary Rodham Clinton, Living History*. To do so, the two translations of this book, by Nafise Mo'takef and Maryam Hajimehdi were compared to the original. It was concluded that the two translators have manipulated the text seriously, leading to ideological changes in the translations. These interventions present a different narrative to the Persian reader. This mediated version has reduced the force of the narrator, i.e. Hillary Clinton, while presenting a different picture of the USA. In the original book, Hillary Clinton describes herself more as an independent American political figure than Bill Clinton's wife. This could be in line with her later attempts for presidency in the US. However, this aspect of the original narrative is mostly altered through the intervention of the translators.

Keywords: intervention, narrative theory, ideology, reframing



Does Problem-solving Style Relate to Translation Quality?

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The task of translation from one language into another is simply a cognitive challenge. In doing any kind of translation, there will always be a problem and a number of possible solutions (Hatim and Munday, 2004). The present study aims to investigate: 1. whether problem solving styles of English translation students are different from other students or not? 2. If there is any correlation between problem-solving styles of English translation students and their quality of translation. 3. If the quality of translation differs between male and female students? This study is a non-experimental, applied-correlation study. The data were obtained through Cassidy and Long Problem Solving Style Questionnaire (1996) and also a translation test of advanced English text into Persian. The participants were two groups each consisting 105 BA students of English Translation and non-English students of Tabaran Institute of Higher Education. The sampling size was calculated by G* Power software. The data were analyzed using SPSS21 software, and descriptive and inferential statistics approaches. The results are indicative of the fact that there is a significant statistical difference between translation students and other students in problem solving styles ($P < 0.001$). It was also revealed that translation score has negative relation with creative style and it has positive relation with insolvency and avoidance styles. There is also a significant statistical difference between male and female students in avoidance sub-scale ($P < 0.0001$).

Keywords: problem solving style, translation quality, creativity, avoidance, insolvency



Implications of Applying Fuzzy Logic into Translation Studies

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This study pits Aristotelian logic against fuzzy logic in the context of translation. It takes as its point of departure the fuzziness of language in general and translation in particular, arguing that seeking pinpoint precision in translation is doomed from the outset and the myriad of dichotomies and apparent contradictions in translation no longer have to be viewed from the either/or lenses of Aristotelian logic. It is, therefore, all the more reason for us to account for fuzziness in translation more seriously. One prime theoretical candidate enabling us to investigate translation as such is fuzzy logic, which despite its potential has rarely been exploited in translation theories. While Aristotelian logic accords a value of either 0 or 1 to propositions, fuzzy logic allows truth values to range from 0 to 1, rendering propositions both true and false, on the one hand, and partially true and partially false, on the other. Then, the study sets out to look at two concepts from a fuzzy perspective: (I) equivalence and (II) Toury's translation laws. For the former, it delineates some techniques adopted by translators to tailor their texts to the Iranian socio-cultural and ideological constraints, shattering the myth of either-true-or-false dichotomies of equivalence. And, for the latter, it uses Lambert and van Gorp's methodology in analyzing an excerpt from the best-selling Persian translation of the book *Funny in Farsi* to show how Toury's two contradictory laws hold at once if we are ready to have a paradigm shift from probability to fuzzy logic.

Keywords: Aristotelian logic, fuzzy logic, partial membership, Toury's laws of translation



An Interdisciplinary Study of Fitzgerald's verbal and Sullivan's Pictorial Interpretations of Khayyam

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The Rubaiyat of Omar Khayyam (1048-1131) enjoyed a warm reception in the 19th century Britain. His poems were translated into English by Edward Fitzgerald in 1859. Various books and articles and theses have been and are being written on Fitzgerald's adaptation of Khayyam, but the role of illustrations in shaping and constructing Khayyam has been seldom studied. Painters have illustrated Fitzgerald's The Rubaiyat of Omar Khayyam and have added pictorial dimensions to what was already a Victorian interpretation of Khayyam. Edmund Joseph Sullivan illustrated Fitzgerald's Rubaiyat in 1913 and with his black and white drawings contributed greatly to the way Khayyam was read and interpreted in the west. Sullivan molds what Fitzgerald called an eclogue into a macabre tale. Khayyam is therefore constructed and reconstructed by translators and illustrators. A selection of Fitzgerald's translations illustrated by Sullivan and accompanied by their Persian origin will be analyzed with regard to the discourses of the time. Discourses of Orientalism and Darwinism worked hand in hand and prepared the ground for the wide reception of Khayyam in British society. Considering cultural factors and discursive practices, this research intends to show the ongoing process of interpretation inherent in the act of translating one language into another (Persian into English) and also one medium into another (word into image). Therefore, this research can be categorized in the realm of translation studies, and due to its interdisciplinarity, in the domain of comparative literature as well.

Keywords: Khayyam, Fitzgerald, Sullivan, translation, illustration



Lost and Found in Translation: Barks's Rumi

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The present paper focuses on the reception of Rumi in the context of American society with special attention paid to those aspects of translation which may have an influence on its reception. More specifically, the paper targets the popularity of Coleman Barks's translations of Rumi. The paradox of Barks's work lies in the fact that despite its fame and popularity, its translator has no knowledge of the source language. Franklin D. Lewis (2000), Naficy (2005), Mahalati (2009), Lahooti (2011) and Amir Karimnia et.al (2012) have studied different aspects of Barks's work, but none of them has scrutinized the reception factors of Barks's work. This article aims to investigate these factors by distributing a questionnaire among American audiences and also by using acceptability theory of Toury as its theoretical framework. Findings show that the translator has taken into account the demands of the modern readers and has translated according to the American audiences' taste at the expense of the original work; he has also distorted Rumi's character. In other words, the Rumi of Persian speaking readers is "lost" in Barks's translation and a new Rumi "rises" from his work. Canonization of Rumi and his status as a world poet, similar to that of Shakespeare makes it very difficult to completely reject Barks's modernized and globalized Rumi, especially in a context when the power dynamics does not allow the field to be a level playing one.

Keywords: Rumi, Barks, reception, literary translation



An Investigation into English Rendering of Exophoric/ Endophoric Cultural References in *My Dear Uncle Napoleon*

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The present study aims to investigate the translation of exophoric cultural references in a satirical novel. This research studies the strategies and procedures used for translation of ST Exophoric cultural reference and elements. Halliday's theory of exophoric reference, Ivir's model for translation of cultural references and Venuti's theory on domestication and foreignization as three main translation approaches have been selected as the theoretical framework of the research. The classification of ECRs is one of the main objectives of the present study which has been done according to the Ivir's model and cultural items identified in the source text. It also clarifies what strategies frequently used and more applicable to the translation of cultural references and also the translator's tendency to domestication or foreignization when translating source text ECRs into the target language. In this study 'Dae Jan Napoleon' written by Iraj Pezeshkzad (1970) as the source text and its English translation by Dick Davis (1996) as 'My Uncle Napoleon' as the target text have been analyzed. Exophoric cultural references of the source text and the methods applied for their translation into the target language have been the main focus of the research. Findings suggest that in translation of exophoric cultural references, the procedures which is used more in the target text are "addition" and "substitution" and use of the "domestication" strategy is used more frequently than "foreignization" strategy in translation of target text. In other words, the translator tends to make the ST close to the culture of the TL readers and applied domestication approach.

Keywords: Exophoric-cultural reference, domestication, foreignization, satirical



The Norms of Adaptation in Multimodal Texts: The Case of *Civilization* Videogame

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Audiovisual translation as one of the several types of translation needs to be considered in visual aspects of an image in addition to the speaking contents. In the present study, the translation of the expressions of a videogame called “civilization” will be compared with their original expressions and the norms of adaptation will be investigated. The aims of this study are 1) investigating the rules of skopos theory in Persian translation of *Civilization* videogame, 2) investigating the norms of adaptation strategies according to Bastin’s (2005) model in Persian translation of *Civilization* videogame and 3) identifying the ideologies that the norms of adaptation indicate in the society. To this end, a corpus of expressions of a videogame called *Civilization* and their Persian translations have been selected and analyzed. Then, according to skopos theory and Bastin’s (2005) model, the norms of adaptation have been computed. Finally, considering the norms of adaptation based on skopos theory and Bastin’s (2005) adaptation model, the ideologies that the norms indicate in the current society of Iran have been identified. The findings of the study reveal that since videogames are for fun, coherency as an adaptation strategy needs to be regarded as a factor to enhance the attractiveness of the videogame.

Keywords: adaptation, skopos theory, multimodal texts



Product Norms of Website Localization into Persian

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Following the process of global integration of markets, resulting from the international exchange of services and products, website localization is more and more in demand, and an increasing number of companies are developing to reach the Iranian market to sell their products and services. Given the fairly limited amount of research in terms of the need and expectations of the Iranian internet users with regards to localized websites, the present study aimed at exploring and classifying the expectancy norms of localized websites into Persian in the Iranian context. Based on a mixed-methods design, using semi-structured in-depth and focus group interviews with a purposive sample of internet users, a pool of basic data was formed, based on which a self-designed questionnaire instrument of 27 items was constructed. Having established the face and content validity of the instrument, using SurveyMonkey.com potential participants were invited to contribute and eventually a sample of 400 participants from the target demographics responded to the questionnaire. After establishing the psychometric properties of the data obtained, the results revealed the expectations, wants and needs of the Persian-speaking, Iranian nationals regarding an ideally localized commercial website for the Iranian locale. The results of the study can be of instrumental use for website localization practitioners, teachers and students.

Keywords: website localization, expectancy norms, interface design, Persian, Iran



Translation from Arabic into Persian and Vice Versa, from the Seventh to the Twelfth Century

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The translation studies are increasingly interested in the role of translators in the history as diffusers of religions, cultures and scientific knowledge. This research focuses on the history and role of translation from Arabic into Persian and vice versa during the first five centuries of the Hegira. The fundamental question therefore arises: have these translations from Arabic into Persian and vice versa had any particular influences on these two languages? If so, have they been positive or negative influences? During the first centuries of the Hegira when Islam gradually conquered all Persia, most Persian scientists and scholars, believing that the only language worthy of science was Arabic, voluntarily abandoned Persian language, learned Arabic and wrote their works in this language. Persian was attacked by Iranian themselves! Later, in the fourth century of the Hegira, a number of Persian translators and authors changed the situation and bravely defended their language. Considering the case of countries like Egypt that have become Arab after becoming Muslims, we can better understand the importance of what those writers and translators did to the Persian language. We will study the remarkable translations performed during the mentioned time, including the translation of the Quran, and the various approaches and goals of the translators. Finally we will see the influences of these translations on both Arabic and Persian languages. Lack of adequate documentation on the history of translation between Arabic and Persian corresponding this considered time, except the translation of Quran, will demonstrate the importance of this research.

Keywords: translation, history, Persian, Arabic



Forecasting Translation Studies through the Application of the Delphi Method

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How to achieve a desired future and avoid the probable obstacles is of great importance in all fields of studies. Translation studies, as a new interdisciplinary field at M.A. and Ph.D. levels, has to construct various preferred scenarios of the future in Iran to be capable of dealing with ongoing changes occurring to this field. Therefore, the present study aims to assess the desired future of translation studies in Iran and investigate the expected barriers bringing about frustration for this field of study. For this purpose, relying on a panel of experts, the Delphi method was applied as a forecasting approach. The panel was consisting of 15 experts of translation studies who were going to answer a questionnaire in three rounds in order to encourage them to converge towards similar ideas about the future of the field. The achieved findings indicate how the experts of translation studies forecast this field and see the direction of long-term trends in translation studies, what the strengths, weaknesses and potentialities of the field are, and what suggestions they have made to improve this field of study and finally to provide material for realizing the desired future of the field. The point is that the desired results of a research carried out with futures concerns is first to make the experts and others dealing with the field think about the future and second, to put ideas into action and achieve the imagined future.

Keywords: translation studies, desired future, Delphi method, futures studies



Tracing Identity in Translated Texts Using Spivak's Three-triad Model of Language

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The current study is designed to investigate how identity-reflecting items have been translated from Persian into English. Spivak's three-triad model of language that consists of logic, rhetoric and silence was used to identify identity-reflecting items in Persian texts. Identity reflecting items had been traced in the Persian texts and after that, they were compared with their respective translations in English. In general, identity could be preserved by the process of translation if the difference is acknowledged. After analyzing the data, it became apparent that concerning rhetorical items, identity had been represented to some degree, since these items were not omitted but they were made explicit. Logical cultural items had been translated mostly by means of loan translation. Only 21% of silenced items had been explained by the translator. In conclusion, it could be said that representation and misrepresentation should be seen in a cline rather than binary oppositions.

Keywords: identity, translation, rhetoric, logic, silence



Culture, Metaphor and Translation: Samples from Rumi, Hafez and Sa'adi

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Probing into the nexus between metaphor and cultural models within the textual milieu of interlingual poetic translation, the writers of this paper aim to demonstrate the significance of cultural models in producing and interpreting poetic metaphors. The theoretical framework of the study is based on Gibbs theory of "Cultural Models". The sampling method would be purposive and, by way of elucidation, the researchers will examine poetic texts by Rumi, Hafez and Sa'adi, singling out metaphors and their translations by different translators. The selection procedure involves an assessment of the entire collection in terms of its wealth of cultural models and metaphoric and occasionally metonymic language. The researchers are going to pick out those poems which are most representative in terms of showing the purported significance of cultural models. The advantage of our sampling method is that it will allow us to meticulously explore the role of the translator's cultural consciousness in achieving equivalence. Also, the selected metaphors are compared for the purpose of finding patterns employed in translation. The researchers expect to find parallel, conceptual and cultural frames for the translation of metaphors. Certain metaphors are selected and analyzed from above-mentioned texts. The results will come in handy for translators, translation researchers and literary scholars.

Keywords: metaphor, metonymy, culture, translation, cultural models



Interpreting for Legal Professionals: A Discussion on Quality, Clarity and Ideology

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On researching quality in interpreting, scholars have long attempted to isolate the factors that make up the performance of interpreters and that influence the perception listeners may have of that performance. Clarity, with its many nuances of meaning, has traditionally been regarded as one of these factors. As such, in this presentation we will explore the impact it may have on the perceived quality of an interpretation in the field of law. Specifically, we will present the results of an experiment in which several groups of law undergraduates assessed two Spanish renditions of a lecture given by a German law professor: in one of them, the interpreter used a very elaborate style, in the vein of legalese; in the other one, she employed plain language that was both simple and accurate. As a way of summary, the statistically supported results suggest that Spanish law students are keener on complex (i.e. unclear) language. They also show that, in both versions, law students are very critical of the interpreter's performance. In line with the interdisciplinary nature of this conference, we will discuss these results in the context of ideology and power (in particular, in relation to power asymmetry in legal settings), and in connection with some of the arguments put forward by the advocates of the reform of legal language.

Keywords: interpreting studies, interpreting quality, clarity, plain language, legal language



Translation in Women's Journals after the Constitutional Revolution in Iran

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This study reports on part of a research, designed to examine the state and position of translation in Iranian women's journals from the 1906 Constitutional Revolution up to 1953 coup d'état in Iran. It attempts to see what women's journals were published in the four decades between the two historically significant events, how the themes they translated related to the socio-historical conditions of the time, and whether or not translation occupied a central position in them. The basic assumption is that the themes they covered were both inspired by the socio-political conditions of the time and contributed, at least in part, to the formation and development of socio-political insights among women in the period under investigation. The data are collected and analyzed at two levels, a macro (socio-historical) and a micro (thematic/textual) level. At the macro level, the local socio-historical conditions are examined against the related international settings such as women's movements in the West at the time. At the micro level, all the copies of women's journals published between 1906 and 1953 available in the Iran Parliament (Majlis) Library and National Library are identified and listed. The materials and themes in all the journals are examined to answer the research questions. So far the findings support the research hypothesis.

Keywords: Women's Journals, translation, translation history, Iranian studies



Translation as a Novel Way of Doing Politics: An Iranian Case

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The traditional image of translation as a 'bridge' between cultures is now questioned and new images portraying translation as a creative activity and a 'space' to 'act' social and/or political are proposed. Mona Baker, in a revolutionary paradigm in 2006, draws our attention to the fact that "bridges are being blown up all the time in our world." At a time of political conflict, translation no longer functions merely as a bridge connecting cultures together rather has its own creative share of political 'act'. Drawing on Baker's socio-narrative theory of translation and its 'reframing' tools, the present article examines how a piece of narrative is temporally and spatially positioned, thus re-narrated in translation both from a micro and macro perspective. For this purpose, the translation of a political article written by Jack Straw, which is partially narrating the long conflict between Iran and the West over Iran's nuclear program, is analyzed for its political and/or ideological reframings. At a micro level, the article illustrates how the Persian translator has failed to be neutral in the reconstruction of the reality and has mediated as a 'political actor' and, at a macro level, it aims to highlight and support Baker's claim that translation, especially at the time of conflict, should 'act' political.

Keywords: narrative, reframing, conflict, translation, political activist



**Lexical Recurrence and Syntactic Parallelism in the
Translation of Poetry: The English Translation
of Rumi's *Divan-e-Shams* by R. Nicholson**

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Lexical recurrence and syntactic parallelism have widely been studied from different perspectives. Some researchers have viewed them as textual devices serving to realize lexical cohesion (see, for instance, Halliday & Hasan, 1976; de Beaugrande & Dressler, 1981; Hasan, 1984; McCarthy, 1991, 2005). Others have pointed out the central role that such devices play in the overall organization of the text (Hoey, 1991). Still, some scholars have demonstrated the role they can play rhetorically in literary texts to foreground certain linguistic elements in the text (Gutwinski, 1976). Persian literary scholars are well aware that Jalal-od-din Rumi in his poetry has intensely employed both devices as textual and artistic features to stress certain meanings. The present study, drawing on Halliday's Systemic Functional Linguistics as well as Halliday and Hasan's (1976) comprehensive account of cohesive devices, has, firstly, aimed at investigating the translation strategies the English translator of *Divan-e-Shams* has employed in rendering lexical reiterations and parallel structures. The second objective of the study has been to find out to what extent the translator has been loyal to the source text with regard to repetitions and parallel structures. Finally, in cases where the target text has probably undergone alterations, have such changes led to alterations in the universe of discourse, or the overall discursive ideology, of the source text?

Keywords: reiteration, parallelism, systemic functional linguistics, domain of discourse, *Divan-e-Shams*



Translation Education, Multilingualism and the Making of Modern Iran

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The main goal of this paper is to present a report on the curriculum for English translation education in Iran. The paper aims to report on two key “missing” components of the curriculum; i.e., multilingualism and multiculturalism. Relevant working documents from the Ministry of Science, Research and Technology as well as data obtained from semi-structured, taped interviews with nine translator educators/trainers at Northern Tehran Islamic Azad University were used for the purpose of the study. The results of the interviews reveal that the empty spot of values such as being familiar with the customs, beliefs, and traditions of different tribes and ethnicities throughout Iran, peaceful coexistence with fellow countrymen of other tribal backgrounds and mutual respect and constructive interaction among people of different social backgrounds are strongly felt in the curriculum. The respondents believed that incorporating multilingualism/multiculturalism as a fact and a pedagogy principle in the translation education curriculum could be extremely beneficial. Otherwise, languages and dialects all around Iran that are part of the national capacity, identity and relationships, and social rights might be disregarded. Had multilingualism been considered in basic qualifications, awareness of and acquaintance with local languages and ethnic cultures would have been a dominant and striking characteristic of the next generation of translators. A multilingual translation education system might cause a higher level of interaction between various ethnicities in the country and will undoubtedly lead to a higher level of economic transaction; an important issue which is dropped out of the translation education and policy making in Iran.

Keywords: translation education, curriculum, multilingualism, multiculturalism, Iran



On the Feasibility of Adopting a Meta-synthetic Approach to Translation Research

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The past three decades has seen an exponential increase in the number of articles published in Translation Studies with an emphasis on descriptivism. The aim of this article is to substantiate the necessity of taking a bird's-eye view across the data so far gathered with a specific stress on qualitative research. This study applies the concept of meta-synthesis, borrowed from Health and Social Sciences, to the context of translation qualitative meta-research. Meta-synthesis is a term used for amalgamation of several qualitative research projects findings to understand and explain a certain phenomenon. This article provides a background for understanding this research approach as well as the grounds for adopting it. In the first section of the paper, selection criteria of a meta-synthesis including time period, database index, language, document type and field-related specificity are introduced. Then the study elaborates on popular methods such as meta-narrative, critical interpretive synthesis, meta-study, grounded formal theory, thematic synthesis, textual narrative synthesis and framework synthesis, and how could be mapped onto Translation Studies research trajectories. Using Paterson's multifaceted model of meta-synthesis, the study finally follows to deliver a meta-synthesis on translation of culture specific items in translation as a case in point. It is argued that meta-studies could be the beginning of a new era that evokes ontological, epistemological and methodological questions pertinent to doing research in Translation Studies.

Keywords: meta-study, meta-theory, meta-synthesis, translation research, meta-analysis



Translator's Creativity and Literary Translation Quality

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Creativity is, admittedly, an essential part of literary production. Without creativity, a writer cannot produce a piece of literature. The same is true about literary translation. This study intends to investigate the correlation between translator's degree of creativity and literary translation quality. To this end, a mixed method approach is applied whereby a scale of Kaufman Domains of Creativity (K-DOCS) by Kaufman (2012) as well as a literary text of one paragraph from Katherine Mansfield's short story *Bliss* would be given to one hundred senior translation students at Vali-e-Asr University of Rafsanjan. After answering the questionnaire and translating the text, some of the students would be interviewed randomly to explain the answers they have given. This is meant to confirm our findings from the questionnaire. Next, the translations will be rated and the results will be compared with the responses on Kaufman Domains of Creativity Scale. It is expected that the students with a higher degree of creativity will produce literary translations of higher quality. The findings will be of great use to translation instructors as well as translation syllabus designers, making them aware of the relevance of creativity for the production of literary translation by trainee translators.

Keywords: creativity, literary translation, translation quality, K-DOCS questionnaire



A Critical Discourse Analysis of the Persian Translation of Bob Dylan's Poetry: Toward Fairclough 1989's Approach

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Critical discourse analysis (CDA) makes people aware of what language can do in defining people and their status in the community and explicates abuse of power by analyzing texts in light of the larger social and political contexts in which those texts circulate. As a result of this point, it shows language how to serves ideology and power. The present study applied a framework of CDA by Fairclough (1989) for analyzing political protest texts. On this account, 15 protest poems of Bob Dylan translated by M. Azad and Saeed Tavakoli Parsan were selected to duly analyze within three stages of analysis defined by Fairclough (1989) framework including description (text-linguistic analysis), interpretation (assigning pragmatics values to textual features), and explanation (the social and situational context in terms of power and ideological struggle). In this regard, text analysis was done through process and product oriented. Therefore, these selected poems of Dylan originally written in English were carefully compared to its corresponding Persian translation. Then, using Fairclough's model, the discursive structures were highlighted. To sum up, the result of this study made obvious the influences of Iranian context on process of translation of Dylan's poetry because the translators created different meaning in TL with regard to their own world views and ideologies.

Keywords: critical discourse analysis, Bob Dylan, Fairclough's approach



A Pragmatic Approach towards Translation of Taboo Words and Expressions in Saramagoe's *Blindness* into Persian

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The present study examined the offensiveness of words that entailed the difficult task of identifying participants, role relationships, social norms and individuals' intentions in the novel *Blindness*. Discussing offensive language automatically raises the topic of taboo words and euphemisms. So, taboo topics and their linguistic realizations as the primary means of affronting the interlocutors' face and euphemisms as preventive linguistic devices which contribute to maintaining face wants were considered in the present study. Taboo words have always been embarrassing and even frightening to utter among almost all human beings. Applying a qualitative method of research through an interpretive approach, and by adopting Allan and Burrige's pragmatic approach to euphemisms, the present study was an attempt to examine three Persian translations of Saramagoe's *Blindness* by Asadollah Amrayi, Minoos Moshiri and Kourosh Parsa from a pragmatic prospect to analyze their handling of taboo words & phrases regarding the strategies that the translators have employed in the process of translating taboo words, and examining the effect of "formality of situations" on the use of euphemisms in Persian. Adopting Allan & Burrige pragmatic approach towards euphemisms, we aimed to determine the x-phemistic value of taboo-denoting words and expressions. This was carried out through examining three Persian translations of taboo words & expressions of Saramagoe's *Blindness* by showing the x-phemistic value. 30 samples were selected on the basis of purposive sampling at sentence and word levels in this study. The results showed that the Iranian translators were tending to use euphemism, substitution and censorship in their translation of taboo words and expressions.

Keywords: translation, euphemism, censorship, substitution, taboo, offensiveness



Domestication and Foreignization in Translation: A Case of Hedayat's *The Blind Owl*

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This research takes a descriptive-comparative approach toward the study of domestication and foreignization. Using Venuti's notions of domestication and foreignization as its theoretical framework, it attempts to find different aspects of domestication and foreignization in two translated versions of *The Blind Owl* [Boof-e Kour], a Persian novella originally written by Sadegh Hedayat (1937) and translated into English by D. P. Costello (1957) and Iraj Bashiri (2013). Then it intends to compare the two translations in terms of domestication and foreignization, and tries to explain the differences between the two. Data analysis suggests a useful comparative method for the application of the concepts of domestication and foreignization in translation. It also reveals the occurrence of domestication and foreignization with regard to syntactic structures, wording, culture-specific items and idiomatic expressions. The results show that the frequency of the cases of foreignization in Bashiri's translation is higher than those of Costello's. The frequency difference is found to be much higher regarding the translation of syntactic structures and wording. Finally, the differences between the translations are explained with respect to Bashiri's intention, namely the close adherence to the text of the original novella.

Keywords: domestication, foreignization, Venuti, *The Blind Owl*, Hedayat



Translation and Socio-Cultural Norms: A Case Study of Ibrahim Younesi (408)

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Translations are not isolated utterances and a translator does not work in vacuum, but rather “plays a social role”, “fulfilling a function allotted by a community”, which means that translation as cultural activity is governed by certain constraints, or norms. Norms could be regarded as general values that are shared by a community and have been converted into instructions governing and evaluating the acceptability of translations within a specific community. Ibrahim Younesi is one of the well-known translators of Iran who translated various text types and introduced the works of some of the world great writers to the Persian readers. In the present study, the researcher attempts to discuss the translation as a norm-governed activity and the translator's decision-making process. In this regard, at first a brief introduction of Younesi's works has been represented, then Toury's theory and various norms defined by him have been described and finally the translations of Younesi have been studied from a norm-based perspective. The necessary data has been obtained from available metatexts and paratexts such as interviews, literary critic's opinions and the introductions of Younesi's works. The collected data was reviewed and studied to trace the norms applied by the translator in the process of translation. In spite of the fact that Younesi is one of the great translators of Iran, lack of research about such an influential translator could be felt completely. Present study attempts to fill relatively the mentioned gap.

