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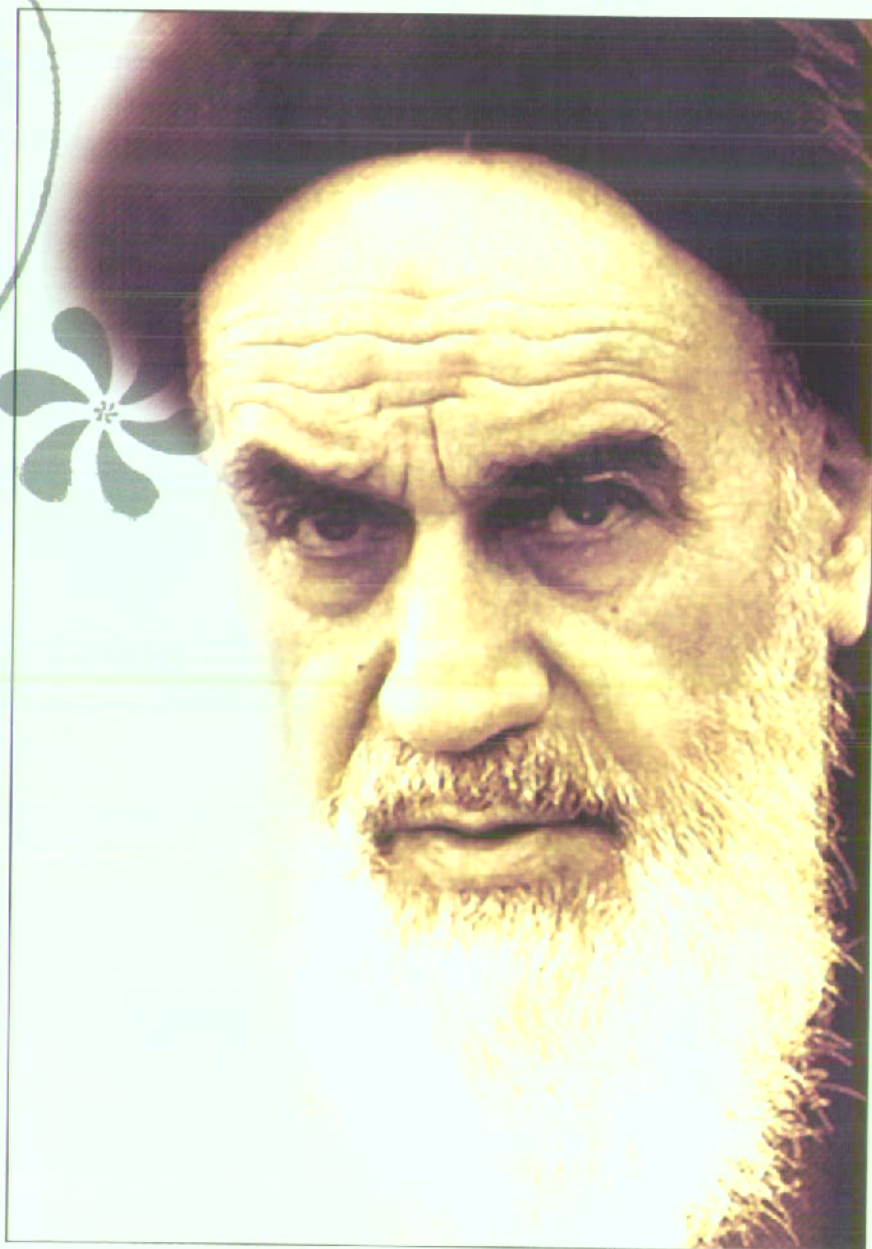
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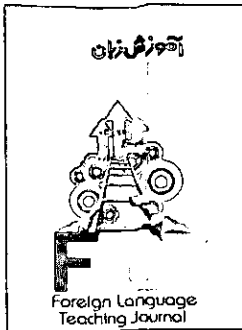


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آموزش زبان ۸۹

دوره ی بیست و سوم، شماره ۲، زمستان ۱۳۸۷

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قابل توجه نویسندگان و مترجمان محترم

● مجله ی رشد آموزش زبان، مقالات کاربردی در حیطه ی آموزش زبان و همچنین اصل تحقیقات پژوهشگران در حیطه ی آموزش زبان خارجی، به ویژه، دبیران و مدرسان را، در صورتی که در نشریات عمومی درج نشده و مرتبط با موضوع مجله باشد، می پذیرد. ● مطالب متن باید حد اکثر بین ۸ تا ۱۰ صفحه یا فونت ۱۳ در دو نسخه ی تایپ شده همراه با چکیده فارسی و انگلیسی که زیر آنها کلید واژه ها آمده است، ارسال شود (چکیده ی فارسی حتی الامکان در یک صفحه ی A4 تنظیم شود). این مورد برای مقالات فرانسه و آلمانی نیز صادق است. ● محل قرار گرفتن جدول ها، نمودارها و تصویرهای ضمیمه باید در حاشیه ی مطلب نیز مشخص شود. ● متن هایی که به زبان های خارجی (انگلیسی، فرانسه و آلمانی) ارسال می شوند، باید سلیس و روان و از انسجام کافی برخوردار باشند و از منابع جدید استفاده شده باشند.

نویسندگان و مؤلفان، نام و نام خانوادگی، آدرس پست الکترونیکی، دبیران (نام منطقه ی آموزشی)، دانشگاهیان نام دانشگاه و مدرک تحصیلی خود را زیر عنوان مقاله بیاورند. ● نشر مقاله ی فارسی باید روان و از نظر دستور زبان فارسی درست باشد و در انتخاب واژه های علمی و فنی دقت لازم مبذول گردد.

● مقاله های ترجمه شده باید با متن اصلی همخوانی داشته باشد و متن اصلی نیز ضمیمه ی مقاله باشد. ● در متن های ارسالی باید تا حد امکان از معادل های فارسی واژه ها و اصطلاحات استفاده شود. ● زیر نویس ها و منابع باید کامل و شامل نام اثر، نام نویسنده، نام مترجم، محل نشر، ناشر، سال انتشار و شماره صفحه ی مورد استفاده باشد. ● مجله در رد، قبول، ویرایش و تلخیص مقاله های رسیده مختار است. ● آرای مندرج در مقاله ها، ضرورتاً مبنی نظر دفتر انتشارات کمک آموزشی نیست و مسئولیت پاسخگویی به پرسش های خوانندگان، با خود نویسنده یا مترجم است. ● مجله از بازگرداندن مطالبی که برای چاپ مناسب تشخیص داده نمی شود، معذور است.

سخن سرکسیر

دنیا در حال پیشرفت و یافتن راه حل های جدید برای مسائل گذشته و حال است و گاه پیش بینی بعضی از موارد را نیز انجام می دهد. جهان مرفعی سعی دارد، موانع، ناهنجاری ها و مزاحمت های طبیعی، انسانی و حیوانی را رفع کند و به جای آن ها، جنبه های مفید و سودمندی را ارائه می دهد. در هر زمینه علمی بدون وقفه تلاش هایی انجام می گیرند و روز به روز راهبردی نوین پدیدار می شود. در حیطه ی آموزش و یادگیری زبان نیز سعی و کوشش ادامه دارد و دانشمندان و نظریه پردازان، راهبردها و دیدگاه های خود را در اختیار مشتاقان یادگیری و تدریس زبان قرار می دهند تا شاید این امر برای دانش آموزان، دانشجویان و طالبان علم آسان تر گردد.

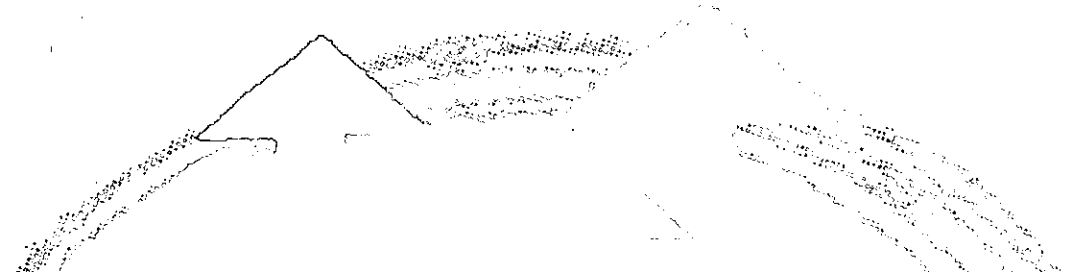
در همین راستا، یکی از پیشنهاد های مفید برای بهبود وضع آموزش زبان، استفاده از شیوه ی تدریس «فعالیت محور» یا «کار محور»^۱ است. این دیدگاه متصور است که یادگیری موثر زمانی انجام می پذیرد که زبان آموز کاملاً درگیر انجام کار، تکلیف یا فعالیتی شود؛ برعکس یادگیری زبان به شیوه ی حفظ کردن مفاهیم و فرمول های دستوری که در آن، یادگیرنده از استفاده و کاربرد زبان عاجز و ناتوان است. انجام کار یا فعالیت های مربوط به زبان، زبان آموز را از حالت غیرفعال بیرون می آورد و یادگیری زبان را با توجه و تمرکز بر فعالیت ها و تکالیف لازم، مؤثر و مفید می سازد.

در واقع، آموزش زبان مبتنی بر کار و فعالیت، نوعی یادگیری مثبت، قابل ارائه و فعال است که در طی مسیر کار، تأثیر خود را نشان می دهد. در نتیجه ی آن، زبان آموز از روبه روشن شدن با اهل زبان، شرایط واقعی و پاسخ گویی به پرسش های دیگران عاجز و درمانده نخواهد بود.

آنچه که سال های سال در کلاس های درسی قریب به اتفاق مدارس ما رخ داده، صحبت و تدریس درباره ی زبان بوده است که نتیجه ی آن هم کاملاً مشهود است. چنانچه زبان آموز با شرایطی واقعی، اهل زبان یا با متنی روبه رو شود، به نحوی خود را از صحنه دور می کند، چون توان پاسخ گویی، درک مطلب یا تفهیم و تفاهم به زبان خارجی را ندارد. تداوم این وضعیت در دنیای پیشرفته ی ارتباطات به هیچ وجه قابل قبول نیست. همه باید احساس مسئولیت کنند و روش های تدریس و یادگیری زبان را آن چنان که امروزه در بسیاری از کشورهای جهان و حتی معدودی از مؤسسات خصوصی در ایران متداول است، پی گیری کنند تا به نتیجه ای قابل قبول دست یابند.

البته نمی توان گفت که فقط یک نوع تدریس می تواند مشکل یادگیری را حل کند، ولی ترکیبی از چند راهبرد مناسب و فعال سازی زبان آموزان در کلاس و خارج از کلاس، مسلماً نقش سازنده و مؤثری خواهد داشت. بنابراین، مدرسان عزیز و دبیران محترم زبان می توانند از روش ها، راهبردها و فعالیت های متفاوت در تدریس خود استفاده کنند و انگیزش لازم را در زبان آموزان ایجاد کنند تا بلکه به هدف واقعی آموزش زبان که همانا استفاده ی صحیح، مناسب و به موقع از زبان است، دست یابند.

این مهم به تلاش، نیرو، اندیشه ی برتر و خلاقیت فکری معلمان بزرگوار بستگی دارد و می تواند فکر و خلاقیت زبان آموزان را نیز فعال سازد تا زبان را به شیوه ای درست فراگیرند و در مواقع مورد نیاز از آن استفاده کنند؛ ان شاء الله.



در این شماره از مجله، در بخش "Roshd & Teachers" (رشد و معلم) مطلب جدیدی داریم که به ارائه نظریات، ایده‌ها و پیشنهادات معلمان زبان انگلیسی می‌پردازد. مطلب بعدی، "English Through Fun"، مجموعه‌ای است از کلمات قصار، اصطلاحات، جدول، نکته‌های آموزشی برای تدریس و به معرفی یکی از متخصصان زبان می‌پردازد. گفت‌وگو با یکی از دبیران موفق زبان مطلب دیگری است که در این بخش آمده است و در انتها نیز معرفی دو کتاب را داریم.

در بخش "Classroom Techniques" (تکنیک‌های کلاس درس) سه مقاله معرفی می‌شود. مقاله‌ی اول در مورد روش «فعالیت محور» است. در این مقاله، برداشت‌های متفاوتی درباره‌ی فعالیت^۱ از نقطه‌نظر ذهنی، ارتباطی و فرهنگی-اجتماعی مطرح می‌شود و نقش دانش‌آموز و معلم در اجرای فعالیت، و دیدگاه آن‌ها نسبت به فعالیت و محیط انجام آن مورد بحث قرار می‌گیرد.

مقاله‌ی دوم درباره‌ی استقلال دانش‌آموزان در یادگیری است. مؤلف معتقد است، «روش تدریس دوسویه»^۲ بارزترین نمونه‌ی ایجاد استقلال در یادگیری است. این روش که به‌طور خاص برای آموزش مهارت خواندن و درک مطلب به‌کار می‌رود، در عین حال که درک فراگیرنده را از متن مورد نظر می‌افزاید، او را در تبادل کلامی، تجربیات و مهارت‌های خود با معلم و سایر دانش‌آموزان کلاس نیز مشارکت می‌دهد.

مقاله‌ی سوم به نقش «لوگو» به عنوان زبانی کامل که طراحی جامع از دنیای بیرونی با استفاده از نشانه‌هاست، می‌پردازد. تحقیقات نشان داده‌اند، لوگوها نه تنها همانند دیگر منابع واقعی، گونه‌هایی بسیار غنی هستند که در آموزش زبان باعث پویایی و رشد یادگیری می‌شوند، بلکه در برگزیده‌ی فعالیت‌های دیگری هم چون وسعت بخشیدن به دامنه‌های لغات، تعامل گفتمانی، تمرین کاربردی-مهارتی است.

در بخش "Knowledge Improvement" (دانش‌افزایی) مقاله‌ای را برای شما در نظر گرفته‌ایم که به نقش ویژگی‌های عاطفی در فرایند یادگیری زبان می‌پردازد. مؤلف سعی دارد که علاوه بر معرفی ویژگی‌های عاطفی مؤثر در یادگیری هم چون: نگرش، اضطراب، برون‌گرایی / درون‌گرایی و... به وظیفه‌ی سنگین معلم در تشخیص مشکلات مربوط به هر یک از ویژگی‌ها اشاره کند.

در بخش "Researches" (تحقیق) دو مقاله داریم: مقاله‌ی اول به بررسی تأثیر تدریس اصطلاحات گروه‌بندی شده بر یادسپاری دانش‌آموزان ایرانی در دوره‌ی متوسطه می‌پردازد. پژوهشگران به این نکته اشاره دارند که واژگان گسترده‌ترین و پویاترین بخش هر زبان هستند و البته عضوی مهم از خانواده‌ی واژگان، «اصطلاحات» است که نقش کلیدی در درک مفاهیم ایفا می‌کند.

دومین مقاله در این بخش به بررسی رابطه‌ی هوشی عاطفی و نتایج آزمون کلوز^۳ در دوره‌ی متوسطه اختصاص دارد و پژوهشگران کوشیده‌اند، تأثیر جنسیت بر هوش عاطفی را بررسی کنند.

زیرنویس

1. Task-based
2. Task
3. Reciprocal Teaching
4. Cloze Test



گفت و گو

«اقدام پژوهی»

راهی برای بهبود وضعیت زبان

تنظیم: شهلا زارعی نیستانک

دادن دیدگاه مناسب در تدریس به من کمک می‌کنند. مطالبی که تحت عنوان «Let's take a break» در گذشته چاپ می‌شد و هم‌اکنون نیز تحت عنوان «English Through Fun» چاپ می‌شود، بسیار مفیدند. «کلمات قصار» را از این بخش انتخاب و تایپ می‌کنم و در کلاس نصب می‌کنم. از «Brain Teasers» نیز برای ایجاد انگیزه و آماده‌سازی قبل از تدریس بهره می‌گیرم. از دیگر مقاله‌ها نیز در دوره‌های بازآموزی دبیران استفاده می‌کنم.

● جای چه مقاله‌هایی در مجله خالی است؟ پیشنهاد شما در مورد محتوای مجله چیست؟

○ مقاله‌های تحقیقی که جامعه‌ی آماری آن دانش‌آموزان راهنمایی یا متوسطه باشند، می‌تواند مفیدتر باشد. یا تحقیقاتی که در زمینه‌ی یکی از شیوه‌های تدریس در مهارت‌های زبانی و یا در زمینه‌ی آزمون باشد، برای دبیران مؤثر و کارآمدتر است.

● با توجه به تجربه و سابقه‌ی خود، فکر می‌کنید معلمان به چه نوع مطالب علمی نیاز دارند؟

○ نیاز معلمان را می‌توان از دو طریق تأمین کرد: اول، افزایش دانسته‌های علمی و نظری آنان با ارائه‌ی مقاله‌های مناسب در زمینه‌های گوناگون آموزش زبان و یادگیری، و دوم، فراهم آوردن فعالیت‌های مناسبی که به صورت کاربردی در کلاس درس مورد استفاده قرار گیرند.

به نظر بنده، تهیه و ارائه‌ی روش تدریس در قالب یک طرح درس سنجیده می‌تواند بسیار مفید باشد. شما می‌دانید که تنها منبع دبیران در کلاس درس «کتاب درسی» است و مواد کمک‌آموزشی که بتواند حامی آنان در کلاس درس باشد، از طرف سازمان در اختیار آنان قرار نمی‌گیرد. اگر کتاب معلم، کتاب کار، مواد آموزشی تکمیلی و... در بازار هم موجود باشد، به دست آن‌ها نمی‌رسد. در حال حاضر، تنها منبعی که به دبیران زبان کمک می‌کند، مجله‌ی رشد آموزش زبان است.

● آیا تا به حال مقاله‌ای در زمینه‌ی یادگیری و تدریس زبان نوشته‌اید؟

سال‌هاست در دانشگاه‌های ایران، رشته‌ی «آموزش زبان» تدریس می‌شود. بسیاری از جوانان علاقه‌مند به این رشته در دوره‌های کارشناسی، کارشناسی ارشد و دکترا تحصیل کرده و می‌کنند و جذب مدارس، دانشگاه‌ها و مراکز آموزش عالی می‌شوند. یقیناً این تحول بزرگی است که اثرات مثبتی روی نظام زبان‌آموزی کشور خواهد داشت.

بی‌تردید عوامل و مؤلفه‌های بسیاری در توفیق یا عدم توفیق زبان‌آموزی در ایران وجود دارند که باید مورد بررسی قرار گیرند. اما هیچ زمانی تا این حد آمادگی برای بهبود وضع زبان‌آموزی در ایران وجود نداشته است.

آقای اکبر مولایی، دبیر زبان انگلیسی استان بوشهر، فوق‌لیسانس آموزش زبان انگلیسی و دانشجوی دکترای دانشگاه «پونا»ی هند است. وی ۱۹ سال سابقه‌ی تدریس دارد و کار خود را از دانش‌سرای مقدماتی شروع کرد. به عنوان دانش‌آموز ممتاز بدون کنکور وارد دوره‌ی کاردانی تربیت معلم در رشته‌ی زبان شد و سپس در دوره‌ی کارشناسی ادامه‌ی تحصیل داد. هم‌زمان با درس خواندن در دوره‌ی متوسطه، تدریس هم می‌کرد. با پذیرش در دوره‌ی کارشناسی ارشد رشته‌ی آموزش زبان، در این رشته ادامه تحصیل داد و از آن پس در دوره‌های کاردانی تربیت معلم و کارشناسی دانشگاه‌ها به تدریس مشغول شد. مدت دو سال عضو گروه‌های آموزشی استان بود و مدت هشت سال است که مدیر گروه تربیت معلم بوشهر است و در آن‌جا تدریس هم می‌کند.

● آقای مولایی آیا شما مجله‌ی «رشد آموزش زبان» را مطالعه می‌کنید؟
○ بله، تقریباً اکثر شماره‌های آن‌ها را دارم و مطالعه کرده‌ام.

● کدام قسمت مجله برای شما جالب‌تر است و آیا تاکنون از مطالب آن در کلاس درس استفاده کرده‌اید؟

○ بیشتر مقاله‌هایی که در خصوص روش تدریس هستند، در شکل



دفتر انتشارات کمک آموزشی

آشنایی با مجله های رشد

مجله های رشد توسط دفتر انتشارات کمک آموزشی سازمان پژوهش و برنامه ریزی آموزشی وابسته به وزارت آموزش و پرورش تهیه و منتشر می شوند:

مجلات دانش آموزی

- تحصیلی منتشر می شوند (به صورت ماهنامه و ۸ شماره در هر سال)
- + رشد کودک (برای دانش آموزان آمادگی و پایه ی اول دوره ی ابتدایی)
- + رشد نوآموز (برای دانش آموزان پایه های دوم و سوم دوره ی ابتدایی)
- + رشد دانش آموز (برای دانش آموزان پایه های چهارم و پنجم دوره ی ابتدایی)
- + رشد نوجوان (برای دانش آموزان دوره ی راهنمایی تحصیلی)
- + رشد جوان (برای دانش آموزان دوره ی متوسطه)

مجلات معلمی

- تحصیلی منتشر می شوند (به صورت ماهنامه و ۸ شماره در هر سال)
- + رشد آموزش ابتدایی، رشد آموزش راهنمایی تحصیلی، رشد تکنولوژی آموزشی، رشد مدرسه فردا، رشد مدیریت مدرسه رشد معلم (دو هفته نامه)

مجلات تخصصی

- در سال منتشر می شوند (به صورت فصلنامه و ۴ شماره)
- + رشد برهان راهنمایی (مجله ریاضی برای دانش آموزان دوره ی راهنمایی تحصیلی)، رشد برهان متوسطه (مجله ریاضی برای دانش آموزان دوره ی متوسطه)، رشد آموزش قرآن، رشد آموزش معارف اسلامی، رشد آموزش زبان و ادب فارسی، رشد آموزش هنر، رشد مشاور مدرسه، رشد آموزش تربیت بدنی، رشد آموزش علوم اجتماعی، رشد آموزش تاریخ، رشد آموزش جغرافیا، رشد آموزش زبان، رشد آموزش ریاضی، رشد آموزش فیزیک، رشد آموزش شیمی، رشد آموزش زیست شناسی، رشد آموزش زمین شناسی، رشد آموزش فنی و حرفه ای

مجلات رشد عمومی و تخصصی برای آموزگاران، معلمان، مدیران و کادر اجرایی مدارس، دانشجویان مراکز تربیت معلم و رشته های دبیری دانشگاه ها و کارشناسان تعلیم و تربیت تهیه و منتشر می شوند.

