

خاص مردم هر سرزمینی نسبت به انسان و جهان از مباحث با اهمیت فرهنگی است که از دید زبان کاوان و پژوهش گران آموزش زبان دور نمانده است و تا به حال شاهد پژوهش‌های مختلف و متعدد در این حوزه بوده‌ایم.

توجه به جنس مذکر یا مونث در یک متن و حضور چند صدایی جنس زن یا مرد می‌تواند انگیزه‌های خوانش و یادگیری یک متن را که به عنوان محتوای آموزشی تهیه شده است، افزایش دهد. البته پر واضح است که در هر متن هدف داری که برای آموزش زبان دوم تهیه شده است، از جهان بینی حاکم خاصی برخوردار است که در واکاوی زبان و اندیشه آن می‌توانیم آن جهان بینی و یا تفکر خاص را که گوینده در حال انتقال آن است، دریابیم؛ لذا نگاه به جنس زن یا مرد در متن‌های آموزشی یا منتخب برای آموزش زبان خود را نشان می‌دهد. پس این نوع بحث‌های فرهنگی و جهان‌شناختی به عنوان بحثی اقماری و فرعی در حوزه آموزش زبان، می‌تواند فرایند را به نفع زبان آموز تسهیل کند.

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Editor-in-chief's note

Fundamental and exploratory researches on second language teaching accompany each other. The more we contemplate about second language teaching and researching the educational foundations, the more we find the importance of many subtopics that have a huge impact on second language teaching. For example, the greater the link between the second language and the first (or mother) language of the language learner (in terms of language or linguistic proximity or the cultural communication of the first and second language speakers), the more the fields of reinforcement of second language education are provided.

Strong links between Persian and Arabic, mutual borrowing of many words between these two languages, and cultural and religious communication between Arabic and Persian language speakers have a great positive effect on teaching the Persian language to Arabic learners. On the other hand, the myriads of common vocabulary between Turkish and Persian makes the work of Persian language teaching a little easier for Turkish learners; Therefore, it is appropriate to pay attention to this important point in the development of educational material and provide content that is made up of linguistic commonalities, especially common vocabulary.

Persian morphological construction, the importance of prepositions, and the strong link between prepositions and verb phrases are among subtle tips in teaching the Persian language; That is, the morphological structure of Persian makes its syntagmatic axis more flexible in the phrasal movement transformations, in comparison to other languages. So, the things that demonstrate the importance of paying attention to prepositions in Persian language teaching are what implications and concepts have prepositions in sentences and with which verbal phrases are they more proportional?

The use of vocabulary music, proportion, and balance in the construction of symmetries and sentences have been and still are the focus of teachers, and in some dialects, it has created a particular type of musical symmetry

in their oral literature. In second language teaching, the use of such symmetries and proportional, balanced, and musical sentences are of great educational value. The special culture and ideas of the people of every nation towards humans and the world are of cultural importance that has not been left out by language analysts and scholars, and we have witnessed various research in this field.

Paying attention to the male or female gender in a text and their polyphonic presence can increase the motivation to read and learn a text prepared as educational content. Of course, it is very clear that every target text that is prepared for teaching a second language has a certain dominant worldview, and in analyzing its language and thought, we can find that particular worldview or thought that the speaker is conveying. Therefore, such a view toward the male or female gender shows itself in educational or selected texts for language teaching. Therefore, this type of cultural and cosmological discussion, as a satellite and secondary discussion in the field of language education, can facilitate the process for the benefit of the language learner.

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