ترجمه‌ی چکیده‌ها

به زبان انگلیسی

Investigating the Effect of Using Simplified Texts from Sa'di's Golestan on the Reading Comprehension of non-Iranian Persian language learners

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Abstract

The rich literature of Persian language could be used in the simplified form in teaching Persian as a foreign or second language to improve learners' proficiency to advanced level. The main question of the current study was to explore the effect of using simplified literary texts on the learning of non-Iranian learners of Persian. This field study was conducted over a four-month period in Iran and China. 22 participants were randomly selected from among 40 Chinese learners of Persian language. The selection criterion was to obtain a minimum score of 65 out of 100 in the pretest. Inferential statistics were used to analyze the data obtained through the tests. The covariance analysis (analysis of variance design in which the effect of pretest scores is removed or controlled) and Shapiro-Wilk test (due to the small sample size) were used to examine the research hypotheses. The findings of the study showed that teaching simplified texts along with the original literary texts to Farsi learners positively affected their reading comprehension scores.

Keywords: teaching Persian language, non-Persian speakers, reading skill, simplified texts, Sa'adi's Golestan

Basic Words in Farsi: A Comparison of Six Studies

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Abstract

Vocabulary is one of the most important factors in foreign/second language teaching. Many scholars believe that the importance of this component of language is to the extent that learning the vocabulary of a language is synonymous with learning the language itself. Therefore, the selection and grading of lexical content of language teaching curriculums has become very important. Accordingly, using the marked words of the language and including the personal tastes and preferences in selecting the lexical contents of language teaching resources are the major challenges in Persian language learning. This study aimed to identify the most frequent words of Persian language in journalistic texts. For this purpose, over 100 working days a corpus of over one million and two hundred thousand words was extracted from widely circulated newspapers and was recorded to the database which was developed for this study. The corpus covered seven genres which included culture, society, politics, sports, science, economy, and fiction. Then, the frequency of each words was counted in the corpus. The resulting list of high frequency words was then compared with and validated against the results of other projects, including Hasani (1384), Bijankhan (1390), Mahakweb (1387), Hamshahri (2009), and Nematzadeh et al. (1390). The results of this comparison showed about 30% difference with the findings of other projects. This difference seems to be normal because the source corpora were not the same in these projects.

Keywords: Persian language, frequent words, basic words, journalistic texts, language corpus

The Most Frequent Verbs in the Written Production of non-Iranian Learners of Persian: An Analysis Based on Systemic Functional Grammar

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Abstract
Based on Halliday's systematic functional grammar, this research investigated verb usage in Persian language learners' written production. The population of this study included learners of Persian language which studied at Persian Language Center of Ferdowsi University. This field study used random sampling for participant selection. Recognition related data were collected through tests and production related data were collected through writing assignments. In the functional approach, the process appears in the form of verb. Thus, to make sure of understanding of each type of process by Persian learners, considering their language skills at all levels, tests which dealt with verb meaning were designed and implemented in three stages. Then, by investigating the processes in the learners' compositions, it was concluded that material and relational processes were the most common in all three levels of learners' compositions. The interesting result was that relational and material processes accounted for 70 percent of all processes.

Key words: verb, teaching Persian language, writing, non-Persian learners, systemic functional grammar

Introducing Emotioncy and Exploring its Effect on Flow and Learning Styles of Learners of Persian as a Foreign Language

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Abstract
Since language learners differ in terms of their preferred learning styles (auditory, visual, tactile, kinesthetic, individual, and group), they go through the learning process by relying on a specific sense. Since catering for all learning styles in a class is not feasible, a teacher should adopt a method which is of interest to all learners despite their differences in learning styles. Emotioncy is one of the approaches which attempts to improve learners' abilities regardless of their learning styles differences through creating excitement for learning and influencing the senses. Emotioncy includes three levels of avolvement (null), exvolvement (auditory, visual, and tactile-kinesthetic), and involvement (intrinsic and comprehensive). The current study aimed to introduce emotioncy and its components (emotion, senses, and frequency) and to explore its effect on Persian language learners' flow and learning styles. The emotioncy (Pishghadam, 2015), the perceptual learning styles (Reid, 1987), and the flow (Csikzentmihalyi, 1975) questionnaires were used to collect the data. Sixty non-Persian female students who were at the same proficiency level (level 7) and from 16 different nationalities were selected through availability sampling and assigned into four groups. The study treatment drew on emotioncy and consisted of 22 sessions which were implemented during 7 weeks. The results showed that, despite learners' differences in terms of preferred leaning styles, emotioncy model played a mediating role between the students' flow and their learning styles, enhanced positive emotions and learning enjoyment, and neutralized the negative effects of perceptual learning styles. Therefore, it is suggested that emotioncy based teaching approaches replace the approaches based on perceptual learning styles.

Keywords: learning Persian language, emotioncy, flow, perceptual learning styles

Assessing Advanced Persian Language Learners' Written Production: Developing a Detailed Rubric

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Abstract

Designing and preparing of items for writing tests is not too difficult, but after the test session, assessing the learners' written productions could be a burdensome task which would make it difficult to judge their performance. Sometimes this difficulty is mainly due to the lack of or inappropriateness of detailed assessment rubrics which would provide raters with clear criteria and assessment guidelines. The present research aimed to design a detailed assessment rubric for evaluating student writings which included three categories of grammar, vocabulary size, and spelling. More than 100 texts written by advanced Persian language learners in the Persian Language Center of Imam Khomeini International University were collected. Although this rubric is not a final and clear-cut rubric, it can be used as a basis for future empirical studies and development of more detailed and comprehensive rubrics in this area. Since, in rubrics, the weight of errors, the attitudes of raters, and the raters' methods of dealing with written productions are shown, they could be used to acquaint language learners with the criteria applied for assessing written productions, and consequently to improve their test taking strategies.

Keywords: writing test, written productions, assessment, assessment rubric, detailed assessment rubric

A Study on φ-features in Persian Learners' Speaking and a Challenge in Minimalist Program

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Abstract

In Minimalist Program (MP), person, number and gender are called φ-features. Since Persian does not have a feature for gender, this study explored person and number features in Persian learners' speaking. φ-features play a key role in subject-verb agreement. This study examined subject-verb agreement in Persian learners' speaking. 14 Persian language students who were in elementary 2 level of Dehkhoda Institute participated in structured interviews. The purpose was to determine the variables which related to the φ-features in learners' speaking. The study examined the effects of three factors on subject-verb agreement in learners' speaking: 1) The accessibility/inaccessibility of φ-features in the first language, 2) pro-drop in Persian 3) The presence of non-subject pronoun in Persian sentences. Furthermore, this study analyzed the influence of agreement errors or lack of syntactic interpretation of φ-features on semantic interpretation. Semantic interpretation refers to the meaning of person and number features for Persian language learners. The results of t-test analysis showed that 1) the existence of person and number features in learners' first language had a positive effect on accessibility and acquisition of these features in Persian, 2) there were more errors in subject-verb agreement in pro-drop sentences in which subject had been deleted, 3) and there were more errors in subject-verb agreement whenever, in addition to subject, there was a non-subject pronoun in the sentence. Furthermore, qualitative analysis based on MP showed that, sometimes in the absence of subject-verb agreement or syntactic interpretation, the semantic interpretation of person and number features is accessible which presents a challenge to MP.

Key words: agreement, φ-features, access to features, pro-drop, syntactic interpretation, semantic interpretation