◆ نشانی: تهران، خیابان ایرانشهر شمالی - ساختمان شماره ۴ آموزش و پرورش - پلاک ۲۶۸ - دفتر انتشارات کمک آموزشی
◆ تلفن و نمابر ۸۸۸۳۹۱۸۶



در کدام مجله چاپ شده است؟

○ تحقیقی در زمینه ی «Field dependence/ independence» و تأثیر آن در توانایی های محاوره ای زبان دانشجویان، زیر نظر آقای دکتر یارمحمدی انجام داده ام و مقالاتی هم که بعضی از آن ها به صورت جزوه تهیه شد و در اختیار دبیران قرار گرفت، نوشته ام. ولی هنوز امکان چاپ آن ها را نیافته ام. دو کتاب نیز مشتمل بر آموزش و آزمون کتاب پیش دانشگاهی ۱ و ۲ برای داوطلبان کنکور تهیه کردم که چاپ شده و داوطلبان کنکور از آن ها استفاده می کنند.

● به نظر شما از چه راه یا راه هایی می توان دبیران را به مطالعه ی بیشتر ترغیب کرد؟

○ از طریق ایجاد ارتباط نزدیک بین افراد مسئول در گروه های آموزشی با دبیران و اهمیت دادن به کارهایی که دبیران در دوره های راهنمایی و متوسطه انجام می دهند. هم چنین، احیای پژوهشگاه معلمان و ترغیب معلمان به انجام پژوهش. نکته ی آخر این که برای ارتقای دانش زبانی دبیران، می باید کیفیت دوره های آموزش ضمن خدمت دبیران را مورد ارزیابی و بازبینی قرار داد. بسیاری از دبیران تمایل دارند، در کلاس های آموزش «تحقیق» و «مقاله نویسی» شرکت کنند و با اصول و مبانی تحقیق بیشتر آشنا شوند. این امر به آن ها کمک خواهد کرد، درباره ی مشکلات کاری خود به تحقیق بپردازند و در واقع به «اقدام پژوهی»^۱ دست بزنند و نتایج کار خود را با سایر دبیران در میان بگذارند. مسلماً این امر می تواند به بهبود آموزش زبان در کشور منجر شود.

● آقای مولایی از شرکت شما در این مصاحبه تشکر می کنیم و برای شما آرزوی توفیق داریم.

زیرنویس

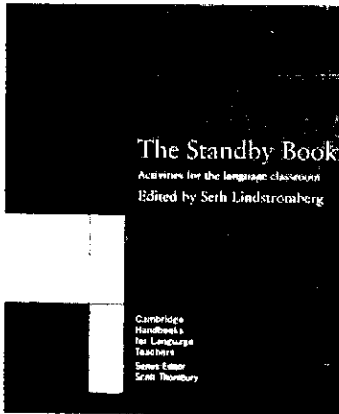
1. Quotation
2. Action Research



برگ اشتراک مجله های رشد

شرایط:

۱. واریز مبلغ ۳۰/۰۰۰ ریال به ازای هر عنوان مجله درخواستی، به صورت علی الحساب به حساب شماره ی ۳۹۶۶۲۰۰۰ بانک تجارت شعبه سه راه آزمایش (سرخه حصار) کد ۳۹۵ در وجه شرکت افست
۲. ارسال اصل رسید بانکی به همراه برگ تکمیل شده اشتراک



The Standby Book in a nutshell

This book describes 110 different classroom activities, most of which can easily be adapted for use in teaching any foreign language. Some of the activities are intended to make up just part of a lesson. Others are prefabricated chains of activities which make up a complete lesson, or even two - depending on how long your lesson periods are.

Virtually all the activities have been written for adult and older teenage general English classes. There is a chapter of activities for business and professional groups but these too are usable with some general English classes. There are also several activities which work admirably with young learners.

- ✦ نام مجله :
- ✦ نام و نام خانوادگی:
- ✦ تاریخ تولد:
- ✦ میزان تحصیلات:
- ✦ تلفن:
- ✦ نشانی کامل پستی:
- استان: شهرستان:
- خیابان:
- پلاک: کدپستی:

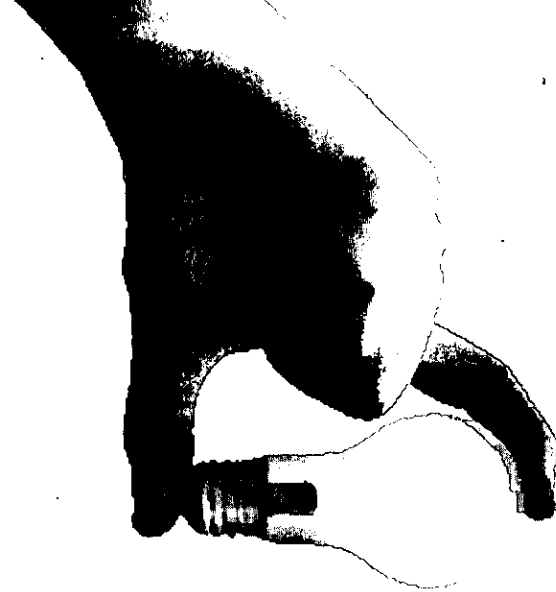
- ✦ مبلغ واریز شده:.....
- ✦ شماره و تاریخ رسید بانکی:.....
- ✦ آیا مایل به دریافت مجله درخواستی به صورت پست پیشتاز هستید؟ بله خیر

امضا:

نشانی: تهران - صندوق پستی ۱۶۵۹۵/۱۱۱
 نشانی اینترنتی: www.roshdmag.ir
 پست الکترونیک: Email:info@roshdmag.ir
 امور مشترکین: ۷۷۲۳۶۶۵۶ - ۷۷۲۳۵۱۱۰
 پیام گیر مجلات رشد: ۸۸۳۰۱۴۸۲ - ۸۸۳۹۲۳۲

یادآوری:

- ✦ هزینه برگشت مجله در صورت خوانا و کامل نبودن نشانی، بر عهده مشترک است.
- ✦ مبنای شروع اشتراک مجله از زمان وصول برگ اشتراک می باشد.
- ✦ برای هر عنوان مجله برگ اشتراک جداگانه تکمیل و ارسال کنید (تصویر برگ اشتراک نیز مورد قبول است)



ایده‌ها، نظرات و پیشنهادات دبیران زبان انگلیسی

هیات تحریریه

سختی می‌توان آن را اصلاح کرد.

وی در ادامه به این نکته اشاره می‌کند که کودکان ما در سن دو سالگی بدون آن که دستور زبان فارسی را بدانند، فارسی صحبت می‌کنند چون فقط زبان فارسی را می‌شنوند و سعی می‌کنند به زبانی که می‌شنوند، صحبت کنند. پس از شش سال که در معرض زبان آموزی قرار می‌گیرند، وارد دبستان می‌شوند و نوشتن را می‌آموزند. وقتی خواندن و نوشتن را آموخته، کم‌کم دستور زبان را یاد می‌گیرند.

ایشان پیشنهاد می‌کند، زبان آموزی از دوره‌ی ابتدایی و یا راهنمایی شروع شود و هیچ کتابی در اختیار دانش‌آموزان قرار نگیرد. زبان آموزی فقط به صورت شنیداری و گفتاری برنامه‌ریزی شود و دبیرانی که در این زمینه فعالیت می‌کنند، مانند اهل زبان باشند و کاملاً مسلط به انگلیسی. مرجع دانش‌آموزان در محیط خانه هم فقط لوح فشرده و نوار صوتی باشد. هم‌چنین، ارزش‌یابی از دانش‌آموز براساس صحبت کردن با هم‌کلاسی‌ها و یا معلم انجام شود.

در دوره‌ی متوسطه، کتاب و آموزش را می‌توان براساس چهار مهارت اصلی شنیدن، صحبت کردن، خواندن و نوشتن طراحی کرد. از آنجا که دانش‌آموزان در این سطح می‌توانند تا حد رفع نیاز روزمره صحبت کنند، مطالب دوره‌ی متوسطه نه تنها برایشان مشکل نخواهد بود، بلکه با رغبت و علاقه آن‌ها را یاد می‌گیرند.

پیشنهاد بعدی ایشان در مورد آموزش دبیران است. دبیران زبان انگلیسی برای افزایش توان خود می‌توانند، در کلاس‌های مکالمه‌ی آموزش ضمن خدمت شرکت کنند. این کلاس‌ها با برنامه‌ریزی دقیق و فشرده، این نیاز دبیران را برآورده خواهد ساخت.

سرکار خانم فاطمه عظیمی، دبیر زبان انگلیسی دوره‌ی متوسطه و پیش‌دانشگاهی منطقه‌ی ۵ تهران، مطلبی تحت عنوان «دشواری‌های زبان‌آموزی در مدارس ایران» برای مجله ارسال داشته‌اند که بخش‌هایی از آن را انتخاب کرده‌ایم و در اختیار دبیران قرار می‌دهیم؛ به این امید که خوانندگان محترم و علاقه‌مند به این گونه مباحث، نظرات خود را با ما در میان بگذارند.

خانم فاطمه عظیمی، با مطرح کردن سؤالاتی چون: چرا دانش‌آموزان بعد از پایان دوره‌ی دبیرستان نمی‌توانند به زبان انگلیسی صحبت کنند؟ چه موانعی سر راه یادگیری آن‌هاست؟ و ما معلمان چگونه باید آموزش دهیم که دانش‌آموزان بهتر یاد بگیرند و بتوانند انگلیسی صحبت کنند؟ کوشیده است با بررسی نکاتی در مورد کتاب درسی و اجرای برنامه‌ها توسط دبیران، پیشنهاداتی ارائه دهد.

ایشان معتقدند، در نظام زبان‌آموزی در دوره‌ی راهنمایی، کتاب زبانی که در اختیار دانش‌آموزان قرار می‌گیرد، با متن شروع می‌شود و نکات دستوری نیز در آن گنجانده شده است. از طرف دیگر، دبیرانی که آموزش زبان را به عهده دارند، مثل «اهل زبان» صحبت نمی‌کنند و تحت تأثیر زبان مادری خود انگلیسی را تدریس می‌کنند. در واقع، زبان انگلیسی را به فارسی درس می‌دهند. او می‌گوید: «تا جایی که می‌دانم، لوح فشرده و یا نوار کاست نیز در اختیار دانش‌آموزان نیست. وقتی کلاس به پایان می‌رسد، دانش‌آموزان تنها مرجعی که دارند، کتاب درسی‌شان است و در منزل نیز الگوی درستی در اختیار ندارند. کلمات کتاب را با تلفظ فارسی که روی هر کلمه نوشته‌اند، یاد می‌گیرند. همه خوب می‌دانند، اگر کلمه‌ای بار اول اشتباه در ذهن و حافظه وارد شود، به

Question & Answer

As it was mentioned in the introductory note, among the emails we received this time, **Mr. Zoghi**, a colleague, asked us to provide further editorial space for the readers so that they can raise their questions and pose their problems. Of course, winning a few more pages for the ETFun Forum is an immense task demanding huge effort. Yet, we are doing our best to offer you the necessary space, most probably in the up-coming edition. Below is the Mr. Zoghi's original email.

Dear Colleagues,

Being subscribed to the 'Roshd EFL' quarterly, I have read your comments in the ETFun section of the journal. Maybe what I am going to say has nothing to do with that part, but I think you can, at least, forward my suggestion to the people in charge. Now, let me float my idea. I, think that the ETFun is needed as a way out for our formal, stern routines. There is, however, one important thing that has to be taken into serious consideration. Since Roshd EFL has a larger readership, mostly educated people and researchers, it seems to be a good idea to start up a more sophisticated section (e. g. a language forum section) in which language educators could have the opportunity to pose their methodological and statistical questions and seek for solutions. Nowadays, educators meet a lot of challenges and problems that are often left unanswered. As I can judge from your writing, you two have the enthusiasm and the know-how necessary to have your readers contribute. Don't you think so?

Keep up good work.

All the best,

Masoud Zoghi

Ph. D student (TESL), UKM Malaysia

We always look forward to receiving your emails on this same issue, or any other issue of your concern at eftun@roshdmag.ir

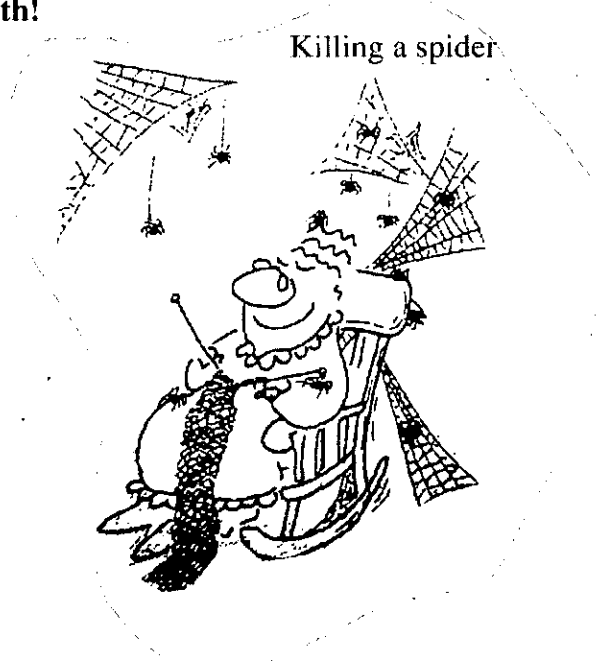
1. If you are interested in having this article, please send us an email (eftun@roshmag.ac.ir). You will then receive a free PDF version of the article via email.

† This section has been authored to by Mrs. R. Nabizadeh, Islamic Azad University, Rasht branch. She is available to answer your related questions at (ro_nabizadeh@yahoo.com).

When the fax machine stopped working, all the employees came to help. But you know what happens then, **too many people spoil the broth!**

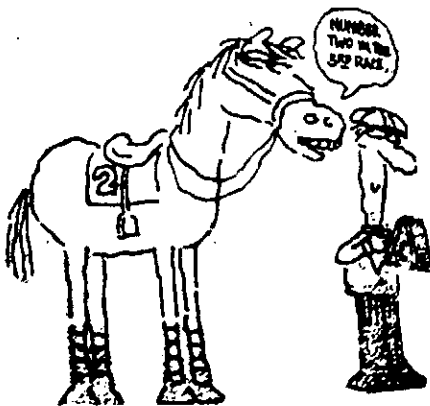
SUPERSTITION

Tradition says that it is unlucky to kill a spider. This custom comes from the time when the population of flies, which carried sickness, was kept down only by spiders.



IDIOM

Straight from the horse's mouth



(From a reliable source)

- I got the information from a very reliable source!
- You mean john told you so himself?
- That is right, I got it **straight from the horse's mouth!**

JOKE

A

Visiting the psych ward, a man asked how doctors decide to institutionalize a patient. "Well", the director said, "we fill a bathtub, then offer a teaspoon, a teacup and a bucket to the patient, and ask him to empty the tub." "I get it," the visitor said. "A normal person would use the bucket because it's the biggest." "No," the director said. "A normal person would pull the plug."



B

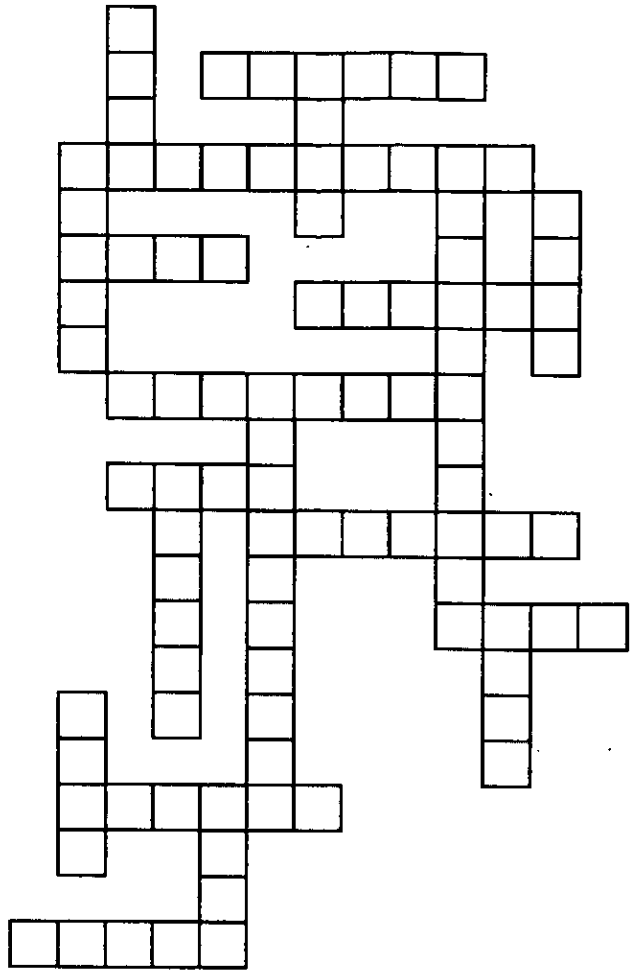
You know what the penalty is for having three wives?!? Three mothers in-law.



WHO ARE THEY?

BY DUNCAN MACKELLAR

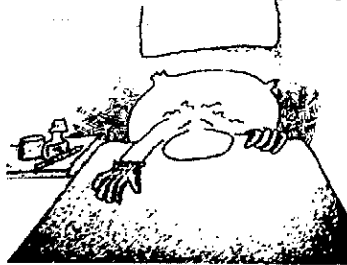
We often **hear** about them,
They's never far **away**.
I'd like to meet the **mind** elite,
The **omnipresent** they.
No one knows their **number**,
No one sees their **face**.
Here and there and **verywhere**,
They're never in one **place**.
Their powers of **persuasion**,
Are used without **request**.
They say we must **invest** our trust
In them, for they know **best**.
If ever we should **wonder**,
How luck will roll the **dice**,
Have no fear for they'll be **near**
To offer their **advice**.
Their wisdom is **superior**,
We hear and we **obey**.
They're out of sight but always **right**,
At least, that's what they **say**.



What you need to know

RIDDLE

If you don't feel well, what do you probably have?



A pair of gloves on your hands!!
No comment!

PROVERB

Too many cooks spoil the broth

(Too many people trying to take care
something can ruin it)



must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu." The **Practicality** dimension, in his words, "seeks to overcome some of the deficiencies inherent in the theory-versus-practice, theorists'-theory versus teachers'-theory dichotomies by encouraging and enabling teachers themselves to theorize from their practice and practice what they theorize." And finally, "as a pedagogy of **Possibility**, postmethod pedagogy rejects the narrow view of language education that confines itself to the linguistic functional elements inside the classroom. Instead, it seeks to branch out to tap the sociopolitical consciousness that participants bring with them to the classroom so that it can also function as a catalyst for a continual quest for identity formation and social transformation."

To help you visualize a sample postmethod class, we are going to present you a scenario now from a general English class:

"The teacher steps into the class. In the very first look, you see that the class is structured in a way that all chairs are in semi-circled shapes where every four or five students can potentially make a group... Teacher distributes copies of a text among students. This text was provided by one of the students and voted and selected by the class... Students read the text individually and discuss it within their small groups... Teacher walks among the groups and checks if the group is doing well... Students ask questions about a couple of problems, yet he doesn't offer any solution to the problems but directs students to reach their own understanding of the problem by posing further thought-provoking questions... The material deals with sports attached to which the teacher has also given a picture of a poor indigenous kid playing soccer with a broken plastic ball... He directs the discussion toward the problem the kid is facing and asks his students a number of questions, e. g. how prevalent do they think poverty is in their context and how to help the kid... Then, he writes a question including the grammatical and lexical points of the lesson and related it to that poor boy. He asks students to go home, think on the issue, and find an article on the Web or in the library on the same topic. They should then write an essay in which they clarify their take on the issue plus their concerns and suggestions.

Brainteasers: Capitals! **In-Verse**

This is a Word-Fit with a difference. See if you can place the underlined words correctly into the grid. Don't forget the free annual subscription! Send us the solution (etfun@roshdmag.ir or the magazine's postal address) and try your luck.

If the instructor explains to the students that the speaker is watching and describing a statue in a museum, then they can list the several meanings which the word **still** denotes wherever it is used in the above mentioned extract; namely, **calm and quiet, motionless, yet, and continuously**. Besides it would be useful to ask them to list those meanings of the word which do not fit the context.

So it is quite possible to use literary texts to teach language skills and to add variety to the material presented in language classes. The instructors, however, should conduct the procedure so that it proves to be a challenging yet not frustrating assignment. Drama and fiction are also excellent means to improve conversation skill and enrich speaking courses. Let's think of some possible ways to employ them as efficiently as possible. But it's your turn now!

Close Up!

Kumaravadivelu and Postmethod Pedagogy

Born in a small town in the state of tamilnadu in South India, Kumaravadivelu is probably one of the most cited scholars in language teaching field in the recent decade.