Keywords: Gideon Toury, Ibrahim Younesi, norms, translation



Marked Themes in the Translation of English Poems

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From discourse perspective, any variation in the textualization of discourse is functionally motivated. That is to say, any variation carries a specific communicative value. To create special images or to add more communicative value to some linguistic elements, the discourse producer deviates from norms of language. This mainly happens in poetry. A kind of deliberate deviation used in poetry is manifested through marked themes. Such marked themes may be mishandled in the process of translation and as a result, the intended meaning of the discourse producer may be inflicted. This paper is an attempt to prove that the mishandling of marked themes in the translation of poetic texts can have a negative effect on the nature of the message to be negotiated and it can mislead the reader to have a different understanding of the created piece of discourse. To cast a torch light on the issue, some mistreated samples of translated poems from English into Persian where marked themes have not been treated correctly, will be analyzed. To test the readers' different interpretation, 20 students of English Literature, as participants of the study will be given some selected English poems containing marked themes. Each poem will be followed by some questions with two interpretations a or b. The same students will be given the translated version of the same poems with the same questions, of course with ill translation. With a pre-test and a delayed post-test design, the collected data will be entered into SPSS to find out if mishandling of marked themes in the translation of poems can have a significant effect on the reader's different interpretation of a poem.

Keywords: textualization, deviation, marked themes, communicative value



The Relationship between Different Types of Motivation and Translation Quality

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The present study is an attempt to investigate the relationship between the type of academic motivation in Iranian students of Translation and the quality of the translations they produce. Being an internal process, motivation is regarded as an influential element which guides and maintains behavior over time and guarantees the success of any human behavior including learning. Intrinsic motivation is defined as the one that stems from internal factors and extrinsic motivation simply involves doing something to obtain something else. In order to compare the quality and accuracy of the translations produced by intrinsically and extrinsically motivated translation students, 52 undergraduate students of English Translation at Imam Reza University in Mashhad and Allameh Tabataba'i University in Tehran were asked to contribute to this study. For this purpose, the participants were given a nontechnical text of around 200 words selected from a sample TOFEL reading section as a production test of translation. Following that, Harter's test of motivation was administered to the cohort. Consequently, the translation products were analyzed according to Waddington model and two raters, with an inter-rater reliability of .82 assigned scores to the quality of the papers. Finally, the results from Harter's motivation test were compared to students' translation quality using a linear regression analysis. The findings of this study, following an ex-post facto design, indicate that there is indeed a significant positive correlation between intrinsic motivation of the participants and their translation quality and it was a significant predictor of Iranian translation students' translation ability.

Keywords: motivation, intrinsic, extrinsic, translation quality



A Comparative Study of the Status of Iranian Literary and Freelance Technical Translators

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The study of translation as a profession is an emerging research domain in translation studies. The status of translator is given special consideration in researches in different parts of the world because it can influence the working conditions of translators and the quality of their translations. The present study is an attempt to investigate the self-image of two groups of Iranian translators- literary translators and freelance technical translators-, and then to compare the elements that build such an image. To this end, 10 literary translators and 10 freelance technical translators are selected through purposive sampling method. Literary translators, in this study, are considered to be translators who have published at list one literary translation. Freelance technical translators also refer to freelance translators who have been translating non-literary texts for about 5 years. After the selection of the samples, they are interviewed. To analyze the data collected from interviews, grounded theory method is used. The results aim to show the self-perception of Iranian literary translators and freelance technical ones and to find out the elements that cause them to consider themselves as high-status or low-status. At the end, some recommendations will be provided for professionalization of the so-called occupation of translation.

Keywords: freelance technical translators, high-status, literary translators, low-status, profession



Making the Feminine Visible or Making the Masculine Invisible: Radicalism vs. Liberalism

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Gender is a seminal issue in cultural and social studies. Regarding different offshoots of feminism, of which radicalism and liberalism are mostly practiced, liberal feminism pursues equal rights with men and advocates impartial treatment, whereas radical feminism seriously challenges patriarchy. Translation Studies, as an interdisciplinary field of study hosts feminist thoughts too. A thorough investigation of works of feminist scholars of the field, including Louis von Flotow, Sherry Simon, Barbara Godard and others demonstrates how feminist theories in translation studies draw on a schema of feminism which has its roots in radicalism, trying to make the feminine visible. The present study is an attempt to unfold the other side of the issue, i.e. liberalism, trying to make the masculine invisible. The study is an analytically-descriptive research, opting for a causal model, and has focused on socio-cultural level of causation. An investigation of the available works was performed to show how radicalism dominates feminist translation studies. Subsequently, application of more liberal views was examined, followed by a comparative analysis, where cultural and social issues, and not the linguistic considerations, are at stake. Data collection was performed through investigation of the seminal works of scholars of the field, extracting different arguments and counterarguments. Actually the source of data was the works by scholars of the field together with subsequent counterarguments. To establish validity of the findings, a triangulated methodology for data-collection was adopted to investigate the issue from different viewpoints, benefiting from the advantages of both qualitative and quantitative methods.

Keywords: liberal feminism, radical feminism, visibility



Creative Problem Solving, Strategic Thinking and Translation Ability of English Translation Students

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Over the past 15 years, the field of translation studies has seen considerable theoretical and experimental activity in the area of cognitive translation processes and psycho-physiological factors (Laufer, 2002). Creative problem solving and strategic thinking are of psycho-physiological components and important factors in educational activity especially in translation studies, whose role in translation and translation test performance has not received any attention. Because of the critical importance of these factors, this correlational study was conducted to explore the relationship between creative problem solving, strategic thinking and translation ability of Iranian English translation students. To this end, in this study Heppner and Peterson (1982) test of Creative Problem Solving (CPS), Behboudi (2013) Strategic Thinking Skills Test and a Translation Production Test were administered to 100 male and female sophomores and junior students majoring in English translation from three universities of Iran. The Translation test was scored by the Waddington's translation quality assessment (TQA) model (error analysis model A). The results of data analysis indicated that a) there was a significant positive correlation between student's creative problem solving and their translation ability, b) there was a significant positive correlation between student's strategic thinking level and their translation ability, c) linear Regression indicated that creative problem solving skills of students can be a predictor of their translation ability.

Keywords: creative problem solving, strategic thinking, translation ability



The Role of Institutional Setting Rules in Translators' Manipulation of Texts: The Case of Patient of Information Leaflets in Iran

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The focus on institutional settings and their effects on the translation strategies adopted by translators has recently attracted the attention of scholars in the field of translation studies. Given this fact, the present study aimed to identify the translation strategies used by translators in translating Patient Information Leaflets (PILs) and the role that institutional setting rules play in manipulating these texts by translators. To this end, thirty parallel corpus of PILs were compared and analyzed to identify the translation strategies used by translators in translating PILs, and an interview was conducted with ten administrators of pharmaceutical companies to ask why these particular strategies had been used by translators in translating PILs. The findings indicated that translators employ three main translation strategies such as addition, deletion and transliteration in the process of PILs translation to manipulate the texts. The interview with the administrators indicated that by adopting these particular translation strategies, translators intend to enforce institutional setting rules; furthermore, by using these strategies, translators and pharmacists try to fulfill the requirements of the institution and align themselves with their institutions. It was also found out that institutional rules are part of any institutional setting which affect the translators' use of translation strategies.

Keywords: institutional setting, patient information leaflets, translation strategies



Cultural Mistranslations in Arminius Vambery's *Travel to Central Asia*

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Translation as a process of domesticating something alien is not restricted solely to linguistic domain; on the contrary, it can be extended to other arenas as well. For example, travel writing as an attempt to tame foreign culture and render it accessible for the audience in home culture, can be considered as a kind of cultural translation. When a travel writer enters into a new context (source culture), he encounters with signs which are radically different from those in his home culture. Hence, the travel writer is burdened to deforeignize hitherto unknown signs to render them familiar and consumable for his audience. Since the travel writer carries his cultural baggage which functions as a cultural filter, his cultural translation cannot be objective and free from cultural mistranslations, and as a result, the current article is going to focus on the cultural mistranslations in Arminius Vambery's *Travel to Central Asia*. Thus, it argues that the travel writer in question in his journey to Central Asia which is a semi terra incognita in nineteenth century endeavors to translate the exotic aspects (foreign signs) of Central Asian culture; however, his cultural biases give rise to the cultural mistranslations in areas such as diet and religious punishment like stoning.

Keywords: translation, travel writing, cultural mistranslation, Central Asia



A Multidisciplinary Study of Characterization in Dubbing

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The way fictional characters are created and reflected is called character perception or characterization. Characterization can be reinforced through both acoustic, visual, verbal, and non-verbal channels, contributing to the formation of performance. Characterization, however, remains relatively under-researched in audiovisual translation, film, and voice studies. This article deals with dubbing and aims to carry out systematic corpus-based research on characterization in dubbed Persian versions of American films. Drawing on micro-elements from linguistics, film, and voice studies, a multimodal approach is employed in order to analyze characterization in a non-randomly chosen corpus of dubbed Persian versions of American films. The study delivers an analytical discussion on how characterization is created in the original version, reflecting on the way it is preserved and altered in the dubbed version. The article then proceeds to delve into why there are remarkable differences between the two versions in terms of characterization. The findings provide useful information within descriptive translation studies, allowing characterization to claim the status of a scholarly area of research in its own right; nevertheless, they cannot be generalized since the study is limited by a small corpus and utilizes a non-probability sampling procedure. It is, of course, needless to say that the clear pattern of findings has significant theoretical and applied implications.

Keywords: characterization, dubbing, performance, linguistics, film, voice



Comparison of Two Web-based Translation Machines in Translating Scientific-Technical Texts Based on EuroMatrix Model

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Web-based machine translation (WBMT) services are widely employed in Iran by both professionals and nonprofessionals, but no comprehensive study has been conducted to establish their fluency and adequacy regarding the translation of scientific-technical texts in English and Persian language pairs. Thus it seems both necessary and insightful to conduct a study aiming at assessing the effectiveness of these services to be a guide for the users regarding the choice to whether render their texts using web-based services or resorting to a human expert. This study sought to compare two WBMT services, Google Translate (GT) and SDL FreeTranslator (FT), in translating scientific-technical texts in terms of two widely used criteria in the field of manual machine translation evaluation, i.e. fluency and adequacy. Fifteen simple sentences, ranging from seven to twelve words, were selected from each of the four basic technical disciplines including biology, chemistry, mathematics, and physics. These sentences were presented to five bilingual evaluators to rate the sentences in terms of the aforementioned parameters and then the average score for each of the translation machines was obtained in order to carry out the comparison. The results of the study showed that GT has a far better performance in both of the parameters in translating scientific-technical texts in English-Persian language pairs compared to SDL Free Translator.

Keywords: machine translation, machine translation evaluation, manual evaluation, ranking method, fluency, adequacy, web-based machine translation



Functional Approach towards Narratology and Translation Children's Literature

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Narratology is the theory of narrative and it is related to linguistic signs that help to understand and evaluate narratives. Translation of children's narratives and getting information about their narratology can be created with different objectives. Providing background for the development of personal and social aspects of children and training of mental aptitude and flourishing their artistic taste are some of those objectives. This paper aims to show the importance of combining narratology (especially structural narratology) with more general aspects and theories of translation (the role of translator and Venuti's approach). In order to present a comprehensive overview of narratology and translating children's literature/narratives, this paper pointed out and briefly analyzed some factors such as contextual, cognitive, psychology and reader response. It also mentions the role of comprehension of these different aspects of narratology in translating texts. The paper concludes that narratology discovers and describes the elements that responsible for the story's formation and function. This paper says that a good translator must pay attention to all of them.

Keywords: narratology, narrative, translation, children's literature



Oh, Well, So! English Discourse Particles and Their Presence in Persian Translations

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Discourse particles (DPs) are ubiquitous in spoken language and it is believed that if a non-native speaker uses DPs incorrectly or not uses them at all, this may lead to misunderstandings (Aijmer, 2002, p.3); however, despite their pervasiveness, some Persian translators tend to neglect these meaning carriers. The paramount goal of the present study is to ferret out the degree of frequency of English DPs compared with their equivalents in Persian translations. The study also investigated the extent to which their source functions have been transmitted with no interpretive change. The comparison focused on three of the most common DPs in written conversations, namely well, oh, and so through analyzing two simplified novels, *Jane Eyre* and *Tess of the d'Urbervilles* stage 6. The source texts have specifically been written for advanced learners. The statistical results proved that these DPs have been used with the same frequency in both languages with no significant difference. However, the qualitative analysis indicated that the source discourse particles and their translations were imbalanced functionally. In other words, the functions of DPs are not totally transferred through their Persian translation. Although limited in span, this interdisciplinary study can promote the awareness of translation students and language teachers about discourse particles.

Keywords: discourse particles, written conversations, Persian translation



The Role of Social Intelligence in Translation Competence: A Mixed-method Study of EFL Learners

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Social intelligence as a novel correlate of human relationships and a social effectiveness construct has recently been found influential in social, academic and workplace contexts. Despite the considerable and current interest in the evolution of the issue, the intuitively appealing notion that SI and EFL translation competence (TC) may be linked has so far remained untested. The present study aims at investigating the role of SI in translation ability of journalistic texts in EFL students of English-Persian Translation. A poll of 60 male and female students of translation majoring in two universities of Khayyam and Ferdowsi in Mashhad will be randomly selected to take the Farsi scale of SI, developed and validated by the researcher in the first and qualitative phase of the study, along with a translation measure of journalistic texts. To capture the likely role of SI factor in the grouped respondents, an ANOVA statistic will be run first. To determine the possible relationship between the dependent variable of SI and dependent variable of TC Pearson correlation will be employed later. The results of the study may provide further evidence in support of the possible association between the factors to regard social intelligence a new correlate of success.

Keywords: social intelligence, intelligence, translation competence, journalistic texts



Ethics of Ideology in Journalistic Translated Discourse (432)

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Given that both translation ethics and journalistic translation are still two under-explored areas in translation research, this study set out to discover the ethical model that best matches the performance of Iranian translators' in a climate of conflict. To achieve the objective, the researchers monitored and collected the translated journalistic texts concerning the Iranian nuclear negotiations published by a state-run news agency from three days before Almaty I nuclear talks to three days after Almaty II negotiations. The monitoring phase resulted in a corpus made up of 20 pairs of STs and TTs (21776 words). Van Dijk's (1998) socio-cognitive theory of discourse and ideology was then employed to approach the data. Comparative textual analysis revealed that different manipulation techniques such as foregrounding, different lexicalization, understatement, shift of polarity, addition, replacement and deletion were used to create some patterns that downplayed the possible military dimension of the program, the effectuality of sanctions, the negative points about Iranian government, and the military confrontation and threats. Linking the textual analysis to political contextual one demonstrated that manipulations might have intentionally been done so that translations conform to the narratives of resistance and independence prevailing in the country after the Islamic Revolution. The patterned and motivated ideological interferences in translations could also be accounted for resorting to teleological models of ethics. Theoretical analysis also revealed conceptual overlap between ethics and ideology that could explain the reduction of ethics into ideology in the news agency.

Keywords: ethics of translation, ideology, translation and conflict, Iranian nuclear negotiations



The Relationship between Happiness and Translation Performance: A Study on Iranian Translation Students

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Among other psychological elements, Happiness might have a significant Impact on a translator's ability while translating a text. The purpose of this study was to find whether there is any significant relationship between translators' happiness levels, and the quality of translation they produce. In addition, in order to control moderate variable, the study focused on knowing the difference between gender and the level of happiness they have. To this end, a sample of 60 male and female BA senior students of English translation studies comprised the participants of the study. Three measurements were applied: a TOEFL Test of English was applied in order to guarantee the close homogeneity of the group, a rendering and transferring test of translation was administered to measure the translation quality of participants, moreover a questionnaire was used to measure the happiness level of the participants. The data were analyzed by using T-test and Pearson correlation test. The results of the study revealed that there was a significant relationship between the happiness levels of translators and the quality of their translation. Additionally, the results revealed that males' happiness levels are significantly higher than average score among females.

Keyword: happiness, translation quality, gender, TOEFL test



Ideology in Translation: The Persian Translation of *The Adventures of Hajji Baba of Ispahan*

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This study focused on critical discourse analysis (CDA) and investigated ideological aspects of literary translation by specifically focusing on the analysis of the textual features of a literary source text, namely, Morier's *Adventures of Hajji Baba of Ispahan*, a novel originally published in English in 1823, and its corresponding translated target text, namely, *Sargozašt-e Hāji Bābā-ye Eṣfahāni*, rendered into Persian by Mirza Ḥabib Iṣfahani in the 1880s. Employing Halliday's (1985) systemic functional linguistics (SFL) for the analysis and assessment of translated works, the researchers analyzed the TT by accounting for the sets of constraints within which the expression of ideology took place. In order to indicate the translator's ideological orientations, the study concentrated on the analysis of a number of textual features, namely, "nominalizations", "voice shifts", "modality shifts", "agency shifts", "expansions", "contractions", and "thematic progressions". The study finally comes up with the conclusion that the TT has been under the influence of ideological manipulations by the translator in order to conform to the target culture's textual and social values.

Keywords: ideological manipulation, literary translation, SFL, translation and ideology



The Pathology of Historical Texts' Translation in Persian: A Study of Persian Translations of *Cambridge History of Iran*

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Translating technical texts has its own characteristics. Some of them are similar in different kinds of texts but others are completely different. Therefore translators are expected to be aware of them. Translating texts has been started since 4th century A.D., but translation as a way of transferring culture, experience, science, and information has been started since Qajar period. In fact, historical texts were among the first texts that were translated at that time because they included European's past and the reasons of their failures and advances. There are some important points during translation of historical texts that are not considered by translators. There are not enough books and articles to inform about these points. So translators' mistakes lead to misunderstanding or even false information. Some of these important points are as follows: Historical texts contain lots of proper names related to different countries, cultures and periods. Some of the translators translate these names wrongly. Another significant point is considering the period of the events of the text. Each period has its own characteristics and special language. Translators also should consider the proper way of translating footnotes. This article tries to investigate these aspects of the translation of historical texts by using and comparing part of the important historical books named *The Cambridge History of Iran* that has been translated by several translators, being proficient in different majors. Introducing the most common mistakes of historical translators and trying to show the importance of language knowledge and historical knowledge together for the translators.

Keywords: historical texts, translation of historical texts, *The Cambridge History of Iran*



Developing and Validating a Translation Test for Iranian University Students

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This study constructed and validated a translation test for the students majoring in different fields of medical sciences. To do so, several steps were taken. At first, from among a total of 234 passages from the *DELTA's Key to the Next Generation TOEFL Test (2006)*, two passages of appropriate length and difficulty were chosen. Secondly, the two passages were translated into Persian and converted into a cloze task. Thirdly, they were administered with the original English version to 36 students majoring in medicine and laboratory sciences at Gonabad University of Medical Sciences as a pilot stage. Fourthly, the translation test and the translated passage were scored based on the acceptable word method of scoring translation tests, and the obtained data were analyzed, the result of which indicated a reliability of 0.70. Finally, the newly-constructed translation test was administered with the TOEFL reading comprehension subsection and two short passages for translation to 70 students majoring in different fields of medicine. The results showed a reliability of 0.78 and correlation indexes with reading and translation tests for the newly-developed translation test ($r=0.58$, and $r=0.50$, respectively). The main shortcoming of the study may be due to the limited number of participants as it was practically impossible to recruit a large number of students just in one semester at one university. However, the study is quite unique and novel in the area of testing translation.

Keywords: translation test, test construction and validation, medicine



Comparing the Persian Dubbing and Subtitling of an English Crime Movie Based on Cultural Norms

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In this article, we tried to examine the differences between the Persian dubbing and subtitling translation of *Sherlock Holmes* movie based on five strategies of translation including omission, mistranslation, literal translation, over translation, and generalization. It also involved examining the effects of target language norms and cultural issues on dubbing and subtitling of the movies. We selected 23 dialogues of *Sherlock Holmes* movie randomly and surveyed them based on these strategies. We found out that subtitling had 31 percent mistranslations, 31 percent literal translations, 19 percent omissions, 19 percent over translations, but dubbing had 47 percent omissions, 20 percent literal translations, 20 percent mistranslations, 6.5 percent over translations, and 6.5 percent generalizations. Therefore, it was concluded that subtitling had more mistranslations and literal translations than dubbing, but dubbing had more omissions than subtitling. The summary of *Sherlock Holmes* movie, translation norms, dubbing, subtitling, and the history of dubbing and subtitling were defined comprehensively at the following parts.

Keywords: translation norms, dubbing, subtitling, omission, mistranslation, direct translation, over translation, generalization, translation of dubbing, translation of subtitling



Assessing the Dynamicity of Translation Higher Education Programs in the Light of Chaos Complexity Theory

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This paper brings new insights into translator training higher education by discussing the place and significance of dynamicity in higher education programs. Building upon and moving beyond social constructivism, an attempt is made to show how general tenets of complexity thinking can be applied to the context of translator education. In this study, the author investigates the dynamicity of M.A. and Ph.D. programs of Translation Studies using chaos/complexity theory as a case in point. The general tenets of complexity thinking like dynamicity, bifurcation, nonlinearity can be successfully implemented in the context of translator education. In this study, qualitative analysis is carried out based on data collected through semi structured interviews, group interviews, and participant observation to formulate related themes and categories so as to get an insight into the factors affecting dynamicity of classrooms. The collected data is analyzed by NVivo qualitative software. The paper concludes by highlighting areas for future research in the light of chaos complexity theory in the field of translator education.

Keywords: chaos complexity theory, translator training higher education, dynamicity



Translation of Onomatopoeia from Persian into English: A Case Study of *The Masnavi Book One*

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Peculiar characteristics of onomatopoeia as a type of word often cause challenges for learners, trainers and translators of any languages. The present study aimed to investigate translation of onomatopoeias in Mowlana's poetry, the first book of *The Masnavi* translated into English by Mojaddedi, to discover the translator's attitude toward the onomatopoeic words of the original text in their renderings and to identify the strategies used in the process. To achieve the objectives of the study, the source text was studied attentively and based on *Farhang-e Namavaha dar Zaban-e Farsi* [Dictionary of Onomatopoeia in Persian] by Vahidian Kamyar, 95 different onomatopoeias and each couplet which contained the onomatopoeias, 475 couplets, were identified. After textual analyses of the Persian and English data, three main strategies used by the translator were identified: (1) Translation using onomatopoeia, (2) Translation using paraphrases, (3) No translation (omission). The findings indicated that these three strategies depend on some key factors such as the translators involved in the process, text type, priority of content over form or vice versa and culture. Also, the results showed that there is a large number onomatopoeia in Mowlana's poetry and the translator tried to preserve the onomatopoeias of the original text in their English renderings.

Keywords: onomatopoeia, translation, Persian-English, Mowlana



Development and Validation of a Student-translator Burnout Questionnaire and Its Relation to Student-translator Personality

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Recent translation studies have focused on translators and their practice, i.e. the process of translation and factors affecting it. Burnout is among those numerous variables– a psychological type- which is characterized as a chronic state of physical, emotional, and mental exhaustion resulting from continual demands of work for individuals (Goddard et al., 2006). Being examined most in various job situations, burnout seems not to have been studied in translation research. This study aimed at delving into the relationship between the student-translator burnout and its relation to student personality traits. To this end, two instruments were used in this inquiry: a) a 33-item student-translator burnout scale designed and validated for the purpose of the present study, and 2) the 44-item Big Five Inventory of Personality (Goldberg, 2009). Up to 73 B.A. as well as M.A. translation students at Imam Reza International University of Mashhad were asked to complete the two questionnaires. To analyze the data, a Pearson correlation, regression model, and structural equation modeling (SEM) were utilized. Of five dimensions of personality, only agreeableness and neuroticism were acknowledged in data analysis and statistical calculations to have significant correlation with the student-translator burnout scale. The results are discussed in detail.

Keywords: burnout, personality, translation practice, translator's performance



Ambiguity Tolerance among B.A. Translation Students

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Translating, in a sense, is an act of reading which requires disambiguation of the text at different levels and times. In cases of linguistic ambiguity, whether lexical or structural, the translator naturally spends more time processing the words or grammatical structures in order to come up with the closest rendering of the text. Translators differ in the extent of being ambiguity tolerant or intolerant and hence they deal with ambiguous texts differently. Some researchers regard ambiguity tolerance as a personality trait, while others consider it as an individual cognitive and perceptual process. All in all, this individual style can lead translators in the strategic choices they make during the process of translating and therefore it may differentiate the translated texts produced by the translators. The present study reports an ongoing research aimed to investigate the relationship between ambiguity tolerance/ intolerance of 50 senior B.A. translation students of Allameh Tabataba'i University and the translation strategies utilized by them to deal with ambiguous texts.

Keywords: linguistic ambiguity, ambiguity tolerance, ambiguity intolerance, translation strategy



On the Relationship between Literary Translation and Personality Types

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There has recently been a growing tendency among scholars to find links between psychology and TS. In line with this trend, a few theoretical studies have discussed the role of translators' behavioral diversity in their translation abilities. However, there is a lack of empirical research in this area of psychology. Thereby, the present study aims to investigate the relationship between student translators' personality types and their literary translation quality and to predict their literary translation abilities based on the findings. To this end, three tests were administered: A sample of TOEFL, NEO Five Factor Inventory (NEO-FFI), and a literary translation test. After administering the TOEFL test (2004), the homogenous M.A students of TS were selected. The homogenized student translators were then asked to complete the Revised NEO Five Factor Inventory (NEO-FFI-R) and to translate a general English paragraph chosen from TOEFL reading sections. The data were analyzed based on correlation and regression statistical analysis. Pearson product-moment correlation was applied to the data to see whether there is a significant relationship between the variables under study. The results exhibited a significant relationship between two of the five personality types and literary translation quality. To examine whether personality traits could predict literary translation ability, Regression Analysis was run. The results revealed that literary translation abilities of the participants were best predicted by the two personality types of openness and conscientiousness, and these two may lead to higher literary translation quality. Finally, the results, implications and limitations are discussed in the context of TS.

