



**Language disorders and recovery patterns in bilingual Azerbaijani  
Turkish-Persian aphasics with subcortical brain lesions**

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**Abstract**

One of the most important and latest issues in neuro-linguistic studies relates to the nature of and the difference between aphasias resulting from damage to the cortical and sub-cortical brain structures in bi/multilingual aphasics. In this paper, language disorders and recovery patterns in two bilingual Azerbaijani Turkish-Persian aphasics with sub-cortical brain lesions were studied. The study was a field research which utilized descriptive statistics. Research population consisted of bilingual aphasics in Zanjan Province who had sub-cortical lesions. For this study, two aphasics were selected from the population. The Turkish and Persian versions of Bilingual Aphasia Test were employed to explore the linguistic behavior of the subjects and to collect the required data. The findings showed that the first patient suffered Broca's aphasia in both languages. The second patient was diagnosed with Broca's aphasia in Azerbaijani Turkish and sub-cortical aphasia in Persian. Thus, based on the type of aphasias and the location of brain lesions in the subjects of this study, it appears that the presence of lesions in the sub-cortical area does not necessarily lead to similar language disorders in the first and second languages of the bilingual aphasics. The language recovery patterns of the first and the second subjects were judged to be parallel and differential, respectively. The results revealed that the neuro-linguistic theory of bilingualism and the declarative/procedural memory model could be used to explain the differences in syntactic performance between bilingual aphasics with sub-cortical damage. Research and instructional implications of the study were discussed.

**Keywords:** aphasia; sub-cortical; Turkish language; language recovery; memory; bilingualism; Paradis

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## Extraction of Core Medical Terms Using Frequency Approach

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### Abstract

During the past two decades, use of corpus-based approaches in language teaching and design of teaching materials has increased remarkably. The goal of the present study was to achieve an automatic approach in extracting medical terms from corpora in Farsi. To achieve the purpose, classic and statistical measurement-based methods of frequency counting were used and the capability of each single approach was compared with the other one. Classic frequency approaches include: General corpus frequency, Special corpus frequency and their enhanced techniques. Results showed that in classic approaches, special term extraction process can be improved by utilizing some techniques and among them, the best performance related to the improved frequency approach in special corpus which covered 60% of the special terms by 50 terms. Chi-square and PMI verified the possibility of using corpus-based frequency approaches in Farsi. Chi-square with extraction of %32 and PMI with extraction of 52% of special terms performed appropriately in automatic special term extraction. Overall, the results of applying these approaches on corpora and their comparison showed that statistical measurement approaches are appropriate for automatic term extraction and hence we will face a modern change in preparing teaching materials and teachers could access lists of words which are useful and occasionally essential for language learners.

**Keywords:** Automatic extraction of medical terms, corpus, Mixed extraction approaches, Teaching Persian language.

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**The Role of Negotiation in instructional, disciplinary, professional, global, local, and sociocultural issues on Teachers' Identity Development: An Interactionally Oriented Approach**

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**Abstract**

Identity development of the second/foreign language teachers is a central issue in different respects such as their teaching profession. Hence, the purpose of the current study was to investigate the role of negotiation in instructional, disciplinary, professional, global, local, and sociocultural issues on TPSOL (Teaching Persian to Speakers of Other Languages) teachers' identity development. This paper followed a qualitative approach in which a narrative inquiry was adopted to collect and analyze the data. To that end, two TPSOL teachers participated in the negotiation sessions on instructional, disciplinary, professional, global, local, and sociocultural issues; then, they wrote their narratives with respect to the negotiated issues in different time intervals. The findings of the study indicated that negotiation about instructional, disciplinary, professional, global, local, and sociocultural issues had a constructive role in developing TPSOL teachers' identity. Moreover, the findings revealed that the quality of negotiation, concentrating on the role of teacher-researcher, developing critical thinking, and paying attention to teachers' motivation are among the factors which can develop TPSOL teachers' identity through negotiation. Further analysis of data showed that the knowledge which the TPSOL teachers obtained in the negotiation sessions had a significant impact on their identity development. Thus, it can be concluded from the findings of this study that identity has a dynamic nature which can be constructed and reconstructed in different contexts. Given that, the policy and decision makers within the realm of TPSOL should provide negotiation programs for the TPSOL teachers to help them develop their identity.

