

# رشد آموزش زبان ۹۱

وزارت آموزش و پرورش  
سازمان پژوهش و برنامه ریزی آموزشی  
دفتر انتشارات کمک آموزشی

مجله علمی - ترویجی

دوره بیست و سوم، شماره ۴، تابستان ۱۳۸۸

بها: ۴۰۰۰ ریال

[www.roshdmag.ir](http://www.roshdmag.ir)

Issn 1606-920x



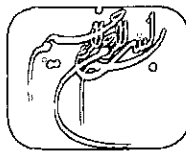
Foreign Language  
Teaching Journal

# Foreign Languages Open Doors to New Horizons



Assessment is regarded as process collecting, synthesizing and interpreting information in order to make decisions on student performance. In class, to judge their academic performance, to provide feedback to students and to plan instruction.

(Airasiam, 1994)



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Email: [Info@roshdmag.ir](mailto:Info@roshdmag.ir)

ISSN1606-920X www.roshdmag.ir

## Foreign Language Teaching Journal

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دوره‌ی بیست و سوم، شماره‌ی ۴، تابستان ۱۳۸۸

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ویراستار: بهروز راستانی

چاپ: شرکت افست (سهامی عام)

شمارگان: ۱۲۰۰۰ نسخه

نشانی مجله: تهران صندوق پستی: ۶۵۸۵-۱۵۸۷۵

دفتر مجله: (داخلی ۳۷۴-۳۷۰) ۸۸۳۰۵۸۶۲

خط گویای نشریات رشد: ۸۸۳۰۱۴۸۲

مدیر مسئول: ۱۰۲

دفتر مجله: ۱۱۳

امور مشترکین: ۱۱۴

### اعضای هیأت تحریریه

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● مجله‌ی رشد آموزش زبان حاصل تحقیقات پژوهشگران و متخصصان تعلیم و تربیت، بویژه دبیران و مدرسان را، در صورتی که در نشریات عمومی درج نشده و مرتبط با موضوع مجله باشد، می‌پذیرد. ● مطالب باید تایپ شده باشد. ● شکل قرار گرفتن جدول‌ها، نمودارها و تصاویر ضمیمه باید در حاشیه‌ی مطلب نیز مشخص شود. ● نثر مقاله باید روان و از نظر دستور زبان فارسی درست باشد و در انتخاب واژه‌های علمی و فنی دقت لازم مبذول شود. ● مقاله‌های ترجمه‌شده باید با متن اصلی همخوانی داشته باشد و متن اصلی نیز ضمیمه‌ی مقاله باشد. ● در متن‌های ارسالی باید تا حد امکان از معادل‌های فارسی واژه‌ها و اصطلاحات استفاده شود. ● زیرنویس‌ها و منابع باید کامل و شامل نام نویسنده، سال انتشار، نام اثر، نام مترجم، محل نشر، ناشر، و شماره‌ی صفحه‌ی مورد استفاده باشد. ● مجله در رد، قبول، ویرایش و تلخیص مقاله‌های رسیده مختار است. ● آرای مندرج در مقاله‌ها، ضرورتاً مبین نظر دفتر انتشارات کمک آموزشی نیست و مسؤولیت پاسخگویی به پرسش‌های خوانندگان، با خود نویسنده یا مترجم است. ● مجله از بازگرداندن مطالبی که برای چاپ مناسب تشخیص داده نمی‌شود، معذور است.

## سخن سردبیر

مجله رشد زبان در چند دهه انتشار مداوم خود توانسته است با مخاطبان خود ارتباط علمی آموزشی مناسبی که از یک مجله علمی ترویجی انتظار می رود برقرار کند. این مهم با تلاش هیئت تحریریه، بازخورد درخور خوانندگان محترم و پشتیبانی و حمایت دفتر کمک آموزشی حاصل گردیده که شایسته است مورد توجه و تاکید قرار گیرد. در این راستا تبیین رسالت و جایگاه مجله می تواند ما را در رسیدن به اهداف بیش از پیش یاری دهد. لذا در این یادداشت سعی می کنیم به این مهم بپردازیم. نمود عینی آموزش یک درس هنگامی است که معلم و دانش آموزان در ارتباطی رو در رو به تدریس و یادگیری می پردازند. ولی نکته قابل توجه آن است که نمود عینی مرحله نهایی فرایندی است که در طول زمان و مکان گسترش یافته و دارای دو مولفه مهم می باشد. یکی از مولفه ها وزارت آموزش و پرورش است که برای پاسخگویی به نیازهای آموزشی نسل جوان که آینده ساز کشوراند عهده دار فراهم نمودن امکانات آموزشی و مدیریت آموزش است. مولفه دیگر حرفه آموزش زبان است که معلمان، استادان، محققان و کارشناسان آموزش زبان را در بر می گیرد. دست اندرکاران حرفه آموزش زبان با ایجاد دوره های آموزش دانشگاهی در سطوح کارشناسی، کارشناسی ارشد و دکتری به تربیت نیروی انسانی کارآمد مورد نیاز حرفه می پردازند و با بسیج نیروی انسانی در تشکل های علمی و حرفه ای سعی می نمایند استاندارد های حرفه ای را پایه گذاری نموده و آنها را متناسب با نیازهای زمان حفظ نموده و ارتقا دهند. با توجه دقیق به این دو مولفه در می یابیم که همکاری و تعامل این دو می تواند تضمین کننده کیفیت آموزش باشد. به عبارت دیگر حرفه آموزش زبان باید استانداردهای کیفی لازم را ایجاد و تثبیت نماید و وزارت آموزش و پرورش با جذب و بکارگیری نیروهای حرفه ای کارآمد و هدایت آنها در مسیر درست تحقق استانداردهای حرفه ای را تضمین کند. حال با نگاهی به حرفه آموزش زبان در کشورمان در



می یابیم در سطوح مختلف دانشگاهی پیشرفت های غیر قابل انکاری در این حرفه حاصل شده که نتایج آن را می توانیم در تربیت نیروهای متخصص در سطوح عالی مشاهده کنیم. نگاهی به آمار دبیران دارای مدارک کارشناسی، کارشناسی ارشد و حتی دکتری می تواند این ادعا را ثابت نماید. بعد دیگر همکاری دو مولفه امر آموزش در شکل دهی به برنامه درسی و تهیه مواد آموزشی نمود می یابد. در این زمینه مشارکت فعال نیروهای متخصص حرفه آموزش زبان می تواند به تولید برنامه درسی کارآمد و مواد آموزشی با کیفیت بینجامد. تعامل دو مولفه از عقب افتادن آموزش زبان در نظام رسمی از استانداردهای حرفه ای جلوگیری می کند. بخشی از این تعامل علمی از طریق انجمن های علمی و انتشار مجلات تخصصی شکل می گیرد. رسالت مجله رشد آموزش زبان می تواند این باشد که آن بخش از تولیدات علمی در زمینه آموزش زبان را که می تواند بالقوه در آموزش کاربرد داشته باشد را برگزیده و در اختیار دبیران قرار دهد و از این طریق به ایجاد ارتباط علمی بین جامعه دبیران زبان و حرفه آموزش زبان در شکل پژوهشی دانشگاهی آن برقرار نماید و از سوی دیگر تربیونی را فراهم نماید که جنبه های عملی تولیدات علمی از سوی دبیران مورد نقد و بررسی قرار گیرد و زمینه برای تبادل تجربه بین دبیران نیز فراهم شود. بدیهی است تحقق این رسالت بدون ایجاد زمینه مشارکت فعال خوانندگان محترم مجله که اکثریت شان را دبیران زبان تشکیل می دهند عملی نیست. در این راستا هیئت تحریریه مجله رشد زبان یکی از وظایف خود را جلب همکاری دبیران می داند و تلاش دارد زمینه این همکاری را فراهم نماید. البته این امر به ساز و کار هایی نیاز دارد که بخشی از آن در اختیار مجله و بخشی دیگر در حوزه اختیارات دفاتر ذیربط در وزارت آموزش و پرورش می باشد. در شماره های آینده به این ساز و کار و نحوه تحقق آن خواهیم پرداخت.



هیئت تحریریه

## ایده‌ها، تجربیات

# و پیشنهادات دبیران زبان انگلیسی

می‌کنم، ابتدا معنا و تعریف لغتی را بنویسم و سپس مترادف آن را (از نظر دیکته‌ای) با به کارگیری دو گزینه‌ی غلط و درست به عنوان گزینه بنویسم. دانش آموز با انتخاب گزینه‌ی درست، هم مترادف لغت تعریف شده را به چشم می‌بیند و به یاد می‌آورد و هم با توجه به تلفظ، دیکته‌ی صحیح آن را انتخاب می‌کند. نمونه‌های زیر مطلب را روشن تر نشان می‌دهند:

### 1. Clear to somebody: clearly seen or understood

- a) apparant
- b) apparent

### 2. Calculate: to determine the amount, quantity, size or extent of something

- a) guage
- b) gauge

### 3. Feeling thanks: having the desire or reason to thank somebody

- a) grateful
- b) gratefull

### 4. Be great than: to be great than something in quantity, degree or scope

- a) exceed
- b) excede

• • •

در شماره‌ی قبل در این بخش، ما مطلبی از آقای طاهری در مورد مشکلات طراحی جدول در زبان انگلیسی چاپ کردیم: قرار شد جدولی که ایشان به عنوان نمونه ارائه داده بودند، به دلیل کمبود جا در بخش English Through Fun درج شود که بهتر دیدیم در این صفحه به چاپ برسد.

همان گونه که در شماره‌های قبل نیز اشاره شد، این صفحه منعکس کننده‌ی ایده‌ها، نظرات، تجربیات و... دبیران و مدرسان زبان است. در این شماره، ما مطلبی را انتخاب کرده‌ایم از خانم منیژه عسگری از منطقه‌ی ۱۳ تهران. ایشان روشی را در دیکته به کار می‌برند که مدعی هستند از روش‌های معمول مؤثرتر است. ما ضمن درج بخش‌هایی از نوشته‌ی ایشان، از دبیران و مدرسین محترم می‌خواهیم نظرات خود را درباره‌ی کارایی این روش با ما در میان بگذارند.

ایشان مطلب خود را با انتقاد از روش‌های متداول در دیکته‌نویسی شروع می‌کنند و می‌نویسند: نوشتن دیکته‌ی انگلیسی به صورت‌هایی که امروز انجام می‌شود، کارآمد و راحت نیست و یادگیری املا‌ی لغات و نوشتن آن برای دانش آموزان، مشکل و وقت‌گیر است. یکی از روش‌های دیکته‌نویسی این است که معلم سر کلاس لغت‌ها را به فارسی می‌خواند و از دانش آموزان می‌خواهد، معنی آن‌ها را با دیکته‌ی صحیح بنویسند. این روش وقت‌گیر است، زیرا دانش آموز، هم باید معنی لغت را به یاد آورد و هم دیکته‌ی صحیح آن را بنویسد.

تعداد دیگری از همکاران لغات را به صورت ناقص و با حذف یک یا دو حرف در یک متن قرار می‌دهند و دانش آموزان باید با توجه به متن و مفهوم آن، کلمه‌ی صحیح را بنویسند که این شکل نیز با مشکلاتی روبه رو است. زیرا اگر دانش آموزی متن را نخواند و یا مفهوم آن را متوجه نشود، ممکن است لغت را اشتباه بنویسد. مثلاً اگر کلمه‌ی 'sto-p' در یک متن بیاید و دانش آموز متوجه مفهوم آن نشود، می‌تواند به دو صورت 'soap' یا 'soup' کلمه را تکمیل کند.

وی در ادامه به معرفی روشی که خود به کار می‌برد، پرداخته است و چنین اظهار می‌کند که دو هدف برای این روش وجود دارد: اول این که دانش آموز معنی و مترادف لغات را یاد می‌گیرد، و دوم دیکته‌ی لغت را با توجه به تلفظ، راحت‌تر به خاطر می‌سپارد و فرا می‌گیرد. او چنین ادامه می‌دهد: «من سعی

«جدول کلمات معماطرح»

	1	2	3	4	5	6	7	8	9	10	11	12	13
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													

**Across**

- To make something less or smaller in size, price, quantity, etc – in a casual manner; suggesting lack of concern.
- It is not an odd number – relating to medical treatment or healing.
- the sport of fighting with long swords – a variety of things of a particular type with mixed dictation
- unkind, cruel – to make a small supply of sth last longer by using it carefully without it's last letter
- They are seen in the sky at nights – a short sleep, especially during the day – This pronoun is used to avoid repeating a noun.
- half of port – a wild animal with disordered dictation – This suffix is used in nouns to show that a person is affected by an action.
- An African animal that belongs to the same family as the Giraffe but it is small and dark – mirthful, gay, a face with laugh on it's lips
- The abbreviation of before Christ in Latin – the ninth letter of the Greek alphabet – revolve around the sun or a planet
- A hard solid mineral substance in the nature, often used for building – a one digit number – half of rich
- A kind of classic music – short examination of knowledge or ability with disordered dictation – the name of a beautiful flower
- The past participle of be with mixed dictation – an instrument of music
- A pot or other object made of clay that has been made permanently hard by heat – half of soap – one present form of be
- To go from one place to another, especially over a long distance – a simple food with some eggs and tomatoes

**Down**

- To say or show that one is unwilling to give, accept or to do something – a particular part of feature of something
- A thing that happens, especially something important – the name of a month in the Christian calendar.
- A country in Europe – a dramatic work in which all or most of the words are sung in music
- not confident on something – a kind of vehicle for transporting goods or people with inverse dictation
- A honorable title for men in Britain with disordered dictation – a person who writes poems – the object form of I
- Pleasant, fine with disordered dictation – a long narrow piece of cloth worn around the neck with inverse dictation – having a harmful effect on people; morally bad
- to grow old; to show signs of growing old – a ludicrous act or action
- a proposition – an exhibition of commercial and industrial goods – the abbreviation of organization that controls standard rules throughout the world
- the act of entering or appearing somewhere suddenly with a lot of force – escaping from somebody, especially from the police
- the monetary unit of our country – an early ripening fruit or vegetable
- Frozen water – This abbreviation is used in writing to make somebody take notice of a particular piece of information that is important. – It is a proposition.
- Branch of biology that deals with the heredity and variation of organism – This abbreviation is used instead of "that is"
- Person who comes from or lives in any of the northern states of the United States. – The person who believes in the existence of God.

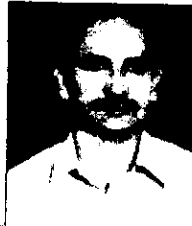
**Key for the Puzzle**

	1	2	3	4	5	6	7	8	9	10	11	12	13
1	R	E	D	U	C	E		A	J	R	I	L	Y
2	E	V	E	N		I	A	T	R	I	C		A
3	F	E	N	C	I	N	G		R	A	E	G	N
4	U	N	M	E	R	C	I	F	U	L		E	K
5	S	T	A	R	S		N	A	P		O	N	E
6	E		R	T		E	G	I	T	R		E	E
7		O	K	A	P	I		R	I	A	N	T	
8	A	C		I	O	T	A		O	R	B	I	T
9	S	T	O	N	E		N	I	N	E		C	H
10	P	O	P		T	E	T	S		R	O	S	E
11	E	B	E	N		V	I	O	L	I	N		I
12	C	E	R	A	M	I	C		A	P	I	S	
13	T	R	A	V	E	L		O	M	E	L	E	T

## گفت و گو

### تبعیض‌ها باعث بی‌علاقه‌گی می‌شوند

تهیه و تنظیم: شهلا زارعی نیستانک



#### مقدمه

گرچه داشتن دانش زبانی و تخصص در آموزش زبان، از اصول اولیه‌ی تدریس این درس هستند، اما فراهم بودن امکانات، از جمله زمان مناسب برای تدریس، داشتن کتاب‌خانه و منابع به‌روز در مدرسه، داشتن یک و یا دو کلاس برای زبان‌آموزی در مدرسه، داشتن فیلم، اسلاید و سایر وسایل کمک‌آموزشی، ارزش‌یابی با استفاده از تکنیک‌های جدید و... همه در بهبود کیفیت زبان‌آموزی مؤثرند. بسیار دیده شده است که دبیران بسیار کارآمد و توانا، در کلاس درس مجبور شده‌اند تنها به کتاب درسی اکتفا کنند. شاید همکاران آقای جنانی به همین دلیل پیشنهاد دادند، شیوه‌ی زبان‌آموزی در سایر کشورهایی که در این امر موفق هستند، در مجله معرفی شود.

آقای محمد جنانی، دبیر زبان انگلیسی مرکز پیش‌دانشگاهی پسرانه شهرستان لنگرود است. وی حدود ۱۵ سال سابقه‌ی آموزشی دارد. تحصیلات ابتدایی و دبیرستان را در شهرستان قوچان به پایان رسانده است. بعد از خدمت سربازی، به دانشگاه رفت و در رشته‌ی دبیری زبان انگلیسی با رتبه‌ی اول فارغ‌التحصیل شد. او در سال ۱۳۷۵، مدرک کارشناسی ارشد آموزش زبان و مدرک مدرسی خود را از دانشگاه تربیت‌مدرس دریافت کرد. در دبیرستان‌های شهرستان شیروان تدریس می‌کند و حدود ۱۵ سال با دانشگاه آزاد و مرکز آموزش ضمن خدمت آموزش و پرورش همکاری داشته است.

□ آیا مجله‌ی رشد آموزش زبان را می‌خوانید؟

● بله، از سال ۱۳۶۴ و تقریباً از ابتدای چاپ آن به طور مرتب مجله را مطالعه می‌کنم، اما متأسفانه بعضی از شماره‌ها به دستم نمی‌رسد. چند سالی است که از طرف دفتر مجله، یک نسخه از آن را دریافت می‌کنم.

□ کدام قسمت از مجله برای شما جالب‌تر است و در کلاس درس از آن استفاده کرده‌اید؟

● تقریباً تمام مطالب مجله برای من جالب هستند؛ به‌خصوص مطالبی که مسائل روز و عینی آموزش زبان را بررسی می‌کنند. از مطالب مجله در کلاس‌های دبیرستان، دانشگاه و ضمن خدمت دبیران زبان استفاده می‌کنم.

□ جای چه مقاله‌هایی در مجله خالی است؟ پیشنهاد عملی شما در مورد محتوای

#### مجله چیست؟

● علاوه بر افزایش دانش زبانی، برای دبیر زبان آشنایی با دانش‌های دیگر و آشنایی با فرهنگ جوامع انگلیسی زبان نیز ضرورت دارد. بهتر است مقالات بیشتری درباره‌ی فرهنگ جامعه‌ی زبان خارجی و همچنین گزارش‌هایی از وضعیت زبان‌آموزی در کشورهایی که در این امر موفق بوده‌اند، ارائه شود.