A full professor in San Jose State University (SJSU) in Canlifornia, Us, Kumaravadivelu is motivated by a desire to understand the language classroom not just in its linguistic complexities but also in all its historical, political, social and cultural ones. In fact, his major contribution to the field is rooted in his concerns for making a change in the traditional classrooms where an exchange of

knowledge used to be, seemingly, teachers' and students' mere success. He, however, was in favor of a novel look at the way classrooms should be shaped, not ignoring the fact the he is strongly influenced by Paolo Freire's Critical pedagogy concepts (remember our Character Focus in ETFun 1 and 5!)? Check it again if you don't!). He is also mostly well-known for his desire to promote teachers' rather ignored status before the 90s, that having more faith in teachers' own knowledge and practice, we can hope for more fruitful educational consequences.

He gathered hs understandings of the needs of the new educational world in his 2001 TESOL Quarterly paper titled "Towards a postmethod pedagegy" in which he attempted to conceptualize the characteristics of postmethod pedagogy within a broader parameters of particularity, practicality and possiblity. By **Particularity** he meant "language pedagogy, to be relevant,



short, condensed and appealing. Without entering any serious and technical discussion of literary devices, if we briefly present to our students the general idea on which the poem focuses, then we can expect them to distinguish which of the several possible meanings of a word matches the context in which it appears. Let's examine a few instances together. **Winter** is a rather short song derived from one of Shakespeare's comedies. After presenting the text of the poem as a reading assignment to the students, if it is explained that the whole poem is a description of the activities going on during a winter day in a rural area in 16th century England, then, without any need for a further, more detailed discussion, evaluation or interpretation of the poem, the instructor can expect the students to find out the correct meanings of the underlined words in the following lines.

When blood is nipped and ways be foul...
And birds sit brooding in the snow...

Checking all the possible meanings of foul, the students can conclude that regarding the teacher's explanation about the general idea presented in the poem, the word in this context most probably mean **dirty and bad smelling, unpleasant and terrible**, yet **evil and wicked or rude and offensive**, which are also listed as the meanings conveyed by the word foul, are not applicable here. Or among the possible meanings mentioned for the word **brood**, considering the season and the conditions described, they can easily understand that the word refers to a **gloomy mood** or a **sad listless meditation**. The reasons for their choices and interpretations can also be examined



and discussed if there are any controversies, which makes the whole activity more fruitful. It may also be interesting for the students to know that poets usually prefer to use words with multiple meanings in contexts where at least some of those meanings would be equally relevant simultaneously. This is, of course, a literary device called **pun**, which need not be introduced and explained at this level, yet such cases reveal to the students how a simple sentence can convey several meanings in the some context. For instance consider the following lines from A.E.Housman's *Loitering with a Vacant Eye*:

*Loitering with a vacant eye
 Along the Grecian gallery,
 And brooding on my heavy ill,
 I met a statue standing still.
 still in marble stone stood he,
 And steadfastly he looked at me...
 still he stood and eyed me hard,
 An earnest and a grave regard...*

Quotable Quotes

"Only two things are infinite, the universe and human stupidity, and I'm not sure about the former."

- **Albert Einstein**

"We have art to save ourselves from the truth."

- **Friedrich Nietzsche**

"Never interrupt your enemy when he is making a mistake."

- **Napoleon Bonaparte**

"Good teaching is one-fourth preparation and three-fourths theater."

- **Gail Godwin**

"The man who does not read good books has no advantage over the man who cannot read them."

- **Mark Twain**

Teaching Tips:

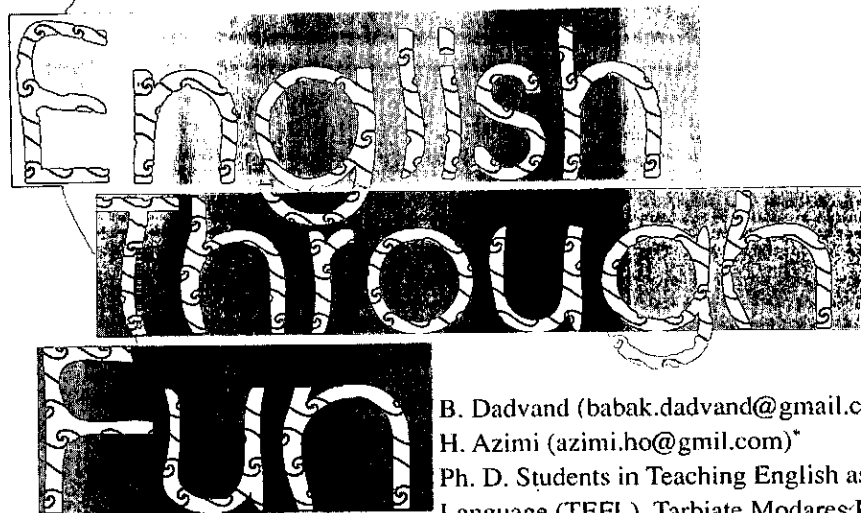
Literature in Language classrooms†

Much has been said and written about the benefits of employing literary texts in language classrooms to improve different language skills. For many students and even teachers literature still appears to be too complicated or at times unintelligible; and therefore, it tends to constitute a forbidden zone at least in elementary stages of language learning. Even in higher levels, many instructors don't see any point in using poetry, fiction or drama as an effective educational aid. According to a great number of teachers, when there are millions of passages and hundreds of text books, why should one resort to the repertory of English literature to provide proper material for teaching language skills? It should be said, however, that literature opens up a new vista to language learners. It reveals to them new horizons and dimensions of using language and offers them the opportunity to explore the amazing potentials of language which they may never discover otherwise. In addition, even if used just for the sake of variety, literature proves to provide an endless resource and a most precious versatile means of education in language classrooms to teach, reinforce or practice particularly vocabulary and conversation.

Literature in Action

As far as vocabulary is concerned, one of the skills students need to develop is to find the exact meaning of the words used in a context; the meaning which best fits the text. This will be one of the keys to the proper understanding of both prose texts and poems. To check if our students have developed this skill or to help them improve it, simple short poems will help. But why poems? Because they are





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The Note

We are back on board with our fellow colleagues and pedagogues again. Before you flip through the pages of ETFun, let's once more express our gratitude for all the support and encouragement you bestowed us with.

Lately, we have received very interesting comments and suggestions from our readers. Of all the emails delivered to us (here we go again: etfun@roshdmag.ac.ir) one caught our attention immediately: to further the Q & A section into a larger forum, maybe two separate pages, so that we can talk about our academic/professional concerns more uninhibitedly. There you can raise any question or share with others any idea or question on any issue relating to your pedagogical practices. You want to know more about where this idea came from, check out this edition's Q & A.

Can you also keep secrets!?!? Ok, then! We are also thinking about an **on-line discussion group** where all teachers can interact with each other via email. Please keep this hush-hush for the time being!!! We'll let you know about its details in the next edition.

Good luck till then.

cooperative, productive, and realistic language teaching.

Pedagogically speaking, the major implication of this discussion for language teachers can be that the two overarching perspectives on tasks (i.e. the psycholinguistic and socio-cultural) and their views on language learning and communication are not mutually exclusive. The psycholinguistic research can help language teachers and syllabus designers identify particular task features (e.g., input type, discourse mode, un/familiar information, the amount of reasoning needed, and the outcome mode) and their effects on the accuracy, fluency, and complexity of language. On the other hand, the socio-cultural approaches to task can redress some of the imbalance in the psycholinguistic approaches by dealing with the cultural and social aspects of task performance. It can help teachers realize that there is more to task performance than just the manipulation of the task features. That is, the roles adopted by learners and teachers during task performance, their attitude towards the task (as a game or as a serious learning experience), and the setting where learning occurs all affect the activity that arises from a task. Accordingly, if the teaching outcome is not what was planned, it is not the result of poor planning or bad teaching but of the participants adapting the task to achieve their particular mutual purposes. This merging of the perspectives is possible through theoretical pluralism to promote language acquisition. Thus, teachers can utilize the psycholinguistic research findings in the 'planning' of the task. At the same time, the socio-cultural research can help teachers better manage the actual behaviors that arise during the process of a lesson that have not been planned for. Consequently, it illuminates teachers on how to 'improvise' (to use Ellis's term) and efficiently conduct certain classroom activities with learners to promote their linguistic abilities and communicative skills.

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classroom use (Carless, 2007).

As for the role of culture in task implementation, there have been calls about whether the communicative approach is appropriate in countries where cultures of learning are different from western cultures. Task-based instruction has mainly an American origin with its emphasis on learner cooperation and needs assessment. Some cultures (e.g., Iranian or Chinese cultures) are more interested in knowledge accumulation than using knowledge for immediate purposes. This view conflicts with values of a learner-centered approach. Therefore, teachers need to adapt communicative language teaching (CLT) into their language teaching programs before adopting a communicatively-oriented language teaching. There can also be mismatches between the theoretical underpinnings of a culture of learning with those of the CLT (Littlewood, 2007). Littlewood refers to the Japanese learning culture which is more mimetic, teacher-oriented, and thus in conflict with CLT which focuses more on meaning than form, process than content, and different communicative styles.

Conclusion and pedagogical implications

The adoption of task as the main unit of syllabus design requires active participation on the part of the learner, as well as a more democratic and subtle contribution on the part of the teacher. This is not an easy job due to the learners and teachers' cultures of learning which may hinder them from redefining the role traditionally and conventionally assigned to them. The problem is confounded especially in eastern conservative cultures like Iran. Other more delicate issues relate to the genuineness of the tasks themselves, i. e. the pedagogically-driven tasks should be designed not for the purpose of the tasks themselves but with a real-world purpose informing them. The tasks should be such that the learners must be able to imagine themselves in the situation approximating the real world context. Finally, implementing a task-based language syllabus requires some modifications in the school policy in its handling of exams, and teaching to the tests. This way, teachers will be given more leverage to increase their understanding of tasks and their underlying assumptions, and thus modify their traditional teaching agendas for more learner-centered,

The latter view also involves 'improvisation' and creativity on the teachers' part. This requires teachers eschew their temptation to adhere to their pre-selected agenda for task selection and design and adopting a more pluralistic view taking the multifaceted nature of tasks into account.

Serious considerations about communicative tasks as a basis for syllabus

Task selection as a unit of classroom practice gains primary focus in the shift from traditional to communicatively-oriented syllabi. Thus, class time is mainly devoted to 'rehearsing' communicative tasks which the learners wish or need to carry out in the outside world. Thus, an informed adoption of task conditions (Nunan, 1991) and the role they play in learners' communicative practice or language acquisition process is warranted. As such, some serious considerations about task purpose, task authenticity, task implementation, and task and culture need to be considered by language teachers in their adoption of tasks and by materials developers in their design of tasks.

Authenticity of task has multiple meanings. The first interpretation is that the task should have a genuine purpose, i.e. it should replicate real-world communication situations. That is language should be used for achieving a real communicative purpose. The second meaning of authenticity is that the task needs to be needs-oriented, i.e. have a clear relation to the real-world needs of the learners. Needs of course must be prioritized and weighed against their importance. An example of this priority-setting on needs analysis is given by Fanselow (1982) as he reports about a Chinese chef taught to describe her job, i.e. we need to decide whether he needs more to say "I'm slicing the onions' or take a phone order or check figures on an invoice" (p.180).

Thirdly, authentic tasks should engender classroom interaction; thus, the learner must be

able to grasp the potential of the learning situation. This involves negotiation about the interest and preferences of the learners. This may look a bit ambitious for low-levels but there can still be some scope for genuine student input here (Guariento and Morely, 2001). Finally, learners need to find the task relevant to their needs and real world practices so that they can actively engage in it. An authentic task can be very simple but workable with low-level readers and offer genuine student input, e.g., simple questionnaires or class surveys whereby learners can collect information about each other and thus share it with the class. This means that authenticity is not only a feature of task, but it refers to the authenticity in terms of the learner response too.

As for task purposes, collaborative and communicative performance of tasks and solving a particular problem is the overarching concern of the task-based instruction. However, pedagogic discussions of tasks have ignored the question of learner level, and it seems that at initial levels, some planned teacher-fronted activities are fine or even necessary (Bruton, 2002). So, as Bruton argues, rather than starting with tasks and procedures and attaching purposes to them, we had better start from level of the learners and the purposes we wish to gain, and then select appropriate classroom tasks to meet those purposes.

Implementation of tasks in classroom context is probably the most challenging of all. This can be due to the multitude of factors involved in it. Research outcomes on the extent of task implementation in different contexts has shown that pupils' language proficiency, teacher attitude towards task (as more of a hindrance to than facilitator of his agenda), teachers' understanding of task, teachers' time limitations and busy schedules, and time restrictions imposed by school authorities to finish the textbook for the final exam all influence the practical suitability of tasks for

as personality and cognitive style.

The psycholinguistic view has its own problems especially its failure to demonstrate a direct relationship between task-design variables and L2 acquisition. Other factors such as nature of the task, learner setting, learner factors are not taken into account in this view either. The same task might also result in very different kinds of activity depending on the role that the teacher plays (Ellis, 2000).

Task viewed from a socio-cultural perspective assumes that the same task can result in very different kinds of activity when performed by the same learners at different times. Learners engage in and interpret tasks based on their own socio-history and locally determined goals. For example, Duff (1993) shows how a diverse range of discourse types arose from a picture description task reflecting the subjects' multiple interpretations of it. Thus, in this approach, "learning arises not through interaction but in interaction" (Ellis, 2000, p.209). Language acquisition takes place when learners actively co-construct a new function and internalize it through their assisting each other (called scaffolding). This view considers the learners, the teacher and the setting in which they interact just as important as the task itself.

The contribution of the above factors to task-based pedagogy can be looked at from two different perspectives. The psycholinguistic view is mainly concerned with language acquisition and thus developing competence, while the socio-cultural view takes language acquisition in terms of 'communicative effectiveness'. Interestingly, we notice that most of the Willis's purposes for TBI mentioned above relate primarily to communicative effectiveness, while only one or two relates specifically to L2 acquisition. This reflects the strong version of TBI which considers improving students' abilities to *use* the target language as superior to *acquiring* new linguistic

skills (Samuda, 2001). It should be borne in mind that tasks directed at improving students' communicative abilities may fail to develop their linguistic skills (Ellis, 2000). That is, communicative effectiveness does not necessarily set up the interactive conditions that promote L2 acquisition. Students may perform a task successfully without much meaning negotiation and thus adequate language acquisition. This is the main criticism that is raised against TBI, i.e. its obsession with interaction and task performance may lose sight of some presentation and practice of language, grammar, and form which are essential as a base for developing communicative competence.

It is apparent that the psycholinguistic motivation for designing and sequencing tasks, which are based on theories and findings of SLA research, needs to be supplemented with the communicative real-world rationale (a socio-cultural view of task) for selecting, grading, and sequencing of tasks. These rationales help practicing teachers understand the nature, the scope, and the value of the tasks. This necessitates incorporating a set of strategies into preservice and inservice teacher education programs in order to equip teachers with the knowledge and skills necessary to do task analysis. They also need to familiarize themselves with the key components of tasks so that they can make informed decisions. More importantly, in choosing the most appropriate tasks, they need to consider the value of tasks beyond language learning, and promote the educational value of the tasks through greater learner involvement, students' personal contribution, and creating a 'unique classroom'. Therefore, a successful pedagogically relevant program of task-based design and teaching involves merging the findings of psycholinguistic research in planning for good tasks with a sociocultural perspective which views learners, teachers, and setting as important as the task itself.

Non-communicative	Pre-communicative	Communicative	Structured communication	Authentic communication
Substitution, or multiple choice exercises	Question-and-answer tasks	Information-gap activities	Role play, problem solving	Creative role play, discussion groups

The more we move from the left to the right side of the table, the more communicative and meaning based the task gets and thus entails more learner involvement. Contrarily, the more we move from right to left, the more non-communicative, and form-based it gets and thus involves less learner involvement.

Tasks should not only lead to communicative development, but to cognitive and personality development (Ribe and Vidal, 1993). That is, they need to be designed in such a way that the learners can use them as a means of directly or indirectly getting knowledgeable about the world and communicate with their peers and teachers through them, and as such develop and modify their cognitive mindsets and interpersonal relations.

Approaches to task

Basically there are two conceptualizations of tasks as the basic building blocks for syllabus design: psycholinguistic and socio-cultural.

The psycholinguistic view assumes that there are inherent properties in a task that predispose or orient learners to engage in certain types of language use and mental processing that are beneficial to acquisition. These task variables determine how effectively learners communicate and how they acquire language. Long's (1996) Interaction hypothesis is one psycholinguistic view on language acquisition through tasks. He assumes that acquisition is best facilitated when learners obtain comprehensible input as a result of the opportunity to negotiate meaning when communication breakdown occurs (Ellis, 2000). The learners offer feedback on each others' contribution and this feedback would lead

to the negotiation of meaning and reformulation of language to make the meaning more comprehensible. This modified language resulting from meaning negotiation draws learners' attention to form where the primary focus is on meaning, and in so doing the learners will 'notice' language features necessary for acquisition (Long, 1996).

Within the psycholinguistic framework, we can also refer to Skehan's cognitive approach which assumes that learners develop two systems: (a) a lexical system of mainly discrete lexical items and ready-made formulaic chunks of language which is readily accessible for occasions demanding fluent language use; (b) a rule-based system of abstract knowledge of the language patterns. He mainly focuses on task features and variables, as well as task implementation conditions that affect accuracy, fluency and complexity of the language produced.

Communicative effectiveness is yet another psycholinguistic approach to task design. It focuses on the extent to which task design and implementation impacts the learners' skillful use of language (Skehan, 2002). Therefore, it is more concerned with performance as opposed to competence. Thus, it focuses on how the learners can use the language which is appropriate to a particular context, and how they can distinguish language referents from other referents ('referent-identification'), and also how learners take the feedback from their partners and establish interpersonal relationships and thus communicate effectively and intersubjectively. Effectiveness of communication is determined not only by the nature of the task but also by learner factors, such

socio-cultural. The underpinnings and implications of each approach for language teaching and research are presented and discussed from an acquisitional or communicative perspective. It is argued that for effective classroom practice, a synergistic practice of the research findings of each approach seems necessary. Thus, teachers can utilize the psycholinguistic research findings in the 'planning' of the task. At the same time, the socio-cultural research can help teachers better manage the actual behaviors that arise during the process of a lesson that have not been planned for. Finally, the main issues that task-based supporters need to take into account for the approach to be adequately adopted by language teachers will be presented and discussed.

Key Words: task, task-based language teaching, psycholinguistic perspective, socio-cultural perspective, communicative approach

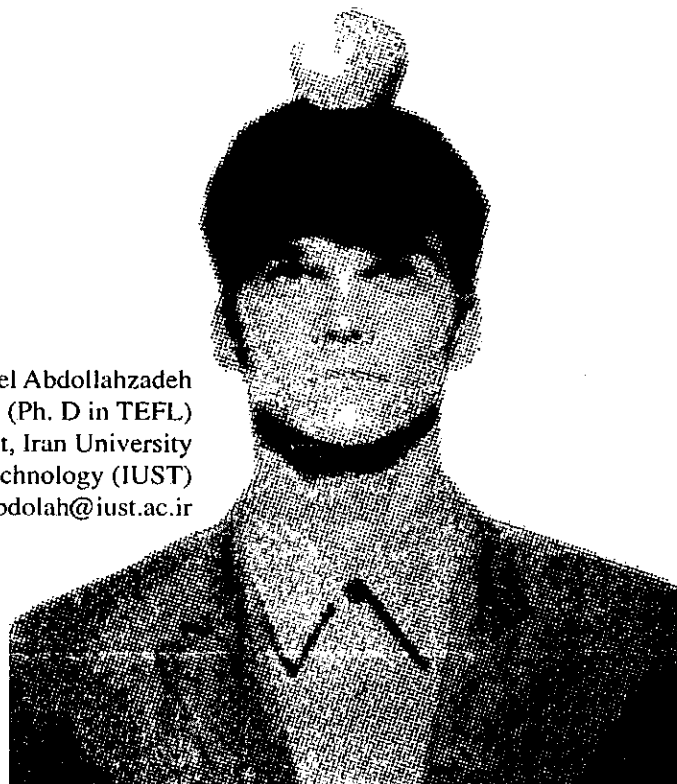
Introduction

Task-based instruction (TBI) grew out of communicative language teaching, and thus was accepted rather uncritically. It involves pair and group work as a means of increasing learner collaboration and communication which can pave the way for language acquisition and processing to take place. Task-based language teaching (TBLT) was a reaction to the outmoded view that anything about language can be taught to an entire group of learners (Shehan, 2002). However, a task-based view assumes a more active role for the individual learners. Moreover, a good teacher should understand the language learning potential of every task, and this is underpinned by his knowledge of language learning and language use. TBLT can have strong and weak versions. A strong form takes task as the unit of language teaching, and everything else should be subsidiary, i.e. task transaction is adequate to drive forward language development. Thus, in this view it seems that second language acquisition is the result of the same process of interaction as first language acquisition. A weak form of TBI views task as pivotal in language instruction but places it in a more complex pedagogic context. This version of TBI is very close to general communicative language teaching (Skehan, 1996). It involves pre-task planning with more focus on grammar or lexis, task practice with more focus on meaning and interaction through the task to solve a particular problem through

language, and post task with a focus on form.

Task-based language instruction has a number of purposes. Willis (1996: 35-6) identifies eight of them: (1) learners gain confidence in trying out any language they know; (2) they experience spontaneous interaction; (3) they notice how others express similar meanings; (4) they learn how to take negotiating turns; (5) learners engage in using language purposefully and cooperatively; (6) they can participate in a complete interaction, not just non-communicative practices; (7) learners are given chances to try out communication strategies; and (8) they gain confidence that they can achieve communicative goals. These purposes relate to two general goals: communicative effectiveness and L2 acquisition.