Keywords: personality types, NEO Five Factor Inventory, literary translation, openness, conscientiousness



A Sociological Approach to Translation: Translation and Asymmetrical Exchange of Cultural Capital

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This study aims at undertaking a sociological approach to translation based on Pierre Bourdieu's (1991) theoretical framework. Central to his ideas are the concepts of Field and Capital. Capital, according to Bourdieu, is of four types: economic, cultural, social, and symbolic. Recent critical models of translation criticism undisputedly view translation as an unequal exchange among nations. According to Casanova (2002), the translation ratios in deprived national fields or emergent fields are high, because translation is a means of accumulation of capital for them. This research aims at analyzing the flow and proportion of translation from English, German, Russian, and French as accumulation of capital and the reverse as a consecration with regard to the political, social, literary, linguistic relations and their effects on the transferred capital in the last two centuries. Moreover, the effect of translations from English, as a hyper-central language in Heilbron's (1999) sense, on the amount of translations from other languages is also investigated. The translation strategies and procedures involved in the process of exchanging capital will also be of concern. We intend to elaborate on methods through which Iranian translator may obtain more capital as a result of translating texts from dominating languages. This research investigates a duration of two hundred years. The required data will be provided by online data bases and encyclopedias. This diachronic study reveals the pattern of exchange of cultural capital among these languages through graphs and diagrams.

Keywords: cultural capital, objectified form of cultural capital, field, accumulation of capital, consecration of capital



The Influence of Goal Orientation on Translation Quality

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The translator's goal orientation has scarcely been researched in empirical translation studies. This study presents findings from an empirical study in which a mixed method approach is employed to study the topic. The study seeks out correlations between two different kinds of goal orientation and translation quality. The population of the study would include students of Translation Technique at Soroush language institute- Sanandaj. The analysis is based on a Goal Orientation Questionnaire called Patterns of Adaptive Learning Survey (PALS) by Carol Midgley that would be administered to translation trainees to estimate different aspects of goal orientation; they would then be asked to translate extracts of three texts taken from BBC News. At the same time, they would be asked to verbalize while they translate the texts, a method known as Think Aloud Protocol. The translations would be rated and the results would be compared with their responses to the goal orientation questionnaire. The results might reveal different kinds of goal orientation, experienced by translation students, which might be of use to both translator trainees and teachers to become more acutely aware of the different and individual ways in which students can approach target texts. Although context-bound, and considering the probable limited number of the participants, the article will demonstrate how the application of an instrument drawn from psychology to a number of translation students permits the suggestion that students' goal orientation can influence their performance in translation.

Keywords: goal orientation, individual differences, process research, translation assessment



A Discoursal Approach towards Translation of *One Woman's War (Da)* from Persian into English

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The present study examined the translation of Martyrdom expressions in the novel *Da*. It aimed firstly to study the constraints of translating Martyrdom concepts in Iran's War-based novel, *DA (mother)*, as a representative of some memories which were described by a girl that was in the Martyrdom scenes and experienced all the emotional scenes which were hard for her. Secondly, the study tried to explain the concept of martyrdom in the direction of sentences used in the novel that could transfer the main concept of martyrdom. In the third step, the symbols of martyrdom were discussed to show that the translator could represent all the devotion of martyrs as their symbol. In this direction, the scenes that were about martyrs, and used some attributes and nouns to explain martyrs and occurrences facing death were analyzed. Furthermore, those attributes and nouns were evaluated. Finally, the strategies used by the translator in translating those concepts affecting character delineation in their English translations were examined. To this end, through a qualitative comparative method of inquiry, the martyrdom expressions in the novel i.e. *DA (mother)* were identified and their translation constraints were evaluated on the basis of Gordon's Theory of Translation. The results showed that the translator had managed to transfer the intended content of the novel by applying appropriate translation strategies.

Keyword: translation, martyrdom, discourse, Gordon's theory



Translation of Cultural-Specific Items in Dubbed Animations: A Case Study of *Frozen*

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Every language includes elements of its country's unique cultural, political, and social features which are not necessarily the same in other countries, so translating cultural elements can be a complex phenomenon. The present study aimed to investigate the strategies used in the translation of cultural-specific items in the process of dubbing animations: *Frozen* and the frequency of such strategies. The materials of study were gathered from the dubbed version of *Frozen*. The mentioned film was viewed and its original transcript was used; then the detected cultural-specific items were compared and contrasted with the provided English equivalence based on taxonomy presented by Pedersen (2005) in order to identify the strategies. Finally the frequency of the employed strategies was studied to identify the highest potential one for conveying the intended meaning. As the result showed, substitution strategy and more especially paraphrase was the most common strategy to render cultural-specific items in dubbing.

Keywords: audiovisual translation, cultural-specific items, translation, dubbing



A Critical Analysis of Women Identity in Iranian Context: A Case Study of Daneshvar's Short Stories

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This study attempts to have a gender-based review of the short stories of Simin Daneshvar and also to have a gender-based reading of their translations into English by Maryam Mafi. As Iran's first published woman novelist, Daneshvar endeavors to depict the Iranian woman's identity. Her female characters are controlled by the standards and the ideology of the male-centric society. Consequently, their identity is constructed by the dominant power of the given context. Daneshvar also tries to show the fact that the Iranian woman is on the verge of change. Maryam Mafi has translated some of Daneshvar's short stories in Playhouse. The researchers in this study have selected *To Whom I Can Say Hello?*, *Vakil Bazar* and *The Accident* from among them to probe these issues in the source and target texts and also to probe whether Maryam Mafi as a female translator has contributed to what feminists say about translation. Feminists believe that female translators should translate in a way that undermines the patriarchal society. To this end, Luise von Flotow's strategies, including supplementing, footnoting and prefacing and hijacking used by female translators to make themselves visible and reconstruct their identity, have been adopted for gender-based analysis of Mafi's translations, and Wodak's Discourse Historical approach has been applied to develop a gender-based analysis of Daneshvar's stories. Implications are also provided for novice translators regarding literary translation and the depiction of identity in their works.

Keywords: translation studies, feminism, gender studies, CDA, Simin Daneshvar



Bringing Professional Translators into the Translation Classroom

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One of the shortcomings of translation classes in Iranian universities is lack of the means and the ultimate goal that enable students to produce texts that are acceptable in the translation market. In this paper, the writer, inspired by the principles of communicative approach in teaching English, suggests the framework of a method for teaching translation whose aim is to produce texts that read like texts written originally in the target language. The method consists of the following four principles: 1) An emphasis on learning to write a text that reads like a natural, authentic target text. 2) The provision of opportunities for learners to learn the principles of translation as practiced by professional translators; this would require introducing practical definitions for important concepts such as translation, equivalence, precision, etc. This is an attempt to link classroom translation teaching to professional translation practiced outside the classroom. 3) The provision of opportunities for learners to use, as important contributing elements to classroom learning, peer native language competence and experience by asking them to do translation tasks in pair or in group; this would prevent any embarrassment on the part of students in case they produce poor translations. 4) An emphasis on the assessment of the students' ability based on the level of the fluency and naturalness of the texts they produce rather than on word by word precision.

Keywords: communicative approach, translation, equivalence, precision



Didactic Translation Instruction: A Tool to Control Translation Difficulty in Translation Practice Courses

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Translation difficulty is of intractable nature since it is the result of interaction among several factors, including source text, translation task, and translator's competence. This study aimed at examining whether Nord's (2005) idea of "didactic translation instruction" can play a role in controlling the level of translation difficulty in translation practice courses. To this end, two English texts, each approximately 135 words long, were selected for translation into Persian. Based on Nord's (2005) categorization, both texts were found to have text-specific translation problems- specifically English anagrams- which made them quite unconventional and difficult for undergraduate students to translate. Next, a "didactic translation instruction" was formulated and added to one of the texts, which was expected to reduce the level of translation difficulty. Both texts were given to a group of 70 undergraduate students, who translated them into Persian. The results showed that the students' performance improved with the second text, i.e. they found the text more translatable. This means that the use of didactic instruction can control translation difficulty to some degree, which in turn can contribute to the efficiency of translator training courses.

Keywords: didactic translation instruction, translation difficulty, Nord's categorization, translator training



Effects of Anxiety and Gender on Interpreting Performance

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Translation can manifest itself in many various forms. One of its demanding configurations is undoubtedly, interpretation. The difficulty and sensitivity of the work of an interpreter rather than a translator seems to be apparent at the first glance. Therefore, the interpreter has to be able to cope with and handle this huge amount of stress and anxiety while performing his/her strenuous career. In this study, due to the significant role of stress on interpretation, it was tried to shed light on the connection between this notion and consecutive interpreting. To reach a conclusion, the researchers posed three questions and then three hypotheses. Accordingly, the study included three major steps explained as follows: In the first step, the researcher tried to find out the relationship between the students' scores from State-Trait Anxiety Questionnaire and their performance on consecutive interpretation. In the second step, the researcher examined the relationship between students' scores from Interpretation Class Anxiety Scale and their performance on consecutive interpretation. In the third step, the researcher tried to see if males and females differ in terms of their scores on Interpretation Class Anxiety Scale and their performance on consecutive interpretation. The participants were thirty two undergraduate students of translation taking interpretation 1 course by convenient sampling. The results indicated that there is a meaningful negative correlation between state-trait and also class anxiety and consecutive interpretation. And also there is no meaningful relationship between gender performances and consecutive interpretation.

Keywords: interpretation, consecutive interpretation, anxiety, state-trait anxiety



Cultural Orientations of Iranian Graduate Students: A Qualitative Study

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Translators, like other people, have their own specific cultural orientations. These cultural orientations include religious, political, social and other kinds of beliefs or attitudes which influence the process and production of their translations. The translators' cultural orientations and attitudes can be seen in the translation strategies and methods applied by them. In fact, translators have active roles in a society culture. They can use their translations as a tool to transmit the cultural elements of one society to another. This phenomenological, descriptive study intends to investigate the cultural orientations of some Iranian graduate students in an indirect way. So, Metaphor analysis is used as a method of data collection. The used purposive sample includes 50 Iranian MA and PhD students of English translation of two Iranian universities. The results show that the students are under the influence of their own culture. In fact, in most of the cases, they tried to show that they translate impartially and without considering their own culture, but by using metaphor analysis, we can see the trace of their cultural orientations. The study mainly tries to investigate the attitudes and orientations of these students towards their own cultural elements in comparison to other cultures.

Keywords: cultural orientations, Iranian, graduate, metaphor analysis



Iranian EFL Students` Instrumental Motivation and Oral Communication Strategies: A Study of Relations

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Oral communication is an interactive process in which an individual takes the roles of speaker and listener alternately (Shumin, 1994). With instrumental motivation, the goal of language acquisition is more practical, such as meeting the needs for school or university graduation, applying for a job, asking for higher pay based on language capability, reading technical material, translation work or attaining higher social position (Hudson, 2000). The central concern of this study is the relationship between Iranian EFL students' instrumental motivation and oral communication strategies. Two valid questionnaires, an adapted version of Gardner's Attitude and Motivation Test Battery (GAMTB) (1985) and Oral Communication Strategy Inventory (OCSI) (Nakatani, 2006) were administered to collect data. The reliability of GAMTB was .62, OCSI for speaking was .80 and for listening was .75. The participants of this study were 153 B.A. students of English language teaching, literature and translation (49 males and 104 females) from University of Birjand, Iran. The data of the study were analyzed through Pearson Correlation Coefficient Analysis. The results revealed that the correlation between speaking strategies and instrumental motivation is statistically significant as well as direct ($r=.337$, $sig=.000$). Also, listening strategies are significantly and directly correlated with instrumental motivation ($r=.392$, $sig=.000$). Therefore, Language teachers can improve their learners' proficiency in oral skills by creating a classroom atmosphere which motivates students to use the target language for communication.

Keywords: motivation, instrumental motivation, oral communication strategies, speaking, listening



Teachers' Role in Fostering Social Competence of Translation Graduates Evaluating

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Increasing globalization and economic competition affect the world of work, producing rapid and frequent change. The labor market reports a pressing need for social competence, which includes teamwork, communication skills, flexibility in perspective and assertiveness. In this information age, knowledge is constantly being generated. Young people are exposed to more new information and have to face a world subject to drastic changes, where work conditions and professional abilities are renewed every day. For this reason, employees need to develop personal and social competences that enable them to adapt to change, in addition to specific job-related skills. Thus, it seems crucial to train students who will be capable of meeting all the challenges they are likely to face in a professional context once they leave university. This paper attempted to identify whether Iranian translation teachers develop social competence in their classes; to this end, the author interviewed translation graduates working as freelance translators, and used grounded theory to analyze the data. The findings are reported in detail and recommendations are given for rethinking the pedagogy and well-designed programs in translation and teachers' qualifications.

Keywords: social competence, freelance translators, translation teachers, translation education, labor market



Packaging World Literature in a Foreign Culture: A Case Study in Persian

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This article is a descriptive analysis of a short story by Sylvia Townsend (“The Phoenix”) translated by Misagh Amir-Fajr as “Ghognus” and republished in the Persian Literature text-books for high-school students. The analysis is based on the notion of packaging introduced by Lefevere—that is, practices like anthologizing, literary criticism and translation proper that introduce an author, literature or discourse to a literary system. A comparison is made between the original, the first translation and the textbook version. The analysis revealed that (1) A piece of Persian poem about Phoenix inserted just above the title in the first translation is totally absent in the original, (mis)leading the editors of the textbook to the belief that it is by Townsend and, consequently, basing their interpretation on that misreading and reinforcing it by the practices following the text; (2) The text prepared for the Persian Literature textbook contains some deviances from Amir-Fajr’s original version—changes like simplifying linguistic items, and dropping some historical and cultural elements which are made in order to enhance the text’s readability and to make it more culturally and textually appropriate for the students. Such transformations in the text-book version reveal how misreadings may play a crucial role in introducing a literature or author. They also refer to the fact that translation is never an innocent practice which represents the original in full but a practice deeply embedded and motivated by domestic institutions, ideologies and intelligibilities.

Keywords: packaging, literature, translation, interpretation, ideology



| Parallel Sessions in Persian |

ارائه‌های موازی به زبان فارسی



آموزش زبان و زبان‌شناسی کاربردی



بازشناسی جهت‌گیری نظام سیاسی-آموزشی کشور به آموزش زبان انگلیسی از منظر سیاست‌زبانی

حسین داوری

دانشگاه دامغان

سیاست و برنامه‌ریزی زبانی به مثابه شاخه‌ای میان‌رشته‌ای در حوزه زبان‌شناسی کاربردی، مشخصاً از دهه ۱۹۹۰ بعد از سویی متأثر از انتشار آثاری متعدد درباره گسترش زبان انگلیسی، تضعیف تنوع زبانی و نیز اهمیت یافتن حرفه آموزش زبان انگلیسی و از سویی دیگر ظهور اندیشه‌های انتقادی و پس‌انگرایانه، با ارائه مبانی، مولفه‌ها و جهت‌گیری‌هایی همراه بوده است. بنابراین در تدوین هرگونه سند یا برنامه زبانی (ملی، محلی یا خارجی) و نیز ارزیابی هرگونه رویکرد و عملکرد دولت‌ها و یا سنجش برنامه‌های آموزشی، توجه بدین دسته از مولفه‌ها و جهت‌گیری‌ها ضروری می‌نماید. با توجه به فراز و نشیب‌های روند آموزش زبان انگلیسی در ایران، در این مقاله با بهره‌جویی از مبانی مطرح در حوزه سیاست و برنامه‌ریزی زبانی، مبتنی بر اسناد موجود و نیز پژوهش‌های حول موضوع از منظری کلان به بازشناسی جهت‌گیری نظام سیاسی-آموزشی کشور به مقوله آموزش زبان انگلیسی پرداخته شده است. یافته‌ها مبین آن است که بخش قابل‌توجهی از کاستی‌ها و ناکارآمدی‌های انکارناپذیر در این حوزه ریشه در جهت‌گیری تردیدآمیز متولیان به این زبان و فرهنگ آن داشته است. حال نظر به تغییرات کارکردی و گسترش جغرافیایی این زبان و ضرورت توجه به الزامات مقوله جهانی شدن، ضمن نقد نگاه ریشه‌دار موجود، تغییر نگاه نظام به این زبان به مثابه یک منبع در راستای برآورده ساختن نیازهای حال و آینده پیشنهاد می‌گردد. به باور نگارنده، کم‌توجهی به چنین موضوعی از منظر کلان است که هرگونه تلاش در راستای آسیب‌شناسی روند آموزش زبان انگلیسی را به بررسی مولفه‌هایی ولو مهم اما منفرد و خرد تقلیل داده است.

کلیدواژگان: آموزش زبان انگلیسی، سیاست زبانی، جهت‌گیری، آسیب‌شناسی



راهکارهای آموزش فرهنگ: رابطه فرهنگ، زبان آموزی و میزان علاقه مندی به فراگیری فرهنگ زبان مقصد در فارسی‌آموزان عرب‌زبان

عطیه کامیابی گل

دانشگاه فردوسی مشهد

میترا طاهرزاده

دانشگاه فردوسی مشهد

مینا قاضی جولانی

دانشگاه بین‌المللی امام رضا (ع)

زبان، یکی از پیچیده‌ترین و جالب‌ترین قابلیت‌های انسان‌ها می‌باشد. با توجه به اینکه زبان ابزاری برای ارتباط انسان‌ها با یکدیگر است، باعث رشد و توسعه استعدادهای هر انسان و موجب خلاقیت و نوآوری می‌شود و همچنین تبادل و انتقال تجارت را به همراه داشته و به طور کلی موجب تشکیل و شکل‌گرفتن جوامع می‌شود. هدف این مقاله، بررسی میزان علاقه زبان‌آموزان به فراگیری فرهنگ و میزان توجه مدرسان به آموزش فرهنگ است. به منظور دست‌یابی به این هدف در این مقاله از ۲۸ نفر از مدرسان سطح متوسط آموزشی و ۷۰ نفر فارسی‌آموز سطح متوسط عرب‌زبان مصاحبه‌ای ده تا پانزده دقیقه‌ای به عمل آمد. جامعه آماری طبق آخرین جدول مورگان می‌باشد. نتایج نشان داد زبان‌آموزان تمایل به آشنایی با فرهنگ ایران را دارند اما مایل نیستند در کلاس درس به آن پرداخته شود از آن طرف، مدرسان بیشتر تأکید بر آموزش مستقیم نکات فرهنگی در کلاس را دارند. این عدم تطابق دلزدگی بیشتر را برای طرفین به همراه دارد. در انتها با توجه به نتایج بدست آمده از مدرسان راهکارهایی را برای آموزش فرهنگ ارائه می‌دهیم تا به روش مؤثر بتوان فرهنگ را بدون بازخورد منفی به زبان‌آموزان آموزش داد.

کلیدواژه‌گان: فرهنگ و زبان، آموزش فرهنگ، زبان فارسی‌آموزان عرب‌زبان، راهکارهای آموزشی



بررسی محتوای کتاب زبان انگلیسی دانش آموز کلاس هفتم با توجه به شاخص‌های برنامه درسی و رویکرد ارتباطی از دیدگاه جامعه معلمان

ویدا رحیمی نژاد

پژوهشگاه مطالعات آموزش و پرورش

با توجه به تغییر نظام آموزشی کشور به سیستم ۳،۳،۳ کتاب‌های جدید درسی تالیف شده و در مدارس تدریس می‌شود. هدف پژوهش حاضر بررسی محتوای کتاب زبان انگلیسی دانش آموز پایه هفتم از دیدگاه جامعه معلمان با توجه به رویکرد ارتباطی می‌باشد. روش پژوهش پیمایش بوده است و استان‌های نمونه در این پژوهش با توجه به دو زبانه بودن، وضعیت اقتصادی و اجتماعی به نحوی انتخاب شده‌اند که معرف کل کشور باشند. به همین دلیل استان‌های تهران، آذربایجان شرقی، کردستان، خوزستان بوده است. نمونه انتخاب شده شامل ۲۱۷ معلم زبان انگلیسی پایه هفتم می‌باشد. ابزار تحقیق پرسشنامه محقق ساخته است که روایی محتوایی آن پس از اصلاح مورد تأیید متخصصان قرار گرفت و پایایی پرسشنامه از طریق آلفای کرانباخ معادل ۹۲ درصد بوده است. در تحلیل از آمار توصیفی فراوانی، درصد و میانگین استفاده شده است. میانگین‌ها از ۱ تا ۵ در نظر گرفته شده است که به پنج قسمت تقسیم شده از ۴/۲-۵-۳/۴-۲/۶-۱/۸-۱ قرار دارد که این فواصل را در حد بسیار مطلوب، مطلوب، تا حدی یا متوسط، نامطلوب و بسیار نامطلوب مد نظر قرار گرفته شده است. نتایج حاصله نشان می‌دهد که میانگین نظرات معلمان ۳/۶۱ در خصوص تناسب محتوا با یادگیرنده و ویژگی‌های وی ۳/۶۱ می‌باشد که نشانگر مطلوب بودن این تناسب می‌باشد و همچنین میانگین نظرات معلمان در خصوص تناسب محتوا روش‌های ارزش‌یابی پیشرفت تحصیلی بیان شده در راهنمای برنامه درسی مربوطه در حد ۲/۶۴ که در حد متوسط می‌باشد.

کلیدواژه‌گان: رویکرد ارتباطی، محتوا، ویژگی‌های یادگیرنده، راهنمای برنامه درسی



بازگشت به خویشتن خویش

سهیلا صلاحی مقدم

دانشگاه الزهراء (س)

سوسن قهرمانی

دانشگاه الزهراء (س)

فهیمه پارسائیان

دانشگاه الزهراء (س)

دستور العملی که امروز نسبت به آن با تردید نگریسته می‌شود عبارت است از اینکه «زبان آموزی باید همراه با آموزش فرهنگ و آداب آن سرزمین باشد». بنابراین، فکری که حاکم بر کلاس‌های آموزش زبان بود، در حال تغییر است. زبان آموزی همراه با فرهنگ اسلامی و ایرانی (همراه با فرهنگ عالی سایر ملل) می‌تواند نتایج پربار چند بعدی داشته باشد. میراث دینی و ادبی غنی ما از بهترین منابع برای تدریس و آموزش زبان محسوب می‌شوند. در این مقاله پژوهش‌گر با تأکید بر منابع دینی و متون مقدس، به این نتیجه رسیده است که قرآن مجید، تعالیم قرآنی و اسلامی، شناخت تصویرسازی‌ها در قرآن، قصص قرآنی و نکات مهمی در نهج البلاغه و عرفان ناب صحیفه سجادیه می‌تواند منابع مفیدی برای زبان آموزی باشد. مقایسه بین داستان‌های تورات، انجیل، اوستا و قرآن نیز علاوه بر جذابیت خاص خودش، بر درک و استنباط دانش پژوهان و زبان‌آموزان می‌افزاید.

کلیدواژگان: قرآن، متون دینی، زبان‌آموزی



کارکردهای دو عبارت «مزاحم (بودن، شدن)» و «(بی) زحمت (دادن، کشیدن، افتادن، شدن)» بر اساس نظریه ادب در زبان فارسی

معصومه خدایی مقدم

دانشگاه فردوسی مشهد

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در این تحقیق بر اساس نظریه ادب به بررسی و تحلیل دو عبارت «مزاحم (بودن، شدن)» و «(بی) زحمت (دادن، کشیدن، افتادن، شدن)» در زبان فارسی می‌پردازیم. داده‌ها از گفتار واقعی افراد از سنین و طبقات اجتماعی مختلف واز طریق مشاهده و یادداشت‌برداری در بافت‌های مختلفی چون خیابان، مراکز خرید، دانشگاه، مهمانی و غیره گردآوری شده‌اند. نتایج تحقیق نشان داد که «مزاحم (بودن، شدن)» دارای ۳ کارکرد (تقاضای غیرمستقیم، تعارف و بیان اتمام یک تعامل و خداحافظی) و «(بی) زحمت (دادن، کشیدن، افتادن، شدن)» نیز ۵ کارکرد متفاوت (تعریف، تشکر، پذیرش غیرمستقیم تعارف، سرزنش و طعنه و ابزار تلطیف کننده) دارد و همیشه به یک معنا به کار نمی‌روند، در حقیقت بافت نقش مهمی در تعبیر (غیر) مؤدبانه بودن واژه‌ها و عبارات مؤدبانه دارد. در این تحقیق هم‌چنین مشخص شد، هر یک از کارکردهای این عبارات بر اساس کدامیک از استراتژی‌های ادب براون و لوینسون (۱۹۸۷) می‌باشد.

کلیدواژگان: کارکرد، بافت، ادب، مزاحم (بودن، شدن)، (بی) زحمت (دادن، کشیدن، افتادن، شدن)



تحلیل متون کتب زبان انگلیسی دوره‌ی دبیرستان بر اساس دستور نقش‌گرای نظام‌مند هلیدی

کوروش کریمی

اداره کل آموزش و پرورش استان کردستان

سید فرید خلیفه‌لو

دانشگاه سیستان و بلوچستان

هدف از این پژوهش مطالعه مشخصه‌های دستور واژی متون کتب زبان انگلیسی سه‌ساله دوره متوسطه بر اساس دستور نقش‌گرای هلیدی می‌باشد که پژوهش‌گر با بهره‌گیری از مبانی نظری نظام‌گذرایی فرانقش تجربی در دستور نقش‌گرای فرآیندهای شش‌گانه نظام‌گذرایی شامل فرآیندهای مادی، ذهنی، رابطه‌ای، رفتاری، بیانی و وجودی پرداخته و پراکندگی آنها در کتاب‌های هر سه پایه بررسی شده است و در نهایت تحلیل‌های آماری با استفاده از نرم‌افزار آماری SPSS به انجام رسیده است. در نهایت محقق شد که فرآیند غالب به کار گرفته‌شده در متون فرآیند مادی می‌باشد و بر اساس ترتیب نزولی بسامد هر کدام از فرآیندها بدین گونه می‌باشد که از تعداد کل ۴۲۲ فرآیند استخراج شده ۱۸۳ مورد و به عبارت دیگر ۴۲/۷۶٪ مربوط به فرآیند مادی، تعداد ۸۹ مورد یعنی ۲۳/۶۸٪ درصد را فرآیند رفتاری، فرآیند رابطه‌ای ۷۲ مورد و ۱۲/۵٪ درصد، فرآیند ذهنی با ۳۵ مورد و درصد نسبی ۹/۸۶٪، فرآیند بیانی با مجموع ۲۹ مورد و ۷/۸۹٪ درصد و در نهایت فرآیند وجودی به ۱۴ مورد از کل و بسامد نسبی ۲/۶۳٪ درصد از کل را فرآیندهای به کار گرفته شده در متون را به خود اختصاص داده‌اند. در مرحله‌ی بعد با بهره‌گیری از آزمون تحلیل واریانس ANOVA و Tukey HSD که آزمونی تعقیبی بوده و برای تعیین رابطه‌ی موجود در بین فرآیندهای موجود در کتب بررسی شده مورد استفاده قرار گرفته و محقق شد که از میان فرآیندهای مورد بررسی جز در به‌کارگیری فرآیندهای مادی و ذهنی در پایه‌های مختلف چهار فرآیند باقی‌مانده یعنی فرآیندهای ذهنی، رابطه‌ای، بیانی و وجودی در پایه‌های مختلف متفاوت از همدیگرند.