□ با توجه به تجربیات و سوابق خود، فکر می‌کنید معلمان به چه نوع مطالب علمی نیاز دارند؟

● اکثر معلمان ما فارغ‌التحصیل حداقل ۱۰ سال پیش هستند و به مطالعه‌ی مطالب جدید در همه‌ی زمینه‌ها، روش تدریس، زبان‌شناسی، ارزش‌یابی و غیره نیاز دارند. معلمان بیشتر از مطالب کاربردی، مطالبی که بتوانند عملاً آن‌ها را در کلاس پیاده کنند، استقبال می‌کنند؛ مطالبی مناسب برای کلاسی با حداقل ۳۰ دانش‌آموز، با دانش زبانی متفاوت و از طبقات اجتماعی گوناگون که در هفته یک بار به مدت ۹۰ تا ۱۲۰ دقیقه انگلیسی دارند.

□ آیا تا به حال مقاله‌ای در زمینه‌ی یادگیری و تدریس نوشته‌اید؟ اگر بله، در کدام

مجله چاپ شده است؟

● بله، مقاله‌ای در مورد زبان‌آموزی با راهنمایی استادم جناب آقای دکتر میرحسینی نوشتم که در مجله‌ی بین‌المللی «دانشکده‌ی علوم انسانی» دانشگاه تهران چاپ شد.

□ به نظر شما از چه راه یا راه‌هایی می‌توان دبیران زبان را به مطالعه و تحقیق بیشتر ترغیب کرد؟

● قبل از هر چیز باید به معلم بها داده شود و تبعیض‌های درون‌سازمانی و برون‌سازمانی که باعث بی‌علاقگی و بی‌تفاوتی معلم می‌شوند، از بین بروند. در صورت فراهم کردن آرامش فکری برای معلم، مجهز کردن کتاب‌خانه‌ی پژوهشگاه‌های آموزش و پرورش شهرستان‌ها به منابع و کتاب‌های جدید، نشریات تخصصی بین‌المللی، اینترنت، و همچنین برگزاری دوره‌های ضمن خدمت به صورت مسابقات کتاب‌خوانی و امتحانات رسمی، معلم را به مطالعه ترغیب می‌کنند.

□ آقای محمد جنانی از این که در این مصاحبه شرکت کردید، بسیار سپاس‌گزارم و آرزوی موفقیت هرچه بیشتر برای شما دارم.





دفتر انتشارات کمک آموزشی

Books



## 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

(به صورت ماهنامه و ۸ شماره در هر سال تحصیلی منتشر می شوند)

- رشد کودک (برای دانش آموزان آمادگی و پایه ی اول دوره ی ابتدایی)
- رشد نوجوان (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 عمومی

(به صورت فصلنامه و ۸ شماره در هر سال تحصیلی منتشر می شوند)

رشد آموزش ابتدایی، رشد آموزش راهنمایی تحصیلی، رشد تکنولوژی آموزشی، رشد مدرسه فردا، رشد مدیریت مدرسه، رشد معلم

### مجلات تخصصی

(به صورت فصلنامه و ۴ شماره در سال منتشر می شوند)

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.

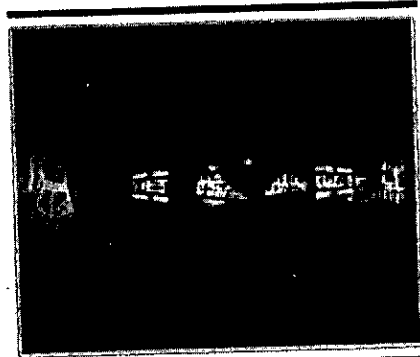
نشانی: تهران، خیابان ایرانشهر شمالی - ساختمان شماره ۴

آموزش و پرورش - پلاک ۲۶۸ -

دفتر انتشارات کمک آموزشی

تلفن و نمابر ۸۸۸۳۹۱۸۶

## Handbook of Cognitive Linguistics and Second Language Acquisition



Edited by  
Peter Robinson • Nick C. Ellis

This cutting-edge volume describes the implications of Cognitive Linguistics for the study of second language acquisition (SLA). Chapters in the first two sections identify theoretical and empirical strands of Cognitive Linguistics, presenting them as a coherent whole. Chapters in the third section discuss the relevance of Cognitive Linguistics to SLA and define a research agenda linking these fields with implications for language instruction. Its comprehensive range and tutorial-style chapters make this *Handbook of Cognitive Linguistics and Second Language Acquisition* a valuable resource for students and researchers alike.

## 7. Caring – Middle-ages

**Challenge:** Measure accomplishments/failures. Am I satisfied or not?

Generativity vs. Stagnation

## 8. Wisdom – Old age

**Challenge:** Measure accomplishments/failures.

Am I satisfied or not?

(Ego) Integrity vs. Despair

### Educational Implications

When we talk about 'contribution' from other fields, we mean 'implications' they offer for better teaching practices. Erikson's ideas are also known for their wide educational implications:

1. It provides a 'life-span' view of psychology which helps us to recognize *learning and development as lifelong*.
2. It enables us to see that *real-life learning involves challenges* which often require a particular kind of help from others who are in the position of providing this help.
3. It presents *learning as a cumulative process* (Previous tasks influence the subsequent ones).

Alright then! Enough already! Now it's your turn again: think about these 8 stages, consider where your students can be located, and decide on the teaching activities you can resort to in the light of Erikson's thoughts. Good Luck!

### Notes:

1. In the next issues of ETFUN, we will talk about different types of Language games with some more example.
2. For further information you can refer to Williams & Burden (2000) in the reference section.

### REFERENCES

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دفتر انتشارات کمک آموزشی

## 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 ۳۹۶۶۲۰۰۰ بانک تجارت شعبه سه راه آزمایش (سرخه حصار) کد ۳۹۵ در وجه شرکت افسست  
۲. ارسال اصل رسید بانکی به همراه برگ تکمیل شده اشتراک

- نام مجله: .....
  - نام و نام خانوادگی: .....
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  - میزان تحصیلات: .....
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  - 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](http://www.roshdmag.ir)

@ پست الکترونیک: [Email:info@roshdmag.ir](mailto:Email:info@roshdmag.ir)

☎ تلفن امور مشترکین: ۷۷۲۳۵۱۱۰ - ۷۷۲۳۶۶۵۶

① تلفن پیام گیر مجلات رشد: ۸۸۸۳۹۲۲۲ - ۸۸۳۰۱۴۸۲

### 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).

## Close-Up!

### Erik Erikson<sup>2</sup>

Language teaching has indisputably enjoyed contributions of many neighboring fields in its theory and practice. When you enthusiastically cry out for realizing the diversities among students in terms of introvert and extrovert dichotomies, for instance, and take your theoretical proofs as witness to your debate, you are, in fact, arguing for a theory in psychology. This is because Language Teaching is an interdisciplinary field which is in constant contact with its neighbors about which we *need* to know as well!



*Erik Homburger Erikson* (1902-1994), a German-born American, was a prominent figure in the branch of Humanistic Psychology where “the importance of the inner world of the learner” is emphasized and which places individual’s thoughts, feelings and emotions at the forefront of all human development. Erikson is known as a Child Psychoanalyst and Ego Psychoanalyst. To Erikson, the environment surrounding a child is significant to shape his/her future mental and emotional growth.

He suggested 8 stages starting with birth and ending up in death through which each individual proceeds, where various challenges are to be met. If these challenges are not dealt with in the proper stage, they will continue to reappear throughout a person’s life. The following is a brief introduction of these 8 stages.

#### Erikson’s 8 stages

Each of Erikson’s stages of psychosocial development is marked by a conflict, for which successful resolution will result in a favorable outcome (virtues). The Erikson life-stage virtues, in the order in which they may be acquired, are:

1. **Hope** – Infant stage

*Challenge:* Does the child believe its parents/caregivers to be reliable?

Basic Trust vs. Mistrust

2. **Will** (autonomy) – Toddler stage (age 2 or 3)

*Challenge:* Child needs to learn to explore the world.

Shame vs. Doubt

3. **Purpose** – Kindergarten stage (age 4 or 5)

*Challenge:* Can the child plan or do things on his own, such as dress him/herself.

Initiative vs. Guilt

4. **Competence** – Around age 6 to puberty (early school years)

*Challenge:* Child compares self worth to others’. Child can recognize major disparities in personal abilities relative to others.

Industry vs. Inferiority

5. **Fidelity** (Adolescence) – Teenager

*Challenge:* Questioning of self. Who am I, how do I fit in? Where am I going in life?

Identity vs. Role/Identity Confusion

6. **Love** (in intimate relationships, work and family) – Post-school (young adult)

*Challenge:* Who do I want to be with or marry, what am I going to do with my life?

Intimacy vs. Isolation

## 5. JOKE

Sam: Would you punish me for something I didn't do?

Teacher: No, of course not.

Sam: Good, because I didn't do my homework.

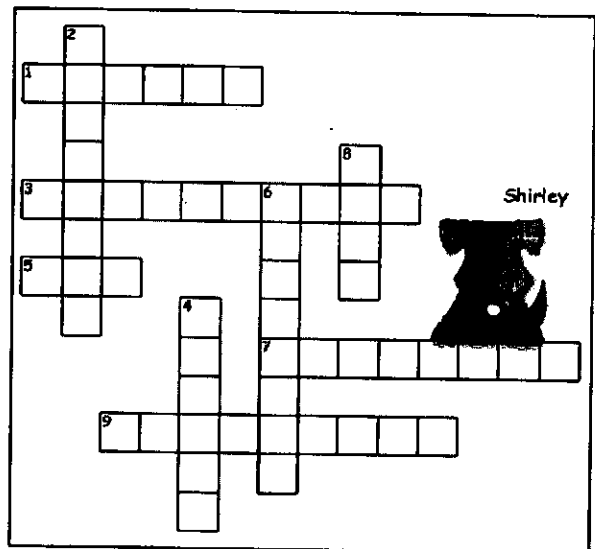
A funeral service is held for a woman who just passed away. As the pallbearers carry the casket out, they accidentally bump into a wall. They hear a faint moan. They open the casket and find that the woman is actually alive. She lives for 10 more years and then dies. They have another funeral for her. At the end of the service, the pallbearers carry out the casket. As they are walking, the husband cries out, "Watch out for the wall!"

You have to stay in shape. My grandmother started walking five miles a day when she was 60. She's 97 today and we don't know where the hell she is.

## Brainteasers

One of the joys of assessment is feeling the triumph of achievement. Do the following crossword and you'll come to the point!

(You can send the answer to [etfun@roshdmag.ir](mailto:etfun@roshdmag.ir) or the magazine's postal address to win a free annual subscription!)



Retrieved from: <http://www.fbi.gov/kids/k5th/safety7.htmv>

### Across

1. Share a \_\_\_\_\_ code word with your parents.
3. Some people buy guns so they can display them. These guns are part of a \_\_\_\_\_.
5. People online may not be who they \_\_\_\_\_ they are.
7. If you see a gun, do \_\_\_\_\_ it.
9. Stay away from \_\_\_\_\_.

### Down

2. Never give out \_\_\_\_\_ information about yourself.
4. Security \_\_\_\_\_ carry guns to work.
6. People must have special \_\_\_\_\_ to learn to handle a gun safely.
8. People should \_\_\_\_\_ up their guns when they are not being used.

## What you need to know (I)

### 1. PROVERB

- I bet I can get A from Dr. Smith's class. Yes, I can!
- **Don't bite off more than you can chew, chum!**  
Let's wait for the questions first!



*(Don't assume more responsibility than you handle; don't be overconfident)*

### 2. SUPERSTITION

- Last year, I made a resolution on the **New Year's day** to keep a vegetarian diet, but I couldn't resist my **anti-resolution** character and I ate a whole chicken at night!



*(A superstition that says resolutions made on this day will be often done during the coming year)*

## What you need to know (II)

### 3. RIDDLE



*(None. If you put a book in it, the bag is no longer empty!)*  
No Comments!

### 4. IDIOM

- What's that golden cup over there, uncle?
- Oh, my! That's the golden cup I was awarded for **defeating** all other competitors in the national swimming contest when I was just 20. That's a **feather in my cap**, son. I feel proud when I look at it!



*(An honor or special achievement that a person can be proud of)*

**F—Forgive:** Forgive and forget. Grudges only weigh you down and inspire unhappiness and grief. Soar above it, and remember that everyone makes mistakes.

**G—Grow:** Leave the childhood monsters behind. They can no longer hurt you or stand in your way.

**H—Hope:** Hope for the best and never forget that anything is possible as long as you remain dedicated to the task.

**I—Ignore:** Ignore the negative voice inside your head. Focus instead on your goals and remember your accomplishments. Your past success is only a small inkling of what the future holds.

**J—Journey:** Journey to new worlds, new possibilities, by remaining open-minded. Try to learn something new every day, and you'll grow.

**K—Know:** Know that no matter how bad things seem, they'll always get better. The warmth of spring always follows the harshest winter.

**L—Love:** Let love fill your heart instead of hate. When hate is in your heart, there's room for nothing else, but when love is in your heart, there's room for endless happiness.

**M—Manage:** Manage your time and your expenses wisely, and you'll suffer less stress and worry. Then you'll be able to focus on the important things in life.

**N—Notice:** Never ignore the poor, infirm, helpless, weak, or suffering. Offer your assistance when possible, and always your kindness and understanding.

**O—Open:** Open your eyes and take in all the beauty around you. Even during the worst of times, there's still much to be thankful for.

**P—Play:** Never forget to have fun along the way. Success means nothing without happiness.

**Q—Question:** Ask many questions, because you're here to learn.

**R—Relax:** Refuse to let worry and stress rule your life, and remember that things always have a way of working out in the end.

**S—Share:** Share your talent, skills, knowledge, and time with others. Everything that you invest in others will return to you many times over.

**T—Try:** Even when your dreams seem impossible to reach, try anyway. You'll be amazed by what you can accomplish.

**U—Use:** Use your gifts to your best ability. Talent that's wasted has no value. Talent that's used will bring unexpected rewards.

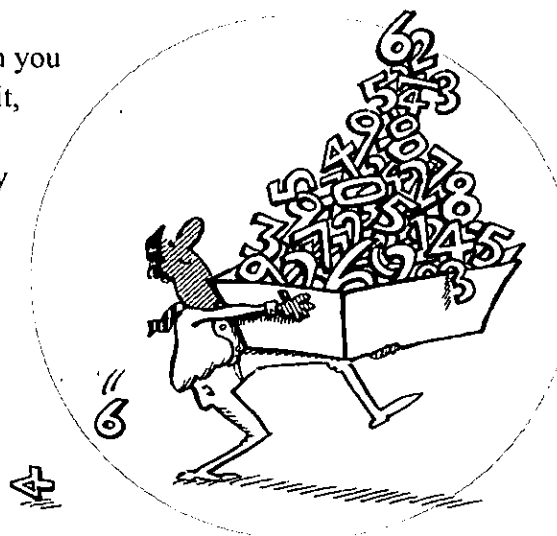
**V—Value:** Value the friends and family members who've supported and encouraged you, and be there for them as well.

**W—Work:** Work hard every day to be the best person you can be, but never feel guilty if you fall short of your goals. Every sunrise offers a second chance.

**X—X-Ray:** Look deep inside the hearts of those around you and you'll see the goodness and beauty within.

**Y—Yield:** Yield to commitment. If you stay on track and remain dedicated, you'll find success at the end of the road.

**Z—Zoom:** Zoom to a happy place when bad memories or sorrow rears its ugly head. Let nothing interfere with your goals. Instead, focus on your abilities, your dreams, and a brighter tomorrow.



## Teaching Tips

### Why Language Games?

In teaching English language, especially to young learners, many believe that *Language Games* are one of the most effective pedagogical tools in teachers' hands. In fact, games have long been advocated for assisting language learning for a variety of reasons. These include:

- \* Games add interest to what students might not find very interesting.
- \* Games provide a context for meaningful communication and this meaningful communication provides the basis for learning.
- \* The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction.
- \* The variety and intensity that games offer may lower anxiety (and encourage shyer learners to take part, especially when games are played in small groups).
- \* Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing.
- \* Games are student-centered in that students are active in playing the games.
- \* Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help.



Below is a simple language game called the “Alphabet of Happiness” and is appropriate for learners at intermediate and upper-intermediate level of language proficiency. In this game, each letter of the alphabet represents an English word, some of which might even be new for your learners. These given words are then exemplified in anecdotal sentences.

Of course, there are various ways for incorporating this game into English classes, but the one we recommend here is to teach two words per session. This way, throughout the whole semester all the letters of English alphabet can be covered. Also, the students can be asked to come up with their own sample sentences before the teacher writes his sample sentence on the board<sup>1</sup>.

### Alphabet of Happiness

**A—Accept:** Accept others for who they are and for the choices they've made even if you have difficulty understanding their beliefs, motives, or actions.

**B—Break Away:** Break away from everything that stands in the way of what you hope to accomplish with your life.

**C—Create:** Create a family of friends whom you can share your hopes, dreams, sorrows, and happiness with.

**D—Decide:** Decide that you'll be successful and happy come what may, and good things will find you. The roadblocks are only minor obstacles along the way.

**E—Explore:** Explore and experiment. The world has much to offer, and you have much to give. And every time you try something new, you'll learn more about yourself.



# English Through Fun

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## The Note

Who do you think are the most influential people in the world: Politicians, Economists, Athletes, or simply Teachers? (You didn't see this last one coming, huh!!??)

The fact of the matter is, history of humanity attests that no society has stood completely still at any given time. This is because change is an integral part of any social system, unlike animal communities. Now you may ask why change happens after all? It's quite simple; it's out of an aspiration/desperation for a better life!

Now back to the first question, if you are one of those whose dream is a better society in which poverty, crime and injustice is non-existent, you may give a second thought to the fundamental role that you as a teacher can play to make it happen. It's not that complicated: *raise awareness* of the young towards the social paradoxes around them and let them *pose questions*. As simple as this; you are now functioning as a critical pedagogue and as an agent of change towards better.

## Quotable Quotes

- \* Always forgive your enemies - nothing annoys them so much.  
**Oscar Wilde**
- \* Example isn't another way to teach, it is the only way to teach.  
**Albert Einstein**
- \* I would never die for my beliefs, because I might be wrong.  
**Bertrand Russell**
- \* War does not determine who is right - only who is left.  
**Bertrand Russell**
- \* If you die in an elevator, be sure to push the UP button.  
**Sam Levenson**
- \* A good politician is quite as unthinkable as an honest burglar.  
**Henry Louis Mencken**

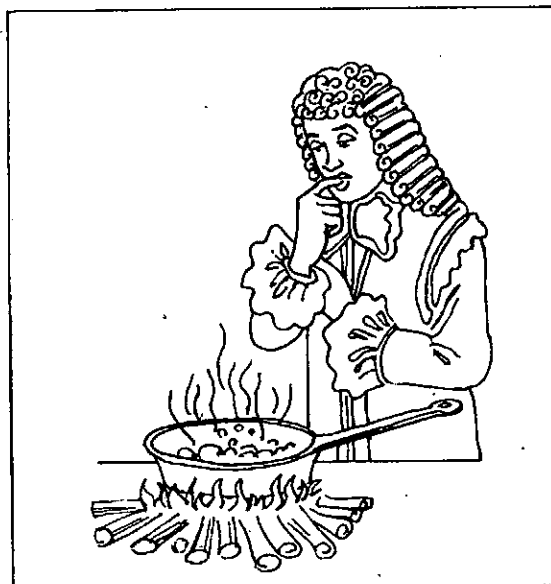


reading process or product. And measuring different aspects of the reading process or product would need the application of different assessment techniques.

