

ترجمه‌ی چکیده‌ها به زبان انگلیسی

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The Effect of Translation Strategy on Lexical and Grammatical Errors of Chinese Language Learners Writing Persian Texts

Seyed Akbar Jalili
Seyed Mahdi Abtahi
Mahdi Khodadadian

Abstract

The most important and practical phase of analyzing the linguistic errors of second language learners is to find the solutions to decrease these errors. To that end, the present study examined translation strategy to decrease the number of grammatical and lexical errors of Chinese language learners learning Persian. Twelve Chinese language learners were asked to write a text in two stages. First, they wrote a text in Persian, and next they wrote a text on the same topic in Chinese and translated it into Persian after two weeks. The analysis of written texts showed that although translation strategy increased the number of vocabulary items of in translated texts, it did not have any effect on lexical and grammatical errors. Translation strategy decreased three types of grammatical errors and one type of lexical error. However, it increased six other types of grammatical and lexical errors. Further, although translation strategy decreased the number of “spelling errors” and increased the number of simple and compound sentences, it decreased “cohesive devices”. These findings suggest that despite its positive effect on some grammatical, lexical, and spelling errors, translation strategy does not seem to be an effective method to reduce lexical and grammatical errors of Chines language learners who write Persian texts.

Keywords: Grammatical errors, Lexical errors, Writing skill, Direct method, Translation method

Syntactic Errors of Talyshi-speaking Learners in Persian

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Kyumarth Khanbabazade

Abstract

Language learners tend to use their mother tongue while learning a second language. Conducted in error analysis framework, this study was aimed at investigating the Persian syntactic errors in pieces of writing of a group of Talysh-speaking students in north-and south-Anbaran villages in Gilan. The Participants were third, fourth, and fifth grade elementary school students. The reasons and origins of errors were examined according to different types of errors in their pieces of writing. Regarding the origin of errors based on Corder (1975), the language learners' errors were divided into three categories of inter-lingual errors, intra-lingual errors and educational errors. Findings showed that educational errors were more frequent than other types of errors. In addition, the subject-verb disagreement, especially in educational errors, was more frequent than other errors. The findings suggest that educational errors be paid closer attention in Persian Teaching Centers.

Keywords: Error analysis, Interlanguage error, Intralanguage error, Educational Error

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**Written Errors of German-speaking Learners
of Persian at Elementary Level: An Orthophonemic Analysis**

Mahinnaz Mirdehghan
Ahmad Ahmadvand
Nilooofarsadat Hoseini Kargar

Abstract

The present research aims to analyze the orthographic errors of German-speaking learners of Persian at the elementary level. To do so, pieces of writing of 34 students were gathered via self-motivated method and examined based on the corpus of orthographic errors, using the frameworks proposed by Keshavarz (1994) and Ziahoseini (1999). 850 phonological, morphological, and orthographical errors were identified. Phonological errors were divided into four processes of incorrect substitution, incorrect addition, incorrect deletion, and incorrect order of graphemes. Also, the errors were classified into 2 groups of interlingual errors and intralingual errors on the basis of error origin. The results showed that 672 phonological errors were interlingual whereas 218 errors were related to intralingual errors. In addition, 671 errors were classified as incorrect substitution, 316 errors as incorrect addition, 268 errors as incorrect deletion, and finally 25 errors as incorrect order of graphemes. The incorrect substitution of graphemes included both incorrect addition and incorrect deletion. Finally, the frequency of phonological processes in making errors was computed and presented in relevant tables. The research findings revealed that Persian as a second language had a greater impact on learners' orthographic errors than did mother tongue.

Keywords: Spelling error, Phonological error, Phoneme, Grapheme, Interference

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Analysis of Tajiks' Pronunciation Errors based on Syllable Structure in Tajiki and Persian, Using Optimality Theory

Ahmad Safar Moghadam
Shohrehsadat Sajadi

Abstract

The present research aims to study the effects of syllabic structure in standard Tajiki Persian on the pronunciation of standard Iranian Persian words and the joint loanwords in these languages. This descriptive study used optimality theory, as a recent branch of generative grammar, to analyse the errors. To that end, ten Tajiki-speaking Persian learners, studying at Imam Khomeini International University, were asked to pronounce Persian words and loan words. Their pronunciation errors in Persian words, or loanwords, with initial or final consonant clusters were studied and analysed based on the differences of constraint rankings governing syllable structure in standard Persian and Tajiki. Results showed that some of the errors by Tajiki-speaking learners of Persian influenced by constraint rankings of syllabic structure in Tajiki could be corrected after 16 weeks of residence in Iran, exposure to the standard Persian, 240 hours of class training, and the lack of fatal violation in Tajik; however, in case of high ranking constraints in Tajiki, learners keep the structures of their mother tongue and do not those constraints. Nevertheless, it should be noted that some of language learners' errors are rooted in incorrect generalizations and interlanguage characteristics which can be attributed to the source language and learners' theory about the target language.

