ترجمه‌ی چکیده‌ها

به زبان انگلیسی

Listening Skills of non- Iranian Persian Language Learners: Comparing Virtual and Normal Classess

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Abstract

The present research investigated the acquisition of listening skill through virtual and normal classes at Al-mustafa Open University and Almahdi School respectively, both affiliated to Al-mustafa International University. As a descriptive-analytical research, the study aimed at assessing the validity of virtual instruction at this international university. Since the same curriculum is used in virtual classes of Al-mustafa Open University and normal classes of Almahdi School, a piloting was initially performed with ten students of virtual classes. Then, 42 3rd semester Arab students were randomly selected from the above institutions. Following Brown's (2004) guidelines, their general listening skills were assessed through a test. The data of heterogeneous learners were removed. The means of virtual class and normal class learners on listening test were 12.96 and 13.86 respectively. That is, normal class students on average scored 0.9 higher than virtual class students. However, independent samples t-test revealed that the mean difference was not statistically significant. Thus, it was concluded that virtual instruction should be promoted in the educational policy of Al-mustafa International University. When applicants cannot attend normal classes in Iran, virtual instruction could replace normal class instruction.

Keywords: teaching Persian to non-Persian speakers, virtual instruction, normal class instruction, listening competence, Al-mustafa International University

Assessing Persian as a Second Language Learners' Pragmatic Knowledge: the Role of Persian Language Courses, Learners' Mother Tongue and Proficiency Level

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Abstract

Despite the increasing interest in interlanguage pragmatics research, research on the assessment of this crucial area of second language competence still lags behind the assessment of other aspects of second language competence (Rover, 2006). The present study aimed to assess the pragmatic knowledge of learners of Persian as a second language and to explore the effect of Persian language courses, learners' mother tongue, and learners' proficiency level on the development of their pragmatic knowledge. Three pragmatics measures, i.e. a discourse self-assessment test, a written discourse completion test, and a multiple-choice discourse completion test, were chosen from Hudson et al.'s (1992, 1995) test battery. The measures were adapted for Persian language assessment. The tests were administered to 65 Persian language learners who were at beginner, intermediate, and advanced proficiency levels. Convenient sampling was used. Based on their mother tongues, the learners were assignd to four language family groups namely Indo-Iranian, European, Afro-asiatic and Altai, and Sino-Tibetan. Through descriptive statistics, Cronbach's alpha, Pearson correlation coefficient, one-way ANOVA and independent samples t- test, the collected data were analyzed. The results confirmed the effect of Persian language courses on the development of learners' pragmatic knowledge and also showed that the learners' pragmatic knowledge increased as their Persian language proficiency increased. Comparison of the mean scores on the three pragmatics tests indicated differences among the four language families, but not all these differences were statistically significant.

Evaluating the Curricula of Centers of Teaching Persian to non-Persian Speakers from the Learners' Perspective

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Abstract

A prerequisite for designing an efficient and successful curriculum is the analysis of learning/teaching environment and the analysis of the learner's needs and goals. The results of these analyses are vital for determining the content of instructional resources and adopting appropriate instructional procedures and processes. In many language teaching centers, there is usually no opportunity to carry out such analyses. In such conditions, the best option is to conduct periodic curriculum evaluation. Curriculum evaluation has various dimensions of which evaluation of the learner satisfaction is of special importance. In the present study, we tried to evaluate learner satisfaction in two Persian language teaching centers: Dehkhoda (affiliated to Tehran University) and Almahdi (affiliated to Almostafa Open University). For this purpose, a questionnaire was designed which drew on Bailey's (2009) criteria and some other criteria developed in educational psychology. The criteria included the understandability of learning materials, attention to formative assessment, attention to L1 of the learners, the curriculum flexibility, appropriateness of the curriculum to learner conditions, enjoyability of learning materials, attention to learners' present and future needs, and apprpriatenes of the curriculum to the learners' age. 80 Persian learners answered the questionnaire. Results indicated that, in the two centers, the learners' satisfaction of content and curriculum was nearly 50 percent. Nation and Macalister's (2010) curriculum development model was consulted to offer suggestions for the improvement of curricula of Persian language teaching centers.

The Effect of Constructivist Multimedia Software on The the Learning of Basic Farsi Words

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Alireza Kavosui

Abstract

The correct teaching of the second language, and the learners' and teachers' success depends on a number of factors the most important of which include instructional strategies, teaching methods, and the intructional instruments that the teacher adopts. However, it can be fruitful when the teacher is not only familiar with the strategies and the effects of the language teaching instruments, but also chooses the best ones based on the situation. Therefore, this research aimed to study the effectiveness of a researcher-designed constructivist multimedia software for teaching pronunciation and spelling of Farsi words. This applied research adopted quasi-experimental design. Simple random sampling was used to select the sample of this study from 210 non-Persian foreign language students enrolled in the Persian Language Teaching Center of Imam Khomeini International University. 40 students were selected 9 of whom were excluded from the sample because of their fluency in Farsi and the lack of homogeneity with the rest of the sample. 31 participants qualified to participate. 16 of them were assigned to the experimental group (8 males and 8 females) and 15 to the control group (8 males and 7 females). Both experimental and control groups were given a pre-test and after 8 training sessions (for the experimental group via software, and for the control group without using the software), the groups were posttested. The analysis of data obtained from pre-test and post-test showed that instruction through the multimedia software significantly affected learners' Farsi spelling, but did not affect their pronunciation of Farsi words.

Gender Representations in the Textbooks of Teaching Persian to non- Persian Speakers: A Case Study of "Let's Learn Persian" (Volumes 2 and 3)

Saman Ebadi
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Abstract
Language textbooks, either designed for first language learners or second language learners, are considered powerful instruments in conveying and reflecting the values, beliefs, attitudes, and stereotypes of their own authors toward issues such as gender. Therefore, the language textbooks are usually designed in a way to equally represent both the males and females. The present study investigated the extent and types of gender bias in Persian language textbooks titled "Let's Learn Persian" (Volumes 2 and 3) taught at intermediate level to the speakers of other languages. Sexist language was examined both quantitatively and qualitatively in four categories of representation, firstness in expression, firstness in occupation and firstness in activity type. The results showed that the textbooks were significantly unbalanced in gender representation and that the number of women in the four categories was below expectations. Only in traditional roles, the presense of women was emphasized. The findings of the study reiterate the fact that the Persian language teaching curriculum needs to be seriously examined in terms of gender representations.

Virtual Instruction of Persian to Non-Persian Speakers:
Evaluation of Two Websites

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Abstract

In addition to suffisticated instructional instruments and resources, the advent of networks such as the internet has caused a revolution in instructional methods and has made it possible to deliver virtual instruction to a wider range of learners across the globe. Based on principles of web-based learning, the present study aimed to explore vitrual instruction of Persian to non-Persian learners through two websites: the Persian Language And Literature Promotion Council (inside Iran) and Virtual Persian (outside Iran). The strengths and weaknesses of these two websites were examined with the aid of a checklist. The ten criteria of the checklist included transparency of the icons, lesson management and feedback mechanism, accessibility, applicability and synchrony, assessment strategies, consolidation of content in memory, lesson plan and the structure of lesson content and display, interaction and cooperation, appearance, and cultural apprpriateness. For each website, ten participants who were familiar with virtual learning were asked to explore the website's instructional contents and affordances and answer the 36 questions of the checklist. Based on the answers, in the conclusion section strenghths and weaknesses of the websites are discussed and some suggestions are offered for the improvement of virtual instruction of Persian language.