Research into and experience with the use of different techniques will certainly increase in the future, and it is hoped that our understanding of the potential of different techniques for measuring different aspects of reading will improve.

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## Appendix

### A STORY ABOUT NEWTON

1. One of the greatest Englishmen who ever lived was Isaac Newton. Few men of that time were greater or wiser than Newton but he often forgot small things.
2. One morning Newton got up very early because he was working on a very difficult problem. He did not leave the problem to go to breakfast.
3. But his servant thought Newton needed food. Therefore, She went to his room with a pan of water and an egg.
4. She wanted to boil the egg and stay with Newton until he ate it. But he did not want to see anybody and said, "You can leave the egg with me. I'll boil it".
5. The servant put the egg on the table near Newton's watch and said: "You must boil it for five minutes. Then it will be ready to eat."
6. The servant left the room, but she was afraid that Newton might forget to eat the egg. She returned about an hour later and found Newton standing by the fire. The watch was boiling in the pan and Newton was standing near it with the egg in his hand!

been removed. Their task is to restore the missing words, which can only be restored if students have both read and understood the main ideas of the original text. It should, of course, not be possible to complete the gaps without having read the actual text. For example, suppose the same passage have been given to the students. After reading the text, they are required to restore the missing words.

Newton was a great and wise Englishman. But sometimes he ..... small things. Once his servant gave him a ..... of water and an egg and asked him to ..... the egg for ..... minutes. When she came back, she saw that he was boiling his ....., not the egg!

**Information-transfer techniques**

Information-transfer techniques are a fairly common testing (and teaching) technique, often associated with graphic texts, such as diagrams, charts and tables. The students' task is to identify in the target text the required information and then to transfer it, often in some transposed form, on the table, map or whatever. Sometimes the answers consist of names and numbers and can be marked objectively; other times they require phrases or short answers and need to be marked subjectively. For example, after reading the same passage the test takers might be asked to complete the following table with the information in the text.

Things	People	Time
1. table	1.	1.
2. pan	2. servant	2.
3.		
4.		
5.		

**Conclusion and Implications**

Reading comprehension is highly complicated and sophisticated process because it is inaccessible. Trying to test, assess and evaluate that process is still more difficult. Alderson (2000) emphasizes repeatedly that there is no "one best method" for reading assessment. The best a teacher can do is to employ a number of different techniques to get a better and clearer picture of his students' reading ability. The author has tried to present and discuss a number of different techniques that English teachers can apply in their classes. Teachers who use one or a limited number of techniques would be biased in their reading assessment. Different techniques almost certainly measure different aspects of the reading process or product and any one technique will be limited in what it allows us to measure – or observe and describe.

The techniques viewed in this article can be usefully applied in English classes. By applying these techniques for reading comprehension assessment, English teachers would make sure different aspects of Iranian EFL students' reading comprehension ability are tapped. This, in turn, would mean less bias in assessment. Secondly, English teachers would not let some specific techniques, e.g. multiple-choice or true/false forms, get 'institutionalized' among their students if they use various techniques and questions for reading comprehension assessment. Thirdly, various techniques following a reading text would help with more motivating and interesting classroom activities. Naturally the use of a set of various techniques would be more 'involving' in terms of Iranian students' individual differences.

In brief, Iranian teachers would get a better picture of their students' reading comprehension ability if they measure different aspects of the



### *The C-test*

C-tests, the second half of every second word is deleted and has to be restored by the reader. For example:

On mor---- Newton g-- up ea--- because h-  
was work--- on a ve-- difficult prob---. He di-  
not lea--- the prob--- to g- to break----.

Of course, as it is observed, deciding whether to delete a single letter ('a' above) or not introduces an element of judgment into the test construction procedure.

### *The cloze elide test (negative cloze)*

In this procedure the test maker *inserts* words into text, instead of deleting them. The task of the reader is to delete each word 'that does not belong'. The test taker is awarded a point for every word correctly deleted, and points are deducted for words wrongly deleted (that were indeed in the original text). For example:

One morning Newton got in up very early because he was working on a very difficult sleepy problem. He did not leave the problem that to go to breakfast.

### *The free recall test*

Here students are asked to read a text, to put it to one side, and then to write down everything they can remember from the text. Clearly, the recall needs to be in the students' first language, otherwise it become a test of writing as well as reading. Scoring the respondents' recall is certainly difficult and subjective.

### *The summary test*

Students read a text and then are required to summarize *the main ideas*, either of the whole text or of a part. They can use their first language in order not to contaminate reading ability with that of writing. Scoring the summaries may, however, present problems. To avoid this problem, teachers may turn to the gapped summary.

### *The gapped summary*

Students read a text, and then read a summary of the same text, from which key words have

boiling in the pan and Newton was standing near it with the egg in his hand!

- A. She wanted to boil the egg and stay with Newton until he ate it. But he did not want to see anybody and said, "You can leave the egg with me. I'll boil it."
- B. One morning Newton got up very early because he was working on a very difficult problem. He did not leave the problem to go to breakfast.
- C. Newton put the pan on the fire because he wanted to eat breakfast. He was very hungry.
- D. The servant put the egg on the table near Newton's watch and said: "You must boil it for five minutes. Then it will be ready to eat."

with Newton until he ate it. But he did not want to see anybody and said, "You can leave the egg with me. I'll boil it."

..... One morning Newton got up very early because he was working on a very difficult problem. He did not leave the problem to go to breakfast.

..... The servant put the egg on the table near Newton's watch and said: "You must boil it for five minutes. Then it will be ready to eat."

**Ordering techniques**

In an ordering task, candidates are given a scrambled set of words, sentences, paragraphs or texts and are asked to put them into their correct order. It is recommended to provide the respondents with the first sentence. For example:

..... The servant left the room, but she was afraid that Newton might forget to eat the egg. She returned about an hour later and found Newton standing by the fire. The watch was boiling in the pan and Newton was standing near it with the egg in his hand!

..... But his servant thought Newton needed food. Therefore, she went to his room with a pan of water and an egg.

...1.... One of the greatest Englishmen who ever lived was Isaac Newton. Few men of that time were greater or wiser than Newton but he often forgot small things.

..... She wanted to boil the egg and stay

**Editing tasks**

These tests consist of passages in which errors have been introduced, which the students have to identify. The errors can be in multiple-choice format, or can be more open. Here the students are asked to identify *one error per line* of the text and to write the correction opposite the line. Weir (1990) believes that editing tasks may have a good backwash effect in that students may be taught and encouraged to edit their written language more carefully. The focus can be both function words and content words. For example:

The servant left the room, but she is afraid \_\_\_\_\_  
 that Newton might boil to eat the egg. She \_\_\_\_\_  
 returned about a hour later and found Newton \_\_\_\_\_  
 standing up the fire. The watch was boiling \_\_\_\_\_  
 in the pen and Newton was standing near it \_\_\_\_\_  
 with the egg in her hand! \_\_\_\_\_

A variant of this technique is to delete words from the text and ask the test takers to find where the missing words are. They are also asked to write in the missing words. For example:

The servant left the room, but was afraid \_\_\_\_\_  
 that Newton might forget to the egg. She \_\_\_\_\_  
 returned about hour later and found Newton \_\_\_\_\_  
 standing the fire. The watch was boiling \_\_\_\_\_  
 in the pan and Newton standing near it \_\_\_\_\_  
 with the egg in his! \_\_\_\_\_

**Complete the sentences. Use a, b, c, or d.**

**(multiple-choice items)**

They are a common device for testing students' text comprehension. Though scoring these items is easy, constructing good items of this type is difficult (Farhady, et al, 1995). Hughes (2003) lists some other limitations. He believes that this technique tests only recognition knowledge, restricts what can be tested, allows for guessing and cheating, and has harmful backwash effects. Students can also learn how to answer multiple-choice questions by eliminating improbable distractors.

## 2. Alternative techniques for assessing reading ability

### **Gap-filling tests**

This technique is potentially different from the cloze test in which the testers delete from texts every n-th word in a pseudo-random procedure. Harmer (2001) notes that the actual score a student gets on a cloze test depends on the particular words that are deleted, rather than on any general English knowledge. In gap-filling tests, however, the test constructor decides, on some rational, to delete some words but tries not to leave fewer than five or six words between gaps (because such a lack of text can make gaps very difficult to restore). The teacher or the tester can choose to delete function words and *focus on grammar* (example 1) or she can delete content words and assess students' *understanding of overall meaning*. (example 2).

### **Example 1:**

One of the greatest Englishmen who ever lived ..... Isaac Newton. Few men of that time were greater or wiser ..... Newton but he often forgot small things.

### **Example 2:**

She wanted to ..... the egg and stay with Newton until he ate it. But he did not want to see ..... and said, "You can ..... the egg with me. I'll boil it".

### **Matching techniques**

Another technique is multiple matching. The advantage of this technique is that it is scored objectively. Here the students are required to match two sets of stimuli against each other. For example the following incomplete text is given to the students and they are asked to choose which of the paragraphs A-D fit into the numbered gaps. It is suggested to include one extra paragraph which would not fit in any of the gaps.

1. One of the greatest Englishmen who ever lived was Isaac Newton. Few men of that time were greater or wiser than Newton but he often forgot small things.

2.

3. But his servant thought Newton needed food. Therefore, she went to his room with a pan of water and an egg.

4.

5. She wanted to boil the egg and stay with Newton until he ate it. But he did not want to see anybody and said, "You can leave the egg with me. I'll boil it."

6.

7. The servant left the room, but she was afraid that Newton might forget to eat the egg. She returned about an hour later and found Newton standing by the fire. The watch was

comprehension would appear first (1) and the alternative techniques would be covered in the next section (2).

### 1. Text writers' techniques for reading comprehension assessment

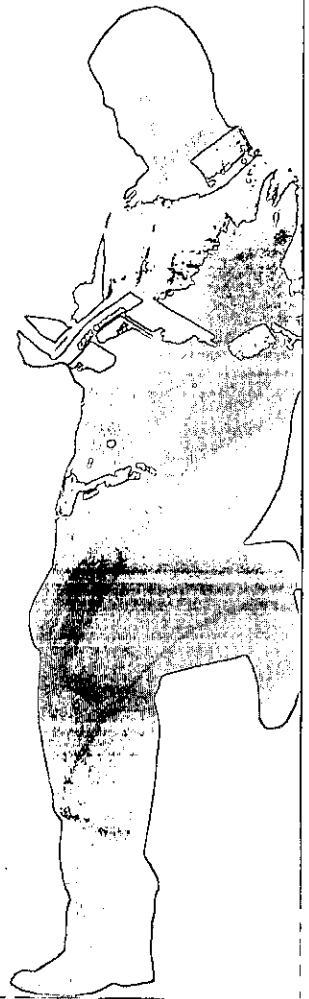
#### *Answer these questions orally*

Although students are required to answer the questions 'orally' and there is no obligation to provide 'complete' answers, some teachers change the task to open-ended items and ask the students to 'write' the answers. The change makes the students' job totally different. Nuttall (1996) believes that open-ended questions typically demand more. For her, the disadvantages of such items are: a) the answers cannot be assessed objectively and b) they require the students to produce responses in the target language (which she believes is controversial since students comprehension is measured through a different skill; i.e. writing).

#### *True or False? (Dichotomous items)*

Students have a 50% chance of getting the answer right by guessing alone. To counteract this, testers can increase the number of such items or include a third category such as 'not given', or 'the text does not say'. McNamara (2000) suggests test makers to reword or paraphrase the propositions in the text when developing true/false items. He believes that without paraphrase the task may require nothing than a literal matching of similar words or phrases in the text and the question rather than an understanding of the meaning of the propositions involved.

# Read!



commonly used techniques for testing reading that can usefully be applied in high school English classes. It is hoped that getting acquainted with a variety of reading assessment methods would give teachers a better position to measure their students' reading ability. Naturally the judicious and context-appropriate application of such techniques would yield a better and clearer picture of reading comprehension ability.

**Key Words:** reading comprehension assessment, reading comprehension assessment techniques, high school English classes

## Introduction

It is important to understand that there is no one 'best method' for the assessment of reading (Alderson, 2000) because assessment refers to *a variety of ways* of collecting information on a language learner's language ability or achievement (Brindley, 2001). It is now generally accepted that it is inadequate to measure the understanding of text by only one method. Recent years have seen an increase in the number of different techniques used for testing reading. Multiple-choice and true-false items prevail only due to practical reasons and the objectivity of scoring. Yet a range of other techniques can also be applied at least locally to assess students' reading ability.

Test constructors may tend to choose a given set of items because they are objectively-scored. Alderson (2000), however, believes that it is inadequate to measure the understanding of text by only one method, and that objective methods can effectively be supplemented by more subjectively evaluated techniques. He further holds that since readers typically respond to texts in a variety of different ways, it makes good sense to employ a number of different techniques, even on the same text. Teachers who use one or a limited number of techniques would be biased in their assessment. To avoid bias in assessment, Brown (2001) encourages the use of multiple measures

of performance; i.e. varying item types.

Bachman (1990) refers to 'institutionalized' item types in language testing by which he means that some item forms or question types are used so frequently, commonly, and widely that introducing a new form or a new type proves difficult. The case seems to hold true in Iranian high schools since students are 'brought up' with a limited set of comprehension items in English classes. Consequently some reading assessment techniques like open-ended, true-false, and multiple-choice items are highly 'institutionalized', to borrow Bachman's term. This might cause some confusion for students who are to be assessed through new and different techniques. Yet it is believed that the gradual and local application of such techniques would end up with more authentic, interactive, and motivating reading comprehension activities. Too, using a variety of reading assessment techniques would take into consideration different students' individual differences, learning styles, and learning preferences.

## Techniques for reading comprehension assessment

Lesson three of the first grade is repeatedly referred to throughout the paper. That's why the text is presented in the appendix for easier and more comfortable access. The techniques that text writers have used for assessing reading

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## New Tasks for Old Texts: Alternative Techniques for Reading Comprehension Assessment

### چکیده

خواندن و درک مطلب از مهارت‌ها و بخش‌های مهم کتاب‌های زبان انگلیسی دوره متوسطه می‌باشد. به منظور سنجش میزان و سطح این توانایی روش‌های گوناگونی موجود است. روش‌هایی مثل پرسش‌های چندگزینه‌ای، درست/نادرست و جواب کوتاه شفاهی در کتاب‌های دبیرستان مورد استفاده قرار گرفته است. در این مقاله روش‌های دیگری برای سنجش سطح و میزان درک مطلب دانش‌آموزان معرفی می‌شود. کارشناسان امر سنجش مهارت‌های زبانی معتقدند که با به‌کارگیری روش‌های گوناگون و متعدد می‌توان سنجش علمی‌تر، بهتر و در کل مطمئن‌تری به عمل آورده و نیز تفاوت‌های فردی دانش‌آموزان را بیش‌تر در نظر گرفت. دلیل این امر این است که روش‌های مختلف جنبه‌های مختلف فرایند خواندن را در دانش‌آموزان مختلف هدف گرفته و می‌سنجند. به‌کارگیری روش‌های گوناگون در سنجش توانایی خواندن و میزان درک مطلب دانش‌آموزان می‌تواند اطمینان بیش‌تری به ارزشیابی‌ها و سنجش‌های معلمان زبان داده و تنوع و پیشرفت در فعالیت‌های کلاسی بیش‌تر نمایان گردد. **کلیدواژه‌ها:** خواندن و درک مطلب، سنجش خواندن و درک مطلب، روش‌های مختلف برای سنجش خواندن و درک مطلب

### Abstract

Reading comprehension assessment is a common and widespread practice in English classes. Teachers need to assess their students' reading comprehension level or ability for different purposes. The unfortunate institutionalized techniques in high school texts such as True/ False and Multiple-Choice Items might make teachers feel handicapped in that the comprehension items in books are limited in kind. Teachers might seek alternative techniques of reading comprehension assessment in order to get a better understanding of the students' reading ability. Good reading tests are likely to employ a number of different techniques, possibly even on the same text, but certainly across the range of texts tested. The purpose of the paper is to review some of the more



## Implications for high school teacher



High School English teachers should pay more attention the oral skills and especially listening which can help to develop speaking. No one is able to speak a language without listening to it because in order to learn a language the learner how to be exposed to that language.

Therefore, oral practice and listening play a great role in language and ignore this skill makes problems in learning and being able to use a language.

Listening also makes language learning more enjoyable and facilitates learning other skills. It obvious that any teacher has to follow Language learning order and help the students through teaching and motivating. Usually people who do hear a language, they are not only deaf but also dumb and therefore unable to benefit from the oral skills and enjoy the use of the language they are supposed to know.

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- internal consistency; i.e., the ongoing interpretation of the oral text or interaction.
- Teacher intervention during this phase is virtually impossible because of the ephemeral nature of listening. Periodic practice in decision-making skills and strategy use can sharpen inferencing skills and help students to monitor more effectively.

### Evaluating the teaching and outcomes of a listening task

Students need to evaluate the results of decisions made during a listening task. The teacher can encourage self-evaluation and reflection by asking students to assess the effectiveness of strategies used. Group or class discussions on the approach taken by different students can also stimulate reflection and worthwhile evaluation. Students are encouraged to share individual routes leading to success; e.g. how someone guessed (inference) the meaning of a certain word or how someone modified a particular strategy.

In order to help students consciously focus on

planning, monitoring and evaluation before and after the completion of listening tasks, teachers can develop performance checklists (see Vandergrift, 2002). Instruments such as these help students prepare for a listening task and evaluate their performance.

### Conclusions

Foreign Language (FL) listening competence is a complex skill that needs to be developed consciously. It can best be developed with practice when students reflect on the process of listening without the threat of evaluation. Using listening activities to only test comprehension leads to anxiety which debilitates the development of metacognitive strategies. Strategy use positively impacts self-concept, attitudes, about learning and attributional beliefs about personal control (Borkowski et. al., 1990). Guiding students through the process of listening not only provides them with the knowledge by which they can successfully complete a listening task; it also motivates them and puts them in control of their learning (Vandergrift, 2002).

- activate the appropriate listening processes required;
  - make appropriate predictions;
  - monitor their comprehension; and
  - evaluate the success of their approach, they are using metacognitive knowledge for successful listening comprehension.
- This is critical to the development of self-regulated learning (Wenden, 1998).