Keywords: Optimality, Syllable structure, Two-consonant cluster, Constraint, Ranking

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**Syntactic Error Analysis of Urdu-speaking
Learners' Pieces of Writing in Persian**

Rezvan Motavalian Nayini
Rasul Malekian

Abstract

The present study aims to investigate the syntactic errors of Urdu-speaking learners of Persian, using error analysis. The sample of study included 20 elementary, intermediate, and advanced Urdu speaking learners who were randomly selected among the learners in Al-Mustafa Persian Centre in Isfahan. They were all male and from Pakistan, aged between 22 and 26. The errors, gathered from mid-term and final papers in seven semesters, were divided into 22 types of syntactic errors; they were, then classified based on their type, origin, and syntactic category and analyzed quantitatively and qualitatively. Results showed that interlingual errors with mother language origin were the most frequent (72%) of all types of errors. In addition, substitution (47.1%) and deletion errors (34.9%) were the second most frequent errors. The preposition errors were the most frequent syntactic errors (43.4%). The learners' achievement was also examined in this study. Moreover, the quantitative results showed that error frequency was 41.8% for elementary level, 34.8% for intermediate level, and 23.4% for advanced level, suggesting that errors decrease as language proficiency increases. Finally, the relative weight of errors in assessing pieces of writing was measured.

Keywords: Error analysis, Syntactic errors, Error origin, Urdu language

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Using Passive Voice and Aspect in Complement Clauses in Persian for Arabic-and Chinese-speaking Learners

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Sharare Khaleghizade

Abstract

In recent decades, research on the processing of grammatical structures in different languages has played a crucial role in psychological and linguistic studies. The present research aims to examine the extent to which Arabic- and Chinese-speaking learners apply passive voice and aspect in complement clauses in their pieces of writing. To that end, syntactic and pragmatic criteria of applying and comprehending these structures were investigated among these learners. The participants included 30 Arabic- and 30 Chinese-speaking learners of Persian at Imam Khomeini International University in Qazvin. Analyzing their pieces of writing, it was revealed that learners in advanced levels in both groups applied structures with aspect more frequently than the passive structures. In addition, Arabic-speaking learners employed more structures with passive voice whereas Chinese-speaking learners wrote fewer wrong structures in this regard. Moreover, all Chinese-speaking learners used passive structures properly while Arabic-speaking learners used some of structures wrongly. In regard to aspect in complement clauses, findings showed that Arab and Chinese learners experienced identical difficulties, using this structure. Furthermore, error analysis of passive voice in Persian showed that learners in both groups committed the most frequent errors while the least frequent errors were related to the wrong combination of auxiliary and the main verb. In regard to complement clauses, the most and the least frequent errors were related to aspect and number, respectively.

Keywords: Passive voice, Verb aspect, Complement clause

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Message from the Editor-in-Chief

In the name of God

Knowing various types of systematic, and unsystematic, linguistic errors and identifying the reasons and origins of the errors enable language instructors and textbook writers to adopt a more informed approach to teach a second language. Knowledge of such errors can be developed through conducting field and applied research. Studies on teaching English as a second language in other languages using "contrastive linguistics" and "error analysis" have proved promising. However, in teaching Persian to nonnative-Persian speakers, either there has been no systematic research, or research in this area has not yielded important results for teaching Persian. Studies in this area have been primarily limited to frequency counts and tallies.

Five stages usually need to be followed when error analysis is used: identification of linguistic errors, classification of errors, description of errors, quantitative and qualitative analysis, and provision of pedagogic and research implications. Unfortunately, the majority of studies on error analysis on Persian have followed only the first three stages. The last two stages in error analysis are particularly important if the primary aim of error analysis is to help nonnative-Persian speakers. Finding answers to questions for language researchers is more important than merely analyzing language errors quantitatively. What leads to linguistic errors among language learners speaking different mother tongues?, Do errors help nonnative-Persian speakers learn Persian, or do such errors prevent them from learning it?, how can errors be prevented?, and what errors should be corrected when they occur?, who should correct the errors: language teachers, language learners, or classmates?, who should start correcting the error and who should end it?, when and how should the errors be corrected in teacher-centred and learner-centred classes?, and how should errors related to skills and components be corrected? are the questions language researchers need to look for solutions.

I hope that researchers will use error analysis to analyse linguistic errors and arrive at some useful pedagogic implications for language learners.

Amirreza Vakilifard
Editor-in-Chief

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Goals

The Knowledge of second and foreign language didactics along with the development of science and technology has grown rapidly in the recent decades. Persian language as one of the most significant factors in our national solidarity and communication enhancement is regarded as the key element of historical and cultural pillars of Iran's civilization and plays an important role in different educational, social, cultural and national aspects.

With regard to the specialization of second and foreign language didactics as well as the importance of second language teaching and consequently specialization of teaching Persian to non-speakers on one hand, and considering the significance of Persian language for national solidarity and enhancement of communication with other nations from the other, we have established the journal of "Teaching Persian Language to Non-Persian speakers". This journal is affiliated with the Persian Language Center of Imam Khomeini International University and aims to enhance and develop the scientific boundaries of Persian Language didactics as a second language, as well as techniques of teaching Persian to speakers of other languages.

With such a mission at hand, this journal is published every season as a quarterly and focuses on the scientific achievements, new ideas and studies of scholars and researchers in this area.

Journal Policy

The fundamental policy of this journal is based on supporting original papers and studies that are in line with the following categories deal with the scope of 'language didactics of teaching Persian language to non-Persian speakers'.

- Approaches and methods of teaching Persian language to non-Persian speakers
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The beneficent, the merciful**

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