**Keywords:** Identity development, TPSOL, Instructional identity, Narrative.

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**Representation of Types of Imperative Mood in Persian Language:  
Cognitive Approach**

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**Abstract**

The present study dealt with the imperative mood in Persian fiction based on cognitive linguistics approach. The study aimed to explore the imperative mood at sentence and extra-sentence level. Research hypothesis was based on the distinctions between the form and meaning components of imperative mood and its distribution in various language structures. According to cognitive linguistics approach, language is a part of cognitive system and the syntactic structure of a language can't be simply studied independent of semantic and functional considerations. The text samples were derived from eight contemporary novels written by four male and four female writers through simple random sampling method. The analysis of language samples was done through descriptive and qualitative method and showed that the imperative mood could appear at various language forms and levels. According to cognitive linguistics approach, if data analysis was just done based on form at sentence level, the results will be challenging and some of data would be removed in terms of form and meaning since in some data nouns, adjectives, and adverbs alone express the meaning of imperative mood. As a result, following cognitive approach and considering all language layers we attempted to gain a better understanding of imperative mood. As such, challenges and ambiguities in determining the mood type at above-sentence level would be reduced to some extent.

**Keywords:** mood; imperative mood; cognitive linguistics; fiction.

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**Exploring the cohesive devices in written and spoken texts of “Let’s Learn Persian” based on Halliday and Hassan's (1976) model**

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**Abstract**

Previous studies on cohesion within Halliday and Hassan's (1976) Functional Grammar framework have mostly explored the use of one or two cohesive devices in various educational texts. The limited scope of these studies has impeded the development of an applicable model for all cohesive devices. Through an in-depth contrastive analysis, this study explored the relationship between the number of cohesive devices in written and spoken texts of “Let’s Learn Persian” textbook (Zolfaghari et al., 2008) and the simplicity/complexity of those texts. Through systematic random sampling, in each of the three levels nine lessons were selected. Since each lesson contained a written and a spoken text, in the end there were 27 written and 27 spoken texts for analysis. The texts were coded and categorized. Qualitative and quantitative analyses showed that there were significant relationships between the frequency of four types of cohesive devices (lexical cohesion, reference, ellipsis, and conjunction) and the complexity of the written texts. However, in spoken texts, only in the case of lexical cohesion and conjunction, significant relationships were observed between the frequency of cohesive devices and the texts’ complexity level. Overall, in the analyzed texts, lexical cohesion was the most frequent cohesive device while ellipsis and substitution were the least frequent cohesive devices. In both written and spoken texts, with regard to the frequency of the devices, a nearly identical rank order was observed which was as follows: lexical cohesion, in-text reference, conjunction, ellipsis, and substitution. This pattern of occurrence could inform the development and evaluation of level specific texts.

**Keywords:** Functional Grammar; cohesion; “Let’s Learn Persian”; written texts, spoken texts

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**Developing and evaluating a comprehensive textbook for teaching Persian to Chinese speakers at the elementary level on the basis of Standard Framework for Teaching Persian Language**

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**Abstract**

The availability of Persian for Specific Purposes textbooks is a priority. Thus, it is essential to prepare and develop appropriate educational content for "Teaching Persian to Chinese Speakers" within a standard framework and following a structure and approach which is in line with learning needs of Chinese speakers. Accordingly, the Standard Framework for Teaching Persian Language and the International Curriculum for Teaching Chinese Language were consulted to develop a comprehensive textbook for teaching Persian to Chinese speakers at the elementary level. The textbook was intended to be covered in 120 to 144 hours of instruction. For textbook development, an integrated approach was used which drew on "grammar-translation" and "communicative" approaches. The study aimed to evaluate the textbook and answer the following two questions: 1. How effective was the structure of the developed textbook from the perspective of the instructors who taught Persian to Chinese speakers? 2. How effective was the integrated approach which drew on "grammar-translation" and "communicative" approaches from the perspective of the instructors? Along with the textbook, a 45-item questionnaire was given to 36 Persian language instructors to fill out. The textbook was evaluated in terms of its approach, main subject, vocabulary and structure, quality of the tasks, pictures, instructional texts, and main skills. The results of statistical analysis verified the effectiveness of the approach and the structure of the textbook for elementary Chinese learners of Persian language.