### Teaching listening



Students can develop listening comprehension skills only by participating in classroom communication activities that involve listening for meaning. They have to learn to predict content, to sample crucial components of the message, and to recreate the speaker's message. They can learn to listen for comprehension and at the same time feel more comfortable and more confident. Therefore, establishing a goal of listening skills equal to those of a native speaker for language classroom would seem to be naive, and unrealistic. Instead both students and teachers should establish realistic goals like recreating the speaker's meaning by sharing the needed amount of world and language knowledge (Chastain, 1988).

Mendelsohn (1998) notes a gap between the interests of listening researchers and classroom practitioners in that classroom materials do very little to develop metacognitive knowledge through raising learners' consciousness of listening processes. It is imperative to teach students how to listen. This shifts the emphasis of listening practice from product to process and the responsibility of learning from the teacher to the student, thereby helping students become self-regulated learners.

The following pedagogical sequence (Vandergrift, 2002) can develop an awareness of the process of (one-way) listening and help students acquire the metacognitive knowledge critical to success in listening comprehension. A pedagogical sequence for development of two-way listening skills used largely in interaction with another speaker can be found in Ross & Rost, (1991) or Vandergrift (1997).

### Planning for the successful completion of a listening task



Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening.

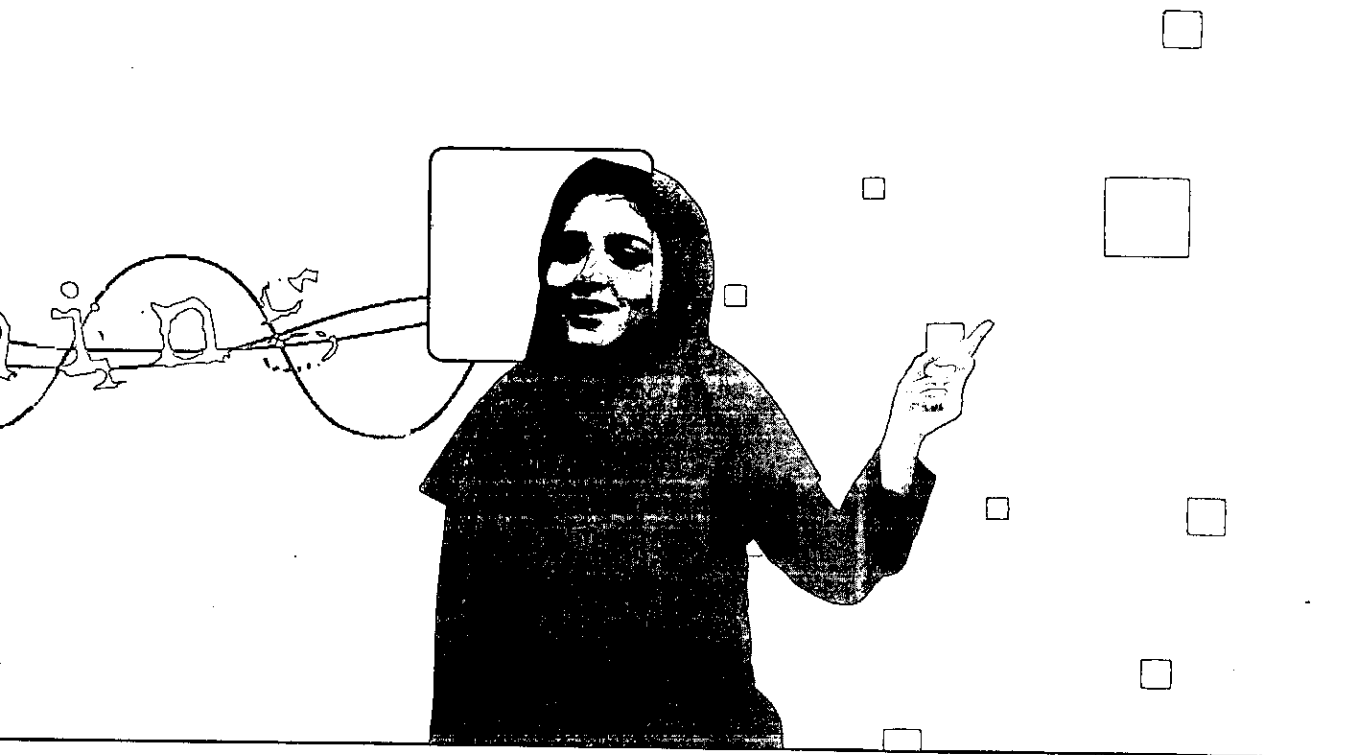
During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts and any relevant cultural information. Second, a purpose for listening must be established so that students know the specific information they need to listen for and/or the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear.

### Monitoring comprehension during a listening task



During the listening activity itself, students monitor their comprehension and make decisions about strategy use. Students need to evaluate continually what they comprehend and check:

- consistency with their predictions, and



differentiates between an interactional and a transactional purpose for communication. Interactional use of language is socially oriented, existing largely to satisfy the social needs of the participants; e.g., small talk and casual conversations. Therefore, interactional listening is highly contextualized and two-way, involving interaction with a speaker. A transactional use of language, on the other hand, is more message-oriented and is used primarily to communicate information; e.g., news broadcasts and lectures. In contrast with interactional listening, transactional listening requires accurate comprehension of a message with no opportunity for clarification with a speaker (one-way listening). Knowing the communicative purpose of a text or utterance will help the listener determine what to listen for and, therefore, which processes to activate. As while the advantages of knowing the context, knowing the purpose for listening also greatly reduces the burden of comprehension

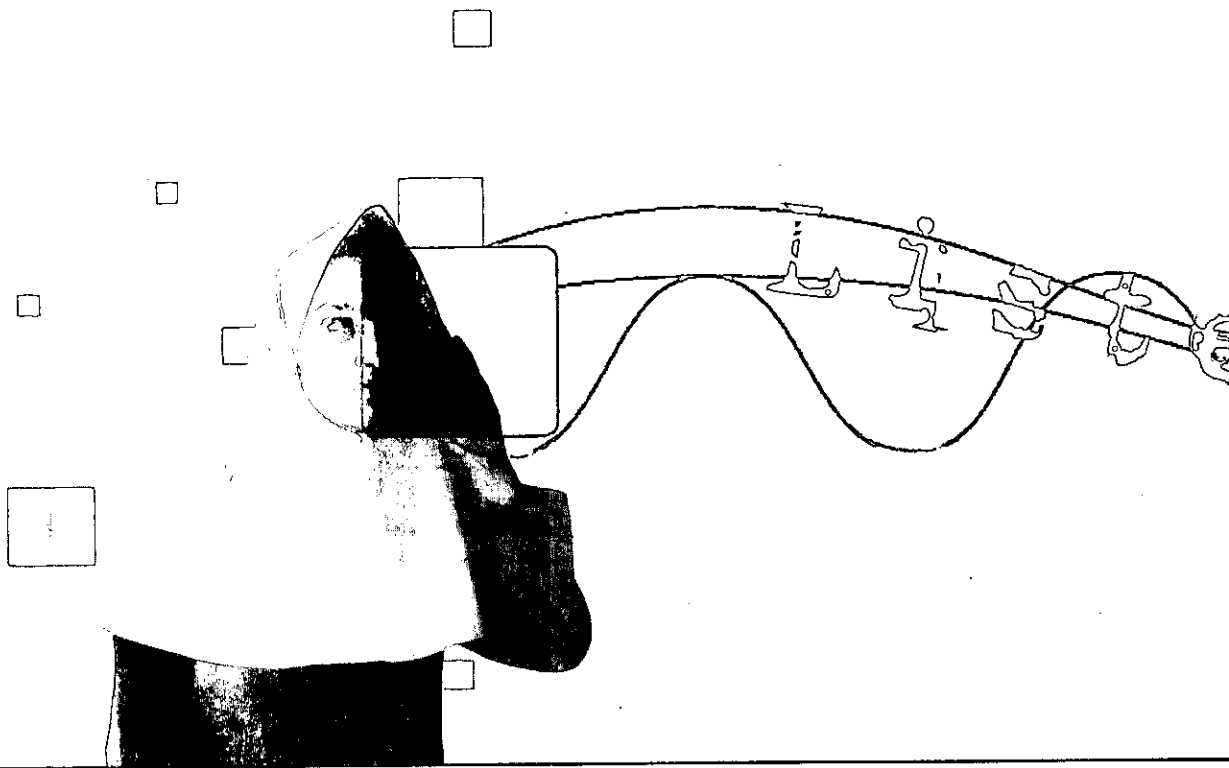
since listeners know that they need to listen for something very specific, instead of trying to understand every word.

### Listening in language learning and teaching



Listeners use metacognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Metacognitive strategies are important because they oversee, regulate or direct the language learning process. Cognitive strategies manipulate the material to be learned or apply a specific technique to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety. Research shows that skilled listeners use more metacognitive strategies than their less-skilled counterparts (O'Malley & Chamot, 1990, Vandergrift, 1997). When listeners know how to

- analyzed the requirements of a listening task



words and contextual clues to form hypotheses in an exploratory fashion. On the other hand, listeners also use “bottom-up” processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds towards to grammatical relationships to lexical meanings in order to arrive at the final message.

Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. For example, listening for gist involves primarily top-down processing, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the desired details (Mirhassani & Ghaemi 2007).

Research from cognitive psychology has

shown that listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with what listeners already know about the topic. Therefore, when listeners know the context of a text or an utterance, the process is facilitated considerably because listeners can activate prior knowledge and make the appropriate inferences essential to comprehending the message (Byrnes, 1984). Therefore, teachers need to help students organize their thoughts, to activate appropriate background knowledge for understanding and to make predictions, to prepare for listening. This significantly reduces the burden of comprehension for the listener.

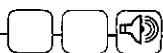
**The purpose for which the listeners do listen is very useful and effective** 

Listeners do not pay attention to everything; they listen selectively, according to the purpose of the task. This, in turn, determines the type of listening required and the way in which listeners will approach a task. (Richards, 1990)

Knowing the context of a listening text and the purpose for listening greatly reduces the burden of comprehension. Teachers can help students develop sound strategies for comprehension through a process approach to teaching FL listening. This will help students learn how to listen and develop the metacognitive knowledge and strategies crucial to success in listening comprehension.

**Key Words:** listening, comprehension, process, learner

## Introduction

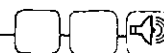


Research has demonstrated that adults spend 40-50% of communication time listening (Gilman & Moody 1984), but the importance of listening in language learning has only been recognized relatively recently (Oxford 1993). Teachers and students tend to overlook the importance of listening comprehension skill. They do so because they are so concerned with speaking that they fail to recognize the need for developing listening comprehension skills as prerequisite to developing speaking skill (Chastain, 1988). Since the role of listening comprehension in language learning was taken for granted, it merited little research and pedagogical attention. Although listening played an important role in audio-lingual methods, students only listened to repeat and develop a better pronunciation (for speaking). Beginning in the early 70's, work by Asher, Postovsky, Winitz and, later, Krashen, brought attention to the role of listening as a tool for understanding and a key factor in facilitating language learning.

Listening has emerged as an important component in the process of second language acquisition (Feyten, 1991). This research base provides support for the pre-eminence of listening comprehension in instructional methods, especially in the early stages of language learning.

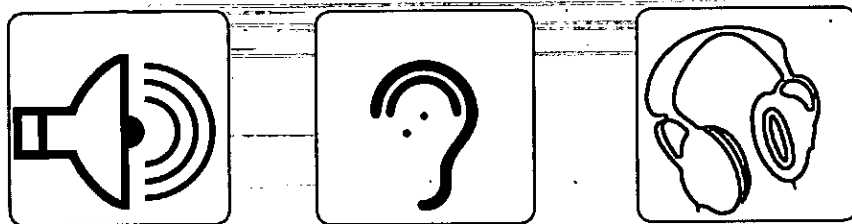
Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. Rost (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.

## Listening process



There are two distinct processes involved in listening comprehension. Listeners use "top-down" processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners use content

# How to teach Listening



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## چکیده

درک مطلب شنیداری در زبان خارجی فرایندی پیچیده و مشکل است و در رشد و توانش زبان خارجی بسیار اهمیت دارد. زبان آموزان هنگام گوش دادن ممکن است از فرایندهای کل به جزء و یا برعکس از جزء به کل استفاده کنند که به ترتیب از دانش زبانی یا دانش پیشین خود بهره می‌برند. آشنایی با محتوای متن و هدف می‌تواند در کار درک مطلب مؤثر و مفید واقع شود. معلمان باید به زبان آموزان کمک کنند، از راهبردهای لازم برای گوش دادن بهره بگیرند و روند پردازش برای آموزش این مهارت را به کار برند تا به‌طور موفق عمل کنند. چون این روش به آن‌ها کمک می‌کند گوش دادن را بهتر بیاموزند. دانش لازم برای این موضوع را در خود به وجود آوردند و از راهبردهای مفید و مؤثر برای درک شنیداری بهره بگیرند. نه تنها توان استفاده از این مهارت را به دست آورند، بلکه با گوش دادن، صحبت کردن را هم فراگیرند و از شنیدن و بیان زبان لذت ببرند.

کلیدواژه‌ها: گوش دادن، درک مطلب، یادگیرنده، زبان آموز

## Abstract

Foreign language listening comprehension is a complex process and crucial in the development of foreign language competence. Listeners use both bottom-up processes (linguistic knowledge) and top-down processes (prior knowledge) to comprehend.

## Final tips on self-assessment.....

Self-assessment provides us with an interesting perspective in language acquisition. If the learners themselves determine what is to be learnt in the classroom, regardless of what the teacher brings into it, and if their attitudes to learning are so formative, then it seems that we should be giving more attention to these matters, and focusing on ways of improving them. If we attend to the affective and cognitive components of students' attitudes, as well as develop defensible pedagogical techniques, we may be able to increase the length of time students commit to language study and their chances of success in it. Self-assessment is a way of attending to such attitudes, since it encourages the student to become part of the whole process of language learning, and to be aware of individual progress. This is a large topic in itself, and one still quite young, but it has been shown that the validity of learner judgments can in fact be quite high. Therefore, the rationales of self-assessment procedures in language learning are as follows:

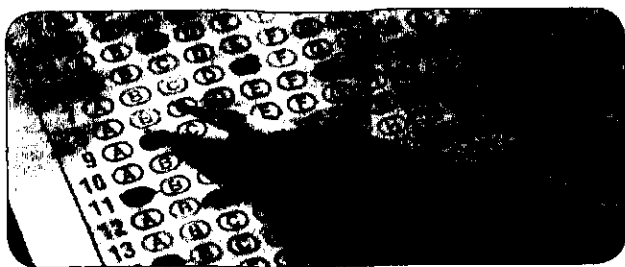
1. promotion of learning;
2. raised level of awareness;
3. improved goal orientation;
4. expansion of range of assessment;
5. shared assessment burden;
6. beneficial post course effects.

To summarize, there are a number of benefits to using self-assessment in the classroom. It allows students to map their knowledge of the language at various points within a course and/ or semester. It also assists students in the development of critical faculties (Coombe and Canning 2002). Self-assessment also enables students to look at language in more concrete terms. Through the use of techniques mentioned in this article, self-assessment motivates students to look at their strengths and weaknesses and become more autonomous learners which is a fundamental part of the learning process.

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encouraging them to be active by assessing of their own contributions.

### Self-assessment techniques: Implications for language teachers.....

#### *Using progress cards*

According to the goals of the lesson, the teacher can prepare cards in which both the teacher and the learner can assess the learner's performance. The following table is an example of a self-assessment card:

goal	learner	teacher
Using regular verbs to talk about the last party you went		
Using the vocabulary to talk about the party you went		
Writing about what you did yesterday		

#### *Using checklists*

Different checklists can be applied in order to assess the learners's language skills. Different skills can be assessed through either one checklist or separate ones. The following table is an example of self-assessment checklist for writing skill which has been prepared based on Jacob et al.'s (1981) scoring profile. This profile has been simplified for the learners.

	score	Learner score
<b>Content:</b> The content of my writing is completely related to the topic.	Very good: 10 Good: 7-10 Average: 5-7 Weak: 3-5	
<b>Organization:</b> I could support the idea and the sequence of the writing is logical.	Very good: 5 Good: 4 Average: 3 Weak: 1-3	
<b>Vocabulary:</b> I used effective words and appropriate idioms.	Very good: 5 Good: 4 Average: 3 Weak: 1-3	
<b>Language Use:</b> I used effective complex constructions and there were a few errors of tense, number, and word order.	Very good: 5 Good: 4 Average: 3 Weak: 1-3	

#### *Using learner diaries*

In this technique learners should be encouraged to write about what they learned, their perceived level of mastery over the course content, and what they plan to do with their acquired skills in the form of diaries.

#### *Using audio tapes*

This technique is specifically used to assess their speaking skill. Learners can be asked to record their performance in class and to assess their speaking according to the rating lists. The teachers are suggested to provide the oral skill checklists for the students.

Self-assessment increases learners' knowledge of their learning goals and their learning needs, and thus enhances their motivation and goal orientation.

monitoring, etc., making a comparison of empirical findings difficult

- Teachers' confusion over the diverse functions of self-assessment, i.e. placement, certification, diagnosis, feedback, program evaluation, learner attitudes, learning preferences, etc.

Satio (2002) discusses that the use of self-assessment for the purpose of the performance-oriented self-assessment has various advantages. First, it eliminates concerns with cheating and security issues. Second, it is time efficient. These advantages are often attractive enough to induce test administrators to implement self-assessment into their language programs. Satio points out that the test administrators should be aware that self-reporting is affected by many factors including the wording of the questions, the assessed language skills, the proficiency level of the students, the cultural background of the students, and many other factors. Therefore, considering all the benefits of the self-assessment in language learning, there will be some techniques for the teachers to apply this method in class.

#### Self-assessment and small group work tasks

Exley and Dennik (2004) suggest using self-assessment as an alternative approach to encourage students to value and work hard in group activities. They believe that the use of

student self-assessment through a structured log and asking the students to monitor their own participation in class work and discussions will motivate the learners to see the value of contributions and participation. Regarding group work activities and the assessment of the members of their own participation, Pollard (2002) points out that self-assessment reveals insights into pupils' perceptions of themselves and their participation in small group tasks. He emphasizes that this is especially true when pupils devise their own schedule after some experience of participating in and discussing group work with others. Pollard (2002) suggests the following evaluation sheet:

#### **Checklist**

**Aim:** To involve pupils in the self-assessment of their own participation in group activities.

#### **Question**

#### **Score**

How well did I try to include others?

1    2    3    4    5

How well did I listen to other people's ideas?

1    2    3    4    5

How well did I share my feeling?

1    2    3    4    5

In my opinion today's discussion was.....

.....  
.....

Next time I would like to.....

.....  
.....

