

ترجمه‌ی چکیده‌ها به زبان انگلیسی

Journal of Teaching Persian to Speakers of Other Languages

Vol. 5, No. 2 (Tome 12), Fall & Winter 2016-2017

**Cultural Intelligence and Learning
Linguistic Abilities in Non- Iranian Persian Language Learners**Mehdi Khodadadian
Seyyed Mehdi Abtahi**Abstract**

Thanks to the spread of Globalization process, traveling and living in other countries and interacting to people whose culture and customs are different causing a challenge. It covers the various domains such as: Global trading, International relations, Language teaching and so on. The attempt to decline this challenge resulted in emerging the new concepts and guidelines. One of these concepts is Cultural Intelligence.

This article aims by measuring CQ of non-Iranian students learning Persian as a foreign/ second language at Persian Language Center of Imam Khomeini International University to investigate the relationship between CQ and their educational improvement in four abilities.

For this, 124 learners of this center that have currently passed the elementary level, through random selection were asked to participate in this research. The CQ questionnaire of Ang et al (2007) was given to measure the CQ of the learners. Also in order to determine the rate of their educational improvement, their individual final scores in four abilities at previous term were measured.

The relationship between four components of CQ, that is, motivational, behavioral, cognitive, metacognitive intelligences and educational improvement was analyzed. In addition, in this research, the correlation between CQ and linguistic components of learners in terms of gender and level of their education was evaluated. It was found out that: 1- there is a significant relation between reading ability and two components of CQ, namely: behavioral and cognitive components. The relationship between Listening ability and behavioral intelligences is significant. 2- It was also found out in the male subjects, the relationship between reading ability and total average gained from four abilities and CQ is positive and significant. 3- And finally, in subjects without academic education between two abilities namely, listening and reading abilities and CQ exists a significant relation.

Keywords: CQ, Components of CQ, Linguistic Abilities, non- Iranian Persian Language learners

Received on: 06/09/2016

Accepted on: 01/12/2016

E-mail: mahdikhodadadian@gmail.com

The effectiveness of conceptual mapping instruction in improving reading skills of Persian language learners

Zahrasadat Hoseini
Mohammad Reza Pahlavannezhad
Reza Morad Sahraee
Ali Afkhami

Abstract

The present research seeks the notion of the effectiveness of *conceptual mapping* instruction in reading comprehension skill comparing to the traditional instructions (e.g. teaching reading skills without using conceptual maps). Moreover, the various ways of using these conceptual maps are compared; there is a comparison between teacher-made conceptual maps and students-made conceptual maps individually or in the groups. By considering the issue, 126 Persian language learners were studied. These learners were learning Persian in International Imam Khomeini University (IKIU) and Tehran University of Medical Sciences. They were chosen after a pretest and they were categorized in four experimental groups (student activities were considered individually, or in groups, and the teacher made maps, and the students made maps were regarded), and two control groups (students in groups or individually). The experimental and the control groups were taught during 10 sessions. It is necessary to mention that those students learned the same materials during those sessions. But the teacher applied conceptual maps for experimental groups, while she used traditional instructions for control groups. Then, the learners' reading comprehension skills were evaluated by a post-test. The post-test was held to measure the effectiveness of conceptual mapping in improving reading skills. And the results were compared by using descriptive statistical methods and appropriate statistical tests (Levin, ANOVA and Scheffe post hoc test). The results of data analysis showed that there is a significant difference between the mean performance of the experimental group and the control groups. So it can be concluded that teaching based on conceptual mapping has a noteworthy role and impact on improving reading skills

Keywords: conceptual map, improving reading comprehension skill, learning individually, learning in group.

Journal of Teaching Persian to Speakers of Other Languages

Vol. 5, No. 2 (Tome 12), Fall & Winter 2016-2017

**Motivational Orientation and academic achievement in
non-Iranian Arabic-speaking learners of Persian**

Zohre Sedighfar
Sharare KHaleghizade

Abstract

Motivation is one of the factors which can have effective and verifiable role in learning process. Hence, this study examines the relationship between Motivational Orientations and academic achievement of Arab learners in learning Persian as a Second Language. 64 learners of Persian Language were selected from Persian Language Center of Imam Khomeini International University in Qazvin as statistical sample.

The data collecting tools were Language Learning Orientation Scale by Noels and et al. (2000) and the Grade Point Average of learners in four language skills (reading, listening, writing and speaking). The learners responded to questionnaire and then data from questionnaire were analyzed by statistical tests. The results showed that in learning Farsi -as a second language, there is a significant positive relationship between intrinsic motivation and academic achievement. There was also a significant negative relationship between amotivation and academic achievement, but there was no significant relationship between extrinsic motivation and academic achievement. Also, the results of multivariate regression analysis showed that intrinsic motivation has the biggest role in predicting academic achievement of these learners. The results of this study show the importance of Persian language learners' intrinsic motivation in classrooms and educational resources, and this in turn will lead to the academic achievement of the Persian learners.