Definitions of tasks vary from very general to absolutely specific. Some tasks are called 'enabling' ones or technically speaking 'exercises' (e.g., grammar, vocabulary, pronunciation, functions), while others are 'authentic and communicative tasks' which approximate the real world tasks outside the classroom. Essentially task is defined as "any activity learners engage into further the process of learning a language" (Williams and Burden, 1997, p. 168). The degree of 'taskness' of a task depends on the extent of learner involvement and focus on form. The following table summarizes Littlewood's (2004) insightful classification of tasks and their typical forms.



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Adopting task-based language teaching in language classes

چکیده

این مقاله به بررسی مفهوم فعالیت (task) و اهمیت آن در آموزش زبان می پردازد. در این راستا، برداشت های متفاوتی درباره ی فعالیت از نقطه نظر ذهنی، تعاملی، ارتباطی و فرهنگی- اجتماعی در آموزش زبان مطرح می شود. بحث های زیربنایی و کاربرد ضمنی هر رویکرد در تدریس و تحقیق زبان، از دیدگاه زبان آموزی و ارتباطی مورد بررسی قرار می گیرد. یافته های تحقیقاتی حاصل از این رویکردها، به دو شکل عمده در تدریس زبان قابل استفاده اند. آگاهی از جنبه های گوناگون فعالیت و تأثیر آن ها در میزان درستی، روان بودن و پیچیدگی زبان می تواند، معلمان و تهیه کنندگان مطالب درسی را در برنامه ریزی درسی کمک کند. هم چنین، آگاهی از بحث های مربوط به جنبه های اجتماعی- فرهنگی فعالیت، معلمان را از این نکته واقف می سازد که برنامه ریزی و انجام فعالیت، مستلزم در نظر گرفتن مسائلی فراتر از درستی، روان بودن و پیچیدگی زبان است. نقش دانش آموز و معلم در حین اجرای فعالیت، دیدگاه آن ها نسبت به فعالیت، و محیط انجام آن، همگی در انجام و یادگیری آن مؤثرند. در پایان، مسائلی مطرح و بحث می شوند که لازم است ارائه کنندگان رویکرد فعالیت محور، برای پذیرش این رویکرد توسط معلمان، آن ها را مدنظر قرار دهند.

کلیدواژه ها: فعالیت، تدریس زبان فعالیت محور، دیدگاه روان شناسی فعالیت، دیدگاه جامعه شناسی، رویکرد ارتباطی.

Abstract

This article starts with the notion of task and its importance in language teaching. Different conceptualizations of tasks have been proposed so far: cognitive, interactional, communicative, and

may not be problematic in schools or for their teachers. However, the problems are inherent in themselves. This characteristic will influence learners' success in language learning and in future life in society. Because teachers are responsible to enhance the future lives of their learners, they should deal with this problem. To help shy students overcome their problem, teachers should design different types of activities and groupings in the classroom. Such students may not experience a great degree of shyness when working with friends in pairs or small groups. This way, they can gain enough courage to participate in class activities and discussions later on. Moreover, if these students know that they will not be corrected for whatever minor mistake they make, this will help them gain enough self-confidence to participate more in class activities.

Conclusion & Implications

Teachers, schools, educational systems, and all the parties involved in language learning have great responsibilities towards learners. Learners are different and bring with themselves different characteristics to the educational system. If the job of the involved parties is to make these learners ready for later life in society, then they should prepare them for it. This is not possible but through helping them reach their full potentials. One of the best ways to achieve this is to take into account learners' affective characteristics and help them overcome their problems. The most crucial affective characteristics in language learning identified in different textbook and mentioned in this paper are motivation, attitude, anxiety, extroversion/introversion, self-esteem, risk-taking, self-confidence, inhibition, and shyness. Unmotivated learners, those with negative attitudes towards second language learning, those who experience great degrees of anxiety, extreme extroverts and introverts, learners who have low self-esteem, those who are not good risk-takers, those

who lack self-confidence, those who experience high inhibition, and those who are very shy will face serious problems in second language learning contexts. The role of teachers is very significant in helping such students overcome their problems. Of course, teachers should be trained to know how to help students who have problems. This is very demanding on the part of all the involved parties, especially the teachers. However, if an educational system really wants to be successful, all these factors should be seriously taken into account.

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is a personal judgment of worthiness, which is expressed in the attitudes that learners hold towards themselves. Self-esteem is believed to be the most important aspect of human behavior which influences self-confidence. Without self-esteem, learners do not believe in themselves and will face many problems in learning a second language.

The best thing teachers can do to enhance the self-esteem of learners with low self-esteem is providing situations for them which will enhance their self-confidence. This is possible by helping a learner to create a good image of him/herself through knowing that he/she is capable of learning another language competently.

6. Risk-taking _____

The ability to make intelligent guesses is called risk-taking. Risk-taking is an important characteristic of successful language learning. If language learners take the risk of being wrong, they will use the language especially in innovative situations better (Brown, 2001). Learners have to be able to gamble a bit, to be willing to try out their ideas about the language, and take the risk of being wrong.

Here again, the teacher's role is significant in providing situations in the class through which learners can experience risk-taking without being laughed at by the others. Moreover, "the teacher should observe an optimal level of student talk. In fact, high risk-takers who tend to dominate the class with their wild guesses may need to be reoriented by the teacher" (Farhady & Delshad, 2007, p. 222). All these show that a teacher should be very careful in conducting each step in the classroom. He/She should try to set an optimal level of risk-taking, encouraging those who lack risk-taking to take risks more and controlling those who are high risk-takers to be more cautious about their wild guesses.

7. Self-confidence _____

"Learners' belief that they indeed are fully

capable of accomplishing a task" (Brown, 2001, p. 62) is their self-confidence. The more confident a learner is the better performance he/she will have.

Crozier (1997) also talks about self-confidence and the problems related to lack of it in learning situations. He says that some learners achieve success but attribute it to effort and not to their ability. This shows that these learners lack control on their behavior because they believe they have no control over their achievement. As a matter of fact, these learners have problems with their identity. One of the most important tasks of schools and teachers in this regard is to value learners' identities. Teachers should fight with the idea inherent in the mind of some learners that they are inferior and inadequate. They should help these learners believe that they are capable of doing many things including the difficult task of second language learning. If teachers and schools are not successful in increasing the self-confidence of such students, they will face serious problems when entering the society later in their life.

8. Inhibition _____

Inhibition refers to a number of defenses one builds around him/herself for protection. Those learners who have a high self-esteem usually experience less inhibition whereas those who have a low self-esteem usually experience more inhibition. Teachers should try their best to create contexts for learning in which the inhibitive barriers are reduced so that learning can occur in a relaxed environment. For example, they can help their students understand that making mistakes is part of second language learning and if they make mistakes, the teacher is present there to help them overcome their problems not to laugh at them (Crozier 1997).

9. Shyness _____

Shyness and the problems associated with it are explained by Crozier (1997). According to him, shyness is a hidden problem in schools. Shy learners

are called anxiety. Anxiety may be caused by different factors such as learners' competitiveness and can be experienced at various levels. According to Brown (1994), some learners are generally anxious about many things, and some are anxious about some particular events. It is important for a teacher to understand whether a learner's anxiety is general or related to a particular situation at the moment because each of these problems should be treated differently. If a learner is always anxious about everything, he/she may need special consultations on the part of the teacher. The teacher may have to consult with the student's parents to find the source of anxiety so that he/she can help the learner overcome his/her anxiety. This is sometimes possible by private meetings between the teacher, the student, and the parents. If the anxiety is related to a particular situation at the moment, then the teacher's task will be different. He/She should check all the things done to see whether it is possible to change the situation for better use of the anxious student.

Anxiety may be either facilitative or debilitating. Facilitative anxiety helps the process of language learning while debilitating anxiety causes problems in learning a new language (Chastain, 1988). "Facilitative anxiety has a positive effect because it leads to some concern on the part of the language learner to be worried about the task to be accomplished. A good example is language test situations where a little concern and anxiety would make the learner more careful. Debilitating anxiety, however, is destructive and decreases the performance level of the learner. This kind of anxiety is to be removed from language learning contexts". In many cases, examinations cause frustration and anxiety. Crozier (1997) says that anxiety is a real influential factor on performance and therefore to be fair, it should be best tried to offer a range of assessment methods to let learners with different characteristics show their real abilities. In this way,

is some learners feel more anxious with one method, they can compensate for it through the other methods.

4. Extroversion/ Introversion

Extrovert people are usually outgoing and aggressive. Their thoughts are usually centered on others and are directed outward. They usually tend to take a trial-and-error approach to acquire new experiences and to participate actively in class. Therefore, they can communicate much better. On the other hand, introvert people are usually shy, self-centered, inwardly directed, and they spend time reflecting on new experiences.

Each type has its own advantages and disadvantages in terms of language learning (Brown, 1994). Possible weaknesses may be that introverts may avoid others, may lose opportunities to act, dislike being interrupted, and do not perform well in social situations. They usually work independently, are reflective, avoid generalizations, and are careful before acting. Extrovert people, on the other hand, are attuned to the culture, people, and things around them and are interested in variety and group work, but they may become impatient with long tasks.

A good teacher should try to balance those on the extreme. This can be done by private meetings between teachers and learners. Teachers can provide some guidelines and activities to extreme extroverts and introverts so that they can get advantage of the characteristics of the other group because each group has its own advantages in language learning.

5. Self-esteem

One of the other important affective characteristics is self-esteem. How one evaluates him/herself and how a person thinks of him/herself as being capable, significant, successful, and worthy is called self-esteem (Williams, & Burden, 1997). It

integrative. Instrumental motivation refers to motivation to acquire a language as means of attaining instrumental goals such as finding a job, reading technical materials, translation, etc., while an integrative motivation refers to motivation when learners wish to integrate themselves within the culture of the second language group. Each of these types can be greatly influential in motivating the students. However, if teachers try to combine these two motivations, its positive effect will be much higher. Teachers can highlight the instrumental goals for their students by focusing on the opportunities they may gain in their future life by knowing another language. Further, they can explain the foreign culture to their students and let them know that there are different ways of living and thinking which might be different from their native culture. They should pinpoint that these are just differences among cultures, and it is not the matter of superiority or inferiority of any particular culture. This way, students may get interested in learning about the target culture. To know more about that particular culture, they need to know their language better (Harmer, 2001).

Crozier (1997) also talks about the important role motivation plays in education. Based on the degree of motivation, he classifies learners into three groups of under-achievers, optimum-achievers, and over-achievers. The main problem is with under-achievers who believe that they have little control over their ability to succeed. The associations between learners' beliefs about the amount of their effort and their achievement are very crucial in this regard.

Schools and teachers can have significant influences on the success of unmotivated or less motivated learners. They can set up programs of rewards and punishments in a way that under-achievers are encouraged to learn and they feel the impression that they are learning. Another way is to provide activities related to the needs of the learners. This is possible by using different types of activities for different learners. The third way is providing

interesting lessons. Different learners have different interests. That is why different range of topics should be covered in different lessons. Moreover, teachers should provide scaffolding to their learners. They can help their students overcome their problems in the difficult parts of each lesson. In this way, the idea in the minds of some students that they are not able to learn will be solved to a great extent. Then, unmotivated students who felt they couldn't learn anything will change into motivated ones who can learn everything by the help of their teachers.

2. Attitude

The next important affective characteristics closely linked to motivation is attitude. Attitude refers to one's likes and dislikes. Language learners have different attitudes about second language learning. Some of these attitudes may be positive, which will enhance their language learning process, and some may be negative, which will inhibit their language learning process (Brown, 1994; Harmer, 2001).

Teachers should be very concerned about those learners who have negative attitudes towards second language learning. Teachers can overcome this problem by helping their students' learning processes. If such learners can overcome their learning difficulties, it is quite natural that their attitudes will change into positive. "Negative attitude can be changed through orientation and instruction. One reason for the development of negative attitude is often misunderstanding or misconceptions about a phenomenon. Teachers should be conscious of the potential negative attitude in the students and try to understand the source of misunderstanding. Sometimes, an understanding of the target culture is helpful because cultural and social distances are two factors contributing to the formation of negative attitude" (Farhady & Delshad, 2007, pp. 219-220).

3. Anxiety

Feelings of uncertainty, insecurity, and self-doubt

educators, and teachers. Therefore, the affective characteristics should be treated more appropriately. To this end, some of the crucial affective characteristics including motivation, attitude, anxiety, extroversion/introversion, self-esteem, risk-taking, self-confidence, inhibition, and shyness which are explained in details, besides the implications of their importance for teachers job is very demanding in identifying problems associated with any of these characteristics and helping learners overcome those problems. Some of the strategies teachers can do to help their students are having private meetings with students and their parents, creating a relaxed atmosphere in the classroom, using different types of activities and grouping in the classroom, and not correcting all the mistakes students make.

Key Words: affective characteristics, motivation, attitude, anxiety, extroversion/ introversion, self-esteem, risk-taking, self-confidence, inhibition, shyness

Introduction

Affective characteristics are gaining more attention in educational settings because of the shift of emphasis from teaching to learning and the value given to learners and their affective characteristics. The current emphasis in educational settings is now on the effectiveness of schools to tackle learners' affective characteristics. Some of the most crucial affective characteristics most writers emphasize on are motivation, attitude, anxiety, extroversion/introversion, self-esteem, risk-taking, self-confidence, inhibition, and shyness. These characteristics are of great interest to educationalists, curriculum developers, and teachers. Chastain (1988) believes that learner characteristics in general and their affective characteristics in particular are some of the most influential characteristics that affect the development of second language skills. In addition, Crozier (1997) states that people learn differently based on their different characteristics. He also says that five important personality traits, namely, aggressiveness, anxiety, motivation, self-confidence, and shyness, affect learners' learning in one way or another.

1. Motivation

Motivation is an inner drive, emotion, or desire that moves one to learn something (Brown, 1994,

2001; Farhady & Delshad, 2007; Mirhassani 2003, Samuels, 1984; Williams, & Burden, 1997). Motivation is believed to be the most important factor in the success or failure of learning, in general, and language learning, in particular. It seems that motivated learners are ready to learn the new language quite easier than other learners are.

Gardner (1985) classifies motivation at two levels of goal motivation and core motivation. Goal level motivation includes the learner's core motivation, the learner's orientation to language learning, and the learner's attitudes towards the learning situation. Core level motivation includes the attitudes towards learning a language (affect), the desire to learn the language (want), and motivational intensity (effort). A highly motivated learner will want to learn the language, enjoy learning the language, and strive to learn the language. In this regard, teachers should provide opportunities for their students through which they enjoy the language learning task. This is possible by creating interesting situations in the classroom and letting the students know that new horizons will be opened for them if they can communicate effectively in the new language.

Motivation can be either instrumental or

هدف این مقاله نشان دادن اهمیت مهم ترین ویژگی های عاطفی است که در فرایند یادگیری به طور عام، و در فرایند یادگیری زبان به طور خاص مؤثرند. تمامی گروه های مرتبط با فرایند یادگیری اعم از برنامه ریزان، والدین، معلمان، و دانش آموزان بر این باورند که ویژگی های عاطفی در فرایند یادگیری زبان مؤثر هستند. در این راستا، این ویژگی ها مورد توجه خاص روانشناسان، جامعه شناسان، و معلمان قرار گرفته اند. با این وجود، اهمیت این ویژگی ها هنوز آن چنان که باید مورد توجه قرار نگرفته است. به این منظور، مهمترین و اساسی ترین ویژگی های عاطفی شامل انگیزه، نگرش، اضطراب، برونگرایی / درونگرایی، عزت نفس، خطرپذیری، اعتماد به نفس، خویشترداری، و کمرویی در ذیل توضیح داده می شوند و دلایل اهمیت هر کدام از آن ها برای معلمان ذکر می گردد. به علاوه، در این مقاله درباره وظیفه سنگین معلمان در تشخیص مشکلات مربوط به هریک از این ویژگی ها و انواع کمک هایی که می توان به دانش آموزان مشکل دار ارائه نمود مطالبی ارائه شده است. بعضی از راه های کمک به این گونه دانش آموزان عبارتند از برگزاری جلسات مشاوره با حضور دانش آموزان و اولیا آن ها، ایجاد محیطی دوستانه در کلاس درس، استفاده از انواع مختلف فعالیت ها و گروه بندی های کلاسی، و اغماض بعضی از اشتباهات زبانی دانش آموزان.

کلیدواژه ها: ویژگی های عاطفی، انگیزه، نگرش، اضطراب، برونگرایی / درونگرایی، عزت نفس، خطرپذیری، اعتماد به نفس، خویشترداری، کمرویی

Abstract

The aim of this paper is to discuss some of the most crucial affective characteristics which are believed to be influential in teaching, learning, testing, and the whole educational systems. All the involved parties, including educators, programmers, curriculum developers, parents, teachers, and learners, believe that affective characteristics are influential in learning, in general, and in language learning, in particular. That is why these characteristics have attracted great attention in recent years from psychologists, sociologists,

The Role of Affective Characteristics in Language Learning

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terms of its steps and procedures so that it can be applied to different sized groups. Reading comprehension strategies can be successfully modeled in front of the whole class, rather than in small groups. Besides, considering the benefits of the method and the great changes it can make in developing learners' autonomy, it seems worthy of trying in the crowded classes too.

To conclude, the literature shows that RT is a useful tool for fostering autonomy in learners through providing them with effective strategies to handle learning tasks on their own. Thus, if Iranian teachers want to produce active, autonomous, motivated, and independent learners, reciprocal teaching can help.

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زیرنویس

1. Autonomy
2. Reciprocal
3. Modeling
4. Dialogue
5. Appropriating

the beginning sessions of their classes to introducing learning strategies. In fact, most of them go directly to the course book and start teaching. They may do this because they are worried about the limited time of their classes; however, they ignore the fact that by making their students equipped with a strong tool to work independently, they will not only save time, but also they will definitely achieve golden results. Accordingly, the significance of explicit instruction of strategies should be assigned a particular position in the course planning.

4. In addition to teachers' attitudes, the beliefs of Iranian high school students who are used to teacher-centered instruction should be investigated and modified too. We have to help them accept the changes so they may gain the predicted benefits of being at the centre of the learning process. High school students may want to know the rationale behind the changes like doing group work in their classes. Some may even question its value; thus, RT methodology should be introduced step by step, otherwise they would definitely resist the changes. Besides, for RT to be successful, frequent student feedback is necessary.

5. Since what Iranian teachers do in their classes or make their Learners do is usually influenced by the policies of higher authorities in the system reconsidering the goals they have defined for high school level seems necessary. Those who have the actual experience of teaching at high school level may have experienced failure in using group work, negotiation, strategy instruction, and other learner-centered activities because the students' main concern is to prepare themselves for the national university entrance exam, which still seems to be far from the purposes of learner-centered programmes. Thus, whenever a teacher tries to devote even a small portion of the class to such activities, the students show immediate resistance. They prefer to just memorize the vocabulary and

grammatical rules they think will help them to pass such a decisive exam.

6. Increasing the amount of time devoted to ESL courses at high schools (one or two sessions per week) by the ministry of education seems absolutely necessary. Many teachers are reluctant to apply methodologies like RT in their teaching, and prefer to use the limited time of their classes just to meet the requirements of the term and move students closer and closer to their common aim, i.e. passing the university entrance exam. This is another limitation which the authorities have to do something about.

7. A reevaluation of the current system of education in Iran seems crucial to shift the current aim of education into a higher and more valuable goal: producing a critical citizen who will be able to use his knowledge to solve his problems, to be able to negotiate with other members of society, to be independent and autonomous, and to use his reading comprehension skills to achieve his purposes throughout his life.

8. Since one of the requirements of the model is competency in decoding (Hewitt, 1995), the deficiencies of both the teachers and students in this area should be compensated. Here again the role that educational authorities can play in defining the national goals manifested both in the school programs and in the teacher education programs becomes clear.

9. The experience shows that whenever the high school teachers are asked why they just stick to the traditional methods of foreign language teaching, they refer to the size of the classes as the main reason. That is, they think the crowded classes leave no place for them to apply the learner-centered activities like group work. Although it is true that applying RT in large classes is really a hard task, putting it aside altogether and even not giving it a try does not seem to be justifiable. As mentioned earlier in this article, RT is flexible in

Besides, RT methodology as a two-way street in which the active participation by students is allowed can be effectively used to increase students, talking time in the class, which leads to the improvement of students' communicative competence (Vela Izquierdo (2004).

Furthermore, RT is considered to be an excellent approach to provide the context for specific strategy instruction and for transforming the learner into a strategic reader (Grabe, 2002). As Altan and Trombly (2001) mention, using these strategies is a feature of learning-centered environment, which is communicative and authentic and trains learners to work in small groups or pairs and to negotiate meaning in a broad context. In a learner-centered class students become autonomous. That is, as Hewitt (1995) asserts, the readers' gradual independence from the teacher in RT methodology encourages autonomy in the reading class.

Cotterall (2000) refers to the importance of incorporating principles of learner autonomy as a notion of which many language teachers are convinced. It should be seen as an essential goal of all learning in all contexts since it is obvious that no students can have their teacher to accompany them throughout life. The autonomous learner as a self-activated meaning-maker and an agent in his own learning process is not one to whom things just happen. Learning is viewed as the result of his own self-initiated interaction with the world.

Practical Considerations in Iranian High schools

Introducing RT strategy as a learner-centered activity with the aim of fostering autonomy among Iranian high school learners would definitely face many problems since it requires a number of modifications to be made to the existing language program in the country. In order to make the effective implementation of this strategy possible

in this context and to remove the possible obstacles, some practical issues should be taken into consideration. In the the remaining part of the paper, some prerequisites to implement RT appropriately and fruitfully for ESL Iranian learners at high school level are discussed.

1. The first and the most primary requirement is to make a change in the attitudes of teachers regarding how an English class should be conducted. English language program in Iran, as in some other parts of the world, is challenging due to the traditional methodology in which the learning environment is mostly teacher -centered so that teachers are considered as authorities. Creating a learner-centered classroom in this context seems impossible without creating a positive attitude and a strong motivation in teachers to implement such a learning strategy.