According to Pollard (2002), collaborative group work provides a unique context for pupils in which they can learn and demonstrate new social skills. He emphasizes on the role of the teacher in monitoring group work activities and



assessment essays. Their research was designed according to the qualitative research paradigm. They started the research at the beginning of autumn term 2002. The teachers applied a student self-centered learning strategy into the foreign language learning process to achieve progress in improving language abilities in writing, reading, speaking and listening. Students' self-assessment essays of achievements in English administered in the faculties of Social Sciences, Mechanical Engineering, Design and Informatics. The analysis deals with the students' individual opinion and ideas about reflecting on their learning, measuring their knowledge in achieving good results of the academic English language. The students individually assessed their skills and abilities in reading, writing, speaking, and listening in the process of the studies during class activities. The students' positive and negative opinions about the acquired language learning skills have been analyzed. The results of the students' self-assessment in developed skills indicated that learners developed about 60% in their speaking, 80% in listening, 95% in reading, 55% in writing. They concluded that students' self-assessment is a practical tool in the university classroom. It promotes students' autonomy and independent learning skills, makes students more active in judging their own progress and encourages them to see the value of what they have learned. They believe that the method of alternative assessment assists the ultimate goal of evaluation to reflect upon, discuss, and judge the students' learning process.

Liang (2006) points out the following benefits of self-assessment:

- Self-assessment directly involves learners in their own destiny.
- Self-assessment promotes learner autonomy and self-sufficiency in language learning.
- Self-assessment trains learners to evaluate their own language performance accurately, see the gap in their learning, and initiate self-repair to redirect their learning toward the learning goal.
- Self-assessment increases learners' awareness of the learning process and stimulates them to consider course content and assessment critically.
- Self-assessment increases learners' knowledge of their learning goals and their learning needs, and thus enhances their motivation and goal orientation.
- Self-assessment reduces the teacher's workload. However, Liang (2006) also expressed some potential problems with self-assessment that could be considered by the teachers using self-assessment techniques in the classroom:
- Contextual irrelevance and inappropriateness perceived by students
- Lack of a consistent definition, i.e. self-rating, self-appraisal, self-testing, self-

which are more effective. Self-assessment is one of the alternative assessments.

Saltourides (2004) conducted an action research study to investigate how self-assessment affected the young adult language learners' perception of their language ability in reading, writing, listening, and speaking. The study took over a six-week period. During the course of the semester, students were given self-assessment rubrics specifically designed for the reading, listening, speaking and writing assignment/task they were given on any given day. They completed the assessment rubrics either in class or out-of-class. At the end of the six-week study, students were given a Likert-type survey

Students' self-assessment is a practical tool in the university classroom. It promotes students' autonomy and independent learning skills, makes students more active in judging their own progress and encourages them to see the value of what they have learned.

asking them to reflect on their intensive self-assessment of their work in the class. Some of the participants of the study indicated that the self-assessment activities were helpful to them but for different reasons. For example, one of them stated that self-assessment really helped her to decipher what she really needed help with by showing her exactly where the problem was, and the other participant stated that self-assessment was helpful because it prevent-

ed them from getting lazy about her language abilities.

Butler and Lee (2006) examined the validity of Korean students' self-assessment formats: A decontextualized format (off-task, the assessment that asked students about their performance in general in decontextualized formats), and a contextualized format (on task, assessments in which students were asked to self-evaluate their performance on specific tasks immediately after they completed the tasks). The results of the two types of self-assessments were compared both with the students' general proficiency test scores and with their teachers' assessments based on classroom observation. The results indicate that if self-assessments are administered in an on-task format, students can self-assess their oral performance more accurately than they can in an off-task format. It was also found that the on-task self-assessment was generally less influenced by student personality factors than was the off-task self-assessment.

Self-assessment according to Ross (1998), has been used widely in language testing research, but has produced variable results. He emphasized that in many quarters self-assessment is considered a viable alternative to formal second language assessment for placement and criterion-referenced interpretation. However variation in self-assessment validity coefficients suggests potential difficulty in accurate interpretation.

Zavistanaviciene, Nedzinskaite, and Svecioniene (2006) reported the results of the self-assessment method which was applied at the Centre of Foreign Languages, Kaunas, as an alternative method. The research methods used by the authors were analysis of the scientific literature and the content analysis of students' self-

involved in the setting of learning targets and the selection of learning activities and materials. The learners' decisions will be worth less if they don't know what tasks they can already perform in their target language.

- 3) A capacity for accurate self-assessment allows learners to turn occasions of target language use into opportunities for further explicit language learning.

The idea of using self-assessment as an assessment method emerged in the DIALANG project. This project was conducted by Oscarson. (Luoma and Tarnanen Cited in 2003) He

(1990, cited in Luoma and Tarnanen, 2003), self-assessment where learners are put in charge of rating their own performance is quite rare.

Cheng and Warren (2005) point out that assessment is a critical activity in any instructional operation. They argue that it is important for both learners and teachers to have control over the assessment methods, procedures and outcomes, as well as their underlying rationale. Jafarpur (1991) emphasized in Cheng and Warren (2005) on the necessitation of the adjustment of testing procedures and assessment to increase the learners' responsibilities in EFL. Teaching,



reported Dandenault's in-progress study. The self-rating tasks in DIALANG were applied in both speaking and writing. They reported that the self-rating approach was new to all the learners in their study but they found the task both easy enough to do and interesting. They concluded that self-assessment can be useful additional tools for learning, which can help learners reflect on their own writing and guides learner thinking. However, according to Rolfe

according to Rea-Dickins (2004), involves assessment in making decisions about lesson content and sequencing, about materials, learning tasks and so forth. He continues that as part of their professional practice, teachers are always involved in the observation of their learners which leads to the development of insights about learner progress and judgments about specific learning outcomes and overall performance. However, there are some alternative assessment

## Abstract.....

During the last 15 years, there has been a surge of interest in self-assessment methodologies in foreign or second language education. Self assessment, according to Ellis (2003), has a number of practical and educational advantages. Dornyei (2001) also argues that self- assessment raises the learners' awareness about the mistakes and successes of their own learning, and gives them a concrete sense of participation in the learning process. Moreover, interest in self-assessment developed out of a more general interest in the area of autonomous learning or learner independence. The purpose of this article is, then, to review the literature to explore the advantages if self-assessment in order to strengthen language learning skills. Furthermore, some techniques are suggested for the language to teachers in order to apply self-assessment in their classes.

**Key Words:** self-assessment, self-regulating learning, off-task assessment, on-task assessment.

## Assessment.....

Ellis (2003) believes that if the purpose of language teaching research is to investigate what instructional conditions are most likely to succeed in engendering learning, it is essential that appropriate means be found to measure learning. He surprises that this has received little attention in language teaching research. He suggests three options for learners' learning assessment: Other-based assessment, learner-based assessment, collaborative assessment. Ellis (2003) explains that learner-based assessment is assessment undertaken by the learners themselves. It can take two forms – either self-assessment of what a learner knows of or can do in the language or self-report about the learner's perceptions of the value of the instruction for learning. Collaborative assessment is assessment undertaken jointly by the learner and some 'other' (e.g., the teacher or the researcher). This also can take two forms – a negotiated meta-assessment of what has been achieved by the learner or the joint performance of an assessment task. He continues that the teacher and researcher's choice of assessment option must take validity and reliability into consideration. Oscarson (1997 cited in Ellis

2003) that there is sufficient evidence for the validity and reliability of learner-based assessment.

## Background.....

Students' consistent self-assessments on their own work help them think more about their work rather than waiting for the teacher to tell them what to do. Learners could control their learning through self-assessment tasks. Wenden (2001) puts in Saltourides (2004) that self-assessment is essential in self-regulating learning and explained that self-regulated learning is central to the way students become independent learners. Regarding the importance of self-assessment in learning, Little (2005) emphasized on the three reasons for engaging learners in self-assessment:

- 1) A learner-centered curriculum falls short of its definition if learners are involved in decisions regarding the content of the curriculum and how it is taught but excluded from the process of evaluating curriculum outcomes, including their own learning achievement.
- 2) Learners must develop a capacity for self-assessment if they are supposed to be fully

# Self-assessment: A Language Skills Booster



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## چکیده

سنجش ابزاری است برای بر خورداری از تاثیرات مفید روش های گوناگون آموزش و همچنین، یافتن وسیله ای مناسب برای سنجش میزان فراگیری زبان آموزان. در طول چند سال اخیر بر اهمیت «خودسنجی» تأکید بسیاری شده است. محققان بر این باورند که در زمینه یادگیری زبان یکی از مشکلات یادگیری، آگاه نبودن از آن هاست. همان طور که «دورنیه» (۲۰۰۱) تأکید می کند. خودسنجی موجب می شود که فراگیران زبان به اشتباهات خود پی برده و در امر یادگیری خود، فعالانه شرکت داشته باشند. در نتیجه موفقیت آن ها را به همراه خواهد داشت..

خودسنجی، فراگیران را خودگردان و مستقل می نماید. در واقع خود سنجی روشی است برای جمع آوری، تحلیل و تفسیر اطلاعات جهت تصمیم گیری در مورد کنش های دانش آموزان. معلمان می توانند نقش مهمی در کمک به زبان آموزان در سنجش توانایی های خود و ارتقا آن ها داشته باشند. و از سنجش برای تشخیص مشکلات دانش آموزان استفاده کنند و باز خورد مناسبی در مورد کنش های فراگیران به آنها بدهند و بر اساس برنامه های آموزشی خود را برنامه ریزی کنند. به همین منظور، این مقاله ابتدا به بررسی تحقیقات انجام شده در این زمینه می پردازد و سپس برای بالا بردن آگاهی فراگیران از اشتباهات خود و استفاده از روش خودسنجی در کلاس، راهکارهایی را به معلمان ارائه می دهد.

**کلیدواژه ها:** خودسنجی، یادگیری خودتنظیمی، خودسنجی خارج از متن، خودسنجی در متن.

the library. If the semantic mapping activity has been valuable for the students, they themselves may want to make the decision of what they wish to initiate as a follow-up (Zaid, 1995).

## Conclusion

Considering the importance of reading skill as the most important language skill for EFL students, and the difficulties they experience in this skill, led many researchers to investigate it from different perspectives. One of the aspects that dealt with the way through which reading comprehension could be facilitated was the use of "semantic mapping" or "graphic organizers". Studies by Crow and Quigley (1985) found that semantic processing was an effective vocabulary learning strategy, and a series of studies, principally by Carrel, examined how schema theory and semantic mapping can improve the reading skills of EFL students.

So, the main objective of this research was to investigate the effect of word-association tasks through the use of semantic mapping on reading comprehension development of high school students in Iran. The results of the statistical procedures highlighted that there was a positive relationship between semantic mapping activities and the development of reading proficiency of the learners. Semantic mapping provided to be useful for learning, reinforcing vocabulary, and helping students to improve their communication strategies.

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3. It is an information-gap activity since students must fill in gaps in the map and in their personal schemata of the topic as the map shapes.
4. It is a predictive activity because in the pre-reading phase, the students' discussion basically anticipates what appears in the reading material and they are allowed to use brainstorming and categorizing predictions about the reading while motivating them to read.
5. It is student centered, because it makes use of the students prior knowledge and they can control the input at each stage of the map's building.
6. It is teacher-centered because it allows the EFL teacher to pre-assess the students' readiness to do an assignment, take immediate steps to enhance their preparation, and to post-evaluate how well the students integrated or synthesized what they had studied.
7. And finally, it is an integrative activity since it allows students to connect previous knowledge with the new one, thereby expanding their reservoir of knowledge through inter-relationship and this typed maps (graphic organizers) have different kinds such as: chain of events, clustering, compare/ contrast, continuum, cycle, spider map, fishbone, family tree, story board, interaction outline, Venn diagram, problem/ solution, etc. Of course, as with all techniques, semantic mapping should not be overused. It should be used according to the type of the reading texts and students' level of knowledge.

There are some semantic mapping activities

which can be exemplified at stages in the class rooms:

1. *Introducing the topic:* The teacher studies a unit of the syllabus and determines what semantic mapping is useful. Then, he/she introduces the topic on the board or displays a picture related to the topic to stimulate students' thoughts and may also do some brainstorming.
2. *Brainstorming.* The teacher asks the students to think of ideas that might be related to the topic. Brainstorming is an application of schema theory, which attempts to explain how people integrate new information with their existing framework of knowledge.
3. *Categorization.* The teacher encourages the students to see relationships among their suggestions. She/he can use a central oval and some circles, squares, triangles, and lines to exemplify details and some colored chalks to categorize each level.
4. *Personalizing the map.* After reading the text by the students, the reading can present almost more information about the topic than the students had listed on the pre-assignment map. As they read, students are to decide what to add or eliminate from the map.
5. *Post-assignment synthesis.* The last part of the class period is used to record the students' suggestions from their personal maps on the pre-assignment, chalkboard version of the map. The teacher should state that all personal versions have validity and rejecting one suggestion does not mean that it is without merit. The final version of the map can be an outline for the writing of an essay, or even a paragraph. Some students may want to enlarge the map by doing research in

As is shown in the above table, the observed value for t was 0.251, at 58 degree of freedom and it was much lower than the t-critical value (2.000). Therefore, the two groups were at the same level of reading comprehension proficiency before the treatment. After 8 sessions of treating the experimental group and practicing mapping instructions while the control group reviewed and practiced through their traditional method, all the participants took part in the post-test. The mean score of experimental group was 22.87 which was greater than the mean score of control group 16.83. To see whether the treatment was effective or not, the means of two tests were compared through a t-test (Table 3).

basis for the two groups and a t-test of group means showed a significant difference where the value was 0.251 in the pre-test and 5.267 in the post test, The t-critical (2.000) at the 58 degree of freedom was much smaller than the t observed and it was high enough to reject the null hypothesis safely.

### Pedagogical Implications

Some of the practical impressions, which can be drawn from the results of the present study, are as following:

1. Semantic mapping is interactive, because students get involved in classroom activities and they work with each other before and after

**Table 3: Comparing means in the post-test**

		Levene's Test for Equality of Variances		t-test Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	0/156	0/694	-5/267	58	0/000	-6/033	1/146	-8/326	-3/740
	Equal variances not assumed			-5/267	57/951	0/000	-6/033	1/146	-8/326	-3/740

As observed value for t was 5.267 at 58 degree of freedom and it was greater than t-critical (2.000), the difference was significant and the null hypothesis was safely rejected. J3

### Discussion

The ultimate goal of the present study was to know whether the use of semantic mapping tasks has any effect on reading comprehension of high school students or not.

On the whole, the results of the pre-test and post-test which served as the statistical

teaching language topic. They are also active throughout the development of the map and do not sit passively on their seat being attacked by the mass of new information.

2. It allows for sequential *negotiation* and provides the students with a sense of team activity. That is, when cooperative learning occurs in classrooms, the interactive process of student negotiation of meaning merges the interpersonal or social aspect of language development with the intrapersonal and reflective language learning (Savignon, 1983; Tarvin & Al-Arishi,

using definitions, synonyms, antonyms and other ways introduced by Vossoughi (1996).

At the end of each session, the instructor was supposed to ask different types of comprehension questions from the both groups to be sure that they comprehended the passages thoroughly.

Finally, when the treatment was over, the two groups took a post-test, and the means obtained from the two groups were compared through a t-test.

### Results

In order to determine reliability and validity of each test, the researches administered a Nelson Test to high school 60 students concurrently. After computing the mean scores of the students in Nelson proficiency test, They gave a pre-test and a post-test, which were the same, and Pearson Moment Correlation Coefficient was used to calculate the validity of the Nelson test and the pre-test. The correlation coefficient was 0.92 at the 0.01 level which was significant. So, they were considered valid.

The following table presents the results of EG and CG scores in order to measure students proficiency level.

Table 1: Group statistics for Nelson test

	N	Mean	Std.Deviation	std. Error Mean
Nelson test controlGroup	30	26.23	8.211	1.499
Experimental Group	30	26.83	8.349	1.524

The mean score of control group was 26.23, the standard deviation was 8.211. The mean of experimental group was 26.83 and the standard deviation was 8.349. Regarding the mean scores of two groups there was no significant difference, but in order to be sure of the close homogeneity of two groups, a t-test was run.

The t-observed value for Nelson Test was 0.285, at 58 degree of freedom and it was much lower than the t-critical, (2.000). Thus, it could be concluded that they were at the same level of English language proficiency.

After administering the pre-test, the mean scores for control group was 17.17 and for experimental group was 17.50. so, the two groups seemed to be the same concerning their degree of acquaintance with reading comprehension items without receiving the treatment.

Again a t-test was run which is presented in the following table:

Table 2: Independent sample test in the pre-test

		Levene's Test for Equality of Variances		t-test Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	0/089	0/767	-0/251	58	0/803	-0/333	1/327	-2/989	2/323
	Equal variances not assumed			-0/251	57/974	0/803	-0/333	1/327	-2/989	2/323



## **Methodology**

### ***Participants***

Using intact groups, two classes of students who studied in two high schools, participated in this study. All of the subjects were female and grade two. They were all native speakers of Persian with the average age of 16.

### ***Instrumentation***

Three testing instruments were used in this study. One test for gathering the data needed to answer the question of the study, and the two others for controlling variables which might affect the reliability and validity of the study.

The first instrument was a validated NELSON Test (100 B), with 50 questions for 50 minutes which aimed at controlling the proficiency level of the subjects. The second test was the pre-test with 6 passages and 30 comprehension questions from different books. The third test was the post test with 6 passages and 30 comprehension questions.

### ***Procedures***

#### ***Pilot study***

As a preliminary step, a pilot study was

conducted 2 weeks before the study. For this reason, Nelson Test and 6 passages were administered to a parallel group of 20 students (grade 2) in another high school during two sessions.

The purpose was to verify the content of the materials used as the instructional materials and to choose the passages that were appropriate in difficulty and content for the use in the main study. The passages selected had almost the same level of difficulty and readability scale calculated through Alderson's readability scale of Fog index.

## **Main Study**

Data were collected from 60 subjects in two groups of 30 named the experimental and control groups. Both of the classes took the Nelson Test and the researchers used a t-test between them and the results showed that they were almost homogeneous. Before administering the treatment, they took a pre-test containing 6 passages with 30 comprehension questions. After 8 sessions of instruction, the post-test was taken which was the same pre-test. Then, the t-test between the post-test of control and experimental groups was computed.

For the purpose of conducting this research, 8 sessions of instruction for 30 minutes were considered. During 8 sessions, 8 reading passages were taught. The passages were the same for both groups, but for the experimental group related techniques and tasks, with the intention of observing the effect of treatment, were taught. For the control group the researchers applied the ordinary methods of teaching reading comprehension. Students had to read the text and underline the words and expressions whose meanings were not clear for them. When instructor read the text herself, students announced their unknown words. The instructor wrote them on the board and explained them by

communicative and facilitate negotiation of meaning. Word-Association tasks elicits from students as many ideas as they can offer regarding the announced subject of text. Their suggestions are written on the board as a “semantic map” or “graphic organizer”. Such brainstorming is necessary for teacher to explain new key words to facilitate understanding of meaning.