کلیدواژه‌گان: دستور نقش‌گرای متن، کتاب‌های درسی زبان انگلیسی، فرانقش تجربی، نظام‌گذرایی



بررسی نحوه به‌کارگیری افعال در داستان‌های تألیفی گروه سنی «الف» و «ب»

رضا عبدی

دانشگاه محقق اردبیلی

سارا زینالزاده وفا

دانشگاه محقق اردبیلی

متون علمی و ادبی مجموعه‌ای از جملات پیوسته و مرتبط را به دنبال خود دارند تا بتوان آن‌ها را به عنوان کلیتی منسجم و یک‌پارچه درک کرد. عواملی که این ارتباط را می‌آفرینند عوامل «انسجام متن» نام دارند. این پژوهش بر اساس کتاب انسجام در زبان انگلیسی هلیدی و حسن (۱۹۷۶) انجام گرفته است که انسجام را شامل انسجام واژگانی و دستوری و هر کدام از آن را با انواع مختلف می‌دانند. در این مقاله، برآنیم تا به بررسی انواع و بسامد افعال که زیرمجموعه‌ی تکرار کامل است، در کتاب‌های داستان تألیفی دو گروه سنی «الف» و «ب» بپردازیم. تقسیم‌بندی افعال، بر اساس مدل کتاب دستور زبان فارسی ۲ انوری و گیوی (۱۳۸۹) انجام شد. در این مقاله، ۱۶ داستان از هر گروه سنی به طور تصادفی انتخاب و بعد از وارد کردن داده‌ها در نرم‌افزار SPSS برای محاسبه با روش آماری χ^2 دو نتایج مقایسه شد. انواع فعل در هر دو گروه سنی به استثنای عبارت فعلی در گروه سنی «الف» مشاهده شد. روش آماری χ^2 دو در سطح معنی‌داری ۰/۰۵، نشان داد بین بالارفتن گروه سنی و توزیع افعال ساده تفاوت معنی‌داری وجود ندارد. همچنین، فراوانی افعال مرکب در گروه سنی «الف»، به طور معناداری متفاوت از توزیع آن‌ها در گروه سنی «ب» است. در واقع، آشنایی نویسندگان با عوامل انسجام متن ضمن آفرینش اثری منسجم به تفهیم داستان در کودکان کمک می‌نماید. از محدودیت‌های پژوهش، می‌توان به کمبود کتاب‌های تألیفی گروه سنی «الف» اشاره نمود.

کلیدواژه‌گان: ادبیات کودک، انسجام واژگانی، تحلیل کلام، فرانقش متنی، نظریه نقش‌گرای سیستمیک هلیدی



مشکلات فرهنگی آموزش فارسی به عنوان زبان سوم به عرب‌زبانان

المیرا اصغری

دانشگاه مونترال

این پژوهش بر آن است تا با بررسی آموزش زبان فارسی به غیرفارسی‌زبانان عراقی به کشف مشکلات پیش روی آنان در یادگیری زبان فارسی به عنوان زبان سوم بپردازد. ایجاد ارتباط اصل اول در آموزش هر زبانی می‌باشد ولی به دلیل اینکه اکثر فارسی‌آموزان غیر ایرانی کوچکترین آشنایی با زبان فارسی ندارند و هم‌چنین استادان آن‌ها نیز معمولاً با زبان مادری فارسی‌آموزان خود آشنایی ندارند- یا ملزم به عدم استفاده از آن هستند- در این راه با مشکلات فراوانی روبرو می‌شوند. برای انجام این پژوهش شش دانشجوی غیر ایرانی مرد و زن از رشته زبان انگلیسی مقطع کارشناسی ارشد در سه درس زبان فارسی یک، آزمایشگاه یک و گفتگوی یک مورد بررسی قرار گرفتند. با توجه به اهمیت چند وجهی کردن جمع‌آوری و تحلیل داده‌ها، در ابتدا مصاحبه‌ای با زبان‌آموزان انجام شد و سپس محقق به مشاهده فرآیند یادگیری آنان پرداخته و در انتها نیز مصاحبه‌ای انجام شد که بر اساس نکاتی بود که محقق در طی مشاهده یادداشت کرده بود. تمامی داده‌ها بر اساس نظریه داده بنیاد در سه مرحله تحلیل شد و برای ارائه اطلاعات از توصیف آماری استفاده شد. نتایج کیفی و کمی این پژوهش از این رو دارای اهمیت است که بینش مفیدی را در اختیار اساتید آموزش زبان فارسی و طراحان دروس آموزشی زبان فارسی به غیر فارسی‌زبانان قرار می‌دهد و هم‌چنین تسهیل‌کننده مشکلات پیش روی دانشجویان غیر فارسی‌زبان در دانشگاه‌های ایران می‌باشد.

کلیدواژه‌گان: آموزش زبان فارسی، زبان‌آموزان غیر فارسی‌زبان، عرب‌زبانان



اثر بخشی مدل آموزشی «TBLT» در فراگیری زبان عربی

احمد رضا حیدریان شهری

دانشگاه فردوسی مشهد

فرهاد محمدی نژاد پاشاکی

دانشگاه پیام نور، واحد البرز

احمد محمدی نژاد پاشاکی

دانشگاه فردوسی مشهد

این پژوهش با هدف بررسی میزان اثربخشی مدل آموزشی TBLT در فراگیری مکالمه عربی انجام گرفته است. میزان شناخت مدرسان زبان عربی از فرآیند یادگیری و آموزش زبان، و همچنین گزینش مدل آموزشی مناسب، نقش موثری در تسلط زبان آموزان بر زبان عربی دارد. با توجه به چالش‌ها و نیازهای زبان آموزان عربی در راستای توانش ارتباطی، و ارتقاء هر چهار مهارت زبان به‌طور همه جانبه و از بستر واقعیت‌های زندگی خود شخص و دنیایی که او دوست دارد در آینده برای خود بسازد، یک مدل مناسب با نام اختصاری TBLT که متشکل از Task-Based Language Teaching (آموزش مبتنی بر فعالیت)، به عنوان نوع جدیدی از آموزش، ارائه می‌گردد. امروزه استفاده از آموزش مبتنی بر فعالیت، در آموزش زبان‌های خارجه/دوم، مهم شمرده می‌شود؛ ابزارهایی که با استفاده از آن‌ها می‌توان، زبان آموزان را در فرآیند آموزش زبان، درگیر کرد. این تحقیق برآنست با روش تحلیلی-تطبیقی، استفاده از مدل آموزشی TBLT را در بهبود مکالمه عربی بررسی کند. نتایج بیانگر این بود که نه تنها استفاده از مدل TBLT بر پیشرفت آموزشی زبان آموزان مؤثر است؛ بلکه انعطاف‌پذیری آموزش بنابر ارزیابی زبان آموز و تعیین نحوه فراگیری زبان عربی، و در عین حال تأکید بر توانش ارتباطی-تعاملی، می‌تواند نقش مهمی در جهت خلق آموزشی هدف‌دار، بالابردن دانش واژگانی-دستوری، تغییر نگرشی به زبان عربی، و فعال شدن ذهن و عواطف زبان آموز، در فراگیری مکالمه زبان عربی را ایفا کند.

کلیدواژگان: مدل آموزشی، زبان دوم، توانش ارتباطی، آموزش فعالیت‌محور، زبان عربی



چالش‌ها، مشکلات و راهکارهای یادگیری زبان عربی برای فراگیران زبان عربی در ایران

خلیل پروینی

دانشگاه تربیت مدرس

عثمان ویسی

دانشگاه تربیت مدرس

آموزش و یادگیری به زبانی جز زبان مادری نیازمند آموزشی علمی، پیداکوژیکی و برنامه‌ای منظم و استوار است. علی‌رغم تلاش‌های فراوانی که در زمینه‌های گوناگون آموزش مهارت‌های چهارگانه زبانی صورت گرفته است، همچنان مسأله توانمندی و رسیدن به مهارت‌یابی در یادگیری زبان عربی مسأله‌ای دشوار تلقی می‌شود. این نکته به ویژه برای زبان آموزان عربی ایرانی و آموزش آن در خور توجه و اهتمام است. چالش‌هایی که در یادگیری زبان عربی وجود دارد به سه محور اساسی برمی‌گردد که به ترتیب عبارتند از: ۱. فقدان سرفصل متناسب با آموزش زبان عربی در ایران ۲. نبود مواد آموزشی مناسب و کتاب‌های درسی همراه با آخرین متد آموزشی روز ۳. وضعیت حاد اشتغال نامناسب دانش‌آموختگان رشته زبان و ادبیات عرب. در این نوشتار برآنیم با روشی توصیفی-تحلیلی این مشکلات را فهرست کرده و برشماریم و راهکارهای علمی تجربه شده را برای رفع کاستی‌های موجود پیشنهاد کنیم. هم‌چنین، این مقاله سعی بر آن دارد تا نشان دهد که بررسی این سه موضوع چگونه به حل مشکلات آموزش زبان و ادبیات عربی در مقاطع دانشگاهی ایران کمک خواهد نمود.

کلیدواژگان: آموزش زبان عربی، فراگیران زبان عربی ایرانی، چالش‌ها، ارائه راهکارها



نگارش گروهی روی اینترنت: مکمل کلاس نگارش به زبان خارجی

رویا لطافتی

دانشگاه تربیت مدرس

سارا سدیدى

دانشگاه تربیت مدرس

برای زبان‌آموزان ایرانی، کلاس نگارش به زبان خارجی معمولاً به ارائه‌ی انشای چند تن از آن‌ها و پیشنهاد موضوعی برای نگارش هفته‌ی بعد و در بعضی موارد تدریس صریح روش‌های صحیح نوشتن خلاصه می‌شود و به علت تعداد بالای دانشجویان امکان آموزش عملی و کنترل فرآیند نگارش در زمان محدود کلاس وجود ندارد. این امر باعث شده است که نگارش به یک فعالیت غیرواقعی و متناقض با اهداف روش ارتباطی آموزش زبان تبدیل شود، به طوری که تنها هدف آن دریافت نمره است. پیشنهاد ما این است که با کمک نرم‌افزارهای نگارش گروهی بر روی اینترنت کلاس نگارش را فراتر از محیط فیزیکی دانشگاه و آموزشگاه ببریم. به این ترتیب نگارش یک فعالیت بسته نخواهد بود و فضایی برای تعامل فعال و سازنده‌ی بین زبان‌آموزان، زیر نظر معلم تبدیل می‌گردد. چرا که بعضی از این نرم‌افزارها، علاوه بر فضای مختص نگارش امکان گفتگو بین اعضای گروه را نیز فراهم می‌کنند. به علاوه کنترل نقش هر فرد در نگارش امکان پذیر می‌شود، که این امر علاوه بر کمک کردن به روند ارزشیابی تکوینی می‌تواند مکمل مناسبی برای تدریس صریح مفاهیم باشند و دانش نظری را به دانش کاربردی تبدیل کند. در این مقاله به بررسی عملی روند نگارش یک گروه از زبان‌آموزان فرانسه با کمک یکی از این نرم‌افزارها (Framapad) خواهیم پرداخت و مشکلات و مزایای به کارگیری آن را گزارش خواهیم کرد.

کلیدواژه‌گان: تولید نوشتاری، نگارش گروهی، اینترنت، Framapad



آموزش زبان خارجی تهدیدی برای فرهنگ ملی یا فرصتی برای بازشناساندن فرهنگ ملی؟

الهام علیزاده

دانشگاه بیرجند

در عصر تکنولوژی و ارتباطات، مصون نگه داشتن فرهنگ ملی از هجوم فرهنگی بیگانه، بی تردید به عنوان یکی از دغدغه‌های جامعه به حساب می‌آید. شاهد هستیم که یادگیری و یاددهی زبان خارجی در جامعه ایران بسیار رواج یافته است. نگرانی‌ها بابت افزایش علاقه به یادگیری زبان‌های خارجی بیشتر به دلیل این است که برخی از جامعه‌شناسان معتقدند که این روند در دراز مدت می‌تواند تهدیدی جدی برای رویکردهای فرهنگی کشور باشد. حال اگر شرایط را در محیط‌های آموزشی به گونه‌ای برنامه‌ریزی کنیم که زبان‌آموزان در مقاطع مختلف تحصیل، همراه با آموزش زبان خارجی، فرهنگ خودی را نیز بشناسند وضعیت به گونه‌ای دیگر رقم خواهد خورد. ما نه تنها مانع از یادگیری زبان خارجی نمی‌شویم تا دیگران ما را متهم به تاجر فکری کنند بلکه در محیطی بانشاط زبان‌آموزان را با فرهنگ و ادب خود نیز آشنا می‌کنیم. این مهم می‌تواند با کمک ابزارهای آموزشی در دسترس حاصل شود. متون ادبی فارسی و آثار سینمایی ایرانی یا بخشی از یک نمایشنامه یا تعزیه که به زبان خارجی ترجمه شده اند و... می‌توانند منبعی غنی برای یادگیری زبان خارجی باشند. منابعی که می‌توانند در کلاس زبان خارجی هم منبع آموزش زبان خارجی باشند و هم منبعی برای آشنایی بیشتر با فرهنگ ملی خود. نیل به این هدف مهم با استفاده از ادبیات تطبیقی که ماهیتی بینارشته‌ای دارد بسیار آسان‌تر خواهد شد.

کلیدواژگان: زبان خارجی، یادگیری/یاددهی، فرهنگ ملی، فرهنگ بیگانه، ادبیات تطبیقی



تئاتر: ابزاری نوین در یادگیری زبان دوم

زهرا سعادت نژاد

دانشگاه فردوسی مشهد

نگار مزاری

دانشگاه فردوسی مشهد

استفاده از ابزاری نوین هم چون تئاتر با هدف ایجاد فضایی موثر و پویا در امر آموزش به طور کلی و به ویژه در آموزش زبان فرانسه در حال گسترش است. تئاتر یکی از فعالیت‌های فرهنگی جامعه است که با به کارگیری ابزارهای قدرتمند، ظرافت‌های زبانی را به زبان‌آموز می‌آموزد و به او این امکان را می‌دهد که با استفاده از نیروی تخیل و خلاقیت خود دنیای درونی‌اش را به نمایش بگذارد. زبان‌آموز نه تنها برای خودش، بلکه به عنوان نقش مکمل یا در معرض عموم ایفای نقش می‌کند، در نتیجه نقش دیگری (نقش مکمل - عموم) اهمیت می‌یابد. در سال‌های اخیر، تئاتر جایگاه خاصی داشته‌است و امروزه در متدهای آموزشی جدید شاهد تمرین‌های عملی و اجرایی در کلاس هستیم. مارسل پروست، نویسنده‌ی قرن بیست فرانسه، معتقد است حافظه‌ی بدن نسبت به حافظه‌ی ذهن قدرت بیشتری در به یادآوری خاطرات گذشته دارد. پروست از حافظه‌ی بدن برای بازگشت به خاطرات گذشته بهره می‌برد که باعث خلاقیت به عنوان منبعی برای آفرینش اثر است. با نگاهی به نظریه پروست برآنیم با مطالعه‌ی دو کتاب آموزشی نوین فرانسه در زمینه‌ی تئاتر: بازی‌های تئاتری و رویارویی‌ها، به بررسی عوامل موثر به افزایش قدرت حافظه‌ی بدن و حافظه‌ی ذهن در خلال تمرین‌ها بپردازیم و در نهایت پاسخ دهیم: هدف از این نوع تمرین‌ها چیست؟ چگونه از حافظه استفاده می‌کند که «من درونی» را به سمت «من دیگری» سوق دهد؟

کلیدواژگان: تئاتر، یادگیری زبان، حافظه‌ی ذهن، حافظه‌ی بدن



نگاهی جامعه‌شناختی به تغییر آوای /r/ توسط بعضی از گویشوران فارسی زبان

نازینا عظیمی میبیدی

دانشگاه اصفهان

طاهره محمدپور

دانشگاه اصفهان

پژوهش حاضر که در حوزه‌ی روان-جامعه‌شناسی زبان انجام شده، کوششی است برای ارزیابی ارتباط میان زبان و تغییرات آن. هدف از این تحقیق بررسی چگونگی بروز مسایل زبانی از ورای مسایل غیر زبانی می‌باشد و هم‌چنین پاسخ به این پرسش که چرا بعضی از افراد جامعه به دلایل اجتماعی و روان‌شناختی (ترس از عدم پذیرش در جامعه، کمبودهای اجتماعی و روانی، عدم امنیت اجتماعی و زبانی و غیره) سعی می‌کنند از الگوهای غلط یا افراطی گفتاری بیگانه تقلید کنند. نگارندگان در این مقاله، مطالعه بر روی واج /r/ را انتخاب کردند زیرا واج‌های یک زبان نسبت به مطالعات واژگانی و صرفی و نحوی مشهودتر، توصیف‌پذیرتر و قابل دسترس به نظر می‌رسند. در پژوهش حاضر پس از مطالعه‌ی نظری، روش میدانی نیز بر اساس انتخاب جمعیت نمونه و مصاحبه برای گردآوری داده‌ها در پیش گرفته شده است. نتایج پژوهش حاضر نشان داده‌اند که تلفظ صورت‌های زبانی مانند /r/ بسته به شرایط اجتماعی فرد و نیازهای روانی و عوامل غیر زبانی می‌تواند متغیر باشد ولی در مورد بررسی شده، بعضی از گویشوران فارسی زبان تحت تأثیر «پرستیژ طلبی» /r/ را که اغلب با تغییر لهجه معمولی و آهنگ صدا نیز همراه است به /r/ برگشتی-کامی تبدیل می‌کنند تا بدین گونه خود را به طبقه اجتماعی به اصطلاح بالاتر رسانده و وجهه اجتماعی بالاتری برای خود بسازند و از امنیت اجتماعی بالاتری برخوردار شوند. این کامی‌شدگی از سخت‌کام تا نرم‌کام متغیر است.

کلیدواژگان: زبان، واج /r/، روان‌شناسی زبان، زبان‌شناسی اجتماعی، عوامل اجتماعی، عوامل فرهنگی



نقش و جایگاه هوش‌های چندگانه در پیشبرد درک شفاهی

شیوا قاسمی

دانشگاه تربیت مدرس

روح الله رحمتیان

دانشگاه تربیت مدرس

میزان هوش در افراد مختلف، سنجش آن و نقش آن در یادگیری از دیرباز مرکز توجه متخصصین آموزش بوده است، از همین روست که تعاریف و روش‌های سنجش متعددی تا کنون برای آن ارائه شده است. در حوزه آموزش زبان‌های خارجی، نظریه ارائه شده توسط هوارد گاردنر از اهمیت خاصی برخوردار است و تاکنون، در بسیاری از مدارس، برنامه‌های درسی بر اساس آن تنظیم شده‌اند. طبق نظر گاردنر تمامی افراد دارای ۸ گونه متفاوت هوشی هستند: هوش‌های زبانی، منطقی، دیداری، موسیقی، بدنی، بینا فردی، درون فردی و طبیعت‌گرا. این گونه‌های هوشی در افراد به طرق مختلف تقسیم شده‌اند. از سوی دیگر مسأله توانش درک شنیداری در یادگیری زبان خارجی بسیار حائز اهمیت است، چرا که زبان آموز می‌تواند به صورت مستقل به گسترش دامنه تجربه زبانی خود بپردازد. لذا، ما در این تحقیق بر آنیم تا ببینیم چگونه با همسو کردن فعالیت‌های شنیداری کلاس با هوش‌های چندگانه، می‌توان در کیفیت درک شنیداری زبان آموزان پیشرفت حاصل کرد. این تحقیق بر آن است تا دریابد، چگونه فرایند آموزش-یادگیری با تکیه بر هوش‌های چندگانه زبان آموزان می‌تواند بر کیفیت درک شفاهی زبان مؤثر واقع شود و در پی محقق شدن هدف ذکر شده محققین به دنبال ارائه دورنمای آموزشی خواهند بود. روش انجام این تحقیق بر اساس مطالعه توصیفی بوده و با تکیه بر مطالعه میدانی و تحلیل داده‌های حاصله به یافتن روابط معنی‌دار مثبت میان درک شفاهی از رهگذر هوش‌های چندگانه می‌پردازد.

کلیدواژگان: هوش، هوش‌های چندگانه، درک شفاهی، تمرین عملی کلاس داری، یادگیری



کارکرد متون ادبی در رویکرد بینافرهنگی آموزش زبان فرانسه

رویا لطافتی

دانشگاه تربیت مدرس

آزاده فسقوری

دانشگاه حکیم سبزواری

امروزه مطالعات و تحقیقات در زمینه‌ی آموزش زبان فرانسه به سمت درک بینافرهنگی محتوای متن ادبی گرایش پیدا کرده است. در این مقاله نخست به بحث و بررسی درباره‌ی توانش بالا و خلاقانه‌ی کارکرد بینافرهنگی متون ادبی در فرایند آموزش زبان فرانسه خواهیم پرداخت. سپس متن‌ها و نمونه‌های ادبی را برای طرح در کلاس ارائه خواهیم داد؛ متونی که جدای از برآوردن نیازهای زبانی، بستری مناسب را برای آشنایی و آموزش زبان آموز با آموزه‌های بینافرهنگی فراهم می‌سازد. متن ادبی با داشتن سویه‌های فرهنگی در زبان آموز لذت آشنایی و لمس فرهنگ زبان در حال یادگیری را به وجود می‌آورد. بدین‌سان مدرس در فرایند آموزش از دانش فرهنگی و خلاقیت زبان آموز بهره می‌برد. زبان آموز با درک این مهم که آموزش زبان تنها یک «چالش زبان‌شناختی» نیست بلکه «چالشی بینافرهنگی» نیز هست و با اتکا به اندوخته‌ی (بینا)فرهنگی‌اش در فرایند آموزش-یادگیری مشارکت می‌کند. بنابراین متن ادبی را می‌توان به عنوان ابزار بسیار مناسبی برای تحقق رویکرد بینافرهنگی در آموزش زبان فرانسه به شمار آورد، رویکردی که غنا و پیچیدگی زبان-فرهنگ را به تصویر می‌کشد.

کلیدواژگان: متن ادبی، رویکرد بینافرهنگی، زبان آموز، زبان، فرهنگ



چیستی زبان قرآن

سیدحسین سیدی

دانشگاه فردوسی مشهد

متون دینی را می‌توان به دو دسته تقسیم کرد. متون مقدس وحیانی و متون مقدس غیروحیانی. این متون از آن حیث که بیانگر رابطه خدا و بنده هستند و حکایت‌گر تجربه دینی می‌باشند، مقدس‌اند و تنها تفاوت این دو دسته از متون در خاستگاه آن‌ها می‌باشد. متون وحیانی خاستگاه وحیانی دارند ولی متون مقدس غیروحیانی خاستگاه بشری. آن‌چه در این جستار مدنظر است متون مقدس وحیانی است که در روند ارتباط با بندگان به صورت متن در آمده‌اند. وحی که از رخدادهای شگفت و پیچیده و تجربه ویژه پیامبران است، صورت زبانی می‌پوشد و در این رهگذر خود به مسأله تازه‌ای بدل می‌شود و آن این است که آن تجربه‌ی ویژه و عمدتاً غیر زبانی، صورت زبانی به خود می‌گیرد و پرسش فربه‌ی را پیش‌روی ما می‌گشاید که این زبان چگونه زبانی است؟ مقاله حاضر در پی پاسخ به این پرسش است و یافته آن چنین است: زبان قرآن هرچند ساز و کار زبان بشری به خود گرفته است اما زبانی از جنس شور و شیدایی و حیرت‌ایمانی است و برای درک آن باید با آن هم‌دلی ورزید نه سلوک خردمندانه.

کلیدواژه‌گان: قرآن، زبان، زبان دین، متون مقدس



مقایسه فراگیری ضمنی واژگان در متن و فرامتن: مورد پژوهی زبان آلمانی

فرشته بهمن نژاد

دانشگاه تهران

سمیرا کیانی

دانشگاه تهران

در این مطالعه تجربی به مقایسه فراگیری ضمنی واژگان هنگام خواندن متن به زبان آلمانی در فضای مجازی به کمک واژه‌نامه فرامتنی و هنگام خواندن متن به همراه توضیحات مربوط به واژگان در رسانه چاپی با یکدیگر پرداخته شد. هدف از این پژوهش پاسخ به این پرسش است که آیا واژه‌نامه فرامتنی کمکی به سهولت یادگیری و به خاطر سپردن واژگان از طریق خواندن متن می‌کند یا خیر. در این آزمون از زبان‌آموزان سطح A1 انجمن فرهنگی اطریش در دو گروه استفاده شد. گروهی به خواندن متن روی صفحه رایانه و گروه دیگر به خواندن همان متن روی برگه کاغذ پرداختند. داده‌ها در مراحل زیر جمع‌آوری شدند: پیش‌آزمون، آزمون و پس‌آزمون فوری (آزمون واژگان) که خود در سه مرحله‌ی آزمون فراخوان فعال، آزمون فراخوان منفعل و تست شناخت منفعل اجرا شد. بر اساس نتایج آماری این پژوهش، فراخوان ضمنی واژگان در فرامتن و متن تفاوت چندانی با یکدیگر ندارند. اگرچه واژه‌نامه فرامتنی توجه فراگیر را به داده‌های ورودی جلب کرده و انتظار می‌رود اثر مثبت بر به خاطر سپردن واژگان داشته باشد، اثر آن بر این حجم نمونه کوچک محدود به نظر می‌رسد. در کنار یادگیری اتفاقی یا ضمنی، یادگیری ارادی نیز ضروری است. تاثیر عوامل دیگر مانند زمان، سطح تسلط افراد به زبان، نوع متن، نوع آزمون، علاقه و انگیزه افراد برای خواندن متن هدف و نوع فرامتن نیز باید در پژوهش‌های آتی مورد ارزیابی قرار گیرند.

