

# ترجمه‌ی چکیده‌ها به زبان انگلیسی

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**Assessing the non-Iranian Persian Learners' interest  
in Persian Literature**

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**Abstract**

Literature is assuming an increasingly important role in language teaching. Language learners' interest also plays a significant role in facilitating and accelerating language learning. Since the richness of Persian literature is an asset which could be exploited in Persian language teaching, this study assessed the non-Iranian Persian learners' interest in Persian literature. To address the research questions, 100 male and female learners at intermediate and upper proficiency levels were selected as participants from six Persian language teaching centers in Iran through cluster random sampling. The participants completed the Persian translation of Spirovska Tevdovski's (2016) twenty-item questionnaire which assessed the language learners' attitudes to literature. After collecting the questionnaires and counting the frequencies of each choice of the 20 items, chi square test was used to analyze the results. Then, considering the three research questions the findings of the study were classified into three groups. The results showed that the learners had significant interest in reading short stories, novels, and to some extent plays. However, they did not show interest in poems. They preferred simplified literary texts. The learners believed their main problems included lack of interest and experience in comprehending poetic texts and texts which employed archaic and complicated language and literary devices. The findings of the study could be used to enhance the effectiveness and attractiveness of the Persian language teaching materials.

**Keywords:** interest, Persian literature, non-Iranian Persian learners

**The cross-linguistic transfer of reading comprehension skill and its strategies: The case of French learners of Persian language**

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**Abstract**

Many studies have been conducted to determine the extent to which reading comprehension skill is important for the success of second language learning and is itself affected by L2 lexical and grammatical knowledge. The present study aimed to explore whether the reading comprehension of Persian as a foreign language could be improved solely through expanding learners' knowledge of Persian vocabulary and grammar or it could also be enhanced through the development of general reading comprehension skills. This study investigated to what extent the learners drew on similar strategies in fulfilling Persian and French reading comprehension tasks. The development of reading comprehension skill and the implementation of reading comprehension strategies was explored in the case of 37 intermediate French learners of Persian over a four-months period in Paris at *Institute National des Langues et Civilisations Orientales (INALCO)*. The findings revealed that reading comprehension skill is primarily a general cross-linguistic ability. That is, it is not a language-specific ability which is affected by lexical/grammatical knowledge of the target language alone. Moreover, the results indicated that proficient readers employed more diverse comprehension strategies which were shared across the learners' two languages. Less proficient readers resorted to more limited strategies which were different across the learners' two languages.

**Keywords:** general reading competence, reading comprehension strategies, French learners of Persian, cross-linguistic interdependence of reading comprehension skill

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**The effect of Corrective Feedback on Farsi Learners' Reading Comprehension, Anxiety, and Attitudes towards Language Learning: A Mixed-Methods Approach**

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**Abstract**

The purpose of this study was to examine the effect of teachers' corrective feedbacks on L2 Farsi learners' reading comprehension, language learning anxiety, and attitudes towards L2 learning. Thus, 44 Persian language learners who were homogeneous in terms of proficiency and studied Farsi at the International Center for Persian Instruction to Non-Persian Speakers at Ferdowsi University were randomly selected as participants. They were assigned to the control and the experiment groups. Prior to the treatment, both groups were assessed via Dörnyei's (2005) Attitudes and Anxiety questionnaire and Ghonsooly's (1389) Farsi Language Proficiency Test. The participants of the experimental group were then provided with different corrective feedbacks by the teacher in the course of 15 treatment sessions. After the treatment, the post-test was administered and the students' attitudes towards the feedbacks were also obtained through a video-recorded interview. The results of the independent samples *t*-test demonstrated that on the reading comprehension posttest, the participants in experimental group outperformed their counterparts in the control group. Moreover, the results confirmed the effectiveness of corrective feedback in diminishing the learners' language learning anxiety. However, the teacher's corrective feedbacks had no significant effect on the learners' attitudes towards L2 learning. The majority of the participants believed that appropriate to the occasions, a variety of corrective feedbacks should be used to enhance the effectiveness of corrective feedbacks.