The researchers do not expect or want anyone to leave traditional methods of teaching altogether, but they hope people may consider how helpful it may be to think about planning for richness of experiences, and planning by teachers and learners, for teachers and learners, to deepen their understandings of language and of life. They thinks it’s time to change, giving insight into teachers’ minds’ makes it easier to understand what makes them tick and why they feel threatened by change. Everything in the universe is in a state of constant change, and education is no exception. Teachers need to change and change theories, demands and students.

To develop lifelong readers, it is vital for teachers to show students how to apply reading skills strategically to acquire meaning from text. Teachers should not assign reading to students without any kind of support (Ellery, 2005).

Edge (2005) argues that at present, ELT teachers are no longer required to apply a particular theory or use a particular method in their reading. Instead, they should be responsive and responsible for examining their teaching context to gain a deeper understanding of their own work. This process of open, continuing development creates an institution which is an environment that caters for learning, collaboration, and growth (ELT Journal, July, 2006).



Baily & Celce-Murcia (1979) also maintained: “Whatever the particular teaching point may be, in teaching the lesson, the teacher should consider several ways of making the lesson interesting and stimulating. Audio-visual equipments, pictures, realias, games and tasks are all means of adding variety to the language classroom. The teacher should utilize whatever activities and equipments will help the students learn the material (p. 321).

The findings of the research is not intended to reinvent the wheel but to help teachers to become more acutely aware of the need to teach effectively, motivate students for negotiation of meaning, and equip them fully with the necessary skills in the reading process, and help students to enjoy reading classes and improve their comprehension ability.

With regard to these studies, the following issue seem crucial:

“Is there any relationship between Iranian high school students reading comprehension proficiency and the effectiveness of word-association tasks through the use of semantic mapping?”

This is a clear point of departure and a demand for going beyond the traditional methods of teaching language and encouraging students to use some techniques and strategies to become more proficient readers.

*Semantic mapping* is a strategy for graphically representing concepts, a graphic arrangement showing how the major and minor ideas are related in a written text. The map consists of nodes which can be drawn as circles, or squares containing key words or phrases, and connecting links in the forms of lines or arrows drawn between the nodes. A major classroom value of such map lies in the way that it holistically conceptualizes a context. (Sinatra, Stahl-Gemake, & Morgan, 1986).

Celce-Murcia (2001) believes that new words should not be presented in isolation and should not be learned by simple rote memorization. The more students manipulate and think about a word, the more likely it is that the word will be transferred into long-term memory. Techniques and exercises that can deepen student's knowledge of words can include sorting out lists of words and deciding on the categories; making semantic maps with lists either provided by the teacher or generated by the learners; generating derivatives, inflections, synonyms, and antonyms of a word; making trees that show the relationships between superordinates, coordinates, and specific examples; identifying or generating associated words; combining phrases from several columns; matching parts of collocations using two columns; completing collocation as a cloze activity; and playing collocations crossword puzzles or bingo (Lewis, 1993; McCarthy & Dell, 1994; Nation, 1994; Redman & Ellis, 1990).

Semantic mapping is interactive, because students get involved in classroom activities and they work with each other before and after teaching language topic.

### Objectives of the Study

When we talk about reading, it is not about teaching decoding or phonic skills, rather it's about reading comprehension in a specific area. Nowadays our children live in a world where much of the print that they will encounter is expository. The inability to read these texts will greatly affect their development of information and literacy skills. Unfortunately, few students at high school level are proficient enough to read and comprehend foreign language texts. This crisis is more manifested when they are not able to read and comprehend a large mass of materials in their academic setting. Yet, interviews with them reveal the fact that they are willing to learn some techniques and strategies to compensate for their reading problems.

Alderson (2000) claims that measures of readers vocabulary knowledge routinely correlate highly with measures of reading comprehension, and are often, the single best predictor of text comprehension. Although high school textbooks rely on isolated words and grammatical points, it's possible to introduce more problem solving activities. Designing various tasks help students achieve particular goals as well as make teaching more

## Abstract

Researches have indicated that reader's formal schemata, or background knowledge about text structure, affect reading comprehension. Related to this work is a growing body of researches demonstrating that instruction of text structure facilitates its learning. Because semantic maps are an explicit, overt representation of the concepts and propositions a person holds, they allow teachers and learners to exchange views and negotiate meaning. Memory links are strengthened when words are used in the related sets. The associations which are established among the members of a set makes retention of words easier. The aim of the present study was to investigate the effect of semantic (lexical) maps as a metacognitive strategy on reading comprehension of high school students. Two close homogeneous intact groups of 60 girls in two high schools were selected through the administration of a Nelson test. Then, one class of the students was named Experimental and the other Control group. Students of CG were assigned to read same texts using their traditional strategies. The students of EG, on the other hand, were assigned to participate in group work and draw a lexical map before reading each text. Before the treatment, the two groups had a pre-test including reading comprehension passages based on the content of their course book besides some unseen texts. The same test was again administered at the end of the treatment. Computing the t-tests of both groups showed that, the semantic mapping had a significant and noticeable effect on reading comprehension and the null hypothesis was safely rejected.

**Key Words:** reading comprehension, word-association tasks, semantic mapping

## Introduction

Nowadays English as an international language has attracted a lot of attention. Numerous studies have suggested that among four skills of language, reading has been known as the most vital means for some countries to keep up with technological developments. So, there has been a growing concern in language education in public schools and change of attitudes toward effective language learning.

According to Nassaji (2002), "Despite major theoretical development in second language reading comprehension over the last two decades, many attempts at explaining the role of knowledge in comprehension are still made exclusively in the context of Schema Theory". (p. 439)\* Thus, no one doubts that L2 reading comprehension is the function of multiple sources of knowledge including background

knowledge and in order to provide a reader with the necessary background, pre-reading activities are considered to be certain types of "enabling activities" (Ringler and Weber, 1984). They should have two purposes: to build a new background knowledge and to activate existing background knowledge.

Akbari & Mirhassani (1998) believe that, memory links are strengthened when words are used in related sets. The associations which are established among the members of a set makes retention of words easier.

Viewing reading as a communicative process, Chastain (1998) argues "language teachers should encourage students to guess, to tolerate ambiguity, to link ideas, to paraphrase, and to summarize so that they stop dwelling in isolated words which often do not provide comprehension" (p. 224).

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چکیده

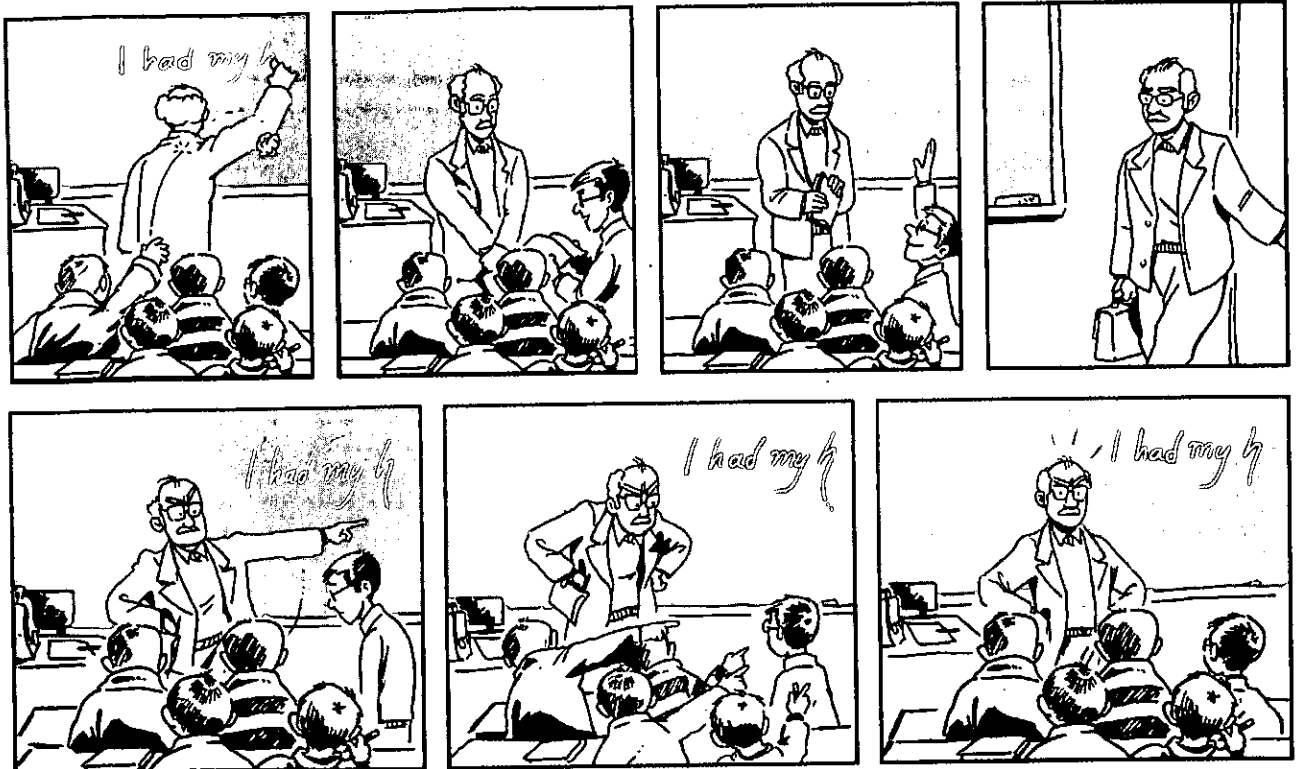
تحقیقات نشان می‌دهند، اطلاعات و دانش زمینه‌ای زبان آموزان درباره‌ی ساختار متون، بر میزان درک مفاهیم توسط آنان اثر می‌گذارد. بنابراین، آموزش صحیح این ساختارها به منظور تسهیل امر یادگیری، همواره محور پژوهش‌های بسیاری بوده است. از آن‌جا که شبکه‌های واژگانی نمایانگر عینی مفاهیم موجود در متن هستند، ترسیم آن‌ها به مدرسان و زبان‌آموزان امکان می‌دهد که با تبادل افکار و معنا تا حدی ضعف خود را در زمینه‌ی شناخت واژه‌ها ترمیم کنند. در این طرح، واژه‌ها به‌طور جمعی یاد گرفته می‌شوند. به‌علاوه، ارتباط زنجیره‌ای محکمی بین آن‌ها به‌وجود می‌آید و عمل یادآوردن واژگان حین خواندن متن سرعت پیدا می‌کند. هدف از تحقیق حاضر، بررسی میزان تأثیر شبکه‌های واژگانی بر توانایی خواندن و درک مفاهیم دانش‌آموزان دوره‌ی متوسطه‌ی ایرانی است.

برای آزمودن فرضیه‌ی فوق، نمونه‌ای متشکل از ۶۰ زبان‌آموز از دو دبیرستان دخترانه انتخاب شدند. ابتدا برای سنجش مهارت‌های عمومی زبان از آزمون استاندارد نلسون استفاده شد و دانش‌آموزان دو دبیرستان به‌طور تصادفی به عنوان گروه‌های آزمایش و کنترل انتخاب شدند. دو گروه، پیش‌آزمونی را با شش متن خواندنی و ۳۰ سؤال پاسخ دادند. سپس طی هشت جلسه آموزش، در گروه آزمایش متون توسط ترسیم شبکه‌های واژگانی تدریس شدند، در حالی که گروه کنترل همان متون را طی زمان مشابه با توجه به شیوه‌های سنتی مطالعه کردند. در نهایت، دانش درک مفاهیم خواندن هر دو گروه با پس‌آزمونی سنجیده شد. نتیجه‌ی آزمون نشان داد که تفاوت قابل‌ملاحظه‌ای بین دو گروه به‌وجود آمده است. بنابراین، فرضیه‌ی منفی تحقیق رد شد و می‌توان نتیجه گرفت که معلمان زبان، در صورت ترسیم شبکه‌های واژگانی مناسب برای متن، مفاهیم خواندنی را به روش مؤثرتری تدریس خواهند کرد.

کلیدواژه‌ها: درک مطلب، ارتباط کلمات، شبکه‌های واژگانی

The Effect of  
Word-  
Association  
Tasks Through  
the Use of  
Semantic  
Mapping on  
Reading  
Comprehension  
Proficiency  
Among Iranian  
High School  
Students





تصویر گر: سام سلماسی

all *fast-food* servers are *fast* food servers, and not all *high-school* students are *high*.” Over the low groan that Bob’s pun generated from the rest of the class, Mr. Thompson praised him, “Excellent example, as usual, Bob! Let’s write it out, and I’ll provide you with some rules about using the hyphen.” As the class sneered in Bob’s direction, and Mr. Thompson turned toward the board, a well-aimed ball of paper hit its intended target, which was Mr. Thompson’s shining bald head. Surprised and then furious, Mr. Thomp-

son whirled around and, shaking his fists, shouted, “Who did that?” Angrily staring at the now innocent faces of his class, Mr. Thompson waited, determined to find the culprit. In unison, the students grinned and pointed accusingly at Bob. Bob’s eyes were now the ones filled with bewilderment and fear as Mr. Thompson glowered at him, asking, “Robert Michael Fits, what do you have to say for yourself?” For once, Bob did not have an answer to Mr. Thompson’s question. (300 words)



تصویرگر: سام سلماسی

and said energetically, “Boys and girls, today we are going to learn about a very important punctuation mark; the hyphen.” The students did not know what a hyphen was. Mr. Thompson continued to explain: “Hyphens are used within the word or between two words”. Then Mr. Thompson asked: “Can anyone give an example of how we use hyphens?” No one could answer the question. Suddenly, Bob Fits, who always had an answer, raised his hand. Looking through his thick glasses, Bob said, “Not all fast-food servers are *fast* food servers, and not all high-school students are *high*.” The rest of the class disliked Bob and looked at him angrily. Mr. Thompson, however, praised him and said, “That’s a very good example, as usual, Bob! Let’s write it out.” The students were all mad at Bob. Mr. Thompson turned to write on the board. As he did, a ball of paper hit Mr. Thompson’s shining bald head. Surprised and then angry, Mr. Thompson turned around and shouted, “Who did that?” Mr. Thompson looked at the class angrily and waited for an answer. Together, the students pointed their fingers at Bob. Bob’s eyes were wide with fear as Mr. Thompson

stared at him and asked, “Robert Fits, what do you have to say for yourself?” And for once, Bob did not have an answer to Mr. Thompson’s question. (250 words)

### The High-Level Text 2

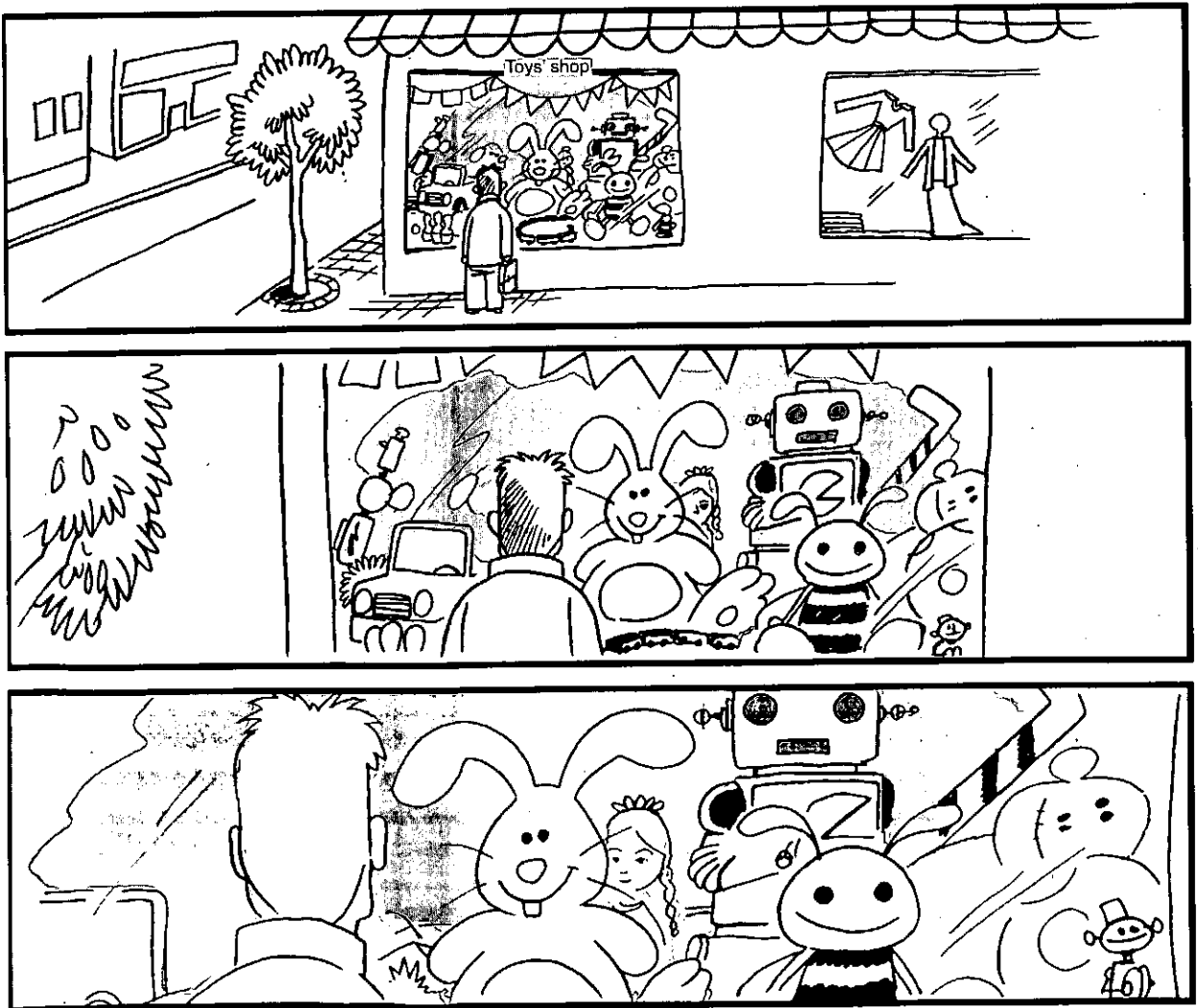
Mr. Thompson, a third-grade language arts teacher, was constantly challenging his students with rather difficult questions. Entering the classroom one morning, he energetically announced: “Boys and girls, today we are going to learn about an extremely important punctuation mark; the hyphen.” Perplexity filled the student’s eyes as they looked at one another, completely clueless. “Hyphens,” Mr. Thompson continued, “are odd little sideways marks that elbow into the language, both written and spoken.” A foreboding atmosphere began to envelope the classroom, and the sense of fear mounted as Mr. Thompson posed one of his infamous questions: Can anyone give an example of how we use hyphens?” Out of the dead silence brought on by the question, the hand of the teacher’s pet, Bob Fits, shot up. Peering through his thick lenses, Bob offered, “Not

across the East River, mixing with the soft-coal smoke from the factories and the street smells of the poor neighborhood. As I turned the corner on my way to work and came to Sheftel's, I was made once more aware of the poor collection of toys in the dusty window, and I remembered the approaching birthday of a small niece of mine in Cleveland, to whom I was in the habit of sending modest gifts. Therefore, I stopped and examined the window to see if there might be anything appropriate, and looked at the confusing collection of unappealing objects- a red toy fire engine, some lead soldiers, cheap baseballs, bottles of ink, pens yellowed stationary, and garish cardboard advertisements for drinks. And thus it was

that my eyes eventually came to rest upon the doll tucked away in one corner, a doll with the strangest, most charming expression on her face. I could not wholly make her out, due to the shadows and the film through which I was looking, but I was aware that a tremendous impression had been made upon me as though I had run into a person, as one does sometimes with a stranger, with whose personality one is deeply impressed.