To achieve this purpose, it is suggested that the notion of learner-centered environment is incorporated in teacher education programs. Since this program is based on the assumption that the students will eventually teach in the way they are taught, changing beliefs and attitudes towards language learning and teaching through training them in a learner-centered way during their preparatory years seems to be helpful.

2. Just having motivation or positive attitudes to make a change do not suffice; Teachers should be trained and made familiar with the procedures of RT. There may be many teachers who are not completely familiar with the learning strategies because they themselves have never used them. They should be made familiar with the existing strategy inventories including Oxford (1990) so that they might apply them to identify their student's learning styles and strategies.

3. As far as Iranian high school students are concerned, no or little attention is paid to the importance of explicit instruction of learning strategies. There are no or few teachers who devote

teacher begins to transfer control of the process to the students by having them take the role of instructor or dialogue leader. As these new leaders begin to perform the dialogical questioning, summarizing, clarifying, and predicting process in groups or pairs, the instructor assumes the role of a coach, guide, and facilitator. It is at this stage that one student asks a question and others answer or comment on it; one student summarizes while the others provide elaborations and simplification; one student identifies difficult aspects of the passage and others clarify them, and finally one student predicts what comes next and others provide alternative hypotheses.

Emphasizing the flexibility and transferability of RT, Doolittle, et al (2006) report, different instructors may use RT in different ways in their classes. They may add to the four strategies, or they may not use one or two of the comprehension skills introduced by Palinscar and Brown (1986).

Theoretical Foundations of RT

Social constructivism provides a philosophical foundation for the use of reciprocal teaching. This theory emphasizes "the dynamic nature of the interplay between teachers, learners, and tasks, and provides a view of learning as arising from interactions with others" (Williams & Burden, 1997, p.43.).

As Doolittle, et al (2006) note, RT focuses on the 'social genesis of knowledge' which is based on three main assumptions: (1) knowledge and meaning are actively and socially created; (2) socially-created knowledge and meaning show social negotiation and consensus; (3) social adaptation, discourse, and goal achievement are the purposes for which knowledge and meaning are created.

Besides social constructivism as the philosophical foundation of RT, cognitive psychology provides a theoretical foundation for it. Cognitive approaches put great emphasis on the significance of what the learner brings to any learning situation. They see the learner as an active meaning-maker and problem solver (Williams and Burden, 1997). The central role given to the learner in cognitive psychology is clearly evident in RT. In other words, this methodology is quite successful in moving the class toward a learning-



centered direction.

Benefits of RT

The main benefit of this reading strategy, if implemented effectively, is that learners will make substantial gains in the comprehension and understanding of texts, even the complex ones, in content areas (Hewitt, 1995). This leads them to a greater knowledge of the topic, to higher comprehension skills, and consequently, to more positive attitudes, self-confidence, and motivation to read.

strategy can be effectively applied to other areas of study and wherever learners are vulnerable to comprehension failure (Hewitt, 1995).

RT is based on modeling and guided practice in which the teacher first provides the students with a model of reading comprehension strategies and then gradually withdraws from the process to cede the responsibility for the strategies to the students. Doolittle et al (2006) summarize RT methodology in three basic stages or processes:

- (1) The explicit instruction of specific comprehension strategies (modeling stage).
- (2) The dialogue between the teacher and students in which the instructor clarifies why, when, and where to use these strategies (dialogue stage).
- (3) The appropriating of the teacher role by the students, i. e. students become self-regulated in the use of these strategies (appropriation stage).

The Procedures of RT

RT model is introduced as a strategy to enhance learners' comprehension of the text while making them involved in a verbal exchange of ideas. In other words, students 'reciprocate' their skills, experiences, and understanding as they follow the model (Hewitt, 1995). Palinscar and Brown (1984), in their original work, selected four reading comprehension strategies to activate and monitor reading comprehension:

1. **Summarizing:** It involves identifying the important information and ideas of the text. It may be based on a single part of the text or the whole passage.
2. **Questioning:** It is the process of identification of central information and using them to generate questions which are then applied as self-tests for the reader.
3. **Clarifying:** It involves the clarification of difficult, unfamiliar, and unclear structures, vocabulary, references, or concept within the

text. It motivates learners to re-read, use the contextual cues, or some external sources such as a dictionary to remediate confusion.

4. **Predicting:** It involves creating hypotheses about what will occur next through combining reader's prior knowledge with the new knowledge from the text. It provides the motivation to continue reading the text in order to confirm or disconfirm self-generated hypotheses.

The Modeling Stage

The process begins with the instructor modeling the steps of reciprocal teaching. He explains, in small groups, the general nature of the reading comprehension strategies, the reasons they are used, and when they should be applied. Then, the teacher and students, usually in small groups, read a part of the text silently. After reading, the teacher models the strategies and skills introduced earlier. While modeling appropriate reading comprehension strategies, the teacher summarizes the section of the text that was read.

The Dialogu Stage

To achieve the aims of RT, introducing and modeling strategies are not enough by themselves. Dialogue is an essential part, in which the discussions, questions and answers, and feedback occur. The students are encouraged to ask questions about both the text and strategies during the dialogue process. This leads to the clarification of unclear and difficult aspects of the text. In fact, the dialogue is used to foster both reading comprehension and strategic awareness.

The Appropriating Stage

The three processes of reading, dialoguing, and clarifying is repeated through the whole text until the students are familiar with the sequence of activities and the skills involved. At this stage, the

EGP (English for General Purposes) just as a unit to pass. In other words, their main concern appears to be just getting a passing score. Such an attitude would definitely hinder the teachers' attempts to develop the required skills in the students at this level. But high school students may be easier to motivate, more ready to acquire the comprehension skills taught, and less resistant to new changes.

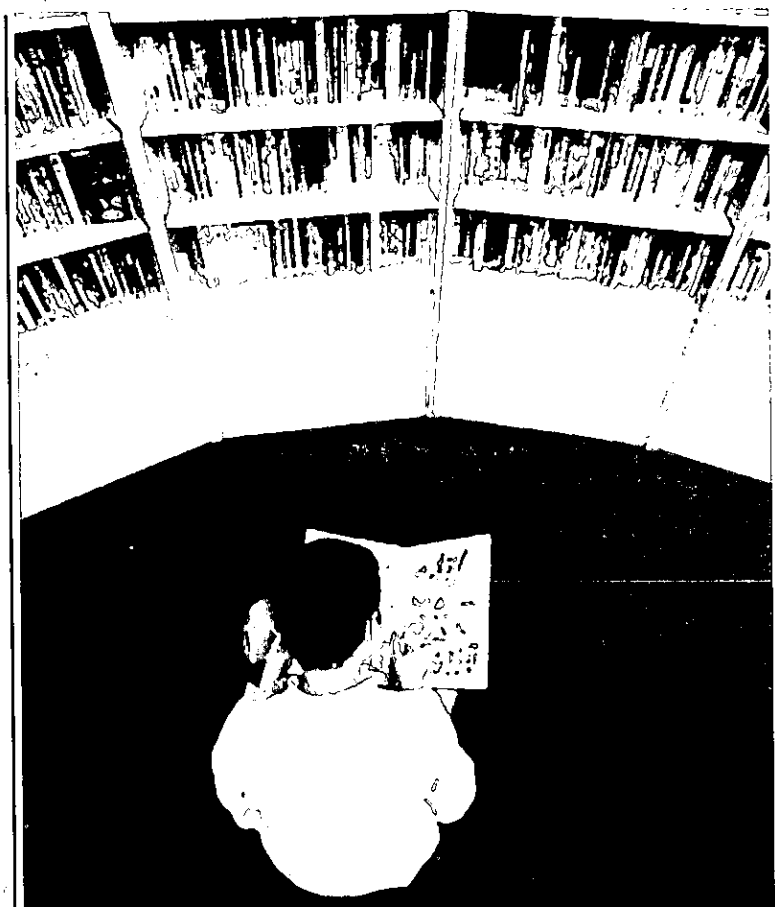
With these preliminary considerations in mind, the first question arising is 'how to change this lamentable situation'. One widely recommended solution is the explicit instruction of reading comprehension strategies at high school level. The positive effect of raising awareness of learning strategies has been documented in the literature for example, Hodge et al (1992, cited in Doolittle et al, 2006) by Kern (1989), O' Malley & Chamot (1990), and Oxford (1990). who showed that ineffective readers rarely use any strategies to compensate for their skill deficiencies.

Assuming that conscious application of reading comprehension strategies is effective in enhancing the skill, the second question arising is 'which of

these strategies are more helpful in producing an effective reader'. Palinscar and Brown (1984) suggest *Reciprocal Teaching* (RT) as one solution to the problem. The present article attempts to define the theoretical foundations, main features, benefits, and procedures of RT. Then, the possibility of implementing RT strategy in Iranian high schools and the required conditions to apply this strategy fruitfully are discussed in order to provide English teachers with a useful tool for developing their students' comprehension strategies.

What is RT?

As a strategy for establishing an active and rather expanded dialogue between teacher and students and among the students themselves, RT is gaining significance in educational settings (Cook, 1989 & 2001; Vela Izquierdo, 2004). The original study of Palinscar and Brown (1984), as the pioneer RT researchers, involved seventh grade English speakers recognized as poor readers with the purpose of reinforcing comprehension in L1 and ESL reading classes; however, the



نتیجه‌ی کارشان را به شکل خلاصه و شفاهی یا کتبی، به معلم ارائه می‌دهند.

در این مقاله، ابتدا پایه‌های تئوریک این روش، ویژگی‌های اصلی آن و فایده‌های استفاده از آن معرفی شده و سپس محدودیت‌ها و شرایط لازم برای کاربرد عملی و مؤثر آن در دبیرستان‌های ایران مورد بررسی قرار گرفته است. موارد مطرح شده می‌توانند، دبیران دبیرستان را با این روش مفید در آموزش راهبردهای خواندن آشنا کنند تا با کاربرد آن در کلاس، برای مستقل کردن دانش‌آموزان در امر یادگیری گام بردارند.

کلیدواژه‌ها: روش تدریس دوسویه، یادگیری مستقل، کلاس دانش‌آموز-محور، ساخت‌گرایی اجتماعی، روان‌شناسی شناختی، استراتژی‌های خواندن

Abstract

Autonomy should be seen as the essential goal of all learning in all contexts since it is obvious that no students can have their teachers to accompany them throughout life. If autonomy involves students' capacity to use their learning independently of teachers, Reciprocal Teaching (RT) methodology is its obvious manifestation in that it enhances learners' comprehension of the text while making them involved in a verbal exchange of ideas. In other words, students reciprocate their skills, experiences, and understanding as they follow the model. This methodology is quite successful in moving the class toward a learning-centered direction. The paper attempts to define the theoretical foundations, main features, benefits, and procedures of RT. Then, the possibility of implementing RT strategy in Iranian high schools and the required conditions to apply this strategy fruitfully in this context are discussed in order to provide high school English teachers with a useful tool for developing their students' comprehension strategies.

Key Words: reciprocal teaching, autonomy, learner-centered class, social constructivism, cognitive psychology, reading comprehension strategies.

Introduction

The comprehension of different and difficult English texts is one of the greatest challenges in the higher education programs of all countries including Iran. University students all around the world are assigned the reading of various texts and articles related to their fields of study. Yet, what is common among these students is a lack of good reading skills. In fact, as Royse (2001, cited in Doolittle et al, 2006) states, many students have never learned good reading skills even though they may know how to read.

This problem of poor reading comprehension skills may cause serious problems for learners since reading comprehension is the essential and

central component of higher education success. Besides, this is a kind of skill which the students would continue to need after their graduation. In other words, it is a skill needed for the whole lifetime.

Thus, it seems necessary for EFL teachers to work systematically on improving learners' reading comprehension skills.

Considering the system of education in Iran, it is suggested that the problem should receive due attention even before the students enter the university, i. e. when they are at high school level. The reason for this assertion is the fact that many ESP students look at English courses especially

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Reciprocal Teaching as a Tool to Foster Autonomy: Practical Considerations in Iranian High schools

چکیده

از آن جا که هیچ فراگیری نمی تواند به طور دائم به معلم یا هر راهنمای دیگری دست رسی داشته باشد، ایجاد و رشد استقلال^۱ در یادگیری، اساسی ترین رکن آموزش در تمامی جنبه ها از جمله در آموزش زبان دوم به شمار می رود. اگر استقلال در یادگیری را به عنوان توانایی دانش آموز در استفاده و کاربرد آموخته ها بدون تکیه به معلم تعریف کنیم، روش تدریس دوسویه^۲ بارزترین نمونه ی آن است. این روش که به طور خاص برای آموزش مهارت خواندن و درک مطلب به کار می رود، در عین حال که درک فراگیر را از متن مورد نظر می افزاید، او را در تبادل کلامی تجربیات و مهارت های خود با معلم و سایر دانش آموزان کلاس نیز مشارکت می دهد. با توجه به اهمیت مهارت خواندن متون زبان انگلیسی و نیاز به این توانایی در سراسر طول زندگی، مجهز کردن دانش آموزان به راهبردها و راهکارهایی که بتوانند در خارج از محیط آموزشی و بدون حضور معلم از آن ها استفاده کنند و متون مورد نیاز یا علاقه ی خود را بخوانند و درک کنند، امری بسیار ضروری به نظر می رسد. یکی از روش های مؤثر پیشنهاد شده در حیطه ی آموزش زبان دوم، «روش دوسویه» است. این روش که اولین بار توسط Palinscar و Brown در سال ۱۹۸۴ طراحی و استفاده شد، شامل سه مرحله ی اصلی است. در مرحله ی اول که مرحله ی مدل سازی^۳ نام دارد، معلم مستقیماً یک مجموعه راهبردهای خاصی را به دانش آموزان معرفی و علت، مکان و زمان مناسب استفاده از آن ها را برای دانش آموزان تشریح می کند. در این مرحله، دانش آموزان در گروه های کوچک، بخشی از متن را در سکوت می خوانند. سپس معلم چگونگی کاربرد راهبردهای معرفی شده را به صورت عملی به آن ها نشان می دهد. در مرحله ی دوم که مرحله ی گفت و گو^۴ نام دارد، به دانش آموزان این فرصت داده می شود تا اشکالات احتمالی خود در مورد راهبردها یا بخش های مشکل تر متن را بپرسند.

در مرحله ی پایانی که مرحله ی کناره گیری معلم^۵ است، او به تدریج کنترل کلاس را به خود دانش آموزان واگذار می کند. دانش آموزان در گروه های کوچک یا دو نفره، به خواندن متن ادامه می دهند، از راهبردهای معرفی شده استفاده می کنند، متن را به طور کامل می خوانند و در نهایت

needing more creativity on the part of teacher to prepare the materials, teaching will be much fun, for the information will be following a specific order or logic that makes them memorable for both teachers and learners. On the other hand, it aids learners who wish to internalize every aspect of their favorite foreign language in order to gain native _ like mastery _ any foreign language learner's ultimate goal.

From the pedagogical point of view, it is worth noting that presenting vocabulary, idiom, slang, and other lexical items would be more effective in the long run when accompanied by more effort on the part of teachers and also syllabus designers in aiming at producing materials that help learners create mental association in learning. According to previous research findings, once a mental link is created as a result of a certain teaching technique, the presented items would stick to learners' minds, and become significantly memorable. In such case one can claim that retention is guaranteed automatically.

Mental association could be promoted by telling relevant short stories or jokes, presenting a tangible example creating a vivid image in the learners' minds, ordering ideas and/or grouping them according to a quality they all share, etc.

In sum, syllabus designers generally and teachers specifically can contribute to provide EFL learners with well-organized curricula relying on materials which contain lexical items categorized according to their topics and/or any other attribute they may have in common.

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expressions. Ten other texts were also designed for control group each of which embraced 6 randomly selected idioms.

Procedure

Twenty short texts were produced for the members of both groups, each text embracing 6 idioms. Control group members experienced a treatment lasting for 10 sessions each of which featured the presentation of a short text containing randomly selected idioms. The experimental group for the same number of sessions enjoyed exposure to the same number of idioms and texts, each text fitting 6 topically grouped idioms. It is worth noting that the texts presented to both groups were followed by a matching task in order to check the learners understanding of the meaning of the Idioms they faced in the text, where they had to guess the meaning of idioms with the aid of the context clues.

During the treatment period, in each session the participants were presented with a text and they were asked to read individually in order to match each idiom with its meaning in the task set after each text. Next, they were asked to check their understanding through pair or group work. This procedure went on in both groups, for methodology was not the focus of the experiment but manner of idiom presentation.

Subsequently, the teacher checked the learners' understanding of the texts and the meaning of idioms by asking key questions about the text and the idioms in a way the learners were able to associate each item with its meaning, taking hint from context clues. In some cases, to provide a link, and therefore promote understanding, the teacher even asked the students to give the Persian equivalent of some of the idioms.

Administering the post-test was the final phase of the study. At this stage, all participants took a

teacher-made recognition type test on the presented idioms. Seemingly, post-test results held the key to clarifying and evaluating learners level of retention of idiomatic expressions as far as the manner of presentation tested was concerned.

Result and Discussion

The table below tabulates the facts about both group's performance on post-test.

Groups	N	\bar{x}	S ²
Experimental	30	15.16	20.17
Control	30	10.33	18.75

$$T_{\text{obs}} = 4.34$$

$$T_{\text{crit}} = 2.000$$

The value of T-observed was greater than T-critical reassuring that presenting idiomatic expressions – an indispensable part of any language – in groups with regard to their themes or topics facilitate retention.

In fact, on the basis of the results achieved from the present study and also the researcher's experience in teaching, one can claim that creating a mental association in any way can benefit learners in terms of a better learning and retention of the presented information. As previously mentioned, the study at hand focused on one specific means of creating mental association, namely, grouping items according to their themes or topics. Of course, there are many more ways to help learners associate items in their minds while learning. To a large extent creating such a tool depends on a teacher's creativity in terms of applying new teaching techniques. In fact, utilizing this technique can benefit both parties in the teaching trade. On the one hand, it could help teachers to present materials more effectively using less time and classroom. Furthermore,

bizarre image or definition a teacher can make the meaning of words more memorable, and therefore, accelerate the learning process.

Presenting Lexical Items in Groups

An individual word in an language frequently acquires meaning because of the relationship between it and the other words. Awareness of certain kinds of relationships makes explaining vocabulary easier for the teacher and learning it simpler for the learners. Some of the important relationships from the view point of Lewis and Hill (1990) are:

- a. **Synonyms** (sometimes, a teacher can simply say 'enormous' means the same as 'very large')
- b. **Antonyms** (which are thought of as 'opposites' such as hot/cold)
- c. **Complements** (two words one of which automatically excludes the other – single and married).
- d. **Converses** (which refer to a pair of words each implying the other parent/child)
- e. **Hyponyms** (car, van, bus, and lorry are hyponyms of vehicle).

(p.101)

Naturally, many more ways or techniques are created and applied by some teachers some of which are more suitable for only particular words. However, a combination of techniques is mostly recommended by experienced teachers.

The Study

This paper describes a small-scale study aimed at investigating the effect of teaching topically grouped idiomatic expressions on the retention on Iranian EFL learners. The details of the study are stated below.

Participants

The participants in this study were sorted out

of a population of 90 female intermediate students in Ghalam-e-Bartar and Majd English language Institutes.

In order to evaluate the homogeneity of the aforementioned subjects, an actual version of TOEFL (Test of English as a Foreign Language) was administered. On the basis of the results obtained from this proficiency test, 60 students whose scores fell between 1 standard deviation above and below the mean score were selected to be the target sample in this study and they were set into experimental and control groups.

Materials

In order to prepare the materials to be presented to the two groups, certain steps were taken. First, the researcher provided a checklist of 120 idioms – fitting in 10 thematic groups. The next step was to consult some Native Americans to check the frequency of idioms. The researcher e-mailed the prepared list to several Native Americans, so that they would choose the most frequently used idiomatic expressions, and eliminate the rest. Based on the feed back from the FL teachers and native speakers asked, 80 idioms were identified as the most frequently used ones.

Subsequently, each student in both groups was handed a list of the verified idioms to provide a definition for the already known ones. The rationale behind this action was to ascertain that the idioms which were planned to be taught were totally new and unfamiliar to the learners, and therefore, could produce more reliable results.

Finally, the researcher selected 60 idioms fitting in 10 groups of 6 topically related idiomatic expressions such as, animal, food, body, color, etc.

At the next step, a context was created for each group of idioms. Accordingly, 10 short texts were prepared for the experimental group, each text containing 6 topically grouped idiomatic

establishes a context for an idiom, but the idiom is omitted. Then students are asked to complete the paragraph with a word or a short phrase which fits the context. When they have done this correctly, they are told what the idiom is, and shown that they have already guessed the meaning of the idiom from context. When they are proficient at this exercise, they may move on to guessing the meaning when the idioms have not been omitted from the paragraph.

Presenting Lexical Items

Rivers (1981) asserts, as it is mentioned above, students need to learn *how to commit vocabulary to long-term memory*, which does not necessarily mean 'memorizing'. Simply knowing translations for L2 words does not guarantee that the learner will be able to get to grips with the vocabulary and assimilate it for the long time. There are lots of ways of presenting the meaning of a lexical item: Illustration, Mime, Synonyms/Antonyms/Gradable items, Definition, Translation, Context, etc.

From another standpoint, Oxford (1990) suggests memory strategies to aid learning, and these can be divided in to:

- Creating mental linkages: grouping, associating, placing new words into a context;
- Applying images and sounds: using imagery, semantic mapping, using keywords and representing sounds in memory;
- Reviewing well, in a structured way;
- Employing action: physical response or sensation, using mechanical techniques.