**Key words:** Standard Framework for Teaching Persian Language; International Curriculum for Teaching Chinese Language; Chinese speakers; elementary level; integrated approach.

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**Teaching transitive/intransitive Persian motion verbs to non-native learners: A cognitive approach for recognizing transitivity and conceptualizing motion verbs**

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**Abstract**

The present study explored sentences in which motion verbs had been used. Recognition of transitivity is very important for language learners since it would help them identify the object of the sentence and insert “ra” after it as object marker. It would also help in deciding whether a structure could be passivized or not. Since foreign learners of Persian language do not have native speaker intuitions about Persian grammar, recognition of transitivity is a learning problem for them. Also, conceptualizing motion verbs poses difficulties for Persian language learners. Therefore, in this study after classification of motion verbs, transitivity characteristics were also considered as a factor for prediction. 24 fifth level language learners at the International College of Tehran University of Medical Sciences participated in this study. They were assigned to two equal sized groups. The first group was considered as the experimental group and received instruction within Talmy’s (2000) theoretical framework. The second group which acted as the control group received ordinary instruction. Based on the instructor’s subjective evaluation and the results of the written test, the experimental group achieved better conceptualization of new verbs.

**Keywords:** motion verbs; transitivity; teaching Persian to non-native learners



**Language disorders and recovery patterns in bilingual Azerbaijani  
Turkish-Persian aphasics with subcortical brain lesions**

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**Abstract**

One of the most important and latest issues in neuro-linguistic studies relates to the nature of and the difference between aphasias resulting from damage to the cortical and sub-cortical brain structures in bi/multilingual aphasics. In this paper, language disorders and recovery patterns in two bilingual Azerbaijani Turkish-Persian aphasics with sub-cortical brain lesions were studied. The study was a field research which utilized descriptive statistics. Research population consisted of bilingual aphasics in Zanjan Province who had sub-cortical lesions. For this study, two aphasics were selected from the population. The Turkish and Persian versions of Bilingual Aphasia Test were employed to explore the linguistic behavior of the subjects and to collect the required data. The findings showed that the first patient suffered Broca's aphasia in both languages. The second patient was diagnosed with Broca's aphasia in Azerbaijani Turkish and sub-cortical aphasia in Persian. Thus, based on the type of aphasias and the location of brain lesions in the subjects of this study, it appears that the presence of lesions in the sub-cortical area does not necessarily lead to similar language disorders in the first and second languages of the bilingual aphasics. The language recovery patterns of the first and the second subjects were judged to be parallel and differential, respectively. The results revealed that the neuro-linguistic theory of bilingualism and the declarative/procedural memory model could be used to explain the differences in syntactic performance between bilingual aphasics with sub-cortical damage. Research and instructional implications of the study were discussed.

**Keywords:** aphasia; sub-cortical; Turkish language; language recovery; memory; bilingualism; Paradis

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**Comparing the Comprehension of Complex Relative Clauses in Dyslexic and Normal Persian Children**