Keywords: Motivational Orientation, Academic achievement, intrinsic motivation, extrinsic motivation, amotivation

Journal of Teaching Persian to Speakers of Other Languages

Vol. 5, No. 2 (Tome 12), Fall & Winter 2016-2017

**Persian medical texts leveling for Non-Persian language speakers:
a model based on Halliday's systemic-functional grammar**

Mohammad Bagher Mirzaei Hesarian
Ferdows Aghagolzadeh
Alieh kord zafaranlu Kambudjia
Arsalan Golfam

Abstract

The aim of this study is to investigate the factors affecting the difficulty level of Persian medical texts for foreigners and to provide a model in order to leveling the Persian language teaching texts for foreign students who continue to study in medical sciences at the Iran's universities. The theoretical framework of the research is the Halliday's systemic-functional approach. The research methodology has qualitative components derived from the questionnaire measuring the factors affecting the difficulty level of the Persian medical texts that has been confirmed and its validity has been confirmed and foreign Persian students of the Persian Language Center of the Imam Khomeini International University (IKIU) have responded to it. The results of this study showed that the grammatical metaphor of nominalization of verb and adjective, adjectivization (subjective and objective) from verb, *logogenetic* patterns of wording, Specialized words, enhanced expansion ranking (parataxis and hypotaxis) and rank-shifting in the level of group, clause, and clause complexe, are the factors influencing difficulty in Persian medical texts. Also, the data provided the possibility of presenting a model of Persian medical texts leveling for foreigners within the framework of on Halliday's systemic-functional grammar. The suggested model can be used in the preparation and development of educational texts, language testing and evaluation of language skills of Non-Persian language speakers.

Keywords: model, leveling, medical texts, Non-Persian language speakers, Halliday's systemic-functional grammar

Journal of Teaching Persian to Speakers of Other Languages

Vol. 5, No. 2 (Tome 12), Fall & Winter 2016-2017

**Dominant Syntactic Structures in Journalistic Texts
and Their Effects On the Reading Comprehension
of Non-Persian Learners of Persian**

Ali Alizadeh
Atiyeh Kamyabi Gol
Tahereh Vahidi Ferdowsi

Abstract

Reading comprehension is one of the main language skills which could be expanded by making use of journalistic texts as learning materials. Through reading these texts, the learners could develop their language skills and in the meantime learn about the cultural differences between L1 and L2 communities. The present research explored the capacity of journalistic texts as instructional tools for teaching reading comprehension to non-Persian learners of Persian language. The study investigated the relationship between syntactic complexity and the comprehension of journalistic texts by learners of Persian. 1500 sentences were selected from three popular Iranian newspapers (i.e. Hamshahri, Iran and Jame-Jam) published over a two-months period. From each newspaper, 500 sentences were selected which belonged to social, sports and events categories. After determining the frequency of each syntactically complex pattern, they were classified in terms of Quirk et al.'s model (1985). The syntactic complexity of the patterns was also investigated based on Stein et al.'s (1984) Structural Deficit Hypothesis which asserts that syntactic complexity causes difficulty in understanding compound sentences. A significant relationship was observed between syntactic complexity and comprehension of compound sentences. It was concluded that in most cases, Persian newspaper articles cannot be used to expand reading comprehension in non-Persian learners of Persian since they make vast use of complex and compound sentences, displacement of sentence components, passive sentences and structure omission.

Keywords: teaching Persian language, Non-Persian speakers, journalistic texts, syntactic patterns, reading skill

Journal of Teaching Persian to Speakers of Other Languages

Vol. 5, No. 2 (Tome 12), Fall & Winter 2016-2017

**Vocabulary in the Textbooks of Teaching Persian to
Non-Persian Speakers: A Corpus-Based Study**

Kiyoomarss Jahangardi
Mostafa Assi
Azita Afrashi
Amirreza Vakilifard

Abstract

Methods and tools of corpus linguistics were used to compute the rate of overlap between the high frequency words of textbooks and those of a Persian language corpus. Based on the texts of Persian Language Data Base, a balanced corpus was developed and its high frequency words were used as benchmarks against which textbooks' high frequency words were compared. Three textbooks which are widely used in centers for teaching Persian to Non-Persians were selected. The 5000 most frequent words of each book were organized into five 1000 word lists. Each of the 1000 word lists was taken as representing a level of language learning. Each book's five word lists were compared to their corresponding word lists drawn from the reference corpus. The findings indicated that in regards to language learning levels, the amount of lexical overlap between 1000-word lists of books and those of the reference corpus is very low. Even in the first 1000-word list which due to the presence of large number of function words was expected to yield 100% overlap, the highest degree of overlap (i.e. Rasuli's book) was nearly 55%. In the other vocabulary learning levels, e.g. level 5, the rate of overlap between the textbooks and the reference corpus was less than 2%. It was concluded that in some of the language learning levels, there was less than 2 percent overlap between the high frequency words of textbooks and those of the reference corpus. When the subject of language learning levels was set aside and merely the rate of overlap between high frequency words of the textbooks and those of the reference corpus was calculated, less than 50% overlap was observed.

Keywords: vocabulary, linguistic corpus, lexical overlap, textbooks for teaching Persian to Non-Persians.