کلیدواژگان: حافظه، درک مطلب، فراخوان فعال و منفعل، فراگیری ضمنی واژگان، فرامتن



تأثیر نظام واکه‌ای زبان ارمنی در مسیحیان ایران بر نظام واکه‌ای زبان فارسی

پویا شهریاری راد

دانشگاه تهران

فرهنگ مردمان یک کشور بر یادگیری و یا فراگیری یک زبان توسط گویشوران آن تاثیر مستقیم دارد و یکی از نمودهای هر فرهنگی، ادیان و آیین‌های موجود در آن بوده و بالطبع هر دینی دارای زبان مخصوص پیروان خود است. از آنجا که مسیحیان ایرانی مابین هم‌کیشان ایرانی خود به زبان ارمنی و با سایر ایرانیان فارسی‌زبان به فارسی صحبت می‌کنند، پژوهشگر فرض را بر آن می‌گیرد که نظام آوایی زبان ارمنی بر نظام آوایی زبان فارسی و در مقاله‌ی حاضر، نظام واکه‌ای زبان ارمنی بر نظام واکه‌ای زبان فارسی در واکه‌های دهانی /e/، /o/ و /ɒ/ به دلیل عدم حضور این واکه‌ها در زبان ارمنی و احتمال جایگزینی آن‌ها به ترتیب با /ɛ/، /ɔ/ و /ɑ/ و نیز یکسان بودن سایر واکه‌های دهانی با فارسی تاثیر می‌گذارد. بر این اساس، از تعداد مساوی مرد و زن ایرانی مسیحی خواسته شد واژه‌هایی فارسی و تک‌سیلابی را که در آن‌ها واکه در محل تکیه قرار داشت در نرم افزار PRAAT تلفظ کنند. سپس مقادیر فرمنت برای تحلیل آماری وارد نرم افزار SPSS به صورت تحلیل یک سویه‌ی پراش (one-way ANOVA) شد. نتایج به دست آمده، با مقادیر فرمنت واکه‌های زبان فارسی بی‌جن‌خان (۱۳۹۲) مقایسه شدند و فرضیه پژوهش تایید شد. نتایج پژوهش می‌تواند مورد استفاده مدرسین زبان فارسی به غیر فارسی‌زبانان، مدرسین علوم دینی و نیز واج‌شناسان و آواشناسان علاقه‌مند در این حوزه زبانی قرار گیرد.

کلیدواژگان: نظام واکه‌ای زبان ارمنی، نظام واکه‌ای زبان فارسی، واکه‌های دهانی، مقادیر فرمنت



ادبیات



بررسی تطبیقی الگوهای پارادوکسیکال در غزل‌های شکسپیر و حافظ

زهره تائبی

دانشگاه فردوسی مشهد

بابک بهرامیان

دانشگاه فردوسی مشهد

پارادوکس این امکان را به شاعر می‌دهد تا نه تنها به عنوان یک هنر سازه بلکه بعنوان یک تمهید در سطح گفتمان نیز در خدمت شاعر قرار بگیرد. الگوهای پارادوکسیکال نیز به دلیل تقابل با نظام فکری مردم متناقض بنظر می‌رسند، در صورتی که در نظام اندیشه‌ای آن شاعران به خصوص شاعران مورد مطالعه این جستار یعنی حافظ و شکسپیر پارادوکسی وجود ندارد. در بخش نخستین این مقاله، مقدمه‌ای در باب ماهیت شعر و ماهیت اندیشه‌ای این دو شاعر آورده شده است. سپس در بخش پیشینه‌ی تحقیق به تعدادی از پژوهش‌های صورت گرفته در زمینه پارادوکس اشاره شده است. آنگاه با معرفی پارادوکس و تصویر پارادوکسیکال، مختصر توضیحی فنی در باب این هنر سازه ارائه میشود. پژوهش‌های صورت گرفته غالباً وجود الگوهای پارادوکسیکال را در صورت یا محتوا در نظر گرفته اند. در بخش معرفی نحله نظریه‌ی مورد استفاده در پژوهش، نگارنده به بررسی مفاهیم فرم و ساختار در سنت فرمالیسم روس می‌پردازد و نشان می‌دهد چطور تفکیک فرم از محتوا صحیح نیست. آنگاه به ارائه‌ی تعدادی شاهد مثال الگوهای پارادوکسیکال در فرم و ساختار و مایگان‌های موجود در غزلیات حافظ و شکسپیر پرداخته می‌شود. در بخش نتیجه‌گیری به این مبحث پرداخته می‌شود که این دو شاعر چه مایگان‌هایی در الگوهای پارادوکسیکال فشرده و گسترده قرار داده و چه منطبق احتمالی در پس این انتخاب نهفته است.

کلیدواژگان: حافظ، شکسپیر، الگوی پارادوکسیکال، فرم و ساختار



بررسی تطبیقی شاخص‌های اقتباس در آثار رویای گردآفرید و گرد آفرید

مریم جلالی

دانشگاه شهید بهشتی

حانیه اکبرنیا

دانشگاه بین‌المللی امام رضا (ع)

مطالعات گسترده در قلمرو ادبیات کودک و نوجوان سبب شده است تا شاخه‌هایی وسیعی از پژوهش در این باب ایجاد شود. توجه به متون کهن در ادبیات کودک و نوجوان یکی از این دستاوردها است. اقتباس از منابع گذشته‌ی فرهنگ ایرانی وسیله‌ی پیوند دادن کودک با ادب و فرهنگ گذشته‌ی ایران است. شاهنامه‌ی فردوسی از شاهکارهای کلاسیک جهان به زبان فارسی است که به عنوان پرکاربردترین متن ادبی کهن، وارد محدوده‌ی ادبیات رسمی کودکان و نوجوانان ایران شده و بسیاری از داستان‌های موجود در شاهنامه فردوسی در عصر حاضر برای کودکان و نوجوانان اقتباس شده‌است. در این مقاله، ضمن معرفی انواع اقتباس مفهومی و نگارشی از شاهنامه در ادبیات کودک و نوجوان، به مقایسه و ارزیابی شاخص‌های اقتباس در دو کتاب رویای گردآفرید و گرد آفرید پرداخته‌ایم. این پژوهش نشان می‌دهد که آثار به لحاظ اقتباس محتوایی، نگارشی و فرم، هم‌چنین در نظر آوردن گروه سنی مخاطب، متناسب با الگوهای اقتباس به شمار می‌آید.

کلیدواژگان: ادبیات کودک، تطبیقی، اقتباس، داستان‌های شاهنامه



بازنمود فلسفه غرب در بوف کور صادق هدایت

مرضیه بلیغی

دانشگاه تبریز

با علم به رابطه تنگاتنگ ادبیات و فلسفه، مطالعه تطبیقی رویکرد فلسفی یک اثر داستانی به آشکار شدن جهان‌بینی خاص نویسنده آن منجر می‌شود. صادق هدایت، پایه‌گذار داستان مدرن ایرانی، از جمله نویسندگانی است که اکثر آثارش و به ویژه رمان نوگرای بوف کور او نشانی از فلسفه غرب در خود دارند. در پژوهش حاضر، سعی بر آن است تا با جمع‌آوری نشانه‌های این تأثیرپذیری به روش مطالعات کتابخانه‌ای و تجزیه و تحلیل تطبیقی آن با ارکان فلسفه غرب، حضور پررنگ این نوع جهان‌بینی در تکوین و شکل‌نهایی اثر تبیین شود. با توجه به مطالعات پیشین درباره تفکر فلسفی حاکم بر مجموعه آثار صادق هدایت، هدف این پژوهش مطالعه انحصاری رمان بوف کور در لایه‌های زیرین آن خواهد بود. ناامیدی مطلق حاکم بر این اثر که از اعتقاد به بی‌معنایی زندگی راوی نشأت می‌گیرد، بر اثرپذیری هدایت از فلسفه هیچ‌انگاری شوپنهاور و نیهیلیسم نیچه و نیز نویسندگانی چون تورگنیف و داستایفسکی که آثارشان متأثر از فلسفه‌های مذکور بود، صحنه می‌گذارد. بنابراین، شخصیت اصلی هدایت زندگی را جز به رنج تفسیر نمی‌کند و تدریجاً به سوی مرگی که همواره از آن بیم داشته، حرکت می‌کند. تعداد محدود مطالعات پیشین درباره موضوع و پیچیدگی و چندپهلوی بودن مبحث مورد مطالعه، از جمله محدودیت‌های این پژوهش می‌باشند. با وجود این، اشاره به عینیت یافتن آلام روحی شخصیت اصلی در قالب نشانه‌هایی چون رنج‌های جسمانی و حضور عناصر مربوط به مرگ که بر فضای مایخولیایی اثر دلالت دارند، بر کارکرد تحلیل‌های روانکاوانه در توضیح جهان‌بینی فلسفی هدایت در بوف کور منجر خواهند شد.

کلیدواژگان: فلسفه، بوف کور، صادق هدایت، هیچ‌انگاری، نیهیلیسم، مرگ



تحلیل روانشناختی داستان‌های کوتاه صادق هدایت بر مبنای نظریه کارن هورنای

نیلوفر ارجمندی

دانشگاه ولیعصر رفسنجان

الهه ارجمندی

دانشگاه شهید باهنر کرمان

جلیل شاکری

دانشگاه ولیعصر رفسنجان

نظریه روان‌کاوی اجتماعی کارن هورنای یکی از برجسته‌ترین نظریه‌هایی است که می‌توان برای واکاوی شخصیت‌های یک اثر ادبی از آن استفاده کرد. بر اساس این نظریه افراد روان رنجور برای حفاظت از خود در مقابل اضطراب‌های روحی اغلب به یکی از سه سبک رفتاری که وی تعریف کرده است متکی می‌شوند: حرکت به سوی مردم، حرکت علیه مردم و حرکت به دور از مردم. آن‌ها این رفتارها را به عنوان وسیله‌ای برای دفاع از خود تلقی می‌کنند. داستان‌های کوتاه صادق هدایت از جمله آثاری هستند که تطابق چشم‌گیری با نظریه هورنای دارند. از این رو این مقاله با بهره‌گیری از نظریه‌های روان‌شناسی هورنای به بررسی شخصیت در داستان‌های «زنی که مردش را گم کرد»، «آبجی خانم»، «تاریکخانه»، «عروسک پشت پرده» و «داوود گوژ پشت» از صادق هدایت پرداخته است. بررسی‌ها بر این موضوع دلالت دارند که شخصیت‌های اصلی در این داستان‌ها افرادی روان رنجور هستند که مشکلات روانی آن‌ها ریشه در فرهنگ، اجتماع و خانواده دارد. هم‌چنین می‌توان اظهار داشت که هدایت نیز در جامعه‌ای مشابه با جامعه شخصیت‌های داستانی‌اش زندگی می‌کرده و با خلق این داستان‌ها در واقع تصویری از جامعه زمان خود را نشان می‌دهد. در آخر می‌توان به این نکته پی برد که چرا زندگی تاریک و غم‌زده هدایت هم مانند شخصیت‌های داستانی‌اش به تراژدی ختم شده است.

کلیدواژه‌گان: نقد روان‌شناختی، صادق هدایت، داستان کوتاه، کارن هورنای



بررسی درون‌مایه مرگ در داستان کودکان ماه

سمیه کریم دادیان

دانشگاه بین‌المللی امام رضا (ع)

حانیه اکبرنیا

دانشگاه بین‌المللی امام رضا (ع)

این پژوهش به بررسی درون‌مایه مرگ در داستان کودکان ماه اثر جمال‌الدین اکرمی می‌پردازد. داستان کودکان ماه آشنایی کودکان با راز غریب مرگ به روایتی دیگر است. تصویری که از دوران کودکی به ذهن همه ما می‌آید شادی و سلامتی و پویایی کودکان است اما در این میان هستند کودکانی که دلشان می‌خواهد بدون، بازی کنند، و در کودکی‌شان رها شوند، اما درد و بیماری امانشان نمی‌دهد. کودکانی که به ماه تعلق دارند و هرکدام به دلیلی به جایی که به آن تعلق دارند باز می‌گردند. در این داستان، قطار نماد زندگی است و جریان و گذران زندگی را نشان می‌دهد. بچه‌ها همه از زندگی‌شان عبور می‌کنند و بعضی به ایستگاه آخر می‌روند و برخی هم دوباره در راه بازگشت سوار قطار شده و باز می‌گردند. این‌ها همان عده‌ای از کودکان بیماری هستند که یا خوب می‌شوند و یا هنوز زمان آن نیست که آن‌ها به مقصد برسند. کودکان ماه داستانی سورئال یا فرا واقع‌گرا است و فضایی بین رویا و واقعیت است. اتفاقات و حوادث در داستان‌های سورئال نظم علمی و منطقی ندارند. در آن‌ها وحدت زمان و مکان وجود ندارد و رویا عنصری سازنده در داستان است و این امکان را فراهم می‌کند تا در عالم رویا کودکان بهتر و زیباتر و ملموس‌تر با مرگ و زندگی پس از آن آشنا شوند. درک و شناخت و کنار آمدن با مرگ واقعیتی ناشناخته که بسیار ناملموس است برای کودکان و دنیای محدودشان کار بسیار سخت و شاید هم غیرممکنی باشد. اما جمال‌الدین اکرامی در داستان زیبای خود با ارائه تصویر و داستانی زیبا و به‌جا و استفاده از کودکان و صحبت از زبان آن‌ها این واقعیت تلخ یعنی مرگ را ملموس‌تر کرده است.

کلیدواژگان: ادبیات کودک و نوجوان، کودکان ماه، درون‌مایه مرگ، ماه، قطار



معرفی نقد بوم‌گرا و تحلیل بوم‌گرایانه برخی اشعار سهراب سپهری

فریده فرهادی

دانشگاه بیرجند

یکی از بزرگ‌ترین چالش‌های فراروی بشر در قرن بیست و یکم بحران زیست محیطی، و از جمله بحران آب است. این بحران برای کشور ما ایران، به لحاظ موقعیت ویژه جغرافیایی و خشکسالی‌های ۱۵ سال اخیر، بسیار جدی‌تر است. در خاورمیانه نیز آب شیرین، که یکی از منابع کمیاب و حیاتی است، منشاء بزرگ‌ترین نگرانی‌ها نسبت به آینده و عامل مناقشات بزرگ و کوچک بوده است. کمبود آب شیرین دسترسی به اهداف توسعه هزاره، که یکی از آرمان‌های آن تضمین پایداری محیط زیست است را دچار مشکل می‌سازد. توسعه پایدار هنگامی حاصل می‌شود که کلیه افراد باور کنند که طبیعت و محیط زیست بخشی از وجود آنان است و در بهره‌برداری از منابع طبیعی جانب انصاف و تعادل را رعایت نمایند. مقاله حاضر ابتدا به طور اجمالی به معرفی نقد ادبی زیست‌محیطی یا بوم‌گرا، که از جدیدترین و بینارشته‌ای‌ترین حوزه‌های نقد ادبی است، می‌پردازد. تأکید اصلی این نقد بر این است که تمام جنبه‌های گوناگون زندگی به هم پیوسته‌اند. در ادامه، مقاله حاضر با اتخاذ این رویکرد به بررسی برخی از اشعار سهراب سپهری می‌پردازد. تأکید و امید نگارنده بر آن است که در سایه این نقد، علاوه بر تحلیل آثار ادبی گذشته ادب فارسی، که حاوی احترام به طبیعت و حتی تقدس آن هستند، ادبیات میهنمان آثار جدیدی را خلق کند که علاوه بر اینکه رابطه انسان و محیط زیستش را بهبود می‌بخشد، باعث تقویت اخلاق زیست‌محیطی نیز گردد، به طوری که کودکان این سرزمین از کودکی شیوه تعامل مناسب با محیط زیست را آموخته و در آینده نقش مهمی در بهبود شاخص‌های پایداری محیط زیست ایفا کنند.

کلیدواژگان: نقد بوم‌گرا، نقد زیست‌محیطی، محیط زیست، طبیعت، سهراب سپهری



مطالعات ترجمه



دلایل سرقت علمی توسط دانشجویان تحصیلات تکمیلی رشته‌های زبان‌های خارجی

مسعود خوش سلیقه

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میلاذ مهدیزادخانی

دانشگاه فردوسی مشهد

امروزه با توجه به تشدید رقابت در انتشار مقالات علمی، سرقت علمی در جوامع دانشگاهی، به خصوص در میان دانشجویان واقعیتی انکارناپذیر است. سهولت دسترسی به منابع الکترونیکی نقش برجسته‌ای در انجام آگاهانه و غیرآگاهانه این عمل دارند. تحقیق حاضر به بررسی دلایل انجام سرقت علمی توسط دانشجویان رشته‌های زبان‌های خارجی در دانشگاه‌های ایران می‌پردازد. این پژوهش ترکیبی شامل دو مرحله کیفی و کمی بود که در اولین مرحله، با بررسی پیشینه تحقیق و انجام دو جلسه مصاحبه گروهی متمرکز، پرسشنامه‌ای شامل ۱۲ دلیل مؤثر بر انجام سرقت علمی طراحی شد و در مرحله بعد، این پرسشنامه بین ۳۸۴ دانشجوی تحصیلات تکمیلی مترجمی زبان انگلیسی، فرانسه، عربی و آموزش زبان انگلیسی در دانشگاه‌های ایران توزیع شد. تسلط ناکافی به زبان خارجی، عدم جدیت داوران مجلات در شناسایی سرقت علمی و پیگیری نشدن جدی سرقت علمی دانشجویان به ترتیب رایج‌ترین دلایل ارتکاب سرقت علمی شناخته شدند. اهمیت ندادن اساتید به سرقت علمی دانشجویان، کسب نمره بالاتر، عدم تطابق تلاش مورد نیاز با نمره در نظر گرفته شده، عدم دسترسی به منابع علمی کافی، واضح نبودن تعریف و مصادیق سرقت علمی، علاقه نداشتن به موضوع تحقیق، تنبلی و راحت‌طلبی، فشار استاد برای ارائه مقاله و محدودیت زمانی برای تحویل تکالیف پژوهشی به ترتیب عوامل چهارم تا دوازدهم مؤثر بر سرقت علمی از دیدگاه دانشجویان بودند.

کلیدواژه‌گان: سرقت علمی، دلایل، دانشجویان تحصیلات تکمیلی زبان‌های خارجی، ایران



رویکردی معناشناسانه به ترجمه اصطلاحات علمی و تأثیر آن بر بازیابی اطلاعات:

مطالعه موردی حوزه علم اطلاعات و دانش‌شناسی

شعله ارسطوپور

مرکز منطقه‌ای اطلاع‌رسانی علوم و فناوری

فاطمه احمدی نسب

دانشگاه شهید چمران اهواز

زبان فارسی در رابطه با اکثر حوزه‌های دانش نقش مصرف‌کننده را داشته و لذا بسیاری از واژگان تخصصی رشته‌های مختلف از طریق ترجمه وارد این زبان شده‌اند. حال با توجه به آنکه اصطلاحات تخصصی غالباً به صورت انفرادی و بدون توجه به روابط مفهومی توسط متخصصان و مترجمان ترجمه می‌شود، تعدد و آشفتگی معنایی نیز در سطح اصطلاحات علمی قابل مشاهده است. چالش‌های معنایی اصطلاح‌گزینی را به صورت خلاصه می‌توان در قالب هم‌معنایی فراوان، چندمعنایی، تداخل معنایی، حشو معنایی و غیره مشاهده نمود. بدیهی است بروز چنین چالش‌هایی نه تنها به خودی خود منجر به بروز مشکلاتی در انتقال مفاهیم ارائه شده در متون تخصصی توسط مخاطبان این دست از نوشتارها می‌شود، بلکه در عمل تأثیر جدی بر فرایندهای مرتبط با بازیابی اطلاعات نیز دارد. طراحان نظام‌های کنونی بازیابی اطلاعات تلاش می‌کنند نظام‌هایی را توسعه دهند که ضمن رفع حداکثری ابهام‌های واژگانی و معنایی، بهترین و مرتبط‌ترین نتایج را به کاربران ارائه نمایند. در حال حاضر چالش‌های حاصل از این دست ابهام‌های معنایی، به صورت مستقیم در دو حوزه اصلی بازیابی موضوعی اطلاعات و نظام‌های بازیابی بین‌زبانی تأثیر گذارند. هدف این مطالعه بررسی تأثیر هر یک از این چالش‌های معنایی بر این دو حوزه تبیین شده و از دو منظر فناوری اطلاعات و مباحث معنایی راهکارهایی را ارائه نماید. در بخش دوم، گزارشی از یک مطالعه موردی در حوزه علم اطلاعات و دانش‌شناسی ارائه می‌شود که ضمن بررسی ۱۵۰۰ واژه، مشکلات معنایی موجود در میان اصطلاحات ترجمه شده این حوزه از زبان انگلیسی به فارسی را گزارش می‌کند.

کلیدواژگان: بازیابی اطلاعات، بازیابی اطلاعات بین‌زبانی، روابط معنایی، واژه‌گزینی، معناشناسی



بررسی موردی کتاب با چراغ و آینه از منظر تاریخ‌نگاری ترجمه

علی خزاعی فرید

دانشگاه فردوسی مشهد

مرضیه ملک شاهی

دانشگاه فردوسی مشهد

تا کنون دانشمندان زیادی در مورد پژوهش تاریخی، مفهوم تاریخ و تاریخ‌نگاری و روش‌شناسی آن سخن گفته‌اند و مدل‌های زیادی برای تقسیم‌بندی مطالعات تاریخ‌نگاری و نقش آن در پژوهش نظری و تاریخی مطالعات ترجمه ارائه کرده‌اند. به اعتقاد پیم (۱۹۹۲) متونی که عموماً آن‌ها را متونی درباره تاریخ ترجمه می‌دانیم در واقع بیشتر در حوزه نقد تاریخی و یا بایگانی‌شناسی قرار می‌گیرند و نه به طور مطلق در حوزه تاریخ‌نگاری. به زعم وی این مسأله از این نشأت می‌گیرد که محققان دقیقاً نمی‌دانند به دنبال چه هستند و چگونه می‌خواهند به آن دست یابند. از این رو تاریخ‌نگاری ترجمه غالباً به صورت کلی و بدون پرداختن به جزئیات نگاشته و نهایتاً فهرستی از اطلاعات ارائه می‌شود بی آن‌که مبتنی بر پایه و اساس علمی به ویژه آزمودن فرضیه‌های ابطال‌پذیر باشد. هدف پژوهش حاضر بررسی کتاب *با چراغ و آینه: در جستجوی ریشه‌های تحول شعر معاصر ایران* اثر محمدرضا شفیعی کدکنی از منظر تاریخ‌نگاری ترجمه است. بررسی این کتاب نشان داد که کدکنی با استناد به مستندات بسیاری از شواهد حکایت‌وار مورد نکوهش پیم دوری جسته و بر نقش فعال ترجمه و مترجمان در فرایند تغییر تأکید می‌کند و با تأکید بر فرهنگ مبدا و زبان‌های مبدا، از ایرادات وارده بر مدل‌های سیستمی توسط پیم که بیشتر بر فرهنگ مقصد تأکید می‌کنند دوری جسته است و به طور کلی می‌توان گفت که روش کدکنی به دلایل ذیل تا حد بسیار زیادی به مدل تاریخ‌نگاری مورد نظر پیم نزدیک است: پاسخ دادن به یک مسأله خاص، مبتنی بودن بر شواهد مستند و مستدل، توصیف مترجمان به عنوان عوامل بالقوه تغییر و تحول تاریخی، تأکید بر فرهنگ مبدا، توجه به جایگاه بینا‌فرهنگی مترجمان.

کلیدواژه‌گان: تاریخ‌نگاری، بایگانی‌شناسی، نقد تاریخی، ترجمه، پیم، شفیعی کدکنی



**ترجمه به عنوان ابزار انباشت سرمایه: مطالعه‌ی انتقادی ترجمه به زبان فارسی
با توجه خاص به فرایند ترجمه و با هدف ارائه راهکار ترجمه‌ای جهت
ارتقای جایگاه در عرصه‌ی بین‌المللی**

سید محمد کریمی بهبهانی

دانشگاه آزاد اسلامی، واحد کرج

پیرو مطالعاتی که پیشتر در آلمان و هلند انجام شده، این تحقیق سعی دارد روند ترجمه از زبان‌های انگلیسی، آلمانی و فرانسه به فارسی و بالعکس را مورد مطالعه قرار دهد. بر اساس نظریه بوردیو، ترجمه (به عنوان سرمایه فرهنگی) از زبان‌های سلطه به زبان‌های تحت سلطه می‌تواند منجر به انباشت سرمایه فرهنگی شود و هم‌چنین ترجمه از زبان تحت سلطه می‌تواند باعث مطرح شدن زبان و ادبیات کوچکتر در عرصه‌ی بین‌المللی گردد. لیکن این دو اتفاق بسیار به شیوه‌ی ترجمه از زبان‌های سلطه وابسته است. این پژوهش بنا دارد ابتدا نشان دهد فرایند ترجمه در ایران به ویژه در دهه‌های اخیر در جهت افزایش سرمایه فرهنگی نبوده، و همین مسأله به یکی از دلایل مهم عدم حضور گسترده و متنوع آثار ادب فارسی در عرصه‌ی بین‌المللی بدل شده است. به عقیده‌ی پژوهش‌گر، دانشگاه باید با شناخت این عوامل تأثیرگذار، در جهت تغییر رویکرد به فرایند ترجمه گام بردارد. زبان و ادبیات فارسی برای شناخته شدن در میدان ادبی و زبانی در عرصه‌ی بین‌المللی نیاز دارد که از هنجارهای نهفته در آثار حاضر در مرکز نظام ادبی و زبانی آگاه باشد. نتایج این پژوهش هم راهنمایی است برای دانشجویان و اساتید حوزه ترجمه در دانشگاه‌ها، و هم هشدار به جامعه‌ی ادبی و زبانی کشور.