### The Low-Level Text 2

Mr. Thompson was a very strict third-grade English teacher. He often challenged his students with hard questions. One morning he walked into the classroom





the same information.

The result of this study suggest that the effects of comic strips on L2 learner's reading comprehension are constrained by a number of factors, such as the student's comprehension level of the written text, their individual strategies for processing the text, and the way their reading comprehension is measured (e.g., multiple choice vs. recall protocols). Unlike multiple choice tests that are "often not passage-dependent" (Bernhardt, 1991, P.198), recall protocols require the reader to retrieve information that reflects his or her level of reading comprehension.

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### List of Abbreviation

- LTWC: low level text with comic strip  
 LT: low level text only  
 HTWC: high level text with comic strip  
 HT: high level text only

### Appendix

#### The low level text1

Today is the anniversary of that afternoon in April. A year ago, I saw a strange and appealing doll in the window of a toy shop. The shop belongs to Abe Shefleets. It was on third Avenue near fifteenth street which was around the corner from my office. I remember how it was that day: I was on my way to work and came to toy shop. I became aware of the poor collection of toys. I remembered the approaching birthday of my small niece in Cleveland. I always send him gifts. So, I stopped and looked at the shop. I wanted to see if there is anything suitable for him or not. I looked at the collection of unattractive objects. There were a red toy, fire engine, some lead soldiers, cheap baseballs, and bottles of ink. I eventually paid attention to the doll which was hidden in one corner. The doll had the strangest and most charming expressions on her face. I could not understand her character because there was shadow on it, but I was aware that a tremendous impression had been made upon me as if I had seen a person.

#### High level text 1

Today is the anniversary of that afternoon in April a year ago that I first saw the strange and appealing doll in the window of Abe Sheftel's stationary and toy shop on Third Avenue near Fifteenth Street, just around the corner from my office, where the plate on the door reads: Dr.Samuel Amory. I remember just how it was that day: the first hint of spring floated

a plausible explanation. These researchers argue that graphics or illustrations can reduce the cognitive load associated with complex reasoning tasks because they can present essential information more concisely than equivalent textual statements. Illustrations are easier to process than text because they show special relations, whereas text requires the reader to construct a mental representation of the relations. In other words, visuals facilitate mental model building. According to Gass (1998), "the entities in the encoded picture would serve as referent for the words in the text, and the encoded picture would become a mental model" (P.616). In this scenario, visuals act as a transitory step in the process of transforming text into mental images that eventually become a mental model.

But when the comic strips do not reflect the high-level text's linguistic complexities, the simpler comics tend to interfere with reader's ability to construct a mental model as complex as the text. According to this logic, to construct an accurate mental model of the text, readers need visuals that closely mirror the text's structure and complexity. The compatibility of the comic strips with the low-level text supports this logic. They greatly facilitated the comprehension of the low intermediate-level students in the study.

The non-effect of comic strips on high-level students' comprehension of high-level texts can be further explained by "noticing" (Schmidt, 2000). During the process of reading comprehension, readers consciously analyze and com-

pare what they have noticed while reading. When the reader has difficulty comprehending the text's linguistic input because it is too difficult, the comic strip can call the reader's attention to the linguistic input. This explains why low-level students reading the low-level text with the comic have a better recall than their counterparts who read only the low-level text without the comic. But comic strips can also distract the reader from the text's linguistic complexities, especially when they do not reflect the information embedded in the text. The high-level students do not benefit from the comic strip accompanying the high-level text because the comic strip provides simplified input that shifts their attention away from the complexities of linguistic structure and the details of the story that the comic strip does not reveal.

### Conclusion

This study suggests that the reading comprehension of the low-level students was greatly facilitated when the comic strip repeated the information presented in the text. Comic strips accompanying high-level texts, however, often do not reflect the text's linguistic complexity and tend to suggest only the basic information or the story line. Using comic strips with the high-level text might have prevented the high-level students from exploring the text's complexities as indicated in the recall protocols. Therefore, visuals that do not reflect the text's linguistic complexity can hinder reading comprehension when the reader assumes that the visual and the text carry

Table 4. indicates the results of t-test measurement between High-Level Groups.

		Levene's Test for Equality of variances		T-TEST for Equality of Means		
		F	Sig	t	df	Sig.(2-tailed)
Test 1	Equal variances assumed	1.373	.251	.851	28	.402
	Equal variances not assumed			.851	25.977	.402
Test 2	Equal variances assumed	.765	.389	.831	28	.413
	Equal variances not assumed			.831	24.754	.414
Test 3	Equal variances assumed	.008	.931	.476	28	.638
	Equal variances not assumed			.476	27.975	.638
Test 4	Equal variances assumed	3.125	.088	.000	28	1.000
	Equal variances not assumed			.000	24.978	1.000

Table 4. the results of T-TEST measurement between High-Level Groups

As for the high-level groups, in tests 1,2,3 and 4, the P values are .402, .413, .638, and 1.000 implying that the values of mean differences are not significant in these tests.

### Discussion

When low-level students have difficulties comprehending the low-level text, their recall is poor although it does not necessarily mean that they did not comprehend the text because problems recalling information could result from problems in encoding, storing or retrieving the information. The linguistic input (text) might not be transferred to output because of poor intake (Gass, 1998).

However students at the same level had significantly higher scores in their recall protocols when the text was presented together with the comic strip. Students might have shifted their

attention from the text to the accompanying comic strip when they realized that they did not fully comprehend the L2 input (text). In return, the comic strip, which they comprehended, might lead students to notice the text's linguistic input and thus enable them to comprehend the text through matching and mapping among factors such as word recognition, phonographic features, syntax, intertextual perceptions, and background knowledge (Bernhardt, 1991). The interaction between the text and the comic strip thus facilitated the student's comprehension and output (recall protocols). The lower proficiency group did significantly better with the low level text when it was supported with pictures because presenting the text with pictures enabled them to read the text using two sources of information instead of just one.

Marcus, Cooper, and Sweller (1996), offer

# Group Statistics

## Independent Samples Test

		Levene's Test for Equality of variances		T-TEST for Equality of Means		
		F	Sig	t	df	Sig.(2-tailed)
Test 1	Equal variances assumed	6.037	.20	2.419	28	.022
	Equal variances not assumed			2.419	24.272	.023
Test 2	Equal variances assumed	1.066	0.311	.941	28	.355
	Equal variances not assumed			.941	27.367	.355
Test 3	Equal variances assumed	.006	.938	2.836	28	.008
	Equal variances not assumed			2.836	27.975	.008
Test 4	Equal variances assumed	.005	.945	.202	28	.841
	Equal variances not assumed			.202	27.857	.841

Table 1. The results obtained from LT and LTWC

The results of a t-test measurement for the low-level groups reveal that in tests 1 and 3, P values are .022 and .008 which imply that the value of mean differences are significant in these tests.

Table 2 and Figure 1 display the results of a t-test measurement in test 1.

Test	Groups	S	Mean	P	T
1	LT	3.590	17.20	.022	2.419
1	LTWC	5.431	21.27		

Table 2. The results of a T-TEST measurement in test 1.

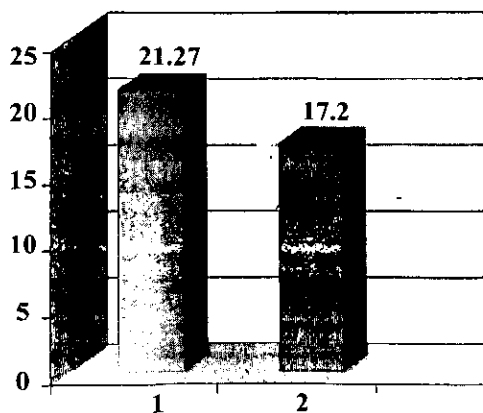


Figure 1. Graphic representation in test.1

Table 3 displays the results of a t-test measurement in test 3.

Test	Groups	S	Mean	P	T
3	LT	4.246	11.80	.008	2.836
3	LTWC	4.121	16.13		

Table 3. the results of a T-TEST measurement in test 3.

Figure 2. displays a graphic representations of data in test 3.

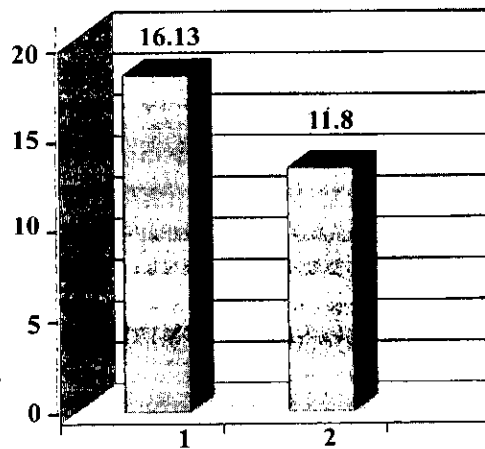


Figure 2. Graphic representation in test.3

r p

multiple-choice, true/false, completion type and essay-type questions was administered. Its reliability was estimated as .815 by using Cronbach's Alpha, So the test was estimated to be of high reliability. It tested student's knowledge of vocabulary, grammar, language functions and reading comprehension. In addition, four texts, (two high level and two low level as well as two comic strips) were used. Each text was constructed for students at one of two proficiency levels. The two high level texts were designed for the subjects at high intermediate level and the two low level texts were designed for the subjects at low intermediate level. The low-level texts were created for EFL students at the low intermediate level; They were relatively short, with a more limited vocabulary, simple syntax and controlled use of idioms. The high-level texts were created for the subjects at the high intermediate level. They were longer than low-level texts and had more complicated syntax, a larger vocabulary, and used idioms. Although the texts' linguistic difficulty levels were different, all texts conveyed about the same information as the comic strips.

### ***Procedure***

At first, a proficiency test was administered. In order to avoid any extraneous factor, the subjects were not informed about the purpose of the project. The scores were rank ordered and the students were organized into a low-level proficiency group (low-level students)

and a high-level proficiency group (high-level students) according to their proficiency levels. The subjects in each group were divided into two groups, with 15 students in each group.

G1, Low-level text only.

G2, Low-level text with comic strips

G3, high-level text only

G4, high-level text with comic strips

The researcher (the teacher) gave the students a text corresponding to their levels. Students were told to read the text as many times as they liked. After collecting texts, the students were told to write what they have comprehended. Then the students were asked to answer the multiple-choice questions. Data collected in this study were immediate recall protocols (IRP) a post-reading task designed to test student's abilities to understand texts without the help of outside materials.

### ***Data Analysis***

In order to analysis the data, and to answer the research questions, the performances of the two high level groups and two level groups were compared. To make the comparison, a t-test measurement was applied by using SPSS software in order to discover if the observed differences were statistically significant.

### **Results**

Table (1) indicates the results of T-TEST measurement between low-level proficiency groups.





Cartoons can be used more effectively in teaching if they provide information that relate to sources. Also, researchers have found that cartoons are easily understood by students as they are simple line drawings and have a humorous touch. McGuinness (1998) mentioned that in many high schools and colleges, students read comics. Schmidt (2000) reported that students enjoy reading science material when cartoons are combined with the material of subject matter. Inge (1990) collected data for a study on the use of comic books to teach reading and language arts. He found that more students who made good grades than students who made poor grades read comic books, and students reported that they had learned many things by reading comic books. The data suggest that using comic books and/or comic strips in reading and language arts classes may be an effective learning strategy, in that most students like to read them, they are educational, and they do not discourage students from reading other types of books. The cartoon can encourage students to operate at higher cognitive levels (Inge, 1990) and cartoons become meaningful tools in the educational process (Schmidt, 2000). Cartoons have the imagery that educators need to reach their students (Brook, 2002) and may be used to encourage students to develop ideas to write a story. (Brook, 2002) pointed out that teachers and students can use the language of cartoons with satisfaction in all areas of the curriculum.

Comic strips have also been used to teach

second or foreign languages. Ousselin (2001) argued that teaching business culture and terminology requires a variety of pedagogical resources. He suggested that comic strips, because they are versatile, easy to use, and culturally relevant, can complement textbooks and activities commonly used in business French courses. Zakaluk (2003) investigated how comic books could be used as instructional materials for ESL students with low intermediate-level English language skills, and with limited discourse and interactive competence. Zakaluk found that using comic strips in second language classrooms can guide students to hypothesize about the cartoon's language raise awareness of pragmatics, and emphasize language's underlying regularity.

## Methodology

### *Subjects*

Sixty female pre-university students studying in a pre-university center in Isfahan with the same background were chosen randomly to participate in a proficiency test. The proficiency test consisted of 63 questions. The scores were rank ordered and the students were organized into a low level proficiency group (low-level students) and a high level proficiency group (high-level students) according to their proficiency levels.

### *Instruments*

At first, in order to divide 60 students into 4 groups, a proficiency test consisting of all

## Abstract

For many years reading comprehension has drawn the attention of second or foreign language practitioners and researchers. It is an inseparable part of teaching language and perhaps the most important and irreplaceable skill in learning a foreign language. The purpose of this project was to investigate the effects of comic strips on learner's reading comprehension of Iranian pre-university students. To conduct the research, 60 female students studying in a pre-university school in Isfahan city were selected. They were organized into a low intermediate- level proficiency group (low-level students) and a high intermediate -level proficiency group (high-level students) according to their proficiency level. The subjects in each group were divided into two groups. The low-level subjects were presented with a low level text and the text was presented with or without a comic strip. Similarly, the high -level students were presented with a high level text which was presented with or without a comic strip. A t-test measurement run on data from 60 immediate recall protocols revealed that the low-level students receiving the low-level text with the comic strip scored significantly higher than their counterparts receiving the low-level text only. However, providing a comic strip with the high-level text did not enhance the high-level student's recall.

**Key Words:** comic strip, reading comprehension, EFL learners.

## Introduction

Over the past decades EFL reading and research have undergone dramatic changes. One of the essential issues in teaching reading to ESL/EFL students is activating their schemata. Canning (2003) maintain that in order to activate student's schemata, the subject of reading material should be of high interest and relate well to the background of the reader. Brook (2002) also mentions that especially for ESL learners, greater background knowledge of a particular subject matter could somewhat compensate for lack of syntactic control over the language; in a sense, strong schematic input can help

compensate when syntactic control is weak.

## Cartoons as Visuals

A cartoon is a combination of humor, exaggeration, and symbols, which presents a point of view in a simple line drawing. Canning (2003) pointed out that a cartoon has a message, and when it is carefully chosen, it can provide information through symbols and exaggeration. Brook (2002) has investigated the advantage of using cartoons in the classroom; he indicated that both teachers and students appreciate using cartoons in the classroom and they had the ability to prepare their own cartoons to be used in the classroom.

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# The Effects of Comic Strips on EFL Learners' reading Comprehension



## چکیده:

برای مدت‌های طولانی درک مطلب توجه محققان خارجی را به خود جلب کرده است و این موضوع از دیدگاه‌های مختلف مورد بررسی قرار گرفته است. هدف این تحقیق جست‌وجوی تأثیر داستان فکاهی مصور بر درک مطلب دانش‌آموزان پیش‌دانشگاهی ایرانی می‌باشد. برای انجام تحقیق ۶۰ نفر دانش‌آموز دختر که در یک مرکز پیش‌دانشگاهی درس می‌خواندند انتخاب شدند. توسط امتحانی که از آن‌ها گرفته شد آن‌ها به دو دسته سطح بالا و سطح پایین گروه بندی شدند. دانش‌آموزان هر گروه به دو زیرگروه تقسیم شدند. گروه اول دانش‌آموزان سطح پایین متن را دریافت کردند که بدون داستان فکاهی مصور بود. گروه دوم دانش‌آموزان سطح پایین متن سطح پایین را با داستان فکاهی مصور دریافت کردند. گروه اول دانش‌آموزان سطح بالا متن سطح بالا را بدون داستان فکاهی مصور دریافت کردند و گروه دوم دانش‌آموزان سطح بالا متن سطح بالا را با داستان فکاهی مصور دریافت کردند. نتایج تحقیق T-TEST مشخص شد که دانش‌آموزان سطح پایین که متن سطح پایین را با داستان فکاهی مصور دریافت کردند نمرات بهتری نسبت به دانش‌آموزان هم سطح خود که داستان فکاهی مصور را دریافت نکردند گرفتند. این نتایج همچنین نشان داد که داستان فکاهی مصور در دانش‌آموزان سطح بالا که متن سطح بالا به همراه داستان فکاهی مصور گرفته بودند تأثیری نداشته است. نتایج این تحقیق نشان می‌دهد که معلمان زبان باید عکس‌ها و داستان‌های فکاهی مصور را با احتیاط انتخاب کنند. آن‌ها باید سطح زبان فراگیران را در نظر بگیرند. همچنین معلمان باید در نظر بگیرند که کدام نوع تصاویر برای فراگیران در سطوح مختلف یادگیری مؤثرتر می‌باشد.

**کلید واژگان:** داستان فکاهی مصور، درک مطلب، فراگیران، فرایند کل به جزء، فرایند جزء به کل، فرایند تعاملی، حافظه

métaphore selon les différents points de vue : point de vue grammatical et non grammatical ; Et nous avons présenté une typologie de la métaphore, selon laquelle, des métaphores d'orientation et ontologiques nous ont attachées au rôle important de la métaphore dans la vie quotidienne.

Après avoir présenté les propriétés de la métaphore nous nous sommes consacrés à préciser la place de la métaphore dans nos activités langagières et quotidiennes en étudiant des exemples qui se retrouvent dans la conversation la plus banale et la plus quotidienne. La métaphore est tellement emboîtée Sert de passer d'une Culture à L'autre. notre culture qu'on ne peut plus les disloquer, donc dans les classes de langues-cultures la métaphore.