What is the focus of attention in this research is close to the first point. The teachers can teach idioms by grouping them and creating associations, and therefore, help, students to learn the meaning of idioms for long-term. Here are some useful techniques for presenting lexical items.

Mnemonics Techniques

American Heritage Dictionary (1997) defines "mnemonic" as a device, such as a formula or rhyme, used as an aid in remembering.

Mnemonics are methods for remembering information that is otherwise quite difficult to recall. The basic principle of mnemonics is to use as many of the best functions of the human brain as possible to code information. Basic mnemonics are a simple association technique such as: *Linked lists*, *Peg words* (Link information to specific placeholders in your memory), *Mental journey* (to link information to a 'mental story'), *Roman Rooms* (Link information to a mental image of rooms in your home or another building). Visualization, verbalization, simulation, performance, and repetition are other techniques for aiding memory. According to Carter and Nunan (2002), "Mnemonic strategies help learners link a new item with something known. These devices relate one thing to another in a simplistic stimulus-response manner" (p. 167).

Creating Mental Linkage

Memory is the brain's storehouse; the reservoir of the accumulated knowledge. Remembering is an important part of learning. However, do not mistake memorizing for learning; they are not the same thing. In order not to have a sieve-like memory, we should engage long-term memory. One of the mnemonic devices that can help us is to create mental linkage. Students' interest and curiosity about words are stimulated when they learn the logic behind word origins and the many stories that underlie how words came about. And it is also important to realize that learning these aspects about words reveals that words are not only interesting but also fun.

When you find pleasure in what you learn, you probably want to remember it. By using an odd or

into the target language so as to share with the class their own culture's method of metaphorical encoding.

Boers and Demecheleer (2001) also draw attention to the cultural aspects of teaching idioms. They claim that the possible impact of cross-cultural variation on learners' interpreting idioms invites language teachers to give extra attention to figurative expressions in the target language that relate to metaphoric themes that are less salient in the native language. Furthermore, they believe that an approach to teaching idioms will benefit from a teacher's awareness of cross-cultural as well as cross-linguistics differences.

O'Dell (1994, cited in McCarthy & Schmitt, 1997) names three approaches as how to categorize and teach idioms. A traditional way of categorizing idioms is to present them in groups which share a base word; the word *red* in *to deal with a red letter day*, *to be in the red*, *to be caught red-handed* is the base word. Another approach is to look at the origins of idioms and to group together, say, those which are connected with horse-riding – so *to keep a tight rein on something* is learnt alongside *to be in the saddle* and *to give somebody free rein*. The third approach used in 'English Vocabulary in Use' (McCarthy & O'Dell, 2003) is to link idioms functionally so that ones which are used for, say, describing feelings and moods or for praising and criticizing are presented together. The last approach has the advantage of focusing on meaning rather than form, which may help students to use them in an appropriate way. Mendis and Simpson (2003) advocate striking a balance between a 'holistic approach' that focuses on learning idioms as chunks; that is, paying attention only to their composite meaning, and an 'analytical approach' that teaches the meaning of an idiom by explaining the meaning of its

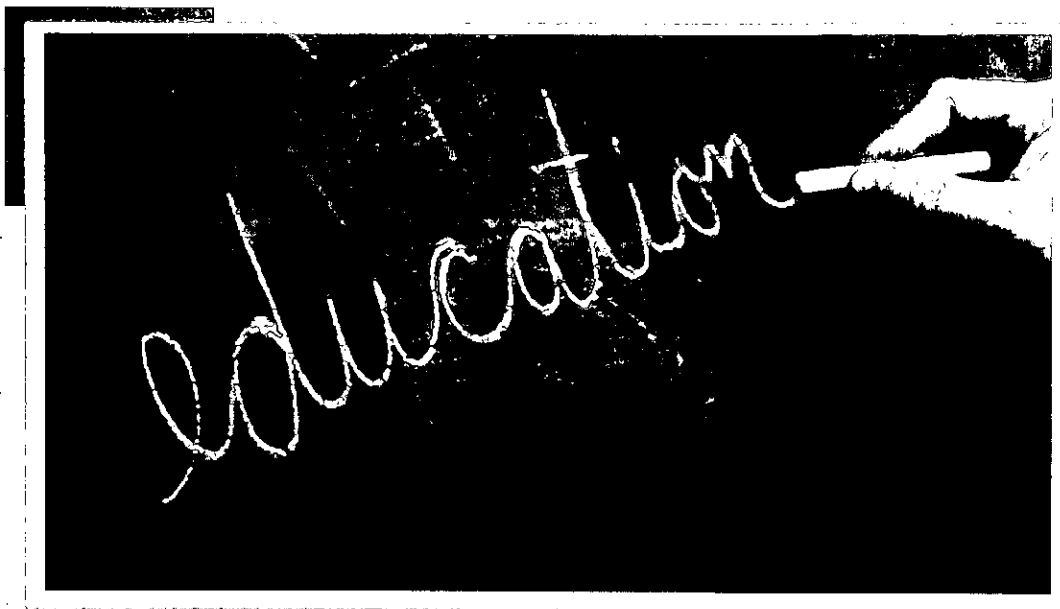
constituent parts. They also assert that in FL teaching, some idioms lend themselves better to the latter approach even though native speakers store them as holistic chunks. For instance, students understand and remember the idiom *a drop in the bucket* easily if they know what *drop* and *bucket* mean. They also conclude that first, teachers must convince students to learn some idioms as chunks and not attempt a constituent analysis. Second, teachers must also urge students to learn idioms as analyzable chunks.

According to McCarthy (1998) idioms are best studied in context. He states that if a context is provided, it tends to be an imagined one. Using real speech samples from contexts that learners will be exposed to has distinct advantages over using conventional methods of teaching idioms. Then, teaching idioms in authentic contexts will relieve teachers of the need to create contrived contexts for idioms and teach them as disembodied items.

Based on what went on above about teaching idioms, it's clear that there is a definite need for teaching strategies to help learners deal with both comprehension as well as production of idioms inside and outside of the classroom setting.

Learning the meaning of a few idioms will help in only a limited ways. Mendis and Simpson (2003) feel that learners should be taught the nature of an idiom first, and then, they should be taught how to guess the meaning from context. Teachers, then, should have students identify idiomatic expressions in excerpts from spoken and written discourse. It is also felt that comparing the idiomatic expressions with their equivalents in students' native language will be of great use.

A useful technique to help students guess meaning from context is a modified cloze exercise. In this technique, a paragraph is written which



language that hinders the acquisition of idioms by non-native speakers.

The tendency to play with idioms, whether spoken or written, is universal and very common among native speakers. The love of puns and wordplay, often based on idioms, can be very confusing to non-native speakers, as in:

(Two friends in a pub after a long drive)

Things can only get bitter (Ibid. p.43).

Here, 'bitter' is both a reference to a kind of beer and a pun on 'better'. Such features of native speaker uses of English are a major obstacle for non-native speakers wishing to acquire 'native-like' idiomaticity. Idioms are difficult to acquire and creative idiomaticity is even more difficult to acquire. Liontas (2002) believes that an effective way to develop idiomatic competence over time is through extensive exposure to and systematic practice with idioms. This argument is supported by the results from his study using questionnaires regarding idiom instruction given to L2 learners. He also argues that idioms should be introduced

to learners as early as possible along with other aspects of semantics, pragmatics, sociolinguistics, culture, and conventions of discourse. He claims that idioms should not be separated from other aspects of learning a language. In short, idioms should be integrated into the language curriculum right from the start.

Another approach to teaching idioms has been proposed by Lennon (1998), who suggests that exercises of a problem-solving nature can help learners to discover the metaphors in idiomatic expressions. He argues that since idioms are so semantically opaque, they are well-suited to a problem-solving approach in teaching which can exploit learners' innate cognitive drive to make sense of their environment. He also claims that comparisons with the L1 should be encouraged so that learners can become aware of the differences between the metaphors in the target language and their native language. Furthermore, Lennon believes that students will become highly motivated to translate their language's metaphors

(Cooper, 1998; Fernando, 1996). Cooper (Ibid.) asserts that since idiomatic expressions are so frequently encountered in both spoken and written discourse, they require special attention in language programs and should not be relegated to a position of secondary importance in the curriculum. He claims that idioms are often left until last or are ignored in language classrooms. However, sooner or later, imprecise idiomatic usage will cause difficulties even for a student with an excellent knowledge of grammar and a high level of vocabulary attainment. Through a teacher's conscious effort, students can receive effective practice in comprehending and producing idioms.

Pollio et al. (1997) analyzed approximately 200,000 words from: political debates, taped psychology sessions, and compositions written by students and adults. They concluded that those people used about 4.08 idioms per minute.

Cooper (1998) transcribed the idioms from three hours of taped television programs where Idioms occurred at the rate of about three per minute. Needless to say, understanding those idioms was crucial to understanding the plot.

Approaches to Teaching Idioms to L2 Learners

Since idioms are figurative expressions that do not mean what they literally state and since they are so frequent in spoken and written discourse, understanding and producing them present L2 learners with a special vocabulary learning problem (Ibid.). Students seem to avoid using idioms, or when they do try and use them, their speech slows down; they hesitate, stumble, and often produce errors. Whereas idiomaticity makes native speakers fast and fluent, it tends to make non-native speakers slow and ponderous (Prodromou, 2003). The non-compositionality of idioms, whether syntactic, semantic or pragmatic

in nature, means that they must be "recognised, learned, decoded and encoded as holistic units" (Moon, 1997, p.57). In an effort to help learners overcome these many difficulties, idiom acquisition research has uncovered a number of findings that have pedagogical implications for teaching idioms to L2 learners (Cooper, 1999).

It would appear that the way for second language learners to become more fluent in the target language is not only to have a good command of grammar and vocabulary but also a good command of the 'idiom principle' (Prodromou, 2003). The 'idiom principle' refers to the reliance on multi-word syntagmatic chunks which may well be the basis underlying principle of language production under normal circumstances (Lennon, 1998). Therefore, Prodromou (Ibid.) proposes the need for greater idiomatic competence for the non-native speaker. Idioms reflect the language used daily by the native speakers of the target language. Textbooks should try to more accurately mirror the language that is used by native speakers in real world contexts. Furthermore, in the post-corpus era, there are more accurate descriptions of written and spoken native speaker language available. Such descriptions have revealed the extent to which natural languages are phraseological and idiomatic. He claims that in the past, teachers relied heavily on grammar and dictionaries to help them teach but that these were not based on naturally occurring language.

Prodromou (2003) argues that there is a paradox of idiomaticity in native and non-native uses of English. One example of this is the way teachers stress the fixed nature of idioms in the classroom only to discover that their fixedness for native speakers is very flexible. He claims that the flexible nature of so-called 'fixed expressions' is one of the many paradoxes of idiomatic

recognize that an idiom exists, and they may assume the literal meaning. Second, it is unusual to be able to substitute one word for another and provide a translation into non-idiomatic English. So, without having an access to a good dictionary providing examples for idioms, an idiom cannot often be translatable.

Nonnative speakers of English can reach a point in their knowledge of English language where they feel comfortable with standard literary speech; however, they are liable to find themselves in trouble when confronted with the idiomatic expressions they do not know. When hearing an idiom, they may feel frustrated and confused, since the true meaning of the idiom cannot be generally determined by the mere knowledge of its component parts (Collis, 1987).

Because figurative meaning is unpredictable, idioms present a special language learning problem for virtually all groups of learners, i.e., native speakers, bilingual FL speakers, and learners. It's hard to tell from the literal meaning of the individual words, for example, that both *to kick the bucket* and *to bite the dust* mean *to die* (Cooper, 1999). Cooper also states that even though complete mastery of idioms may be nearly impossible, every language learner must be prepared to learn them because idioms occur so frequently in spoken and written English discourse.

Idioms are useful devices providing users of language with ready-made phrases that communicate a clear meaning. Cooper further argues that because of their lower level of linguistic competence in the target language, FL learners have much difficulty in understanding FL figurative expressions; however, they will meet them in conversations, lectures, movies, radio broadcasts, TV programs, newspapers, magazines, and books. Indeed, mastery of a FL may depend

partly on how well learners comprehend, retain, recall, and finally, produce idioms in every-day language.

Nearly all foreign language learners including the Iranian EFL learners wish to gain a sort of native-like mastery in all skills of the English language, and it seems necessary that they be presented with idioms used in the natural context, in order to enable them to understand the natural language they will mainly be exposed to, once in a foreign country. But, of course, teaching idioms in one thing and retaining them another thing. Accordingly, idioms should be presented to the students in a way facilitating retention, for the presented items' later recall is one of the most challenging tasks to meet for both teachers and learners. At this point, either the teaching method or the manner of presentation, which can be regarded a sub branch for the teaching method applied, were addressed in this study in order to promote retention. In this study, we aimed at observing the effect of two manners of idiom presentation, i.e., presenting topically grouped idioms, one group at a time versus presenting the same idioms at random.

Significance and Frequency of Idioms

Idioms reflect the language used daily by the native speakers of the target language. Lennon (1998) asserts that idioms – the colourful side of languages – are one of the symbols used while we are communicating our thoughts and feelings. He further notes that idioms give life and richness to the language by taking the existing words, combining them in a new sense, and creating new meanings, just like a work of art.

The sheer number of idioms and their high frequency in both spoken and written discourse make them an important aspect of vocabulary acquisition and language learning in general

دو گروه به مدت ۱۰ جلسه در معرض آموزش اصطلاحات رایجی که در متنی به کار برده شده بودند، قرار گرفتند. در هر جلسه، یک متن کوتاه حاوی شش اصطلاح گروهی به گروه آزمایشی ارائه شد (اصطلاحات میوه‌ای، عددی و غیره). گروه شاهد نیز هر جلسه با متنی مشابه روبرو شد، تنها با این تفاوت که اصطلاحات به کار رفته در آن متن به طور تصادفی کنار هم قرار گرفته بودند و در یک گروه معنایی نبودند.

در پایان ۱۰ جلسه آموزشی، آزمون پسین معلم ساخته از موارد تدریس شده برگزار شد. سپس برای مقایسه‌ی عملکرد دو گروه مزبور، فرمول T-test اعمال گردید. نتیجه‌ی این عمل آماری، نشانگر وجود تفاوت معناداری در میانگین نمرات گروه شاهد و آزمایشی در آزمون پسین بود.

این تحقیق، ثابت کرد، تدریس اصطلاحات به طور گروهی می‌تواند، این اصطلاحات و معنی آن‌ها را در ذهن دانش‌آموزان ایرانی دوره‌ی متوسط ماندگار سازد.

با استناد به نتیجه‌ی این تحقیق و هم‌چنین یافته‌های تحقیقات مشابه در این زمینه می‌توان به این نتیجه‌ی کلی رسید که ایجاد یک ارتباط معنایی و یا موضوعی به هر شیوه‌ی متعارف و غیرمتعارفی می‌تواند عامل ارتقای ماندگاری اطلاعات در ذهن زبان‌آموزان شود. البته خلاقیت مدرس، نقشی اساسی در ایجاد یا انتخاب تکنیک مناسب برای ارائه‌ی مطالب ایفا می‌کند.

کلیدواژه‌گان: اصطلاحات گروه‌بندی، اصطلاحات براساس موضوع، اصطلاحات مجازی و عبارات

Abstract

The purpose of this article is to demonstrate the facilitative effect of a specific manner of idiom presentation, i.e, topically grouping, on EFL learners' retention. Initially, this paper zooms on the importance and frequency of idioms. Subsequent to that, various approaches respective to teaching idiomatic expressions are presented to back up the hypothesis central to the study carried out. Next, some teaching techniques for lexical items are offered one of which is employed in carrying out the treatment section in this study.

The aim of the study at hand is to prove that creating mental association through using the technique of *topically grouping* in teaching lexical items generally, and idioms specifically, can boost the retention of these items in Iranian EFL learners.

Key Words: ideams figurative expressions, topically grouped idiomatic expressions

Introduction

In the recent years, foreign language researchers have become increasingly interested in the central role of lexical acquisition in language learning. To a large degree, improving our understanding of FL learning depends on improving our understanding of how learners learn the foreign language lexicon.

Vocabulary or lexical item, as Chastain (1988) holds, plays a more important role in communication than the other components of language. Therefore, words and their meanings

are the greatest tools we can present our students in order to guarantee their success in language learning as far as vocabularies and their meanings and uses are concerned.

The commonly occurring type of multi word unit in English – especially in informal conversational settings – that should not be taken for granted is idiom.

Carter et al. (2001) indicate that idioms present very real problems to learners of a language: First, it is not always possible for listeners or readers to

چکیده

واژگان به ظاهر کوچک‌ترین، اما در حقیقت گسترده‌ترین و پویاترین بخش هر زبان هستند. بدیهی است افرادی که گنجینه‌ی لغوی غنی‌تری دارند، در درک مطالب و ابراز عقاید خویش به صورت گفتار و یا نوشتار، از دیگران موفق‌ترند. نظر به اهمیت ویژه‌ی یادگیری و کاربرد واژگان در هر زبان زنده‌ی جهان، تحقیقات بسیاری در این مورد انجام می‌شود که از علاقه‌ی روزافزون محققان به جست‌وجو و کنکاش بیشتر در این زمینه حکایت می‌کند. موضوعی که در این پژوهش بررسی و مطالعه می‌شود و البته عضوی مهم از خانواده‌ی واژگان نیز به‌شمار می‌آید، «اصطلاح» است. اصطلاحات کاربرد فراوانی دارند. به‌طور مداوم در هر نوع محاوره و در هر موقعیت توسط گویش‌وران زبان انگلیسی استفاده می‌شوند و در درک مفاهیم، نقش کلیدی دارند. بنابراین، اگر زبان‌آموزی بخواهد از امکانات تصویری و غیرتصویری، بهره‌ی بهینه ببرد، لازم است تعداد قابل‌توجهی اصطلاحات متداول را بلد باشد.

کوپر (۱۹۹۸) و فرناندو (۱۹۹۶) معتقدند: تعداد بسیار زیاد اصطلاحات و استفاده‌ی مکرر از آن‌ها در گفتار و نوشتار، نشانگر لزوم فراگیری آن به‌عنوان جزء مهمی از واژگان است. اصطلاحات، به‌علت تکرار زیاد و نیز به‌دلیل این‌که در برخی موارد دانستن معنای اجزای تشکیل‌دهنده‌ی آن‌ها برای درکشان کافی نیست، برای فراگیرندگان زبان انگلیسی مشکل‌آفرین است. به این علت است که زبان‌آموزان غالباً از به‌کار بردن آن‌ها طفره می‌روند و یا در صورت استفاده از آن، کندتر از معمول صحبت می‌کنند و یا دچار اشتباه می‌شوند [پرو درومو، ۲۰۰۳].

تحقیق حاضر تلاشی بود برای بررسی تأثیر تدریس اصطلاحات گروه‌بندی‌شده بر یادسپاری دانش‌آموزان ایرانی دوره‌ی متوسط. ابزار استفاده‌شده برای اطمینان از همتایی دانش‌آموزان، آزمون تافل بود که برای ۹۰ دانش‌آموز دختر ایرانی دوره‌ی متوسط، بدون درنظر گرفتن رده‌ی سنی خاص، برگزار شد. براساس نمرات حاصله در این آزمون، ۶۰ نفر از زبان‌آموزان به‌طور تصادفی به دو گروه آزمایشی و شاهد تقسیم شدند. سپس برای اطمینان از همتایی اعضای هر دو گروه، بعد از تقسیم شدن تصادفی آن‌ها، فرمول F-Test بر نمرات آن‌ها در آزمون مزبور (تافل) اعمال شد. پس از آن، دانش‌آموزان هر

The Effect of Teaching Topically Grouped Idiomatic Expressions on the Retention of Intermediate Iranian EFL Learners

words

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demonstrate more empathy, relate better interpersonally and more socially responsible than men. On the other hand, men appear to have better self-regard, are more self-reliant, cope better with stress. And more flexible, solve problem better, and are more optimistic than women. Similar gender patterns have been observed in almost every other population sample that has been examined with the EQ-I (American psychiatric Association, 1994).

While the results of the current study indicate that males and females differ in self-respect, emotional self-awareness, flexibility and reality testing categories.

It could also be the case that gender differences do exist but measurement artifacts such as over-estimation of ability on the part of males are more likely to occur with self report measures. More research is required to determine whether or not gender differences do exist in emotional intelligence.

Conclusion and Implications

This study was conducted to probe the possible effect of EQ on intermediate EFL learners' performance on cloze test. The findings reveal that EQ significantly affected the performance of the EFL learners on cloze tests.

As for the second research question, the effect of gender on EQ was established. The findings indicate that there is difference between male and female EQ. Female EQ is more than male EQ. Furthermore, Males and females do not vary in all EQ categories. They are different in self-respect, emotional self-awareness, flexibility and reality testing categories. And there are not significant differences in other EQ categories.

Teachers should try to develop learners' EQ

which has positive effect on learning English. By developing EQ, learner will take charge of their own learning. Teachers must acknowledge and respect students' EQ and help them develop it.

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different fields like educational settings.

The results of the current study indicate that EQ plays an important role in EFL learners' performance on cloze test and this finding is consistent with findings which suggest a correlation between EQ and using vocabulary strategies, reading comprehension and listening.

These results also confirm Bar-On & Parker's (2000) claim that "succeeding in different fields like educational settings linked to personality psychology".

The results indicated that a person with an above average score on EQ test will probably obtain an above-average score on the other test (cloze test).

According to the results demonstrated through t-test, it was found that there was gender difference. This showed that female EQ was more than men EQ.

The results confirm Mayer and Geher (1996), Mayer, Caruso, and Salovey (1999), and more

recently Mandell and Pherwani's (2003) findings that women are more likely to score higher on measures of emotional intelligence than men, both in professional and personal settings. Also, Brackett and Mayer (2003) found that females scored higher than males on EI. When measured by a performance measures (the Mayer-Salovey-Caruso Emotional Intelligence Test).