کلیدواژه‌گان: زبان‌های سلطه، انباشت سرمایه، میدان ادبی، نظام ادبی



اهمیت نشانه‌شناسی و معناشناسی در نظریه‌های «اومبرتو اکو» درباره چستی ترجمه

فرزانه شکوهمند

دانشگاه فردوسی مشهد

نشانه‌شناسی به عنوان زیرشاخه‌ی مطالعات زبان‌شناسی بر گسترش مطالعات ارتباطی و جامعه‌شناختی و نیز مطالعات ترجمه تأثیرات زیادی داشته است. هم‌چنین برای برخی نظریه‌پردازان از جمله اکو مطالعات ترجمه یکی از آبخورهای مطالعات نشانه‌شناختی بوده است. این پژوهش برآن است تا با بررسی نظریه‌ها و تجربه‌های اکو در حوزه ترجمه نشان دهد ترجمه‌شناسی او چگونه تحت تأثیر مطالعات نشانه‌شناسی و معناشناسی بوده است و این‌که مبانی نشانه‌شناسی و معناشناسی وی بستر مناسبی برای مطالعات ترجمه در عصر مدرن هستند یا خیر. یافته‌ها حاکی از آنند که اکو در نشانه‌شناسی و مطالعات ارتباطی بر یکسان بودن دامنه‌ی «دایره‌المعارف» ذهنی افراد که همان نشانه‌های موجود در یک سیستم زبانی است تأکید می‌ورزد. طی خوانش یک متن، مخاطبان مختلف به مثابه میزان دسترسی به منابع درک اجتماعی درگیر متن می‌شوند و آن را تفسیر می‌کنند. مخاطبان می‌بایست دایره‌المعارف ذهن خود را به اندازه‌ی کافی، یعنی به اندازه‌ی ذهن نویسنده بپروراند تا بتوانند به معنای واقعی متن برسند. حال مترجم به عنوان یک خواننده موظف است دایره‌المعارف ذهن خود را تا حد امکان کامل کند و با استفاده از نشانه‌های زبانی سیستم مقصد مخاطبان را به آنچه مدنظر نویسنده بوده نزدیک کند. با توجه به روندی که مطالعات ترجمه امروزه در پیش گرفته به نظر می‌رسد چنین مباحثی قدری کهنه و ناکارآمد و حتی در تضاد با گرایش‌های امروزی ترجمه باشند.

کلیدواژگان: اومبرتو اکو، نشانه‌شناسی، معناشناسی، مطالعات ترجمه.



بررسی شیوه‌های ترجمه در متون فارسی میانه بر اساس نسخه زند وندیداد

کتایون نمیرانیان

دانشگاه شیراز

سمیه اسدی

دانشگاه شیراز

ترجمه یکی از مبانی اصلی تبادل فرهنگ‌های جهانی است که قدمت آن در ایران باستان به تاریخ ابداع خط باز می‌گردد. یکی از نمونه‌های بارز آن ترجمه بخشی از متون اوستایی به زبان رایج آن زمان یعنی فارسی میانه است. این نوع ترجمه که از زبان اوستایی به زبان فارسی میانه انجام می‌شد و تفسیر متون را نیز در بر می‌گرفت در اصطلاح «زند» نامیده می‌شد. وندیداد به عنوان یکی از متون بازمانده زبان اوستایی تنها بخشی از این زبان است که ترجمه و تفسیر آن به طور کامل به دست ما رسیده است. این نوشتار ضمن بررسی زند وندیداد به واکاوی دستوری و معنایی بخشی از متن و قوانین و چهارچوب‌های خاص ترجمه متون مذهبی می‌پردازد. روش جمع‌آوری اطلاعات بر اساس تجزیه و تحلیل دستوری و معنایی متن و داده‌های حاصل از آن می‌باشد. یافته‌های پژوهش شامل اصول و چهارچوب‌های خاص ترجمه متون مذهبی است. کاری که تاکنون در این حوزه انجام نشده است. از محدودیت‌های تحقیق می‌توان به عدم دسترسی کافی به همان منابع محدود و نیز شکاف زمانی موجود میان ترجمه متون در عصر باستان و پژوهش‌های معاصر اشاره کرد. نتایج حاصل از این اثر می‌تواند قوانین ترجمه در کهن‌ترین دوره‌های زمانی را آشکار کند و برای انجام هر چه گسترده‌تر و علمی‌تر پژوهش‌های زبان‌های باستانی ایران مورد استفاده قرار گیرد.

کلیدواژه‌گان: اوستا، ترجمه، زند، فارسی میانه، وندیداد



مفهوم عدم قطعیت معنا به عنوان عنصری تأثیرگذار بر روی ترجمه متون ادبی

محدثه صفی نژاد

دانشگاه فردوسی مشهد

علی خزاعی فرید

دانشگاه فردوسی مشهد

محمودرضا قربان صباغ

دانشگاه فردوسی مشهد

مقاله حاضر تحقیقی بین رشته‌ای بین نظریه‌های ادبی و مطالعات ترجمه است که برای اولین بار در ایران صورت می‌گیرد. مطالعات ترجمه پیش از این کمتر به مسئله‌ی خواننده پرداخته است و در آن بیشتر نویسندگان و متن مبدا جایگاه اصلی داشته‌اند و مترجمان روش‌های ترجمه‌ای را فارغ از توجه به دریافت خواننده برمی‌گزیدند. تا اینکه در دهه‌ی ۱۹۶۰، با ظهور نظریه دریافت براساس پدیدارشناسی و هرمنیوتیک فلسفی، خواننده در مرکز توجه قرار گرفت و دریافت از سوی او حائز اهمیت شد. زیباشناسی دریافت به عنوان تئوری‌ای ادبی دارای دو عنصر اصلی عدم قطعیت معنا و افق دید است. آیزر نظریه‌پردازی است که به طور تخصصی به بررسی عدم قطعیت معنا پرداخته است. در این مفهوم خواننده با کمک قوای ذهنی و قدرت تخیل خویش به پر کردن خلاءها و معنا بخشیدن به متن می‌پردازد و متن با کمک خواننده کامل می‌شود. ما برای نشان دادن این مفهوم و تعادلی که از این منظر در بین متن اصلی و متن ترجمه به وجود می‌آید تعدادی از ترجمه‌های متن کتاب پیامبر اثر جبران خلیل جبران را برگزیدیم تا این مفهوم را در آن‌ها بررسی کنیم و تعادلی را که از این منظر بین متن اصلی و هر کدام از ترجمه‌ها برقرار شده است نشان دهیم.

کلیدواژگان: دریافت، عدم قطعیت معنا، ترجمه ادبی، تعادل، آیزر



منشور اخلاق حرفه‌ای مترجمان در دنیا و ایران

زهرا محبی

دانشگاه علامه طباطبائی

محمدرضا اربابی

دانشگاه آزاد اسلامی، واحد علوم و تحقیقات

امروزه ضرورت رعایت اصول اخلاق حرفه‌ای در سازمان‌ها، ارگان‌ها و به طور کلی نهادهای دولتی و خصوصی بر هیچکس پوشیده نیست. اخلاق حرفه‌ای را می‌توان الگوی رفتار ارتباطی درون‌شخصی و برون‌شخصی مبتنی بر رعایت حقوق افراد تعریف کرد. اخلاق حرفه‌ای دربرگیرنده‌ی مجموعه‌ای از استانداردهای اخلاقی و رفتاری فردی، سازمانی و شرکتی است که متخصصان هر حرفه باید به آن‌ها پایبند بوده و در انجام فعالیت‌های خود آن‌ها را رعایت نمایند. مبحث اخلاق حرفه‌ای، یکی از موضوعات مهم در حوزه‌ی ترجمه در دنیا می‌باشد که کمتر در ایران مورد توجه قرار گرفته است. با یک بررسی کلی می‌توان مشاهده کرد که کشورهای مختلف دنیا از سال‌ها پیش دغدغه‌ی تدوین نظام‌نامه‌های اخلاق حرفه‌ای را در حوزه‌ی ترجمه داشته‌اند و امروزه مراحل قانونی مشخصی در قالب کمیته‌های اخلاقی و انضباطی به منظور حصول اطمینان از رعایت این اصول در چنین کشورهایی تدوین شده است. مقاله حاضر به بررسی ۱۵ منشور اخلاق حرفه‌ای در حوزه ترجمه در ۱۵ کشور دنیا پرداخته، نقاط مشترک آن‌ها را شناسایی نموده و در نهایت طرحی پیشنهادی بر این اساس به منظور معرفی به عنوان منشور اخلاق حرفه‌ای مترجمان در ایران ارائه می‌دهد.

کلیدواژه‌گان: اخلاق حرفه‌ای، منشور اخلاق حرفه‌ای، ترجمه



بررسی ترجمه کتاب هری پاتر در ادبیات کودک ایران براساس تئوری پلی سیستم

حسن امامی

دانشگاه بیرجند

مجید خداکریمی

دانشگاه بیرجند

ایون زهر در تئوری پلی سیستم به بررسی نقش ترجمه در ادبیات یک کشور و هم‌چنین در ارتباط با سیستم‌های اجتماعی، فرهنگی، ادبی و تاریخی یک کشور می‌پردازد. وی معتقد است که خلا یا ضعف یک سبک ادبی در ادبیات یک کشور، نقش ترجمه را در ادبیات آن کشور پررنگ‌تر می‌کند. ترجمه آثار کودک در بسیاری از موارد در ایران با اقبال گسترده‌ای رو به رو می‌شود. ما در این پژوهش به بررسی این اقبال در چارچوب تئوری پلی سیستم ایون زهر می‌پردازیم. تاکنون پژوهش‌چندانی در ارتباط با بررسی آثار ترجمه شده در ادبیات کودک در ایران صورت پذیرفته است. نگارنده مقاله در ابتدا به بررسی تئوری پلی سیستم ایون زهر پرداخته و سپس به مطالعه ادبیات کودک در ایران و نقد این آثار پرداخته است و در نهایت جایگاه ترجمه کتاب هری پاتر در ادبیات کودک را بر اساس تئوری پلی سیستم مورد مطالعه قرار داده است. در این پژوهش مشخص گردید که عدم وجود آثار درخور و قوی در ادبیات کودک در ایران این زمینه را ایجاد نموده که این اثر جایگاه اولیه در ادبیات کودک به دست آورد. با توجه به نتیجه این پژوهش، احساس می‌شود که ادبیات کودک ایران خلا محسوسی را داراست و این پژوهش می‌تواند به عنوان پایه‌ای برای آغاز پژوهش‌های جدید و معطوف کردن توجه نویسندگان به این حوزه نقش اساسی داشته باشد.

کلیدواژگان: پلی سیستم، ایون زهر، هری پاتر، ادبیات کودک



بررسی استراتژی‌های ترجمه مجاز در قرآن کریم

خلیل قاضی‌زاده

دانشگاه فردوسی مشهد

سیده محبوبه مقدس

دانشگاه فردوسی مشهد

یکی از جنبه‌های اعجاز قرآن کریم، بلاغت این کتاب آسمانی است. بررسی بلاغت قرآن در مطالعات قرآنی جایگاه ویژه‌ای دارد. این درحالی است که هم در ترجمه و هم در پژوهش‌های صورت گرفته در رابطه با ترجمه قرآن کریم، توجه به مسائل ادبی از نکات مغفول مانده است. یکی از مسائل مهم ادبی قرآن، «مجاز» است که در زبان عربی از جایگاه خاص و تنوع بسیار برخوردار است. مجاز در لغت به معنای از مکانی گذشتن است و در ادبیات بر لفظی اطلاق می‌شود که از معنای اصلی‌اش عبور و عدول کند و برای دلالت در معنای غیر اصلی و متناسب با معنای اصلی استعمال شود. از آنجایی که مجاز با معنا و تفسیر در هم تنیده است، مترجمین قرآن در ترجمه خود، کم و بیش به آن توجه داشته‌اند. پژوهش‌های صورت گرفته در رابطه با ترجمه مجاز بسیار محدود و معدوداند، از این رو نگارندگان بر آن شدند استراتژی‌های موجود برای ترجمه مجازهای قرآنی را شناسایی کنند. به همین جهت، ترجمه ۶۰ نمونه از انواع مختلف مجازهای قرآنی در ترجمه آیتی، حداد عادل، فولادوند، خرمشاهی و مکارم شیرازی مورد بررسی قرار گرفت. با بررسی‌های صورت گرفته ۵ استراتژی برای ترجمه مجاز مشخص شد. هم‌چنین نتایج تحقیق نشان می‌دهد گرچه مترجمان تمایل دارند عین مجاز را در ترجمه خود بیاورند اما در ترجمه مجازها یکدست عمل نکرده‌اند.

کلیدواژگان: ترجمه قرآن، آرایه‌های ادبی، مجاز، استراتژی ترجمه



واکاوی نقش «صافی فرهنگ» در ترجمه متون ادبی فرهنگ-محور

بدری‌السادات سیدجلالی

دانشگاه خوارزمی

گیلناز یوسفیان

دانشگاه علامه طباطبائی

هرگاه صحبت از فرهنگ به میان می‌آید، همواره یک «ما» در مقابل «دیگری» وجود دارد. هر فرهنگ متعلق به یک جامعه‌ی زبانی است که میل دارد با دیگری وارد تعامل شود. از آنجایی که گرایش به یک زبان واحد در میان این جوامع ناممکن است، از پل ارتباطی ترجمه استفاده می‌شود. در واقع، مترجم یک میانجی‌گر فرهنگی است که با برداشتن مرزهای زبانی، برقراری روابط بینا فرهنگی را میسر می‌سازد. جولیان هاوس (۱۹۷۷)، با تکیه بر دیدگاه‌های زبان‌شناسی نقش‌گرا، مفهوم «صافی فرهنگ» را مطرح می‌کند. به باور هاوس، «صافی فرهنگ» ابزاری برای تعریف تفاوت‌های اجتماعی-فرهنگی در هنجارهای موردانتظار دو جامعه‌ی زبانی است. کاربرد افراطی این ابزار زمانی است که مترجم شاخص‌های بیگانه‌ی متن را بزداید و آن را به قالب هنجارهای فرهنگ مقصد درآورد. مقاله‌ی حاضر، با به‌کارگیری روشی تحلیلی-توصیفی و با بررسی مقابله‌ای متن اصلی و سه ترجمه‌ی کتاب *ناتور(ناطور)* دشت، اثر نویسنده‌ی معاصر آمریکایی، جروم دیوید سلینجر، نقش «صافی فرهنگ» را در سه دوره‌ی زمانی متفاوت واکاوی می‌کند تا دریابد کاربست «صافی فرهنگ» در ترجمه متون ادبی تا چه حد پذیرفتنی است. از آنجایی که پیکره‌ی مورد مطالعه بازتاب هنجارهای جامعه مدرن آمریکاست، بستر مناسبی برای مطالعه نقش ارتباطی ترجمه فراهم می‌آورد. نتایج مطالعه نشان می‌دهد که با افراط در بیگانه‌زدایی و مقارن‌سازی فرهنگی امکان دسترسی به متن اصلی از مخاطبان ترجمه سلب و معنای اصلی تعامل فرهنگی خدشه دار می‌شود. در این جاست که نقش مترجم به مثابه‌ی یک میانجی‌گر و پل ارتباطی در انتقال عناصر فرهنگی متن مبدأ به مخاطب ترجمه بیش از پیش برجسته می‌شود.

کلیدواژگان: فرهنگ، ترجمه، میانجی‌گر فرهنگی، صافی فرهنگ، *ناتور* دشت



بررسی تأثیر نگرش دانشجویان ترجمه نسبت به فرهنگ و زبان انگلیسی و فارسی بر ترجمه آنها

نادیا غضنفری مقدم

دانشگاه فردوسی مشهد

تأثیر «نگرش» افراد بر شیوه یادگیری یا آموزش زبان همواره یکی از مسائل مورد بحث و تشکیک بوده است. در این مطالعه با الهام گرفتن از تحقیقات صورت گرفته در گرایش آموزش زبان و تأثیر «نگرش» بر عملکردهای مختلف افراد، به بررسی تأثیر «نگرش» دانشجویان کارشناسی ترجمه نسبت به فرهنگ و زبان انگلیسی بر ترجمه آنها می‌پردازیم. این مطالعه از نوع کمی-کیفی و موردی است و جامعه پژوهش شامل دانشجویان کارشناسی ترجمه سه دانشگاه ایران- فردوسی مشهد، شهید باهنر کرمان و اصفهان- می‌گردد. ابتدا براساس نظراتی که از سه جلسه تبادل نظر با ۳۰ نفر دانشجویی ترجمه در مورد نگرش آنها نسبت به فرهنگ و زبان انگلیسی اخذ شد، پرسشنامه‌ای ۳۹ موردی با مقیاس لیکرت طراحی و به دانشجویان داده شد. پس از گردآوری، داده‌ها با استفاده از آمار استنباطی تحلیل شدند. سپس ۶۰ نفر به طور تصادفی از میان جامعه آماری انتخاب شد و دو متن فارسی و انگلیسی کوتاه برای ترجمه در اختیارشان قرار گرفت. علت انتخاب دو متن برای بالا بردن دقت پژوهش و اطمینان از نتایج حاصل بود؛ هم‌چنین متون داده شده بار فرهنگی داشتند. یافته‌های پژوهش حاکی از این بود که نوع نگرش دانشجویان بر عملکرد آنها تأثیر دارد، به خصوص که در ترجمه علاوه بر تبادل اطلاعات، مبادله ایدئولوژی‌های آشکار و نهان متن مبدا و مترجم نیز صورت می‌گیرد. هم‌چنین نشان داده شد که دانشجویان مونث تمایل بیشتری به حفظ فرهنگ فارسی داشته در صورتی که دانشجویان مذکر نسبت به تبادل اطلاعات فرهنگی انعطاف‌پذیرتر بودند.

کلیدواژگان: نگرش، ترجمه، دانشجویان کارشناسی، انگلیسی، فارسی



بررسی نقش ترجمه در یادگیری زبان دوم یا بیگانه

حمیده محمدی

دانشگاه بیرجند

جلیل ا... فاروقی

دانشگاه بیرجند

علی علیزاده

دانشگاه بیرجند

ترجمه همواره بحث اصلی گفتگوها و جدل‌ها بر سر کاربرد آن به عنوان ابزاری معتبر و مؤثر در یادگیری زبان بیگانه بوده است. به نظر می‌آید نگرش عمومی در حال دگرگونی بنیادینی است و برخی پژوهشگران از آن به عنوان ابزار آموزشی مجاز در یادگیری زبان دوم یا بیگانه یاد می‌کنند و آن را شایسته بازگشت به عرصه آموزش زبان می‌دانند. روش پژوهش صورت گرفته، توصیفی، از نوع پیمایشی است. در این روش، نتایج بر پایه تحلیل آماری پرسشنامه، با استفاده از نرم افزار SPSS و از طریق روش‌های آماری توصیفی و استنباطی به دست می‌آید. پرسشنامه مورد استفاده، نگرش شرکت‌کنندگان در پژوهش را نسبت به نقش ترجمه در زبان آموزششان و نیز بهبود مهارت‌های چهارگانه زبانی می‌سنجد. افراد شرکت‌کننده در تحقیق، کلیه دانشجویان ترم آخر کارشناسی رشته مترجمی زبان انگلیسی استان خراسان جنوبی، مشتمل بر ۵۰ نفر هستند که به یک پرسشنامه محقق-ساخته، با روایی و پایایی مناسب، پاسخ می‌دهند. در پایان، پس از تأیید نرمال بودن داده‌ها با استفاده از نمودار Q-Q Plot و آزمون شاپیرو-ویلک، داده‌ها به وسیله آزمون T تک نمونه‌ای مورد تجزیه و تحلیل قرار می‌گیرد. نتایج حاصل نشان می‌دهد که ترجمه به عنوان یک راهبرد و تکنیک ترجیحی، مورد استفاده بسیاری از زبان‌آموزان قرار می‌گیرد و نقش مؤثری در زبان‌آموزی و بهبود مهارت‌های زبانی دارد.

کلیدواژگان: ترجمه، آموزش زبان، یادگیری زبان، زبان دوم یا بیگانه



بازنگری شیوه‌های آموزش ترجمه بر اساس رویکرد سازنده‌گرایی

وحید مردانی

دانشگاه فردوسی مشهد

ترجمه قدمتی به درازای عمر بشر دارد ولی با وجود پیشرفت‌های صورت گرفته در جنبه‌های مختلف علوم طبیعی و انسانی، شیوه‌های آموزش ترجمه از دیرباز تا کنون تغییرات چندانی را به خود ندیده است. در دهه‌های اخیر علی‌رغم تحولات گسترده در شیوه‌های آموزش زبان و طرح نظریات متعدد در حوزه مطالعات ترجمه، توجه چندانی به ارائه روش‌های نظام‌مند و کارآمد با هدف ایجاد تحول و ارتقاء بازده شیوه‌های آموزش ترجمه نشده است. در این مقاله پس از مرور اجمالی روش‌های معمول آموزش ترجمه و بررسی کاستی‌ها و نقایص آن، رویکردهای جدید به آموزش ترجمه ارائه و مورد بحث قرار گرفته است. در این جا، تأکید بیشتر بر بهره‌گیری از رویکرد سازنده‌گرایی در شیوه تدریس و طراحی تمرینات ترجمه و بررسی مزایا و رهیافت‌های آن در مقایسه با شیوه‌های سنتی آموزش ترجمه است. بدین منظور گروهی از دانشجویان رشته کارشناسی مترجمی در شهر مشهد به عنوان جامعه نمونه انتخاب خواهند شد. در وهله اول آموزش ترجمه بر اساس شیوه سنتی در چند جلسه به این افراد داده شد و سپس از تمرینات و شیوه‌های مبتنی بر رویکرد سازنده‌گرایی در چند جلسه بعدی استفاده خواهد گردید. در نهایت، نظرات این گروه در مورد دو شیوه آموزشی ترجمه در قالب پرسشنامه مورد بررسی قرار خواهد گرفت تا مشخص شود آیا آموزش ترجمه بر اساس رویکرد سازنده‌گرایی تأثیری بر بهبود یادگیری و افزایش بهره‌وری کلاس ترجمه خواهد داشت خیر.

کلیدواژگان: رویکرد سازنده‌گرایی، آموزش ترجمه، شیوه‌های سنتی آموزش ترجمه، تمرینات ترجمه



مدل کسب و کار ترجمه در شبکه‌های اجتماعی: مورد پژوهی «ترنسلیشن دیلی»

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با توجه به تبدیل ترجمه به صنعتی فراگیر در بیش‌تر جوامع و وجود عنصر رقابت در این صنعت-هنر، هر کسب و کار خرد یا کلان در حوزه ترجمه نیازمند تبیین سازوکاری مشخص براساس مدلی معین است. این حوزه در رشته مطالعات ترجمه کم‌تر مورد توجه پژوهش‌گران بوده است، بنابراین ارائه مدلی کارآمد و بومی شده در حوزه کسب و کار ترجمه منطبق با شرایط فرهنگی و اقتصادی جامعه با استفاده از رسانه‌های نو مانند شبکه‌های اجتماعی ضروری به نظر می‌رسد. پژوهشگران مقاله توصیفی-کیفی پیش رو با مشاهده سه ماهه صفحه «ترنسلیشن دیلی» در شبکه اجتماعی اینستاگرام و نیز بررسی کسب و کار ترجمه در شبکه‌های اجتماعی مکمل در نهایت مدل کسب و کار در حوزه ترجمه را براساس مدل کسب و کار استرووالدر و پیگنور (۲۰۱۰) ارائه کرده‌اند. براساس نتایج به دست آمده از روند توسعه کسب و کار ترجمه در صفحه مذکور می‌توان نتیجه گرفت در ارائه مدلی کارآمد مولفه‌هایی چون ارتباط با مشتری، ارزش‌های پیشنهادی، فعالیت و مشارکت‌های کلیدی، ساختار هزینه و جریان‌های درآمدی نیازمند بازنگری‌های پله‌ای به منظور دست‌یابی به مدل نهایی است. یافته‌های این پژوهش از طریق مشاهده و ارزیابی صفحه اینستاگرام «ترنسلیشن دیلی» و ارائه مدلی در حوزه کسب و کار ترجمه می‌تواند به ایده پردازی به منظور ایجاد کسب و کار خرد یا کلان در حوزه ترجمه کمک کند.

کلیدواژه‌گان: مدل کسب و کار ترجمه، شبکه‌های اجتماعی، ترنسلیشن دیلی، اینستاگرام



مقایسه میزان کاربرد گفتار مستقیم (آزاد) و گفتار غیرمستقیم در رمان‌های فارسی

محدثه بهزادی

دانشگاه فردوسی مشهد

علی خزاعی فرید

دانشگاه فردوسی مشهد

مسعود خوش سلیقه

دانشگاه فردوسی مشهد

با نگاهی به ادبیات کهن ایران متوجه می‌شویم که ادب فارسی ما سرشار از انواع داستانی قصه، حکایت، روایت و غیره است. در سیر ادبیات داستانی فارسی به چهار نوع داستانی اسطوره، افسانه، رمانس و رمان برمی‌خوریم که هر کدام ویژگی‌های خاص خود را دارا هستند و در مقطعی از زمان رواج داشته‌اند. گفتار مستقیم (آزاد) یا همان نقل قول مستقیم و گفتار غیرمستقیم یا همان نقل قول غیرمستقیم در عین این که زیرمجموعه بازنمایی گفتمان هستند، دو عنصر مهم در تولید داستان محسوب می‌شوند. در این مقاله به بررسی و مقایسه میزان کاربرد این دو عنصر در دو نوع از داستان‌های فارسی یعنی رمانس و رمان می‌پردازیم و شباهت‌ها و تفاوت‌های استفاده از گفتار مستقیم (آزاد) و گفتار غیرمستقیم را در این دو نوع داستان ارزیابی می‌نماییم. بدین منظور سه رمانس فارسی *سمک عیار*، *داراب‌نامه* و *قصه حمزه* را با سه رمان فارسی *مدیر مدرسه*، *بامداد خمار* و *چراغ‌ها را من خاموش می‌کنم* در حجم‌های برابر مقایسه می‌نماییم. به نظر می‌رسد که به دلیل ماهیت داستان، هم در رمانس و هم در رمان گفتار مستقیم (آزاد) کاربرد بیشتری نسبت به گفتار غیرمستقیم داشته باشد. علاوه بر این، نتایج تحقیق نشان می‌دهد که در رمان نسبت به رمانس از میزان کاربرد گفتار مستقیم (آزاد) کاسته شده و بر میزان گفتار غیرمستقیم افزوده شده است.