**Key words:** corrective feedbacks; reading comprehension; attitudes towards language learning; language learning anxiety; Farsi as a second language

**The effect of using metacognitive, social, and affective strategies  
on the achievement level of Persian language learners in writing skill**

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**Abstract**

Language learning strategies are conscious efforts that students use to improve language learning. In fact, in the field of language teaching, learning strategies help learners to acquire, store, recall, and eventually use information. Thus, the learners' and teachers' awareness of the role of strategies in accelerating the learning process and improving its effectiveness is very important. This study examined the effect of metacognitive, social, and affective strategies on the achievement level of Persian language learners in writing skill. The research sample consisted of 42 male and female Arabic-speaking learners of Persian who were at the age range of 18-20 years and had enrolled in advanced Persian language course in the fall semester of 2016. Oxford's (1990) Language Learning Strategies Questionnaire was used to measure the learners' strategy use and the learners' scores in the writing course were used as a measure of achievement in writing skill. The Kolmogorov-Smirnov test, Pearson correlation, and regression analyses were used to examine the hypotheses. The results of the Pearson correlation analysis showed that there was a significant positive relationship between the use of metacognitive strategies and success in writing skill. However, no significant positive relationship between the use of social and affective strategies and success in writing skill was detected. Regression analysis showed that metacognitive strategy use made significant unique contribution to writing scores. That is, the more the use of metacognitive strategies the more the writing score. Finally, suggestions for teaching strategies in the classroom were presented.

**Keywords:** metacognitive strategies, social strategies, affective strategies, writing skill

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**Exploring the representation of processes in Persian language learning textbooks: A case study based on systemic functional linguistics**

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**Abstract**

Teaching the “verb” is very important in learning the grammatical and semantic structure of any language. In Halliday’s functional grammar, verb is considered as “process” under the transitivity system. From the viewpoint of this system, verb has the ability to represent the experience in language; therefore, it is considered in the format of experiential metafunction. Process, event, being and not-being, feeling, and action are issues which appear in form of verb phrases. By considering the types and frequency of processes in educational texts, one can identify their approaches to the transfer of experiential concepts of the language and the diversification or non-diversification of processes and the educational outputs of these processes. The main purpose of this article was to explore the frequency of process types and investigate the embedding of those processes into educational approaches in three intermediate books titled “Let’s learn Persian”, “Modern instruction of Persian language”, and “Persian language”. Hence, the processes which appeared in the texts of these books and their types were specified in an analytical-statistical method. The results showed that in the three considered books, relational process has more frequency than the other processes. Since a wide range of sentences are made by relational process in the language, its significant frequency in elementary language teaching materials is educationally justified. However, the books considered in this paper related to the intermediate level. Furthermore, behavioral and material processes which represent most of the human’s life experiences are of average frequency in these books and for the learning and retention of these processes, the writers have resorted more to semantic variables such as partial or complete repetition, synonymy, collocation, and antonymy.

**Key word:** process, verb, transitivity system, systemic functional linguistics, transitivity system, experimental metafunction, teaching Persian to speakers of other languages

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**Exploring Empirical Findings and Learners' Perspectives About the Effect of Computerized Dynamic Assessment on Persian Vocabulary Learning**

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**Abstract**

This study aimed to explore the effect of computerized dynamic assessment on Persian vocabulary learning through lexical inferencing. In this quasi-experimental study, 75 learners of Persian as a foreign language read four texts over four days, one text per day, and answered comprehension questions. In the control group, the learners were not informed that there were unfamiliar words in the texts. In the second group, the learners were informed that there were unfamiliar words in the texts and they had to infer their meanings. In the third group, the learners were informed about the presence of unfamiliar words and were asked to infer their meanings. In addition, computerized dynamic assessment approach was also utilized. The results of learning and retention posttests showed that noticing of the texts' unfamiliar words and adoption of computerized dynamic assessment enhanced vocabulary learning through reading. After the study, four questions were administered to the third group's participants to explore their perspectives on the efficiency of vocabulary learning through computerized dynamic assessment. The results of this analysis showed that the learners were interested in computerized dynamic assessment and judged it as an appropriate and effective means of developing vocabulary knowledge.

**Keywords:** lexical inferencing; noticing; static assessment; dynamic assessment