However, Bar-On (1997) claims that no differences have been revealed between males and females regarding overall ESI. However, statistically significant gender differences do exist for a few of the factors measured by the EQ-I, but the effects are small for the most part. Based on the North American normative sample (Bar-On, 1997), females appear to have stronger interpersonal skills than males, but the latter have a higher intrapersonal capacity, are better at managing emotions and are more adaptable than the former. More specially, the Bar-On model reveals that women are more aware of emotions,

As Table 3. illustrates, there is significance relationship between EQ and Cloze tests. This result rejects the first null hypothesis and confirms the effect of EQ on learners' performance on cloze test.

Descriptive statistics of male and female carried out for finding the difference between males and females. Table 4 illustrates that female EQ mean is more than male one.

Table 4. Descriptive statistics of male and female

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
EQ	male	90	314.60	41.654	4.391
	female	90	329.23	40.918	4.313

Table 5. T-test for determining the statistical significance of the difference between means on two sets of scores

T-Test

	Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							95% Confidence Interval of the Difference	
	F	sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper		
EQ	0.001	0.975	2.378	178	0.018	-14.633	6.155	-26.779	-2.488		
			-2.378	177.943	0.018	-14.633	6.155	-26.779	-2.488		

According to the results demonstrated through t-test, it was found that there was gender difference. This showed that female EQ was more than men EQ. Also, the level of significance was less than .05. Therefore, the null hypothesis was rejected. It was concluded that there was a meaningful difference between male and female EQ.

The ranking of EQ category means

demonstrated that interpersonal relationship category has the highest mean, while flexibility one has the lowest mean.

In order to locate the exact EQ categories which differ in males and females, t-test was run for each EQ category. The results showed that the difference of male and female EQ, only in self-respect, emotional self-awareness, flexibility and reality testing categories, were significant because the level of significance of these categories are less than .05. And males are the same as females in interpersonal relationship, impulse control, problem solving, stress tolerance, empathy and assertiveness categories.

This finding seems to confirm the previous scholars' propositions e.g., Ciarrochi, Chan, & Caputi, 2000; Mayer & Salovey, 1997; Roberts, Zeidne, & Matthews, 2001; Mayer, 1999; Mayer, Salovey, & Caruso, 2000b. In fact, EQ has already been considered as an important aspect of self-confidence, leadership skill, flexibility, motivation and educational settings (McClelland, 1975).

Mayer et al. (1990) defined EI as a mental ability model. They argued that thinking about feeling is a cognitive skill that can be developed with practice and over time. From 1990 to 1994; Salovey and Mayer wrote numerous articles on the topic of EI. They argued that EI was a true intelligence which include the ability to identify emotions, understand them, make decisions based on others' emotions, and manage one's own emotions (Mayer, 2001). To be demarcated as an intelligence, EI needed to measure personality traits. Links to personality and its effects were made by many theorists who studied what people were trying to achieve and the behavior that were most likely to bring about the desired effects (Bar-On & Parker, 2000). As personality Psychology was developing, it was linked to success in

cloze test.

First, the researchers gave a proficiency test which was Michigan Proficiency Test to determine the level of learners participated in this research, and then she selected the intermediate students and put the other students aside.

At defined time after explaining how to respond the items, Bar -On EQ measurement test administered to them. Then immediately researchers told students not to leave the class to respond the cloze tests. They explained students how to respond to these items. Students were also told that they should respond to the questions without discussing with their classmates.

Design

The dependent variable of this research was the scores of cloze tests. The independent variable was EQ scores. Since the researchers did not have any control over the manipulation of the independent variable and because there was no treatment, an "ex post facto" design, a subcategory of descriptive research, was followed. In this research, the researchers aimed at exploring the degree of relationship between variables rather than a cause-and-effect directionality.

Results and Discussion

Initially, descriptive statistics were carried out for all measures involved in this study. The results are reported in Table 1.

Table 1. Descriptive statistics for different tests on this study

	Descriptive Statistics								
	N	Minimum	Maximum	Mean	Std.	Skewness		Kurtosis	
	statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Error	Statistic	Std. Error
cloze test	180	27	54	38.42	5.479	0.207	0.181	-0.449	0.360
EQ test	180	238	431	321.92	41.821	0.532	0.181	-0.640	0.360

Then Pearson correlation test was run. Table 2 illustrates the correlation coefficients between EQ and learners' performance on cloze test.

Table 2. Correlation coefficient for tests used in this study

		Correlations	
		EQ test	Cloze test
EQ test	Pearson Correlation	1	0.745
	sig.(2-tailed)		0.000
	N	180	180
Cloze Test	Pearson Correlation	0.745	1
	Sig.(2-tailed)	0.000	
	N	180	180

**Correlation is significant at the 0.01 level (2-tailed)

According to the results demonstrated, a significant correlation was found. The correlation coefficient was above the expected correlation and this shows that the relationship was strong enough to contribute learners' performance on cloze test to EQ.

The inferential statistics of this research showed that the correlation coefficient between two variables is .745. It indicated that there is positive correlation between independent and dependent variables. Also, there was a direct relationship between two variables. In other words, the changes of EQ had direct influence on cloze test changes.

The results of the current study indicate that EQ plays an important role in EFL learners' performance on cloze test.

In order to investigate the research hypotheses, at first, ANOVA analysis was conducted, the results are reported in Table 3.

Table 3. ANOVA test for the EQ and Cloze tests

Model	Sum of Squares	Df	Mean square	F	Sig
1 Regression	2982.800	1	2982.800	222.062	.000(a)
Residual	2390.950	178	13.432		
Total	5373.750	179			



they were intermediate learners, the researcher gave them proficiency test to become sure that all of them were intermediate. The participants ranged from 18 to 28 years old.

Instrumentation

In order to examine the research hypotheses of this study, two tests (Bar-On EQ test and Nelson cloze test) were prepared. Nelson cloze test consisted of 60 multiple choice items in five separate cloze test passages. Bar-On EQ test consisted of 90 questions. Each category was related to 6 items in the questionnaire. Subjects should respond to each item by selecting one of the five degrees of completely agree, agree to some extent, disagree and completely disagree that is based on Likert scale. Also, Michigan proficiency test was used for selecting intermediate EFL learners.

Procedure

At first, researchers standardized Nelson cloze test. She made an appointment with the supervisor of Shokuh's institute and explained what she wanted to do. They planned when two tests were

administered. The two tests were Nelson cloze test and Michigan proficiency test.

The participants were 20 female intermediate EFL learners. The researchers explained the proficiency test and its parts and gave them one example for each part and told them that they had only 90 minutes to answer it.

After the first test they had a short break and then they had to answer the next one, Nelson cloze test, which was 60 multiple-choice questions in 45 minutes. The researchers explained them there were 5 separate cloze test passages and they had to answer them by themselves without discussing with each other.

After the result of test piloting, They made an appointment with Quchan and Mashhad Azad university chancellors. Then they introduced her to the heads of English departments. They explained what They wanted to do. Then co-operatively they planned a schedule to define when and where tests should be administered.

Again she made another appointment with the supervisor and teachers of male branch of Shokuh's institute and a schedule planned to where and administering the proficiency test, EQ test and

to thrive in the future.

Many people have expressed opinions about the scientific viability of emotional intelligence (EI). EI has been said to matter twice as much as IQ (Goleman, 1998, p.31). It has also, according to some, "proven resistant to adequate measurement" (Becker, 2003, p.194). Others have claimed that a "considerable body of research" suggests that EI provides the basis for competencies important "in almost any job" (CHerniss, 2000, p.10). But, "EI appears to be more myth than science..." (Matthews, Zeidner, & Roberts, 2002, p.547). The study of EI even raises the question of whether there can be too many intelligences (Hedlund & Sternberg, 2000).

EI from this theoretical perspective refers specifically to the cooperative combination of intelligence and emotion (e.g., Ciarrochi, Chan, & Caputi, 2000; Mayer & Salovey, 1997; Roberts, Zeidner, & Matthews, 2001). Here, one finds no unusual claims for the potency of EI; quite the contrary, researchers seek to expose popular claims as unfounded, given the evidence thus far (e.g., Davies et al., 1998; Mayer, 1999; Mayer, Salovey, & Caruso, 2000b). Our own research, and that of many other researchers, fits within these bounds.

An analysis of variance of the North American normative sample (n=3, 831) was conducted to examine the effect of age, gender and ethnicity on EQ-I scores (Bar-On, 1997b). The Bar-On model provides the theoretical basis for the EQ-I. According to this model, emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands.

To summarize these findings, the Bar-On model reveals that older people are more emotionally and

socially intelligent than younger people, females are more aware of emotions than males while the latter are more adept at managing emotions than the former.

The present research aimed at probing the relationship between EQ and learners' performance on cloze test. Furthermore, it intended to examine whether EQ differs in males and females. More specifically, the following questions motivated the present study:

1. Is there any significant relationship between Iranian intermediate EFL learners' performance on cloze test and their EQ?

2. Does gender have any effect on Iranian intermediate EFL learners' EQ?

To examine the above research questions, the following corresponding null hypotheses were formulated.

H01: There is no positive or negative relationship between EQ and Iranian intermediate EFL learners' performance on cloze test.

H02: EQ is not different between males and females.

Method

Participants

In this study, a sum of 180 male and female participants (90 males and 90 females) were selected from the total population of the BA students of English literature and translation and teaching in Islamic Azad university of Mashhad and Ghuchan and FCE students of Shokuh institute (N=290).

First, the researchers gave a proficiency test which was Michigan proficiency test to 290 Iranian EFL learners. Then she selected the intermediate students and put the other students aside. Those who were in Shokuh institute were studying in FCE classes to be prepared for the First Certificate Exam in English. Although shokuh's principle said that

Abstract

This paper reports on a study which investigated the relationship between Emotional Quotient (EQ) and Iranian intermediate EFL learners' performance on cloze test. The objective has been to discover whether gender has any effect on EQ. And if so, which EQ categories distinguish between males' and females' EQ. Bar-On EQ test and Nelson cloze test were administered to 180 intermediate learners, 90 males and 90 females. The results indicated that there was a positive relationship between EQ and Iranian intermediate EFL learners' performance on cloze test so the higher the EQ score, the higher the cloze test score. Also, females have a higher EQ than males. But this difference is not in all EQ categories. The EQ categories which are different between males and females are: self-respect, emotional self-awareness, flexibility and reality testing. The other EQ categories were the same between them. Therefore, it is concluded that EQ as an influencing factor in improving the participants' performance on cloze test must be considered in teaching and testing.

Key Words: EQ, Nelson cloze test, Bar-On EQ test

Introduction

Emotional intelligence (EI) is not new to this century. From 1900-1969 research related to emotions began (Mayer, 2001). In fact the link between EI and social intelligence may have begun with Robert Thorndike (1905), who wrote about 'the law of effect', which is the study of what effect a behavior was likely to produce. Several decades later in the 1940s, Ohio State leadership studies showed that consideration for others is linked to a leader's effectiveness (Cherniss, 2000). To improve their hiring or management positions, AT & T relied on the assessment center in 1956. The aspects measured by the assessment center are similar to the emotional competencies of having interpersonal and communication skills (Cherniss, 2000). Kelly (1955) established "the theory of personality", describing how a person's expectations and anticipations affect behavior.

EI concepts continued to develop when Howard Gardener (1983) coined the term "multiple intelligences". He argued that having interpersonal and intrapersonal intelligences were as important as intelligences measured by IQ. Intrapersonal intelligences, according to Gardener, included

having the ability to understand and differentiate among emotions. He defined interpersonal intelligence as the ability to assess other's emotions or moods and act on that information, and intrapersonal intelligences as assessing one's own feelings.

The first few years of the 1990s could be referred to as the birth of the concept of EI. EI, though referred to sporadically before 1990, was defined by Mayer et al. (1990) as: "A type of emotional information processing that includes accurate appraisal of emotions in oneself and others, appropriate expression of emotion, and adaptive regulation of emotion in such ways as to enhance living" (p.773).

From 1993 to 2000, EI began to become popular in the business world. Spencer (1993) viewed skill in perceiving other's emotions on highly evident in successful managers and sales people. Goleman (1995) proposed EI studies to everyday life matters. He referred to EI as one of the top predictors of life success, which he considered reachable by anyone. Stephen Covey (2004) writes that emotional intelligence is the gateway to understanding what a person truly needs in order

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The Relationship Between EQ and Iranian Intermediate EFL Learners' Performance on Cloze Test

چکیده

در این پژوهش، علاوه بر بررسی رابطه‌ی هوش عاطفی و نتایج آزمون کلوز در زبان‌آموزان ایرانی دوره‌ی متوسطه، محققان کوشیده‌اند، تأثیر جنسیت بر هوش عاطفی را بررسی کنند. به عبارت دیگر، آنان بررسی کرده‌اند که آیا هوش عاطفی زنان و مردان تفاوتی دارد یا خیر. و اگر تفاوت وجود دارد، در کدام یک از شاخص‌های هوش عاطفی است.

برای رسیدن به این اهداف، از بین ۲۹۰ نفر زبان‌آموز ایرانی، ۱۸۰ زبان‌آموز متوسط انتخاب شدند که نیمی از آن‌ها دختر و نیمی دیگر پسر بودند. تعداد مساوی دختران و پسران در این تحقیق مهم بود، زیرا محقق می‌خواست هوش عاطفی زنان و مردان را با یکدیگر مقایسه کند.

برای انجام کار، دو آزمون که یکی آزمون هوش عاطفی «بار-آن» و دیگری آزمون کلوز نلسون (استاندارد شده توسط محقق) بود، به ۱۸۰ نفر انتخاب شده که دانشجوی ترم ۶، ۷ و ۸ رشته‌های ادبیات مترجمی و آموزش زبان انگلیسی بودند و تعدادی هم از زبان‌آموزان دوره‌ی FCE یکی از آموزشگاه‌های معتبر زبان بودند، داده شد.

نتایج این پژوهش بیانگر این نکته بود که ارتباطی قوی بین هوش عاطفی و نتایج آزمون کلوز در میان زبان‌آموزان ایرانی دوره‌ی متوسطه وجود دارد. یعنی هرچه نمره‌ی هوش عاطفی بالاتر باشد، نمره‌ی آزمون کلوز هم بالاتر است. هم‌چنین، مشخص شد که هوش عاطفی زنان از مردان بالاتر است. در بررسی شاخص‌های هوش عاطفی هم محققان دریافتند، زنان و مردان در همه‌ی شاخص‌های آن با یکدیگر متفاوت نیستند، بلکه فقط در شاخص‌های حرمت ذات، خودآگاهی هیجانی، انعطاف‌پذیری و واقعیت‌آزمایی با یکدیگر تفاوت معنی‌داری دارند. پس می‌توان نتیجه گرفت که هوش عاطفی را باید در آموزش زبان هم مورد توجه خاص قرار داد.

کلیدواژه‌ها: هوش عاطفی، آزمون کلوز نلسون، آزمون هوش عاطفی بار-آن

on apprend la langue. Le logo est donc un objet de transfert de connaissances et de savoirs.

Conclusion: _____

Notre travail consiste à apporter une contribution positive en proposant le recours à un document authentique 'ludo-éducatif', susceptible d'assurer aux apprenants une transmission de savoirs, sous une forme souple et efficace voire les amener à apprendre sans s'ennuyer. Le logo peut susciter l'intérêt des apprenants; il représente un document qui leur est familier, qu'ils rencontrent fréquemment en dehors de la classe. Dans cette optique, nous avons mis l'accent sur l'importance de l'apprentissage avec ce document, car l'apprentissage d'une langue étrangère repose essentiellement sur la connaissance des règles culturelles et sociales, qui servent pour s'exprimer et communiquer oralement ou par écrit, pour améliorer la compréhension... etc.

En d'autres termes, la compétence communicative d'un apprenant relève de sa connaissance des éléments verbaux et non verbaux dans l'interaction langagière et sa capacité à manipuler ces mêmes signes afin de pouvoir prendre la parole et de s'adapter à son interlocuteur dans une situation de communication réelle. Nous avons constaté que tous les logos n'ont pas forcément une valeur pédagogique.

De même les aptitudes sur lesquelles l'enseignant peut travailler sont multiples: compréhension orale, expression orale, compréhension écrite et expression écrite. C'est à l'aide de ces compétences et de ces aptitudes que l'apprenant sera amené vers la performance, c'est-à-dire la réalisation de ses compétences. Pendant

longtemps, l'apprentissage d'après le document-logo était considéré comme l'acquisition implicite ou en contexte car on jugeait qu'il n'était pas nécessaire de consacrer du temps ou de méthode clairement axées sur cet apprentissage.

En effet, nous avons insisté sur le fait que le logo est un objet socioculturel très riche qui constitue un rapport texte- image. C'est ce qui d'ailleurs a rendu double la visée de notre recherche: d'une part, les logos constituent un lieu privilégié où les aspects socioculturels peuvent se présenter et nous faire signe et nous inciter à la réflexion; et de l'autre, ces mêmes logos contiennent des aspects sémio-linguistique qui en font un lieu privilégié de l'apparition des signes et de manifestation langagière. Ce qui les transforme en un objet de communication et d'interaction.

Ainsi la simulation globale effectuée à partir du logo touristique où apparaissent la Tour Eiffel et la Pyramide a constitué une tâche didactique intéressante pour nos apprenants.

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Le logo en tant que document authentique

Les apprenants peuvent se diviser en deux groupes, ceux qui préfèrent visiter la tour Eiffel et ceux qui préfèrent visiter La Pyramide:

- imaginer le voyage par groupe ou individuel
- le temps du voyage (à quelle période)
- lieu de résidence (où ils ont été logés)
- visite de la Tour (individuelle/en groupe)
- l'historique de la Tour
- visite effectuée de la Pyramide
- visiter la Pyramide
- visiter la Pyramide sans être en Egypte
- deux monuments touristiques appartenant à une même culture et se trouvant au même lieu
- rappel historique (histoire de la France, celle de l'Egypte)
- rappel culturel (chaque élément peut être symbole de quoi?).

Même on peut demander aux apprenants d'écrire la carte d'identité de chaque pays.

L'emploi de ces documents authentiques, y compris, le logo, est une priorité et les enseignants ont un rôle majeur à s'en servir. Le logo entraîne une transformation de leurs propres pratiques, habitudes et aussi une modification radicale du sens qu'ils donnent à leur métier. Ainsi, les

activités que l'on peut extraire des logos, sont:

1. activité du vocabulaire: du vocabulaire déjà pratiqué aux nouveaux vocabulaires comme monument, tombeau, triangle, sommet, point, rêve, temple...

2. activité discursive: inventer un récit du voyage imaginaire ou réel à partir du logo de la Pyramide et de la Tour Eiffel. Se renseigner sur les Pharaons d'Egypte. Comparer la pyramide de L'Egypte avec celle du Louvre. Préciser de quoi sert la pyramide de l'Egypte.

3. activités interactionnelle et co-construction du sens. Les apprenants entrent en interaction et participent tous ensemble dans la construction du sens commun du logo et du rapport qu'il peut y avoir entre la Pyramide et la Tour Eiffel.

4. activités de la tâche consistant à co-actionner pour agir ensemble dans un cours de langue: Faire le projet commun d'un voyage organisé. Imaginer et faire l'activité d'un Office du tourisme.

Dans l'ensemble, les logos sont l'occasion de travailler non seulement sur un document authentique en tant que tel mais aussi sur les représentations d'une autre culture, les aspects historiques et les rapports sociaux d'un pays dont

informations et des opinions, élaborer des textes dans l'étape de production écrite.

La phase de préparation est très importante, c'est l'occasion de mobiliser efficacement ce que l'apprenant a appris, mais c'est l'occasion de se montrer créatif et autonome et pour cela il doit être capable d'évaluer ses besoins ponctuels en vocabulaire et en grammaire.

La Recherche:— — — — —

Le logo ouvre la voie pour d'autres découvertes en voyant l'image. L'apprenant doit chercher les informations qui lui permettront de mieux connaître et comprendre les valeurs culturelles, les comportements et la vie quotidienne dans différents pays où l'on parle français et on peut même comparer à sa propre identité culturelle, à ses expériences de la vie pour mieux comprendre ces nouvelles réalités culturelles.

La Simulation:— — — — —

Il s'agit en fait, comme dans toute simulation, d'amener l'apprenant à jouer un rôle et à agir en fonction d'une histoire qu'on lui raconte, en lui donnant toutes sortes d'éléments nécessaires à l'exécution de sa tâche. Pour les apprenants, une histoire interactive doit permettre de donner envie d'agir, d'aider à agir et de les guider à prélever l'information pertinente avant qu'ils n'interviennent dans un dialogue.

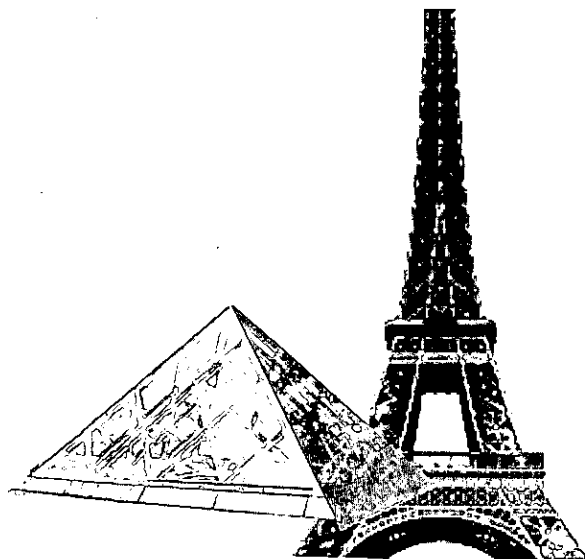
Comme on le sait les activités centrées, sur la compréhension doivent mener l'apprenant d'une compréhension globale à une compréhension détaillée en favorisant selon le logo des comparaisons et des inférences et en tirant parti des analogies et des dissemblance que présentent ces documents. La dimension culturelle est d'autant plus abordée, ce type de produit donne souvent lieu à des déclinaisons dans différentes langues.