کلیدواژه‌گان: گفتار مستقیم (آزاد)، گفتار غیرمستقیم، رمانس فارسی، رمان فارسی



ترجمه واژگانی به مثابه بومی سازی هجمله‌های زبانی جهانی شدن: مطالعه موردی واژه‌گزینی دفترهای اول، دوم و سوم فرهنگستان زبان و ادب فارسی

مسلم خسروی زارگز

دانشگاه بیرجند

سمیه حمیدی

دانشگاه بیرجند

امروزه جهانی شدن فرهنگ غرب که نماینده تمام عیار اندیشه مدرنیسم به حساب می‌آید فرهنگ‌های غیر غربی را در سطوح مختلف تحت تأثیر قراردادده است، به طوری که می‌توان گفت کمتر عرصه‌ای از این فرهنگ‌ها وجود دارد که امروزه مورد هجمه فرهنگ غرب نباشد. یکی از این حوزه‌ها ساخت زبانی فرهنگ‌های غیر غربی است که هجوم لغات غربی و به ویژه انگلیسی باعث شده تا ساخت زبانی این فرهنگ‌ها دچار تهدید جدی شود. در مقابل فرهنگ‌های غیر غربی تلاش نموده اند تا با ایجاد ساز و کارهایی این تهدید جدی را چاره‌سازی نمایند، از جمله در ایران فرهنگستان زبان و ادب فارسی با تشکیل گروه واژه‌گزینی سعی کرده با واژه‌گزینی و واژه‌سازی و معادل‌یابی برای واژه‌های بیگانه به تقویت و گسترش زبان فارسی و تجهیز آن برای برآوردن نیازهای روزافزون فرهنگی، علمی و فنی کمک نماید، در واقع ترجمه واژگانی و یافتن معادل بومی واژگان غربی در زبان فارسی راهکاری جهت ممانعت از هجمله‌های زبانی جهانی شدن است. نویسندگان این متن معتقدند بیشتر واژه‌گزینی‌های فرهنگستان در حوزه علوم تجربی و غیر انسانی صورت گرفته است، گرچه این تلاش‌ها قابل تقدیر است ولی به نظر می‌رسد بحران امروزی زبان فارسی ورود لغات بیگانه در حوزه علوم انسانی باشد، این نوشتار تلاش می‌کند با بررسی عملکرد واژه‌گزینی فرهنگستان به ویژه دفترهای اول، دوم و سوم فرهنگستان با استفاده از روش تحلیل محتوا به آسیب‌شناسی و ارائه راهکارهایی در این زمینه بپردازد.

کلیدواژگان: فرهنگ غرب، مدرنیسم، جهانی شدن، واژه‌گزینی، تحلیل محتوا، فرهنگستان زبان و ادب فارسی



تأثیر ایدئولوژی و قدرت بر ترجمه و فرهنگ

سعیده طاهری

دانشگاه فردوسی مشهد

علیرضا بهار

حوزه علمیه قم و دانشگاه آزاد اسلامی

زبان به عنوان مهم‌ترین عامل برقراری ارتباط میان انسان‌ها همواره مورد توجه محققان بوده است. این بین، ترجمه نقش بسزایی در انتقال فرهنگ میان جوامع دارد و امانتداری مترجم به مثابه اصلی اساسی در این ارتباط محسوب می‌شود. گاه ایدئولوژی مترجم و یا قدرت حاکم بر جوامع بر کار مترجم اثرگذار بوده و باعث تغییر و تحریف متن مبدا می‌گردد که این موضوع می‌تواند یک مبحث بینارشته‌ای در مطالعات ترجمه و ارتباط ترجمه و فرهنگ به حساب آید. در نوشتار حاضر به بررسی تحریف ناشی از تأثیر قدرت و ایدئولوژی اندیشه غربی بر ترجمه پر فروش‌ترین کتاب چند سال اخیر (کتاب د/ روایت خاطرات سیده زهرا حسینی به اهتمام سیده اعظم حسینی) در حوزه دفاع مقدس و تأثیر نقش بانوان در دفاع مقدس پرداخته‌ایم. مترجم آقای «پل اسپراک من» در مقدمه کتاب ترجمه شده خویش، نقش ایثار و شجاعت بانو زهرا حسینی در دفاع مقدس را به نوعی رهایی طلبی از نقش جنسیتی زنان به شمار آورده و حتی ایشان را با برخی از کارگردانانی که به دنبال پررنگ کردن دیدگاه‌های فمینیستی در فیلم‌هایشان هستند مقایسه می‌کند. آنچه که از این بررسی به دست آمد بیانگر تغییر وت حریف هدف متن مبدا و راوی اصلی تحت تأثیر اندیشه و ایدئولوژی حاکم بر مترجم است. نتیجه آن‌که ترجمه می‌تواند به میزان قابل توجهی تحت تأثیر قدرت و ایدئولوژی و اندیشه حاکم بر مترجم باشد که منجر به تحریف و تغییر فرهنگ مبدا و هدف متن اصلی می‌شود. تا آن‌جا که مترجم برای نشان دادن ایدئولوژی مورد نظر خود گاه به پررنگ کردن بعضی از قسمت‌های متن اصلی می‌پردازد و گاه آن‌چه را که به نفع اندیشه مدنظر وی نیست ندیده گرفته و یا تحریف می‌کند.

کلیدواژگان: ترجمه، ایدئولوژی، قدرت، فرهنگ، دفاع مقدس



تحلیل انتقادی ترجمه‌ی انگلیسی داستان «نِیکو» نوشته‌ی هوشنگ مرادی کرمانی

سمانه فرهادی

دانشگاه خوارزمی

علیرضا خان‌جان

دانشگاه جامع علمی کاربردی

مقاله‌ی حاضر با استفاده از الگوی «تحلیل انتقادی ترجمه» (خان‌جان، ۱۳۹۱، ۱۳۹۲) سعی دارد ترجمه‌ی انگلیسی داستان «نِیکو» از کتاب بچه‌های قالیبافخانه اثر هوشنگ مرادی کرمانی را به بوته‌ی نقد بگذارد. بدین منظور، به شیوه‌ی «تحلیل رویداد» پیشنهادی الگوی یادشده، حداقل یک رویداد از متن مبدأ و زوج متناظر با آن در متن مقصد انتخاب و نحوه‌ی به کارگیری صافی‌های سه‌گانه‌ی زبانی، فرهنگی و ایدئولوژیکی در فرآیند ترجمه مورد بررسی قرار گرفته است. از آن‌جایی که داستان به لحاظ سبکی بر کاربرد عناصر فرهنگ-ویژه متکی است، انتظار می‌رود که تحلیل حاضر نیز عمدتاً و به تناسب بر نحوه‌ی کاربرد صافی فرهنگی معطوف باشد. در این میان، شناسایی عناصر فرهنگی داستان بر مبنای طبقه‌بندی پیشنهادی نیومارک (۱۹۸۸) صورت پذیرفته است. هدف از نگارش مقاله آن بوده است که عملکرد مترجمان در ترجمه داستان و به طور مشخص برگردان عناصر فرهنگی به طور انتقادی تحلیل و میزان تناسب ماحصل کار با ویژگی‌های بافتی ناظر بر داستان مورد ارزیابی قرار گیرد. مشاهدات پژوهش مبین آن است که برغم آنکه متن مقصد متنی کم و بیش خوانش‌پذیر و طبیعی به نظر می‌رسد اما مترجمان در سطح کاربرد صافی فرهنگی برای نیل به «بافت‌آفرینی مجدد» توفیق چندانی نداشته‌اند. به طور مشخص، هر جایی که امکان «معادل‌یابی» از فهرست عناصر فرهنگی متناظر در نظام مقصد مهیا بوده، حاصل کار به طور نسبی قرین با توفیق بوده اما در مقام «معادل‌سازی» عناصر فرهنگ-ویژه‌ی فاقد زوج متناظر در نظام مقصد، تعادل نقشی عموماً تحت‌الشعاع قرار گرفته و ویژگی‌های بومی و فرهنگی برآمده از فضای روستایی و سنتی داستان تا حدّ زیادی رنگ باخته‌اند.

کلیدواژگان: نقد ترجمه، الگوی تحلیل انتقادی ترجمه، فرهنگ



اثر جهان‌بینی مترجم در دستکاری در لایه‌های متون خبری سیاسی در ترجمه

آیناز سامیر

دانشگاه فردوسی مشهد

رویا صادق پور

دانشگاه بن

هدف این پژوهش بررسی رابطه ایدئولوژی و ترجمه و تحلیل اثرات جهان‌بینی مترجم بر لایه‌های متون خبری سیاسی در ترجمه می‌باشد. به استناد وندایک که گفتمان از لایه‌های چندگانه‌ای تشکیل می‌شود، ترجمه ۵۱ فارغ التحصیل کارشناسی ارشد مترجمی زبان انگلیسی از یک متن خبری سیاسی با موضوع پرونده هسته‌ای ایران که توسط خبرگزاری بی بی سی منتشر شده بود بررسی شد. با استفاده از دسته بندی سطوح و اجزاء گفتمان وندایک اثر ایدئولوژی مترجمان در دخل و تصرف در ساختار پیام متن بررسی گردید. نتایج بیانگر دستکاری‌های مترجمان در تمامی هشت سطح گفتمان بود. براساس یافته‌ها، در ۵۱ ترجمه، ۹ مورد در مولفه انکار مسولیت و روش تقابل اشخاص و گروه‌ها، ۱۲ مورد دستکاری در مولفه پیش‌فرض و روش ارجاع به افراد متخصص، ۴۱ مورد دستکاری در مولفه دسته بندی افراد به مجموعه‌ها، ۳۳ مورد دستکاری در مولفه تکرار به هدف مثبت‌نمایی گروه خود استفاده نموده شده بود. به علاوه، ۴۱ مورد دستکاری در مولفه روش حسن تعبیر، ۳۹ مورد دستکاری در مولفه پیش‌فرض و ۳۵ مورد دستکاری در مولفه قربانی کردن با هدف کاهش منفی‌نمایی گروه خود اعمال شده بود. همچنین، ۲۱ مورد دستکاری در مولفه تقابل اشخاص و گروه‌ها، ۲۷ مورد دستکاری در مولفه دسته بندی افراد به مجموعه‌ها برای کاهش ابعاد مثبت گروه مقابل استفاده شده بود. در انتها، ۷ مورد دستکاری در مولفه تقابل اشخاص و گروه‌ها، ۱۹ مورد دستکاری در مولفه پیش‌فرض، ۲۰ مورد دستکاری در مولفه دسته بندی افراد به مجموعه‌ها، ۱۹ مورد دستکاری در مولفه ارجاع به افراد متخصص و روش قربانی کردن، ۲۳ مورد دستکاری در مولفه تکرار که به منفی‌نمایی گروه مقابل کمک می‌کرد استفاده شده بود.

کلیدواژه‌گان: جهان‌بینی، تحلیل انتقادی، سطوح گفتمان، ترجمه سیاسی، دستکاری در ترجمه



بررسی نمودهای التقاط در متون مطبوعاتی ترجمه‌شده در دوره قبل و بعد از انقلاب اسلامی

سارا نصرتی

دانشگاه علامه طباطبائی

محمد رضا اربابی

دانشگاه آزاد اسلامی، واحد علوم و تحقیقات

التقاط در متون ترجمه‌شده پدیده‌ای است که در نتیجه‌ی فرایند ترجمه حاصل می‌گردد که در این میان، متون مطبوعاتی ترجمه‌شده نیز مستثنی نیستند. پژوهش حاضر پژوهشی پیکره‌بنیاد است که به بررسی نمودهای التقاط در متون ترجمه‌شده‌ی مطبوعاتی (از زبان انگلیسی به فارسی) در دو دوره‌ی قبل از پیروزی انقلاب اسلامی (۱۳۵۷) و پس از آن (۱۳۹۰) پرداخته و پس از مشخص نمودن نمودهای التقاط، میزان التقاط در متون این دو دوره را با یکدیگر مقایسه نموده است. پیکره‌ی این پژوهش عبارت است از بخش اخبار خارجی (ترجمه‌شده) روزنامه اطلاعات در دو دوره‌ی یک ساله، که در مجموع ۲۴ روزنامه (۱۲ روزنامه‌ی آخرین روز هر ماه) برای بررسی انتخاب شد. برای این منظور، از طبقه‌بندی نمودهای التقاط ملانظر و پرهام (۲۰۰۹) به‌عنوان چارچوب نظری استفاده گردید. پس از بررسی روزنامه‌ها، مشاهده گردید که نمودهای التقاط در روزنامه‌های قبل انقلاب، بیشتر به چشم می‌خورند؛ در نهایت این نتیجه به دست آمد که وجود التقاط و انواع نمودهای آن در ترجمه به کارکرد خاصی که از آن متن انتظار می‌رود بستگی دارد. در این مطالعه به بررسی نمودهای التقاط در متون مطبوعاتی ترجمه‌شده پرداخته شد؛ دیگر پژوهشگران علاقمند می‌توانند چنین پژوهشی را در مورد سایر متون ترجمه‌شده مانند متون علوم انسانی، فنی و ادبی انجام دهند تا با بررسی همه‌ی یافته‌ها در کنار یکدیگر، به نتایج جالب‌تر و جدیدتری دست یافته شود.

کلیدواژگان: متون مطبوعاتی، التقاط، ملانظر-پرهام



کاربرد صافی فرهنگی در ترجمه لعن و نفرین: مورد پژوهی ترجمه انگلیسی بچه‌های قالیباخانه مرادی کرمانی

مریم معین‌درباری

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دانشگاه جامع علمی کاربردی

هدف از پژوهش حاضر ارزیابی انتقادی نحوه کاربرد صافی فرهنگی در ترجمه انگلیسی کریس لیر و سهیلا سحابی (۲۰۰۰) از کتاب *بچه‌های قالیباخانه* هوشنگ مرادی کرمانی (۱۳۷۹) (و به طور مشخص، داستان «رضو، اسدو، خجیجه») است. این مقاله به طور خاص ترجمه‌ی عبارات مربوط به «لعن و نفرین» را به عنوان یکی از مصادیق صورت‌های زبانی فرهنگ-وابسته مدّ نظر خواهد داشت. بدین منظور، الگوی «تحلیل انتقادی ترجمه» (خان‌جان، ۱۳۹۱، ۱۳۹۲) که در اساس بر بینان نظری زبان‌شناسی سازگانی-نقش‌گرا (هلیدی، ۱۹۹۴، ۲۰۰۴) استوار می‌باشد به عنوان چارچوب تحلیلی تحقیق انتخاب گردیده است. الگوی مذکور به‌طور توأمان تحلیل عوامل درون‌زا (درون‌متنی) و برون‌زا (یعنی مؤلفه‌های اجتماعی و فرامتنی) را مورد توجه قرار می‌دهد و در این مسیر، هم به محصول ترجمه نظر دارد و هم به فرآیند ترجمه. ضمن ملاحظه‌ی دو فرض بنیادین «ترجمه به مثابه‌ی بافت‌آفرینی مجدد» و «ترجمه به مثابه‌ی تصفیه» که در الگوی تحلیل انتقادی ترجمه مدّ نظر بوده‌اند، پژوهش حاضر بر آن است تا نشان دهد که نحوه‌ی کاربرد صافی فرهنگی از سوی مترجمان اثر تا چد با ویژگی‌های بافتی در نظام مقصد تناسب داشته و نیل به معیار تعادل نقشی را محقق ساخته است.

کلیدواژه‌گان: تحلیل انتقادی ترجمه، صافی فرهنگی، ترجمه‌ی لعن و نفرین



تحلیل گفتمان تحول مفاهیم برآمده از معرفت غربی در فقه سیاسی دوره مشروطه

پیمان زنگنه

دانشگاه بیرجند

سمیه حمیدی

دانشگاه بیرجند

معانی و واژه‌ها ارتباط معناداری با ساختار قدرت و نظام سیاسی در هر کشوری دارند. در ساختار معرفت سیاسی غرب نیز واژگانی مانند قانون، دموکراسی، آزادی و برابری ارتباط معناداری با آموزه‌های گفتمانی مغرب زمین دارد، به طوری که آن نظام گفتمانی متناسب با ساختار درونی خود به آفرینش معنا برای واژگان فوق می‌پردازد اما برکنده شدن این واژگان و ورود آنها به یک فضای معنایی دیگر باعث تولید تنازعات معنایی در اثر تفاوت نظام گفتمانی حاکم بر هر یک می‌شود. در درون هرگفتمان نیز بر سر فهم معنای آن واژه وارداتی، مناقشات درون گفتمانی شکل می‌گیرد و این موضوع در حوزه سیاسی به پیدایش خرده گفتمان‌های رقیب منجر می‌شود. در جریان نهضت مشروطه، نخستین رویارویی ایرانیان با تجدد به وقوع پیوست. در این میان تفاوت برداشت در ترجمه واژه شناور و بیگانه‌ای به نام مشروطه و مشتقات آن (لیبرتی، دموکراسی، کنستنتیون، دسپوتی، آزادی و برابری ...) منجر به شکل‌گیری تنازعات درون گفتمانی و باعث زایش نظریات فقهی-کلامی متفاوت در بسترگفتمان مشروطه در عصر قاجار شده است. این نوشتار بر آن است تا سیر ترجمه و تفسیر واژه مشروطه و مشتقات آن را که به زایش مناظرات فقهی و کلامی در این عصر انجامیده را مورد بررسی و کنکاش قرار دهد.

کلیدواژگان: تحلیل گفتمان، مشروطه، کنستنتیون، قانون، آزادی، برابری



نسبت هوش هیجانی و موفقیت ترجمه ادبی در دانشجویان مترجمی

امیر داوود حیدرپور

دانشگاه فردوسی مشهد

حمیده دستیار

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فریده موقر

دانشگاه خیام

ترجمه ادبی از دیرباز تاکنون همواره مورد توجه بوده و از پیچیده‌ترین انواع ترجمه به شمار می‌رود. از آن‌جا که هر اثر ادبی به نوعی با خلاقیت و خرق عادات زبانی درآمیخته است لذا ترجمه هر اثر ادبی نیز باید از این ویژگی برخوردار باشد و بازآفرینی آن که به بازتولید سبک منجر خواهد شد، از ویژگی‌های یک ترجمه خوب محسوب می‌گردد. از سوی دیگر در سال‌های اخیر توجه به هوش هیجانی و نقش آن در موفقیت‌های فردی و اجتماعی افراد فزونی یافته است. با توجه به اهمیت هوش هیجانی در درک و انتقال احساسات فردی و بینافردی، تعیین ضریب خلاقیت فردی و پیش‌بینی موفقیت فرد در ابعاد مختلف زندگی فردی و اجتماعی، به نظر می‌رسد افرادی که از هوش هیجانی بالاتری بهره‌مندند احتمالاً در ترجمه ادبی موفق‌تر خواهند بود. این مقاله بر آن است تا به بررسی رابطه میان هوش هیجانی و مهارت ترجمه ادبی در دانشجویان مترجمی زبان انگلیسی بپردازد. در این تحقیق از آزمون استاندارد هوش هیجانی استفاده شد و سپس آزمودنی‌ها یک پاراگراف از یک متن ادبی استاندارد (حدود ۲۰۰ کلمه) با سطح دشواری متوسط را ترجمه کردند و نمرات آن‌ها توسط دو ارزیاب نمره گذاری شد. سپس همبستگی میان نمرات هوش هیجانی ۱۴۰ نفر از دانشجویانی که درس ترجمه ادبی را گذرانده و یا در حال گذران آن هستند و پنج مولفه اصلی آن با نمرات ترجمه ادبی آنها محاسبه گردید.

کلیدواژه‌گان: هوش هیجانی، ترجمه ادبی، آزمون بار-آن، سبک



بررسی تطبیقی میزان کارآیی مدل‌های ارزشیابی ترجمه برای محیط‌های آموزشی: در جستجوی الگویی همه شمول

محمدرضا رستگار مقدم

دانشگاه بین‌المللی امام رضا (ع)

تاکنون مدل‌های بسیاری برای ارزشیابی متون ترجمه شده ارائه شده است. برخی از این مدل‌ها با هدف کیفیت‌سنجی ترجمه در واحدهای کنترل کیفیت شرکت‌های ترجمه، برخی جهت نقد آثار ترجمه شده ادبی و برخی دیگر به منظور ارزشیابی آموزشی ارائه شده‌اند. این مدل‌های گوناگون خود ماهیت بین‌رشته‌ای دارند و بر اساس نظریه‌های نقد ادبی، ارزشیابی تحصیلی و آموزشی و مدل‌های کنترل کیفیت تهیه شده‌اند. استفاده از بهترین مدل برای ارزشیابی پیشرفت تحصیلی ترجمه‌آموزان همواره یکی از مشکلات اساسی مدرسین ترجمه بوده است. مدرسین ترجمه نیازمند مدلی همه شمول می‌باشند که بتواند ضمن ارزیابی درست دانش زبان مبدا، دانش زبان مقصد و میزان تسلط ترجمه‌آموزان بر تکنیک‌های ترجمه، نیازهای بازخوردی مناسبی را نیز برای این دانشجویان در محیط‌های آموزشی فراهم نماید. در این مقاله سعی شده است ضمن ارائه تاریخچه‌ای از مدل‌های ارزشیابی ترجمه برای محیط‌های آموزشی، کارآیی سه مدل پرکاربرد در ایران بر اساس تجربه نگارنده شامل مدل ویلیامز (۲۰۰۴)، مدل وادینگتون (۲۰۰۱) و مدل فرحزاد (۱۹۹۲) بصورت تطبیقی بررسی شود. بدین منظور سه مدرس با تجربه حداقل ۳ سال آموزش ترجمه در ایران ترجمه ۱۵۰ آموز را بر اساس این سه مدل طی فواصل زمانی معین ارزیابی کرده‌اند، سپس inter-rater reliability میان سه دسته نمره جهت تعیین بهترین مدل بر اساس بیشترین پایایی (reliability) سنجیده شده است. ضمن مقایسه تطبیقی این سه مدل، مزایا و معایب آن‌ها و پیشنهادهای در خصوص ارائه مدلی همه شمول جهت ارزشیابی ترجمه در محیط‌های آموزشی نیز ارائه شده است.

کلیدواژه‌گان: آموزش ترجمه، ارزشیابی ترجمه، محیط‌های آموزشی، کیفیت ترجمه



دو ترجمه با پنجاه سال فاصله: مقایسه عوامل فرامتنی در دو ترجمه کم‌دی‌الهی دانته

زهرة تائبی

دانشگاه فردوسی مشهد

شهرزاد امینیان

دانشگاه فردوسی مشهد

هدف از پژوهش حاضر، مقایسه‌ی ترجمه‌های دو مترجم نامی ایران، شجاع‌الدین شفا و فریده مهدوی دامغانی، از شاهکار جهانی دانته آلیگری به نام کم‌دی‌الهی است. ترجمه‌های مذکور مختصات زبانی فضای تاریخی دوران معاصر خود را نشان می‌دهند و از شاخصه‌های فرامتنی سازگار با زمان خود برخوردارند. این مقاله ضمن مقایسه‌ی تفاوت‌های این دو ترجمه و تأثیر عوامل فرامتنی در انتشار این ترجمه‌ها، تأثیر ویژگی‌های سیاسی و اجتماعی مربوط به هر دوره بر ناشران و مترجمان این کتاب را بررسی خواهد کرد. مبنای نظری این تحلیل براساس پیشنهادهای ژنت، نظریه‌پرداز معاصر فرانسوی، ارائه خواهد شد. وی در بررسی و تحلیل متون در ادبیات از چهار عامل فرامتنی شامل عوامل نمادین، عوامل مادی، عوامل وابسته به واقعیت‌های بیرونی و عوامل زبانی نام برده است که در نوشتار حاضر، این عوامل در زمینه‌ی مقایسه‌ی دو ترجمه به کار گرفته خواهد شد. بررسی‌های مذکور نشان می‌دهد که دو ترجمه از یک کتاب با حدود پنجاه سال فاصله‌ی زمانی، از نظر متنی تفاوت چندانی ندارند؛ اما عوامل فرامتنی و وضعیت سیاسی و اجتماعی در هر دوره، بر کار هر دو مترجم تأثیرگذار بوده و بنابراین، برداشت متفاوتی از این کتاب را نزد خوانندگان نسل‌های مختلف موجب می‌شود.

کلیدواژگان: عوامل فرامتنی در ترجمه، اصول ترجمه، کم‌دی‌الهی دانته



کاربردشناسی وجه استدلالی بندهای موصولی بیان علت و ترجمه‌ی آن‌ها در فارسی

ملوک دانشمند

دانشگاه تربیت مدرس

فائزه فاتحی قهفرخی

دانشگاه آزاد اسلامی، واحد تهران جنوب

همان‌طور که در معنی‌شناسی کاربردی گفته می‌شود، بندهای موصولی علاوه بر نقش زبان‌شناسی و پیوند دو جمله با یکدیگر، در استدلال ورزی زبانی و توجیه‌گفتمانی نیز نقش مهمی ایفا می‌کنند. در این راستا، کاربرد گفتمانی بندهای موصولی علت در زبان فرانسه (rac, ecrap, euq, euqsiup) و نیز بار استدلالی این بندها، در دو نمایشنامه‌ی *در انتظار گودو* اثر ساموئل بکت و نیز *کلفت‌ها* اثر ژان ژونه و نحوه‌ی انتقال این امر در ترجمه‌های انگلیسی و فارسی آن‌ها مورد مقابله و واکاوی قرار گرفته است. بی‌شک، در هر سه زبان بندهای موصولی نسبتاً فراوانی برای بیان علت وجود دارد ولی بار استدلالی و توجیهی تمامی این بندها با یکدیگر برابر نیست و شناخت بالای مترجم از زبان مبدأ و زبان مقصد را می‌طلبد. در بررسی‌هایی که انجام گرفت مشخص شد، که در ترجمه‌های انگلیسی، به دلیل هم‌خانواده بودن و نزدیکی دو زبان، رعایت این امر ساده‌تر است ولی در زبان فارسی مترجمان اغلب به بار استدلالی این بندها توجهی ندارند و تنها معادل لغوی آن‌ها را در ترجمه وارد می‌کنند. با آگاه ساختن هر چه بیشتر مترجمان نسبت به این ظرافت‌های زبانی که نقش مهمی در گفتمان ایفا می‌کنند و نیز در نظر گرفتن غنای ادبیات فارسی برای پوشش چنین نکاتی می‌توانیم رویکردهای ترجمانی را علمی‌تر و کاربردی‌تر کنیم.

کلیدواژه‌گان: کاربردشناسی، بند موصولی، بار استدلالی، ساموئل بکت، ژان ژونه



نقد و بررسی ترجمه قرآن: مورد پژوهی *Quran: A Reformist Translation*

عبدالله نوروزی

دانشگاه فردوسی مشهد

الهه رضوان پناه

دانشگاه فردوسی مشهد

نقد ترجمه به عنوان زیرشاخه‌ای از مطالعات ترجمه مبحثی نسبتاً نوپا است اما به عنوان عمل ارزیابی غیر ضابطه مند کیفیت ترجمه از سابقه‌ای دیرینه برخوردار است. در چند سال اخیر تلاش‌هایی برای نقد مبتنی بر اصول اثر ترجمه شده صورت گرفته اما همچنان این عمل از نبود روشی جامع رنج می‌برد. در این مقاله سعی بر آن بوده تا نگاهی به نقد ترجمه از دیدگاه نظریه پردازان این حوزه صورت گیرد و همچنین محدودیت‌ها و ظرفیت‌های ترجمه متون مقدس و به‌ویژه قرآن از نظر گذراننده شود. در ادامه ترجمه انگلیسی گروهی از مترجمین با عنوان *Quran: A Reformist Translation* مورد نقد و بررسی قرار گرفته است. این مقاله مدل نیومارک را به عنوان چارچوب نقد به کار گرفته و میزان توفیق مترجمین را در بخش‌های مختلف مورد ارزیابی قرار داده است. ترجمه تحت‌اللفظی و استفاده از تصریح از جمله نکات بارز این ترجمه‌اند. همچنین مترجمان با توسل به تفسیر آیات که لازمه تصریح است ذهن خواننده را در مسیری مشخص قرار داده‌اند.