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**Abstract**

This study investigated and compared the comprehension of subject-subject (S-S) and subject-object (S-O) relative clauses in dyslexic and normal children. Three types of errors were analyzed. Since there is no available study on comprehension of relative clauses by dyslexic Persian children, the present research is a pioneering work in this field. This study adopted a cross-sectional, descriptive, and comparative design. In order to evaluate the comprehension of relative clauses, a multiple-choice pictorial test with four alternatives was designed. The test was administered to 30 third to fifth grade elementary dyslexic students and 30 normal ones. One of the alternatives was the correct response and the other three were distracters which contained main clause error (MCE), relative clause error (RCE), and double clause error (DCE). Data were analyzed by Mann-Whitney U and Chi-squared tests. Results demonstrated significant differences between dyslexic and normal children in the comprehension of both types of relative clauses ( $p \leq 0/0001$ ). Dyslexic children performed weaker than normal children in the two kinds of relative clauses, and in their group, the percentage of all three types of errors was higher. Dyslexic and normal children had lower comprehension of S-O relative clauses and the complexity of S-O relative clauses was confirmed on the basis of dependence locality theory, structural distance hypothesis, linear distance hypothesis, and word order difference hypothesis. According to obtained results, it was indicated that compared to normal children, in what cases the dyslexic children had more problems and in which syntactic structures they needed to have more practice.

**Key words:** Language Comprehension, S-S relative clauses, S-O relative clauses, Dyslexia

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**Development of a writing skill test for non-Persian learners:  
Approaches and analysis of errors**

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**Abstract**

In recent years, many advances have been made in teaching Persian to non-Persian learners. However, there are still some shortcomings one of which relates to the assessment of Persian language skills. The writing skill involves the ability to create words and draw ideas from the mind as well as the ability to criticize them so that the learner could decide which one to use. Thus, the assessment of writing skill requires productive and product-based tests. This study aimed to investigate writing skill assessment approaches; written performances such as imitative, intensive, responsive and extensive writing; and a variety of writing questions such as basic, framed, and text-based. Considering the influence of the learners' systematic errors on the organization of instructional materials and the selection of instruction and assessment methods, 20 syntactic errors which were observed with high frequency in learners' writing samples were analyzed. These errors included the deletion of grammatical and lexical elements, the addition of unnecessary or incorrect elements, the selection of an incorrect element and using it in place of the correct element, and the incorrect ordering and arrangement of elements. In deciding on the organization of instructional materials and the selection of instruction and assessment methods, these errors need to be considered.

**Key words:** assessment of writing skill; written performances, writing errors

**The palatal glide /j/ in Persian phonology**

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**Abstract**

Glides have a vague status in feature-based models of phonology. Some classify glides with vowels, and others believe glides have characteristics that differentiate them from vowels and consonants. The present research aims at investigating the acoustic properties of the Persian palatal glide /j/. To this end, a number of words were randomly selected to include /j/ in three different phonological positions, namely word-initial, word-medial and word-final. Acoustic analyses were conducted to identify the spectral properties of the glide. The analyses included measuring F1, F2 and F3 as well as their bandwidths, overall intensity and the intensity between 0 to 1000 Hz and 1000 to 5000 Hz. The results suggested that both the formant frequencies and the intensity of the mid and higher formant frequencies are significantly different between the glide /j/ and the neighboring vowels. The results were interpreted to indicate that phonation type is the most important articulatory feature that differentiates between /j/ and the surrounding vowels.

**Keywords:** intensity of mid and higher formant frequencies, palatal glide, feature-based models of phonology, high front vowel, acoustic correlates.

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**Production of Persian Low Vowels by Japanese Learners of Persian**

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**Abstract**

Persian has two low vowels, namely, the front vowel /a/ and the back vowel /ɒ/, while Japanese has only one low vowel which is phonologically a back vowel, but phonetically a central one. In the present study, the research question is whether Japanese learners of Persian language are able to produce the Persian front and back low vowels distinctively or not. In order to answer this question, Japanese learners of Persian language were asked to produce Persian and Japanese low vowels in the target words. Native speakers of Persian also produced the same Persian words. Then, the frequency of the first and the second formants (F1 and F2) of low vowels were measured. The frequency of the first and the second formants of Persian low vowels in the Japanese learners' production were compared to that of the Persian native speakers. The statistical analyses revealed that Japanese learners produce the two Persian low vowels without a significant difference and almost similar to the Japanese low vowel.

**Key words:** low vowel teaching Persian Japanese language first formant second formant TPSOL.