La simulation consiste à impliquer l'apprenant

en lui proposant de jouer un rôle et ce dans différents contextes. Il peut s'agir d'une véritable histoire. La simulation permet d'abord de ne pas considérer la langue comme une fin en soi mais comme un outil de communication qui sert à agir.

Dans les logos, la langue sert comme un moyen d'accès à différents types d'univers et d'informations (scientifique, artistique et historique) c'est là un premier avantage. Un deuxième avantage concerne la variété que présentent les logos. La véritable originalité de ces documents réside dans le fait qu'ils marient authentique et didactique.

Par exemple le logo qui présente la Tour Eiffel en même temps que la Pyramide, peut nous aider à construire une simulation sur des voyages à deux lieux différents: la France et l'Egypte.



courbes: logo» (Floch, 1995: 91).

Leur densité sémantique est un avantage pour l'apprentissage car elle va faciliter l'accès au sens du document. Cette spécificité se révèle efficace, particulièrement avec des apprenants de niveau moyen et avancés, car le prélèvement d'information dans le canal visuel est rapide.

Par sa thématique, le logo est proche de la réalité culturelle et sociale. Le thème du transport peut donner lieu à des échanges hors du contexte d'apprentissage car il fait partie des conversations ordinaires. De nos jours, «c'est la Co-construction du sens qui est mise en avant, c'est - à - dire que le message est soumis à des procédures d'inférences et de désambiguïsation» (*Ibid.*: 92).

Exploitation pédagogique du document-logo:

La fonction illustrative permet d'apporter, grâce au logo de nouveaux exemples à un thème déjà connu par l'apprenant. Le logo sert alors à activer ou réactiver les connaissances de l'apprenant et à apporter des matériaux linguistique nouveau et authentique, surtout, à intégrer tous ses éléments dans un cadre motivant pour les apprenants. «La fonction déclencheur propose des activités d'expression, de formulation d'hypothèses qui seront ensuite confrontés aux données contenues dans les logos. Enfin, la fonction motrice constituera le tremplin à une communication orale et écrite» (Lancien, 1998: 73).

Les potentialités du logo font en effet qu'il ne suffit pas d'avoir accès à de l'information pour construire, à partir de celle-ci, de la connaissance, dans le domaine de la formation, que ce savoir soit d'ordre théorique ou plus pratique (savoir-faire).

Elles supposent des opérations de reconnaissance, d'interprétation, de mise en relation et de transferts. Apprendre ne peut pas se réduire à traiter de l'information et que la construction de la connaissance se fait à travers

une relation à l'autre dans des interactions pour lesquelles les composantes culturelles, psychologiques et sociales sont essentielles.

L'approche par logo transforme la classe en un espace où la communication est aussi vivante que dans le monde extérieur où les échanges d'expériences entre les apprenants sont constants parce que proches de la réalité quotidienne où naît un véritable dynamique de groupe. L'intérêt et la motivation des apprenants s'en trouvent tout naturellement décuplés.

Effets pédagogiques du logo dans les classes de langues; — — — — —

L'Interaction:

En général, le logo propose de petites activités de découverte du vocabulaire. L'image est très importante, elle va aider les apprenants à comprendre les textes et le vocabulaire.

Les connaissances préalables dans d'autres domaines (autre langue, autres matières) et l'expérience du monde sont aussi des ressources utiles pour aborder l'apprentissage du FLE.

Les apprenants doivent toujours travailler avec une ou plusieurs personnes et ceci va leur permettre de développer leurs capacités d'interaction en français.

L'enseignant en utilisant des logos en tant que document non fabriqué pour la classe demande de réfléchir et d'analyser le fonctionnement d'une image avec le texte et ce travail de réflexion aidera les apprenants à mieux comprendre. En ce qui concerne l'interaction, on doit rappeler qu'au plan social, c'est une caractéristique des relations humaines qui permet à une personne de réagir et de s'adapter en fonction des réactions de son interlocuteur.

La Coopération: — — — — —

Le travail ou plutôt la recherche sur le logo est une tâche en coopération: on va échanger des

et des projets humanitaire) et encore de découvrir des aspects de différentes cultures.

L'objectif fonctionnel consiste à faire repérer, sélectionner et comparer des informations, rédiger une biographie, demander des informations, exprimer ses goûts et ses préférences et même rédiger un message informatif court. L'objectif culturel s'attache à faire découvrir une région, connaître un personnage historique et se familiariser avec les choses intéressantes.

La multiréférentialité intra (à l'intérieur des textes) et intertextuelle (entre les textes) représenterait un premier type qui permet sur ce support de mettre en rapport une œuvre (littérature, musicale ou plastique) avec ses sources, sa genèse, ses différentes versions, ses réseaux référentiels et d'associations thématiques (ibid.: 27).

La multiréférentialité contextuelle permet de son côté de mettre en rapport un sujet donné avec tous les éléments qui, dans un contexte proche ou plus lointain, peuvent aider à mieux le comprendre.

Par exemple, dans le logo de Jean d'Arc ou même la Pyramide, à côté des faits historiques, l'apprenant sera incité de chercher les autres documents qui rendent compte des dimensions économiques, sociales et culturelle liées à cette histoire.

Avec la multiréférentialité associative, le logo tire profit de sa bicanalité en présentant sur un même support des œuvres picturales et historiques et même culturelles à propos desquelles sont proposés des parcours associatifs.

De tels produits qui consistent à rapprocher écrivains, peintres, historiens et sociologues cherchent à toucher aussi le grand public.

«On pourrait enfin parler de multiréférentialité créative, lorsque celle-ci s'inscrit dans un processus de création. Il ne s'agit plus alors de proposer des liens par rapport à un thème donné ou de présenter des associations entre des œuvres préexistantes mais bien d'inscrire la

multiréférentialité dans l'écriture même d'une œuvre» (Ibid.: 28).

La théorie d'Apprendre à apprendre:— — —

Lors d'un apprentissage en groupe, l'interrelation entre les apprenants est aussi importante que l'authenticité de la langue. Il s'agit d'inciter les apprenants à s'engager entièrement (émotions, sentiments), et à être réceptif aux interactions avec les autres. «Un apprentissage à l'aide des logos orienté vers la responsabilisation de l'apprenant peut aider à l'apprentissage de l'autonomie, c'est-à-dire un apprentissage qui ne se limite pas à des compétences langagières, mais mène l'apprenant à apprendre à apprendre» (Hirschsprung, 2005: 56).

L'apprenant doit s'entraîner à penser en langue étrangère et la pratiquer oralement sans recourir systématiquement à l'écrit; la grammaire s'étudie de façon implicite, en ce sens qu'elle vient alimenter la priorité donnée à la conversation.

Par ailleurs, les logos proposent des activités variées qui amènent l'apprenant à se familiariser avec les vecteurs culturels (Proxémiques et kinesthésique de la diffusion d'un message). «On ne demande plus aux apprenants simplement de comprendre pour comprendre, mais de formaliser ses acquis au service d'une production qui s'assure du nécessaire transfert des compétences» (Ibid.: 56).

Le scriptovisuel, Les signes visuels:— — —

Les logos sont plus ou moins riches en éléments scriptovisuels, c'est - à - dire ce qui relève des signes linguistiques écrits sur ou dans l'image. Les signes scriptovisuels apportent un condensé d'informations supplémentaires sous une forme particulière, ce qui est didactiquement intéressant. «Les signes scriptovisuels relèvent du langage écrit (sous forme de titres) mais aussi de la représentation symbolique (pictogramme, ligne et

à un texte écrit dans le cadre d'une illustration, d'une adaptation.

Le logo en tant que document authentique:

Les relations image - texte sont un des éléments moteur pour la compréhension du message, le document authentique sert alors d'effet 'modélisateur', c'est - à - dire capable d'élaborer chez l'apprenant de nouvelles images mentales (Viallon, 2002: 54).

Or la connaissance des règles de communication pour l'apprenant étranger est essentielle ainsi que la confrontation à ces documents: l'apprenant en a besoin pour l'internalisation, ou l'accession à la maîtrise des savoirs et savoir-saire qui constituent la compétence visée. Il s'agit de mettre en regard les spécificités des images avec les objectifs d'apprentissage d'une compétence communicative et de «développer une méthodologie à partir de la construction des signes visuels et scripto-visuel dans leur dimension iconique, proxémique, kinésique et filmique» (*Ibid.*: 54).

Ces signes développent une grande variété de modèle langagier, ils sont aptes à sensibiliser l'apprenant aux différents usages de la langue, aux conditions de production chaque fois particulières et à la multiplicité des paramètres extralinguistiques (*Ibid.*: 54).

La communication en situation d'apprentissage est à penser en termes de médiation (intervention pour mettre en relation des personnes, intervenir dans les affaires d'autrui), qui englobe à la fois la relation au savoir et les relations interpersonnelles.

Les caractéristiques du logo: — — — — —

Le courant méthodologique communicatif privilégie la dimension communicationnelle en langue étrangère. Pour communiquer, l'être humain utilise ses sens. Les particularités des logos sont de solliciter au premier regard, un sens: la vue (par les images, formes, couleurs, texte). «On

mémorise d'autant mieux un message lorsqu'on le voit et même davantage si on le produit» (Lancien, 1998: 20).

Il semble donc que le recours à ce document permettant d'activer conjointement l'un des cinq sens de perception et de sensation, ait un effet positif indéniable sur le développement des compétences de communication, en particulier en ce qui concerne la dimension réceptive, celle de la compréhension.

D'autre caractéristique susceptible de favoriser l'apprentissage d'une langue étrangère est la bicanalité; cette caractéristique désigne les interactions entre les images qui est plutôt l'image fixe (mode iconique) et le texte (mode linguistique). «Le mode iconique recouvre les images fixes, les icônes. Le mode linguistique inclut les supports textuels» (*Ibid.*: 20).

L'intérêt de cette présence à multiple facettes, en termes cognitifs est précieux pour l'apprentissage des langues, puisqu'il permet à l'apprenant non seulement d'utiliser le canal de communication qui lui convient le mieux à un moment donné de son apprentissage mais aussi de développer des capacités cognitives qu'il ne sollicite pas habituellement en recourant aux autres canaux proposés par le produit.

La multiréférentialité est une autre caractéristique essentielle du logo. Elle rend possible la diversification et la multiplication des sources d'informations à partir d'un thème donné. Cette caractéristique, c'est la mise en rapport d'un univers avec ses sources, sa création, ses différentes versions, ses réseaux référentiels et thématiques. «Elle constitue donc virtuellement la possibilité de voyager dans le temps et dans l'espace (référents géographiques, temporels, historiques)» (*Ibid.*: 27).

Cette caractéristique apparaît clairement dans le logo où l'apprenant est invité à voyager dans le monde, dans le temps (passé, présent et futur) et même parfois dans l'histoire (histoire des créations

PIAGET; en particulier lorsqu' une personne construit sa connaissance au fil d'interactions continues avec les objets et phénomènes environnants "théorie de constructivisme". (www.algorithme.org, Leboutte, 2001:1)

Un logo est en général une marque écrite à l'aide d'une fonte de caractère spéciale, et disposée d'une manière particulière, mais lisible. Chaque logo comprend une image plutôt fixe et quelque fois accompagnée d'une phrase (écriture) ou des lettres ou même des mots. Le logo crée un contexte de communication où les élèves vont réutiliser tout ce que le professeur leur a appris au paravent. Même il leur fournit des informations (grâce à l'image ou l'écriture qui parfois l'accompagne) sur le monde et les invite à réfléchir aux caractéristiques des cultures en contact et propose des activités proches de la réalité hors de la classe.

Logo favorise l'apprentissage: — — — — —

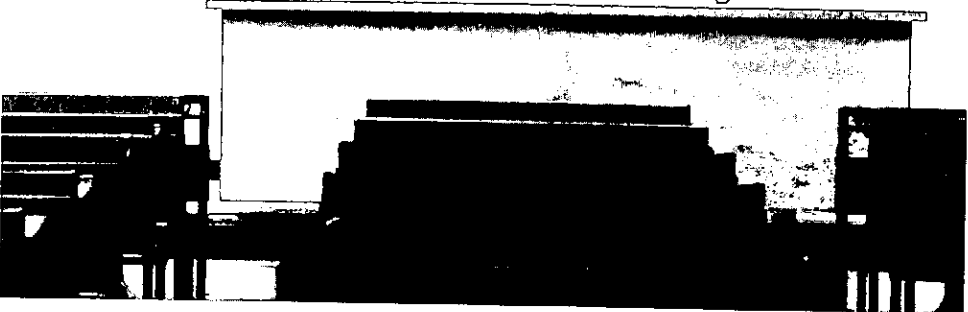
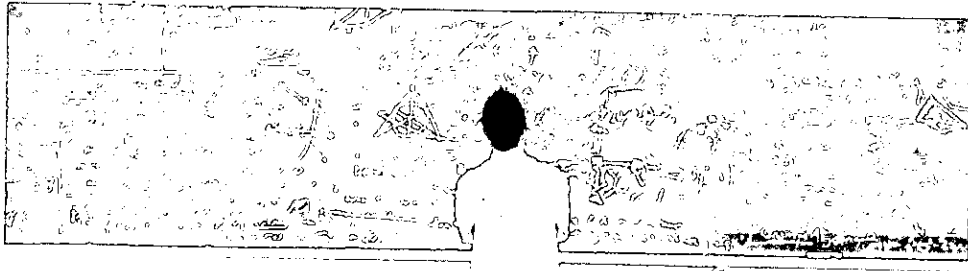
Le logo n'est pas lié à une mode ou à une tendance momentanée. La valeur intemporelle du logo réside dans le fait qu'il favorise le

développement de la réflexion formelle et la résolution de problème, qu'il encourage les étudiants à explorer, à apprendre et à réfléchir.

En plus, il se prête à l'approche de l'utilisation du logodansia classe l'utilisation du logodans nombreuses disciplines comme les mathématiques, la physique, la robotique, le graphisme et le multimédia. «La pratique du logo constitue aussi une sensibilisation générique aux différents concepts informatiques qui permettra aux élèves d'être des utilisateurs éveillés des outils informatiques d'aujourd'hui et de demain» (www.altavista.fr, Durand, 1970).

Le logo en particulier a sa place dans les principales finalités de l'enseignement des langues: acquisition d'une culture et épanouissement de la personnalité, mais aussi maîtrise et développement de l'esprit critique car il en est des logos comme des textes: les logos peuvent être envisagées pour eux-mêmes mais aussi comme moyen de l'acquisition des compétences fondamentales.

Le logo peut également être utilisé pour élaborer un récit (oral ou écrit) ou être envisagé en référence



Résumé

Aujourd'hui les didacticiens sont unanimes sur l'efficacité du rôle des documents authentiques qui ne sont pas destinés pour la classe ou pour l'étude de la langue. Le rôle interactionnel desdits documents favorise l'apprentissage en transformant l'atmosphère stricte de la classe en un lieu attirant et fécond.

Le Logo est un langage qui présente le monde extérieur à l'aide des signes. Plus important, il est un langage qui mène l'apprenant à apprendre à apprendre. Maîtriser une langue, en s'exprimant oralement ou par écrit, sont autant de connaissances que doit posséder le sujet mais surtout pouvoir s'exprimer dans la communauté et savoir l'utiliser et le réemployer à bon escient. Le logo en tant que document authentique situe l'apprenant dans les situations réelles qui les encourage à réactiver les connaissances passives, à explorer, à apprendre à apprendre et à réfléchir.

En effet les logos constituent un rapport texte-image qui en font à la fois un objet de sens avec des qualités pédagogiques exploitable en classe de langues.

Mots clés: Document authentique, logo, apprentissage/enseignement, interaction, culture, image...

Introduction — — — — —

L'image est omniprésente dans le monde d'aujourd'hui. Elle est partout autour de nous et elle occupe dans les Programmes récents une place importante en tant que document authentique, support d'apprentissage et objet d'étude.

L'utilisation des documents iconiques en classe présente de nombreux avantages; ils sont agréables à l'œil, constituent une source de motivation et facilitent le processus de mémorisation, de compréhension et de production de langues étrangères.

D'autant plus que les logos peuvent être considérés comme le lien privilégié de production et de transmission de deux types de savoirs, savoir-faire et savoir-être.

En fait, le logo possède des caractéristiques formelles qui lui confèrent la capacité d'attirer l'attention des apprenants et de les motiver par la suite. C'est ainsi que le logo garde sa place comme support d'activité souvent associé à l'acquisition des compétences langagières, car les documents iconiques servent d'appui, soit comme illustration d'un propos, soit comme un aboutissement à un mot à retenir, ce qui permettra à l'apprenant d'avoir un vocabulaire très riche.

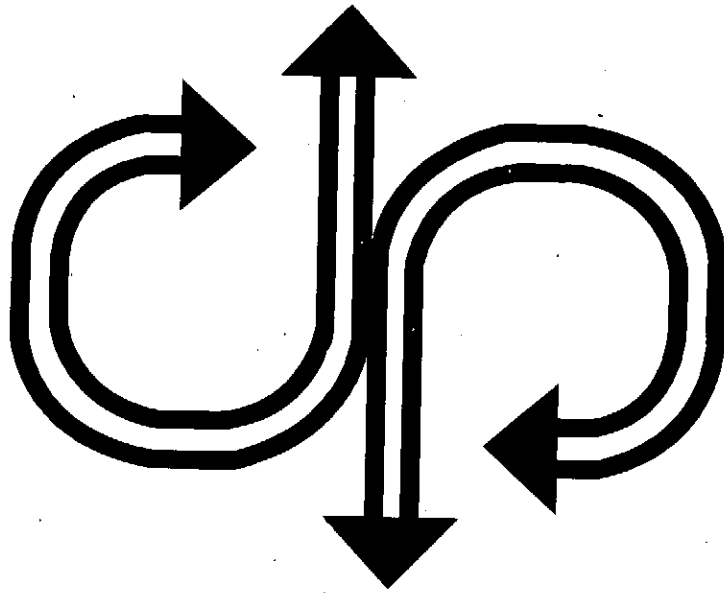
Pouvoir identifier les éléments de la langue, connaître les règles d'organisation de ces éléments, comprendre et savoir comment produire un énoncé (oral ou écrit), surtout pouvoir s'exprimer dans la communauté et savoir l'utiliser et le réemployer à bon escient sont autant de connaissances que doit posséder le sujet.

En effet, tout au long de cet article, nous nous efforcerons de démontrer la façon dont le logo peut aider l'apprenant dans son processus d'apprentissage. Nous nous intéressons donc à savoir dans quelle mesure le logo peut être conçu comme un document authentique et quels sont les effets qu'il est capable d'exercer sur l'apprenant. Les logos constituent un rapport texte-image qui en font à la fois un objet de sens avec des qualités pédagogiques exploitable en classe de langues.

Qu'est-ce que le Logo: — — — — —

Le Logo est un signe distinctif dont la forme et la couleur ont une importance aussi générale que le référant. La quasi-totalité des logos sont une combinaison de signes iconiques et verbaux. Plus important, le logo est un langage conçu pour favoriser l'apprentissage, selon les idées développées par le psychologue suisse Jean

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Le logo en tant que document

authentique dans l'apprentissage du FLE

چکیده

امروزه، نظریه پردازان آموزش نقش منابع واقعی را که خارج از رویکرد اصلی هستند، اما جزئی جدانشدنی در فرایند آموزش محسوب می شوند، قابل توجه می دانند. استفاده از این منابع در آموزش، شرایطی تعاملی ایجاد می کند و ساختار خشک و جدی فضای کلاس را که خود گاهی مانع پیشرفت زبان آموز می شود، به ساختاری منعطف و پویا تبدیل می سازد. از جمله ی این منابع می توان از سرود، مقاله ی علمی، فیلم، شعر، عکس و لوگو نام برد.

لوگو زبانی کامل است که طرح جامعی از دنیای بیرونی با استفاده از نشانه ها ارائه می دهد. در واقع، لوگو زبانی است برای بارور کردن یادگیری در خدمت یادگیری. یادگیری یک زبان تنها تسلط بر رمزگان نیست، بلکه آشنایی با طرز زندگی و فرهنگ آن زبان نیز هست و لوگوها به عنوان منابع واقعی می توانند، زبان آموز را به طور طبیعی در موقعیت های زبانی مناسب قرار دهند. در این تعامل، دانسته های قبلی به فعالیت می آیند و حتی به یادگیری جدید، چه از نقطه نظر گرامری و چه از نظر لغوی و یا گفتمانی منجر می شود. از دیگر ویژگی های لوگو غیر زمانی، سه بعدی، فرهنگی، بینا فرهنگی و حتی فرا فرهنگی بودن آن است. نه تنها یک لوگو ما را به رمزگان زبان خاص همان فرهنگ ارجاع می دهد، بلکه می تواند بازگو کننده ی فرهنگ دیگری نیز باشد. یعنی این که از همه ی سطوح نشانه ای بهره مند باشد. در این مقاله به بررسی ویژگی های لوگو به عنوان منابع واقعی می پردازیم. بر اساس نتایج به دست آمده، لوگوها نه تنها همانند دیگر منابع واقعی، گونه هایی بسیار غنی هستند که در آموزش زبان باعث پویایی و رشد یادگیری در خدمت یادگیری می شوند، بلکه در برگزیده ی فعالیت های دیگری هم چون وسعت بخشیدن به دامنه ی لغات، تعامل گفتمانی، تمرین های کاربردی - مهارتی و دوباره سازی مفاهیم و تخیل یا تصویرسازی می شود.

کلید واژه ها: منابع واقعی، لوگو، آموزش زبان، تعامل، فرهنگ و تصویر

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