کلیدواژگان: نقد ترجمه، ترجمه قرآن، مدل نیومارک، ترجمه تحت‌اللفظی، تصریح



بررسی میزان انطباق باهم‌آیی‌های موجود در قرآن کریم و ترجمه آن

الهام اخلاقی

دانشگاه فردوسی مشهد

سید حسین سیدی

دانشگاه فردوسی مشهد

به هم نشینی و وقوع واحدهای زبانی با یکدیگر، باهم‌آیی (collocation) گویند. باهم‌آیی‌ها در هر جامعه‌ای دارای اهمیت بالایی هستند و ارتباط نزدیکی با نگرش‌ها، ادبیات و رسم و رسوم آن جامعه دارند. تا کنون تحقیقات گوناگونی در حوزه باهم‌آیی و بر روی متون مختلف انجام شده است، اما تحقیق بر روی باهم‌آیی‌های قرآن را نخستین مرتبه نویسندگان این پژوهش انجام داده‌اند. هدف از انجام این تحقیق مقایسه باهم‌آیی‌های موجود در قرآن و ترجمه آن است. برای انجام این کار با استفاده از ترجمه بسیار معتبر استاد فولوند ۴۱۷۵ رابطه باهم‌آیی موجود در قرآن و ترجمه آن استخراج شد. اما مشاهده شد در ۲۸۶ مورد، یعنی حدود ۷ درصد باهم‌آیی‌های مستخرج، عدم تقارن بین متن قرآن و ترجمه فارسی آن وجود دارد و کلمه‌ای بسیط در زبان قرآن به صورت باهم‌آیی ترجمه شده است، مانند «سُنَنَ» که «راه و رسم» و «تِجَارَةٌ» که «داد و ستد» ترجمه شده است. این عدم تقارن‌ها در ۷۴ سوره قرآن پراکنده شده‌اند. به نظر می‌رسد در این مواقع مترجم کلمه قرآنی را جهت درک و فهم بهتر خواننده و رساندن عمق مطلب خود به صورت باهم‌آیی ترجمه کرده است. از طرفی میزان بالای اشتراک در وجود باهم‌آیی‌های یکسان در زبان قرآن، عربی و فارسی نشان‌دهنده نزدیکی زبانی و فرهنگی این دو زبان است.

کلیدواژگان: باهم‌آیی، قرآن، ترجمه قرآن، زبان فارسی، زبان عربی



اهمیت و جایگاه شرایط اقلیمی در زبان مبدأ و مقصد: با تکیه بر ترجمه از عربی به فارسی

محمد رضا عزیزی

دانشگاه بیرجند

این جستار می‌کوشد به اقلیم و شرایط آب و هوایی به عنوان یکی از مؤلفه‌های تاثیرگذار در زبان و ترجمه بپردازد؛ چگونه آدمی از شرایط آب و هوایی خویش قهراً تاثیر می‌پذیرد و اخلاق و رفتاری متفاوت از سایر مناطق و فرهنگ‌ها می‌یابد و نشانه‌ها و قرائنی از آن را در زبان و ادبیات خود به کار می‌برد؟ یکی از بزنگاه‌هایی که این دست تفاوت‌ها را به خوبی آشکار می‌کند، ترجمه از یک زبان به زبان دیگر با شرایط محیطی مختلف است. به منظور تبیین این مساله و ارائه مصداق‌های عینی، تفاوت‌های اقلیمی در دو زبان عربی و فارسی را برگزیدیم و به توصیف و تحلیل آن پرداختیم؛ چرا که اختلاف اندک این اقلیم‌ها در منطقه خاورمیانه نیز باعث حضور نمادها و تصویرهای متفاوت در زبان و نوع بیان دو قوم گردیده است. چه فرقی آب و هوای گرم و خشک در شبه جزیره از منظر زبانی با نمونه‌ی نیمه گرم آن در ایران داشته است و چگونه در ادبیات دو قوم، نمود یافته؟ بررسی عناصر محیطی در ترجمه از زبان‌های گوناگون به فارسی و بالعکس، ریزه‌کاری‌های فراوانی را در آثار ادبی نشان خواهد داد که علاوه بر افزودن ارزش هنری متن به بازشناسی فرهنگ ایرانی از سایر فرهنگ‌ها نیز کمک خواهد نمود.

کلیدواژگان: ترجمه، تفاوت‌های اقلیمی، نیمه گرم، زبان



ترجمه: فرهنگ و ضد فرهنگ

محمدرضا فارسیان

دانشگاه فردوسی مشهد

مروارید فتاحی

دانشگاه فردوسی مشهد

فرهنگ بنائی است مبین تمامی باورها، رفتارها، کنش‌ها، ارزش‌ها و مقاصدی که شیوه زندگی هر ملت را مشخص می‌کند. «فرهنگ» آن قسمت از محیط است که به دست انسان ساخته شده و تأثیر پذیرفته است، فرهنگ ماوراء پدیده‌های غریزی است که فرد از گروه‌های انسانی یا به وسیله رفتار آگاهانه آموخته و یا توسط تکنیک‌ها و شیوه‌های گوناگون، نهادهای اجتماعی، باورها و اشکال مختلف تماس و غیره به‌طور ناآگاهانه تحت تأثیر قرار گرفته است. در نقطه مقابل فرهنگ، می‌توان از ضد فرهنگ نام برد که در قرن اخیر رواج یافته و بر خلاف فرهنگ که بر پایه گذشته و سنت استوار است، گذشته و سنت را به کنار می‌نهد. ضد فرهنگ، در اصل گونه‌ای خرده فرهنگ است که در تضاد با مهم‌ترین ارزش‌ها و هنجارهای فرهنگی موجود در خودش قرار می‌گیرد. دیالکتیک فرهنگ و ضد فرهنگ، جزو ضروری حیات و پویایی فرهنگی است: بدین معنا که فرهنگ در همان جنبه‌هایی که گرایش به سامان و تثبیت خویش دارد ناگزیر از ساز و کار ضد فرهنگی است. یک مترجم خوب بایستی به طور هم‌زمان از عوامل فرهنگی و عقاید و سنت آگاه باشد تا به موجب آن به طور آگاهانه به ترتیب دستورالعمل‌ها، معنای صریح، توسعه رشته‌های مرتبط و سابقه تاریخی و مذهبی متن مبدأ را در نظر بگیرد و نیز از جریان‌های ضدفرهنگی یا حتی ابتدال فرهنگی که اغلب در سینما، موسیقی، ادبیات و رمان نمایان است، آگاه باشد. با توجه به تعاریف فرهنگ و ضدفرهنگ و نقش غیرقابل انکار آن‌ها در ترجمه، این مقاله خواهد کوشید تا نقش ترجمه را به عنوان یک عامل مؤثر در برقراری ارتباط بین فرهنگ و ضدفرهنگ‌هایی که با فرهنگ اصلی جامعه تعارض دارند بررسی نماید.

کلیدواژه‌گان: ترجمه، زبان، فرهنگ، ضد فرهنگ



بررسی تأثیر جهانی شدن بر فرایند ترجمه

فرناز ساسانی

دانشگاه علامه طباطبائی

امروزه مطالعات ترجمه توانسته است به عنوان مطالعات بینارشته‌ای ارتباط خود را با دیگر رشته‌های علوم انسانی برقرار کند. به دلیل غنای متون علوم انسانی، روند ترجمه دیگر به صورت انتقال بینا زبانی صورت نمی‌گیرد، بلکه به عنوان انتقال بینا نظامی در فرایند ارتباط در نظر گرفته می‌شود؛ از سوی دیگر گسترش ارتباطات جهانی نقش ترجمه را در تبادل و در نهایت درک متقابل فرهنگ‌ها در دورانی که انسان با نوعی بحران هویتی روبرو است بر جسته‌تر می‌کند. در این پژوهش تلاش شد تا از روش ارزیابی کیفی تأثیر جهانی شدن نزد دانشجویان رشته مترجمی در دنیایی که اهمیت توسعه و گسترش زبان‌های خارجی مانند اسپانیایی، چینی، عربی و یا هندی در پی توسعه فناوری اطلاعات روز به روز در حال رشد است، بررسی شود. در راستای هدف این تحقیق، نقش ترجمه فراتر از جنبه زبان‌شناسی و یا فنی مورد مطالعه قرار گرفته است تا به دیگر جنبه‌های آن هم‌چون سیاسی، اقتصادی و تمدنی از ورای انتخاب متون و خوانش متفاوت مترجمان جوان پرداخته شود. نتایج حاصله در پایان پژوهش نشان داد که جهانی شدن با در بر گرفتن تمامی جنبه‌های زندگی و به عنوان فرایندی چند وجهی شکل تازه‌ای از روابط میان ملل مختلف به وجود آورده است و از این منظر می‌تواند به ارائه راهکارهای عملی در جهت گسترش همکاری میان ملت‌ها منجر شود و ابزاری را در اختیار نسل آینده قرار دهد که بجای اثرپذیری، بیشتر اثرگذار باشد و در این تعامل و ارتباط فرصتی ایجاد شود تا فرهنگ و ارزش‌های جامعه خود را مطرح سازد.

کلیدواژگان: جهانی شدن، مطالعات ترجمه، زبان‌های خارجی، ارتباطات، ترجمه



ترجمه هم‌چون تصویری در آینه

آسیه صحاف

دانشگاه فردوسی مشهد

در حوزه مطالعات ترجمه نظریه‌های بسیاری در ارتباط با پدیده ترجمه، عمل و محصول آن مطرح می‌شود که اساتید ناگزیر از آموزش آن‌ها هستند و دانشجویان این رشته نیز می‌بایست مطالب زیادی در این باره به خاطر بسپارند. برخی از محققان این رشته و صاحب‌نظرانی که به نحوی با این حوزه در ارتباطند از طریق رسم تصاویر، نمودار و نقشه به سهولت توصیف پدیده ترجمه و آموزش نظریه‌ها و راهکارهای مربوط به آن کمک بسیاری کرده‌اند. برخی نیز با استفاده از استعاره‌هایی به توصیف جنبه خاصی از ترجمه پرداخته‌اند. در این مقاله پس از بیان اهمیت تصاویر، نقشه‌ها و استعاره‌ها در حوزه مطالعات ترجمه، به ذکر تعدادی از معروفترین استعاره‌هایی که در ارتباط با مترجم، عمل یا محصول ترجمه‌اند، می‌پردازیم و سپس به معرفی استعاره جدیدی با عنوان «ترجمه هم‌چون تصویری در آینه» می‌پردازیم. در فیزیک سه نوع اصلی آینه وجود دارند که آینه تخت، محدب و مقعر می‌باشند و تصاویر تشکیل شده در هر یک از این آینه‌ها از ویژگی‌های خاصی برخوردار است. از طریق این استعاره و با مقایسه این تصاویر با فرایند و محصول ترجمه می‌توان برخی از راهکارها و نظریاتی را که تاکنون در حوزه ترجمه مطرح شده‌اند، توضیح داد. هدف این تحقیق استفاده از این مدل آینه‌ای جهت سهولت در یادگیری و درک بهتر دانشجویان مطالعات ترجمه از برخی راهکارها و نظریات ترجمه است.

کلیدواژه‌گان: راهکارهای ترجمه، استعاره‌های ترجمه، انواع اصلی آینه، تصویر در آینه



مطالعه مقایسه‌ای میان دو روش ترجمه‌شناختی هرمنوتیک عرضی و تفسیر اسلامی

معصومه احمدی

دانشگاه علامه طباطبائی

هرمنوتیک و تفسیر دو روش انتقال معنا در مواردی هستند که فهم دفعته‌ا حاصل نمی‌شود. تفسیر مانند هرمنوتیک، فرایندی است که تلاش دارد از بد فهمی به سمت فهم درست پیش برود. در فرایند هرمنوتیک، «چرخه‌های دریافت معنا» مطرح می‌شوند که هر کدام سهمی از معنا را تولید می‌کنند. لیکن هدف هرمنوتیک لزوماً به تفصیل در آوردن متن نیست بلکه در پی آزمونی منتقدانه از فهم متن و رسیدن به مرتبه‌ای از آگاهی و شهود بالا به متن است. دو شاخه هرمنوتیک عرضی و عمودی، هر کدام به سطحی از آگاهی از معنا نائل می‌شوند که به خصوص شاخه عرضی آن در راستای روش تفسیر اسلامی قرار می‌گیرد و با آن قابل قیاس است. تفسیر اسلامی همیشه با استندهای فقهی، تاریخی، زبان‌شناختی و زیبایی‌شناختی همراه است که به فهم متن کمک می‌نمایند. حال آن‌که شاخه عمودی هرمنوتیک تا حدی با روش تأویل اسلامی که روش کشف باطن کلام است، قابل قیاس خواهد بود. در این مقاله با نگاهی مقایسه‌ای و با ارائه مثال‌هایی عینی به بررسی دو روش هرمنوتیک عرضی و تفسیر اسلامی پرداخته شده است. همچنین جایگاه ویژه این دو روش در حوزه ترجمه‌شناسی جدید به دقت بررسی شده است.

کلیدواژگان: ترجمه‌شناسی، تفسیر اسلامی، معنا، هرمنوتیک عرضی



بررسی رعایت سبک نویسنده در برگردان آسوموار امیل زولا ترجمه فرهاد غبرایی

محمد رضا فارسیان

دانشگاه فردوسی مشهد

مه جبین آیتی

دانشگاه فردوسی مشهد

بدیهی است که فرآیند ترجمه به عنوان پیوند دهنده دو فرهنگ متفاوت تنها به ارائه معنا و مفهوم واژگان و جملات بسنده نمی‌کند. بلکه مسئله دیگری که مترجم با آن رو به رو است، مسئله بازآفرینی سبک نویسنده در ترجمه ادبی است. تاکنون نظریاتی در این زمینه ارائه شده است و مقالاتی در مجلات علمی-پژوهشی به چاپ رسیده است. توجه این نوشتار به بررسی سبک شناختی ترجمه آسوموار امیل زولا هفتمین رمان از مجموعه روگن ماکار اختصاص یافته است که در سال ۱۸۷۷ به چاپ رسید و در ایران در سال ۱۳۶۱ توسط فرهاد غبرایی ترجمه و در انتشارات نیلوفر به چاپ رسید. استفاده از زبان عامیانه و شیوه نقل قول غیرمستقیم آزاد از ویژگی‌های سبکی زولا در این اثر است که می‌تواند در فرایند ترجمه مشکلاتی پیش روی مترجم قرار دهد. در مقاله حاضر سعی داریم تا با بررسی مسئله سبک در ترجمه، به مطالعه سبک امیل زولا در پرداخت آسوموار بپردازیم. سپس با تکیه بر رویکرد مونا بیکر به این پرسش پاسخ دهیم که مترجم تا چه اندازه در بازآفرینی سبک زولا موفق بوده است. امید است که نتایج این تحقیق یاری‌رسان مترجمین در مواجهه با ترجمه انواع سبک‌های ادبی به خصوص آثاری که با استفاده از زبان عامیانه پرداخت شده‌اند باشد.

کلیدواژگان: ترجمه، سبک، بیکر، امیل زولا، آسوموار



تحلیل مقایسه‌ای ترجمه شبه جمله‌ها از زبان فرانسه به زبان انگلیسی و بالعکس با رویکرد زبان‌شناختی

صدیقه شرکت مقدم

دانشگاه علامه طباطبائی

مترجمان همواره در برگردان شبه جمله از زبان مبدا به زبان مقصد با معضلاتی مواجه بوده‌اند. معضل از آن جهت که جایگاه شبه جمله در زبان‌شناسی آن‌طور که باید، مشخص نیست؛ موقعیتی بین نام‌آواها و زبانی نامتعارف که دستور زبان به آن اختصاص داده است، لذا کمتر به عنوان هدف تحقیق و پژوهش از منظر زبان‌شناسی به آن پرداخته شده و از نظر مترجمان نیز به عنوان یک واقعیت زبانی در نظر گرفته نشده است. این در حالی است که شبه جمله چه از نظر زبان‌شناسی، بین‌زبان‌شناسی و فرازبان‌شناسی از جایگاه ویژه‌ای برخوردار است، چرا که شبه جمله از احساسات و غرایز بشری نشات می‌گیرد و از این رو می‌تواند زبان را ارتقاء بخشد و به عنوان یک صورت «زبانی» جایگاه خود را در بطن زبان‌شناسی پیدا کند. در این مقاله سعی بر آن است تا با مطالعه و قیاس آثار مختلفی که از زبان فرانسه به زبان فارسی ترجمه شده است، به تحلیل و نقد تغییراتی که در ترجمه شبه جمله‌ها رخ داده است و معادلی کمابیش دور از ترجمه اصلی به دست آمده و یا بالعکس مواردی که مترجم به انتخاب شبه جمله در ترجمه عبارتی که در زبان مبدا غیر تعجبی است، مبادرت نموده، پرداخته شود. سپس با مطالعه استدلال‌ها و استنتاج‌های حصول‌یافته به تحلیل زبان‌شناسی و تاثیر «فرهنگ» بر فرایند ترجمه بپردازیم.

کلیدواژگان: ترجمه، شبه جمله، زبان فرانسه، زبان انگلیسی، فرهنگ، زبان‌شناسی



جایگاه مترجمان ادبی در ایران: بررسی شیوه نوشتاری نام مترجمان بروی جلد رمان‌ها

الناز پاکار

دانشگاه فردوسی مشهد

از آن جایی که ترجمه ابزار آشنایی ایرانیان با جریان‌های فرهنگی و علمی در جهان بوده است، مترجمان به خصوص مترجمان ادبی همواره از جایگاه ویژه‌ای برخوردار بوده‌اند. این جایگاه را می‌توان به شیوه‌های مختلف نشان داد که ونوتی معتقد است یکی از آن‌ها بررسی نحوه نوشتن نام مترجم بروی جلد کتاب‌ها می‌باشد. هدف از این مقاله بررسی این شیوه در چارچوب مطالعات توصیفی ترجمه است. بدین منظور جایگاه و شکل نوشتاری نام مترجم در مقایسه با نام نویسنده بروی جلد رمان‌های موجود در کتابخانه دانشکده ادبیات دانشگاه فردوسی و کتاب‌فروشی دانشور در مشهد مورد بررسی قرار گرفته شد. نتیجه این بررسی نشان داد که در اکثر کتاب‌ها از شیوه رایج پیروی شده است؛ به این معنا که نام مترجم پایین‌تر از نام نویسنده اصلی و با فونت کوچک‌تر چاپ شده، ولی در برخی از این کتاب‌ها از این روال پیروی نشده و به روش‌های مختلف نام مترجم برجسته شده است؛ به عنوان مثال نام مترجم با فونت برابر و یا بزرگ‌تر از نام نویسنده به چاپ رسیده است. تمامی این موارد در جدولی با ذکر تعداد کتاب آورده شده‌اند. علل این نوع شیوه چاپ از طریق مصاحبه با برخی از موسسات انتشاراتی مورد تحلیل و بررسی قرار خواهد گرفت. مصاحبه محدود به چند موسسه انتشاراتی خاص خواهد بود و عدم دسترسی به تمامی این موسسات از محدودیت‌های تحقیق است. یافته‌های این تحقیق در مطالعات توصیفی و جامعه‌شناسی ترجمه کاربرد دارد.

کلیدواژه‌گان: جایگاه مترجمان، مترجمان ادبی در ایران، رمان ترجمه شده، جلد کتاب



بررسی و نقد تراجم اردوی مکتوبات میرزا غالب دهلوی

علی کاوسی نژاد

دانشگاه تهران

میرزا غالب دهلوی یکی از شاعران و نثر نگاران شبه قاره می باشد که با پیروی از شاعران و نثرنگاران سبک هندی به سخن‌سرایی در زبان فارسی و اردو پرداخته‌است. این شاعر و نثرنگار نام‌آور هندوستان علاوه بر مکتوبات اردو، مکتوبات با ارزش و مهمی به زبان فارسی به رشته تحریر در آورده است که در زمان‌های مختلف توسط محققین گردآوری و تدوین شده است. در این مطالعه ما برآنیم که ترجمه‌های مکتوبات پنج‌آهنگ را مورد نقد و بررسی قرار دهیم. در این بین می‌توان به ترجمه مترجمانی چون محمد عمر مهاجر، تنویر احمد علوی و پرتو روهیله اشاره نمود.

کلیدواژگان: مکتوبات فارسی غالب، ترجمه اردو، پنج‌آهنگ



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| Selected Keywords |



Adaptation	اقتباس
Advertisement	آگهی
Agency	عاملیت
Ahistorical	غیرتاریخی
Alienation	بیگانگی
Ambiguity	ابهام
Anxiety	اضطراب
Applied ELT	آموزش زبان انگلیسی کاربردی
Archivology	بایگانی پژوهی
Attitude	نگرش
Audiovisual Translation	ترجمه دیداری شنیداری
Autonomy	استقلال
Burnout	فرسودگی شغلی
Capital	سرمایه
Censorship	سانسور
Chaos Complexity Theory	نظریه آشوب
Characterization	شخصیت‌پردازی
Children's Literature	ادبیات کودک و نوجوان
Climate	اقلیم
Cognitive	شناختی



Comedy	کمدی
Comparative Literature	ادبیات تطبیقی
Conceptualization	مفهوم‌سازی
Conflict	تضاد
Content Analysis	تحلیل محتوا
Context	بافت
Corpus	پیکره
Creativity	خلاقیت
Critical Analysis	تحلیل انتقادی
Critical Discourse Analysis	تحلیل انتقادی گفتمان
Critical Pedagogy	آموزش انتقادی
Critical Thinking	تفکر انتقادی
Criticism	نقد
Cultural Intelligence	هوش فرهنگی
Cultural Schemata	پیشینه فرهنگی
Culture	فرهنگ
Curriculum	برنامه درسی
Diaspora	ادبیات مهاجرت
Discourse Analysis	تحلیل گفتمان
Drama	نمایش نامه
Dubbing	دوبله
Dynamicity	پویایی
Ecocriticism	نقد بوم‌گرا
Ecolinguistic	بوم‌شناسی زبان
Ecology	بوم‌شناسی
Efficacy	کارآمدی



Emotioncy	بسامد هیجانی
Englises	انگلیسی‌ها
Entrepreneurship	کارآفرینی
Environment	محیط زیست
Ethics	اخلاقیات
Ethnography	قوم‌نگاری
Euphemism	حسن تعبیر
Evaluation	ارزیابی
Exegesis	تفسیر
Explication	تصریح
Exvolvement	درگیری ذهن از بیرون
Fluency	روانی
Formulaic	فرمولی
Future	آینده
Fuzzy Logic	منطق فازی
Gender	جنسیت
Globalization	جهانی شدن
Glocalization	جهانی-بومی
Goal Orientation	هدف گذاری
Hermeneutics	علم تفسیر
Historicism	مکتب تاریخی
Historiography	تاریخ‌نگاری
Hybridity	التقاط
Identity	هویت
Ideology	ایدئولوژی
Imperialism	امپریالیسم



Indeterminacy	عدم اطمینان
Inference	استنتاج
Insolvency	ورشکستگی
Intelligence	هوش
Inter-cultural	بینا فرهنگی
Interdisciplinary	میان رشته‌ای
Language Disorder	اختلال زبانی
Learning Process	فرآیند یادگیری
Lexical	واژگانی
Life Syllabu	برنامه درسی زندگی
Literacy	سواد
Localization	بومی سازی
Manipulation	دستکاری
Media	رسانه
Memory	حافظه
Meta-analysis	فرا تحلیل
Metacognitive	فرا شناختی
Meta-function	فرا نقش
Metalinguistic	فرا زبانی
Metaphor	استعاره
Meta-text	فرا متن
Meta-textual	عوامل فرامتنی
Meta-theory	فرا نظریه
Modernism	مدرنیسم
Morphosyntax	واژ نحو
Motivation	انگیزش



Multicultural	چندفرهنگی
Multilingual	چندزبانه
Multilingualism	چندزبانگی
Narrative	روایت
Nature	طبیعت
Neurolinguistics	عصب‌شناسی زبان
Norm	هنجار
Onomatopoeia	نام آوا
Ontology	هستی‌شناسی
Orientalism	شرق‌شناسی
Perfectionism	کمال‌گرایی
Personality	شخصیت
Philosophy	فلسفه
Plagiarism	سرقت علمی
Politeness	ادب
Postmodern	پسامدرن
Power	قدرت
Problem Solving	حل مسئله
Psycholinguistics	روان‌شناسی زبان
Quran	قرآن
Reductionism	تقلیل‌گرایی
Risk-taking	خطر پذیری
Satisfaction	رضایت
Schema	طرح‌واره
Self-efficacy	خود کارآمدی
Self-regulation	خود تنظیمی



Social Network	شبکه اجتماعی
Social Practice	فعالیت اجتماعی
Socio-cognitive	اجتماعی-شناختی
Socio-historical	اجتماعی-تاریخی
Story	داستان
Strategy	راهبرد
Structural Equation Modeling	مدل معادلات ساختاری
Style	سبک
Stylistics	سبک‌شناسی
Subtitling	زیرنویس
Surveillance	نظارت
Systemic Functional Linguistics	زبان‌شناسی نقش‌گرای نظام‌مند
Terrorism	تروریسم
Textbook	کتاب آموزشی
Theatre	تئاتر
Thought	تفکر
Transformative	گشتاری
Trauma	ضربه روحی
Travel Writing	سفرنامه نویسی



مطالب

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دومین همایش رویکردهای میان‌رشته‌ای به آموزش زبان، ادبیات و مطالعات ترجمه

سه‌شنبه و چهارشنبه، ۱۴ و ۱۵ مهر ۱۳۹۴

برگزارکننده



گروه زبان و ادبیات انگلیسی
دانشکده ادبیات و علوم انسانی



چکیده مقالات

دومین همایش رویکردها میانرشته‌ها به آموزش
زبان، ادبیات و مطالعات ترجمه

به کوشش:

مسعود خوش سلیقه