Nous avons vu comment la métaphore relève de nos perceptions : par exemple dans " il est rouge comme une tomate", on fait attention à notre environnement et on établit des rapports entre les éléments qui nous entourent. Ensuite, on trouve une ou plusieurs similarités entre le rouge et la tomate, et enfin, on produit un énoncé basé sur une métaphore. Donc c'est ainsi que la métaphore règle et dirige notre activité de communication.

Même si la métaphore obéit à des règles grammaticales, son aspect humain et phénoménal ne peut pas être nié. La métaphore n'est pas seulement un ornement de la langue. C'est pourquoi on la considère comme l'élément existant dans la langue littéraire et ordinaire. Les apprenants apprennent une langue étrangère avec toutes ses qualités métaphoriques.

Dans cette perspective nous avons présenté la place de la métaphore dans l'enseignement/apprentissage du FLE et avons montré le rapport étroit qui existe entre la métaphore, la communication et les situations authentiques et avons montré que la métaphore peut incarner

les compétences linguistique et socioculturel et par la suite nous avons proposé des exercices à tout niveau.

Des exercices proposés sont pour sensibiliser les élèves au sens figuré. Celui-ci étant une partie intégrante tant de la langue quotidienne que de la langue des textes qu'ils sont appelés à rencontrer en situation de classe. Ces exercices comme jeu de découvert, jeu de description, jeu de lettre effacé, jeu de titre, et etc. sont accompagnés des exemples appropriés pour que l'on puisse attirer l'attention des élèves sur le phénomène inséparable de la langue notamment l'expression figurée.

Nous espérons que ces exercices seront utiles et pratiques pour des enseignants ainsi que des apprenants d'une langue étrangère de manière que les apprenants créent eux-mêmes des figures pour les utiliser.

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pour transférer des compétences du champ de connaissances du français aux autres champs. Sans perdre son charme et étant un procédé de langue, le sens figuré devient un moyen et une compétence.

Les exercices des figures de style (comparaison et métaphore) doivent avoir pour but de sensibiliser les élèves au sens figuré. Celui-ci étant une partie intégrante tant de la langue quotidienne que de la langue des textes qu'ils sont appelés à rencontrer en situation de classe. Il est indispensable d'entraîner nos élèves à ce qu'ils puissent eux-mêmes construire des figures et en faire usage. Ceci pourrait paraître à premier abord difficile, mais nous devons être certains que ces êtres débutant dans la langue étrangère (FLE) sont des êtres capables d'abstraction, de concrétisation et surtout d'établir des analogies et des parallélismes ; non seulement parce que ces opérations sont des opérations intellectuelles universelles, mais surtout parce que nous pouvons dès les premières semaines commencer à attirer leur attention sur le phénomène inséparable de la langue, notamment l'expression figurée.

On peut proposer par la suite quelques activités tirées des documents authentiques pour le processus de l'enseignement/ apprentissage dans les classes de langue.

### **Exercice de substitution**

Comparaisons :

- Ce garçon est gros comme une montagne.
- Ses yeux sont comme des perles luisantes.

Métaphores :

- Ses cheveux sont des rubans d'or.
- Ses yeux sont des bijoux brillants.

Jeu de titre :

La base de ce jeu est constituée par les titres métaphoriques des journaux. L'enseignant peut découper les titres intéressants des revues et des journaux et les distribuer parmi les étudiants

de la classe ; chacun a un titre sur lequel ils parleront en classe. En faisant parler les élèves, on apprend beaucoup d'informations et on essaie de comprendre le rapport du titre métaphorique et les données des apprenants. Ensuite on peut leur donner les textes découpés de leur titre selon leur niveau pour travailler en classe ou pour une lecture chez les élèves, ou bien on leur demande d'écrire des textes ayant des figures représentatives des titres. (niveau : intermédiaire, avancé)

### **Jeu de couleur**

Le jeu se pratique en cercle avec un petit ballon. Le premier joueur lance le ballon à un autre membre du groupe en lui disant un nom de couleur. Celui qui reçoit le ballon doit dire un nom d'objet, d'animal, d'élément, ... ayant cette couleur. (Ex : jaune comme soleil). Ensuite, il dit une nouvelle couleur en lançant le ballon à un autre joueur qui doit dire un nom en rapport avec cette couleur, etc...

(niveau : débutant)

### **Jeu de lettre effacées**

Certains mots sur des panneaux des affiches sont quelquefois difficiles à lire car une partie des lettres manquent ou sont effacées. Par exemple, on écrit seulement CH-T mais on peut reconnaître le mot CHAT.

Inscrivez au tableau une liste des phrases, les élèves devront trouver les lettres manquantes, vous pouvez augmenter le degré de difficulté en supprimant de plus en plus de lettres. (François Weiss, 2002 : 41). (niveau : débutant)

-Ecrire comme un CH-T

-Doux comme un AGN-AU

-Un froid de CA-ARD

-Rouge comme un C-Q (exemples tirés de : N. Khattate, 2002)

### **Conclusion**

Dans cet article, nous avons essayé de définir la

ment considérée comme une entité sous le nom d'inflation. L'INFLATION EST UNE ENTITE permet de nous référer à l'expérience :

L'inflation est en train de faire baisser notre niveau de vie. s'il y a encore plus d'inflation nous ne survivrons jamais. L'inflation dévore une grande partie de nos revenus. l'inflation me déprime.

Dans tous ces cas, considérer l'inflation comme une entité nous permet d'y faire référence, de la quantifier (plus de), d'en identifier un aspect particulier (l'inflation me déprime), ainsi nous croyons que nous la comprenons.

A partir de ces exemples authentiques qui définissent clairement ces concepts, on voit le rapport étroit de la métaphore et le monde et que la métaphore relève de nos perceptions .

### **La grammaire de la métaphore**

Joëlle Tamine a soutenu sa thèse de Doctorat d'Etat, intitulée : *Description syntaxique du sens figuré : La métaphore*, en 1978. C'était à une époque où la plupart des théories de la métaphorisation reposaient surtout sur la tradition des rhéteurs classiques.

Aussi son point de départ est- il de constater que malgré le nombre élevé des études consacrées à la métaphore, aucune n'est basée sur une analyse linguistique. Tamine cite avec enthousiasme l'exception qu'est *A Grammar of Metaphor* par Christine Brook- Rose, quoiqu'elle y trouve aussi des faiblesses. Pour Tamine la métaphore est surtout un phénomène linguistique. Pour cette linguiste, la rhétorique classique a attribué, en ce qui concerne la métaphorisation, trop d'importance au lexique. " Il ne s'agit pas purement d'un fait lexical, car la figure se crée dans l'union des termes" (Christine Home, 1996 : 79).

L'aspect grammatical de la métaphore en constitue une composante essentielle pour Tamine, elle affirme très clairement que l'étude de cette figure

appartient entièrement à la linguistique, et que la syntaxe y joue un rôle très important. Aussi cette linguiste a pris la métaphore comme un élément restreint et formel qui ne sera pas suffisant pour la faire entrer dans l'enseignement/apprentissage du FLE.

### **Didactique de l'enseignement des métaphores**

Comme nous l'avons précisé le sens figuré n'est pas seulement un ornement de la langue, c'est aussi un moyen quotidien de communication. Il incarne des compétences nécessaires pour apprendre une langue. Sophie MOIRAND fait remarquer plusieurs composantes de la compétence de la communication : " une composante linguistique c'est-à-dire la connaissance des modèles lexicaux, grammaticaux et textuel du système de la langue ; une composante socioculturelle c'est-à-dire la connaissance des règles sociales et l'histoire culturelle des objets sociaux " (Moirand, 1982 : 20). Donc l'acquisition de ces compétences est sans doute indispensable.

" La capacité de transférer des connaissances et des compétences d'un domaine de savoir à un autre est l'une de ces compétences dont l'élève usera dans le métier qu'il aura à exercer" (Ghiyati, 2007 : 1). Nous voyons comment les chefs d'entreprises, les responsables et bien d'autres utilisent les métaphores et les comparaisons . Les responsables sont toujours appelés à aller au-delà de leurs " savoirs établis ". Et nous pensons qu'avec l'entraînement à cette compétence au sein du FLE, nos élèves sont capables d'assimiler ce savoir et de le transférer aux autres matières universitaires et plus tard dans la vie active. Nous pensons que si nous arrivons à ce que nos élèves manipulent les figures avec aisance , l'exercice de français deviendra un exercice qui participe à la formation de la personnalité de l'élève et le dote de moyens intellectuels indispensables

## Les métaphores d'orientation

Des métaphores d'orientation, la plupart d'entre elles concernent l'orientation spatiale : haut / bas, dedans / dehors, devant / derrière, dessus / dessous. Ces orientations spatiales découlent du fait que nos corps sont ce qu'ils sont et se comportent comme ils le font dans notre environnement physique. Ces métaphores d'orientation donnent aux concepts une orientation spatiale. Ainsi, LE BONHEUR EST EN HAUT. Le fait que le concept de Bonheur soit orienté en haut explique l'existence d'expressions comme " Je me sens au sommet de ma forme aujourd'hui ". De telles orientations métaphoriques ne sont pas arbitraires. Elles trouvent leur fondement dans notre expérience culturelle et physique. Nous allons prendre comme illustration les métaphores liées à la spatialisation haut/bas.

### LE BONHEUR EST EN HAUT, LA TRISTESSE EST EN BAS

Je suis aux anges. ça m'a remonté le moral. Penser à elle me donne le vertige. Je suis au septième ciel. Je suis déprimé. Il est au plus bas ces jours-ci. Il est retombé dans la dépression.

Le fondement physique est le suivant : la position penchée est habituellement associée avec la tristesse et la dépression, la position droite avec un état affectif positif.

## Les métaphores ontologiques métaphores d'entités et de substance

Les orientations spatiales comme haut/bas, devant/

derrière et dessus/dessous fournissent une base extrêmement riche pour comprendre des concepts en termes d'orientation. Mais l'orientation ne suffit pas. " Notre expériences des objets et des substances physiques fournit une base supplémentaire à notre compréhension, base qui va au-delà de la simple orientation. Comprendre nos expériences en termes d'objets et de substances nous permet de choisir les éléments de cette expérience et de les traiter comme des entités discrètes ou des substances " (Lakoff et Johnson 1985 : 35). Donc nous pouvons y faire référence, les catégoriser, les grouper et les quantifier- et, par ce moyen, les prendre pour objet de nos raisonnements. Quand les objets ne sont pas clairement discrets ou limités, nous les catégorisons néanmoins comme tels. Les hommes ont besoin pour appréhender le monde d'imposer aux phénomènes physiques des limites artificielles qui les rendent aussi discrets que nous, c'est-à-dire en font des entités limitées par une surface.

De même que les expériences élémentaires de l'orientation spatiale humaine produisent des métaphores d'orientation, de même l'expérience que nous avons des objets physiques est à l'origine d'une extraordinaire variété de métaphores ontologique, c'est-à-dire de manière de percevoir des événements, des émotions, des idées, etc. comme des entités et des substances.

Les métaphores ontologiques servent à des fins diverses et les différences qui existent entre elles reflètent ces différents buts. Prenons l'expérience de la hausse des prix qui peut être métaphorique-

sa propre manière de métaphoriser lors de la communication.

### **La métaphore dans le langage ordinaire**

La métaphore est pour la plupart d'entre nous un procédé de l'imagination poétique et de l'ornement rhétorique, elle concerne les usages extra-ordinaires plutôt qu'ordinaires du langage. De plus, la métaphore est perçue comme caractéristique du langage, comme ce qui concerne les mots plutôt que la pensée ou l'action. Pour cette raison, la plupart des gens pensent qu'ils peuvent très bien se passer des métaphores. Nous nous sommes aperçus au contraire que la métaphore est partout présente dans la vie de tous les jours, non seulement dans le langage, mais dans la pensée et l'action. "Notre système conceptuel ordinaire, qui nous sert à penser et à agir, est de nature fondamentalement métaphorique" (Lakoff et Johnson, 1985 : 11).

Les concepts qui règlent notre pensées ne sont pas de nature purement intellectuelle. Ils règlent aussi jusque dans le détail le plus banal, notre activité quotidienne. " la métaphore s'explique par un mécanisme interactif " (Richards, 1981, Ricoeur, 1975). Elle structure ce que nous percevons, la façon dont nous nous comportons dans le monde et dont nous entrons en rapport avec les autres. Notre système conceptuel joue ainsi un rôle central dans la définition de notre réalité quotidienne. Si nous avons raison de suggérer qu'il est de nature largement métaphorique, alors la manière dont nous pensons, dont nous avons des expériences et dont nous menons nos activités quotidiennes dépend dans une large mesure de métaphores. C'est ainsi que l'on peut parler du rapport entre culture et la métaphore car " nos activités et nos pensées sont tellement emboîtées dans notre culture qu'on ne peut plus les déboîter". (Ghassemzade, 1991 : 112). Donc on peut dire que la construction de la métaphore est basée



sur la culture dont les changements aboutissent à transformer la métaphore. Et cette idée nous amène aussi à considérer la métaphore comme un élément transculturel étant donné que dans "les classes de langues-cultures où se côtoient des apprenants de langues-cultures différentes sont fonctionnellement des espaces privilégiés du parler ensemble de soi et des autres" (Puren, 2008 : 4). Donc ces apprenants font connaissance des métaphores des différentes cultures.

Nous avons émis l'hypothèse, en nous appuyant principalement sur des données linguistiques, que la plus grande partie de notre système conceptuel ordinaire est de nature métaphorique. Et nous avons trouvé un moyen de commencer à déterminer dans le détail quelles sont les métaphores qui structurent notre manière de percevoir, de penser et de faire. Selon Lakoff et Johnson (1985) pour indiquer en quoi un concept peut être métaphoriquement présenté et afin de structurer une activité quotidienne, commençons par une autre typologie de la métaphore dont les fondements sont basés sur la culture et la physique.



## Résumé

Dans cet article outre la typologie et les propriétés de la métaphore le propos principal est d'étudier le rôle de la métaphore dans l'enseignement du FLE. La métaphore est un élément linguistique et universel qui est étudiée et analysée depuis deux mille ans.

Selon les classiques, la métaphore est un ornement de la langue et elle embellit les textes littéraires et les poésies, mais notre hypothèse est basée sur le fait que la métaphore est présente dans toutes nos communications et interactions quotidiennes et aussi nous la voyons en masse dans les journaux et les revues qui font partie des documents authentiques. Et aussi on verra la transculturalité de la métaphore dans les classes de langues-cultures.

De ce fait nous nous intéressons au rôle de la métaphore pour l'enseignement afin que les apprenants puissent l'utiliser normalement dans leur acte de parole pour développer leurs compétences linguistique et socioculturelle.

Mots clés : métaphore, enseignement / apprentissage, communication quotidienne, grammaire

## Introduction

La métaphore est un phénomène linguistique universel qui concerne tous les aspects de la langue, étudiée, analysée depuis plus de deux mille ans. Elle garde son côté énigmatique. Elle fascine toujours.

Selon les dictionnaires de langues et de linguistique, la définition de la métaphore est basée sur la conception classique. Ainsi, la vue classique, insiste sur les notions de la substitution d'un terme à un autre. Il s'agit de la représentation des idées dites " abstraites " par des idées " concrètes " et l'expression d'une similarité supposée entre deux " choses " ou deux idées.

A part le point de vue classique, on peut mentionner une autre hypothèse sur la métaphore : la métaphore est partout présente dans la vie de tous les jours, non seulement dans le langage, mais dans la pensée et l'action. " Notre système conceptuel ordinaire, qui nous sert à penser et à agir, est de nature fondamentalement métaphorique " ( Lakoff et Johnson, 1985 : 11).

Dans cet article on s'efforcera de montrer que la métaphore n'est pas seulement un ornement de la langue. Selon les classiques, on peut trouver la métaphore seulement dans les textes littéraires ou les poésies, mais à notre sens, la métaphore joue

un rôle très important dans notre communication quotidienne.

Comme nous le savons, les documents authentiques ( des journaux, des revues, les textes littéraires, l'internet et etc.) constituent des supports pédagogiques importants dans l'enseignement / apprentissage des langues. Et ils sont tous en un lieu approprié de l'usage métaphorique, ce qui nous encourage à traiter la métaphore comme un élément touchant le domaine du FLE.

Dans cet article on mettra l'accent sur deux aspects de la métaphore :

l'aspect grammatical de la métaphore sera considéré comme un élément restreint et formel, pour lequel on définit des formules.

Le deuxième aspect, c'est l'aspect phénoménal de la métaphore lié à la sensibilité de l'être humain. Cet aspect montre le rapport entre l'humain et le monde et il va dans le sens contraire de l'aspect structural et formel de la métaphore. Cet aspect indique que la métaphore porte des qualités humaines et elle relève des perceptions et des états d'âme .

De ce fait, nous nous intéresserons dans cet article au rôle de la métaphore en tant qu'élément inséparable de la vie active, pour l'enseignement des langues- cultures, étant donné que chaque culture a

# métaphore

## La place de la métaphore dans l'enseignement du FLE

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### چکیده

در این نوشتار علاوه بر نشان دادن ویژگیهای استعاره هدف ما بررسی نقش استعاره در آموزش زبان فرانسه است. همان طور که می دانیم استعاره یک عنصر زبانی شناخته شده است که از دو هزار سال پیش مورد مطالعه و تحقیق قرار گرفته است. طبق نظریه های کلاسیک، این عنصر تنها برای جلوه بخشیدن به متون ادبی و اشعار ادبی استفاده می شود ولی ما اعتقاد داریم استعاره ها در تمام مکالمات و تعاملات زبانی روزمره ما نقش دارند و همچنین استعاره ها در اسناد واقعی زبان (مثل روزنامه ها، مجلات و غیره) که در حوزه آموزش زبان مورد استفاده قرار می گیرند، حضور بسزایی دارند.

همان طور که می دانیم، کلاس آموزش زبان مکانی برای تمرین و یادگیری تعاملات زبانی است و زبان آموزان از فرهنگ های متفاوت در این کلاس ها زبان را با تمام ویژگی های خود یاد می گیرند، و در طی یادگیری، ویژگی بینا فرهنگی استعاره نیز مشخص می شود پس استفاده از استعاره ها که عضوی جدا نشدنی از زبان هستند در فعالیت یادگیری/یاددهی در حوزه ی آموزش زبان های خارجی امری ضروری است.

در این مقاله سعی داریم با شناخت ویژگی های استعاره و نقش مهم آن در زندگی روزمره، به جایگاه ساختاری و دستوری این عنصر اکتفا نکرده بلکه فعالیت هایی برای آموزش آن در کلاس زبان ارائه دهیم که این فعالیت ها که شامل تمرینات کلاسی می باشند خود نیز از اسناد واقعی زبان مثل روزنامه ها و مجلات بر گرفته شده اند.

**کلید واژه:** استعاره، آموزش زبان، مکالمات روزمره، دستور زبان

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# ROSHD FLT 91

No. 91, Summer, Vol. 23, 2009

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Foreign Language  
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