International Journal of Foreign Language Teaching and Research

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International Journal of Foreign Language Teaching and Research

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TEACHING AND RESEARCH

Notes for Contribution

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Teaching communication strategies is one of the most challenging subjects which has its own supporters and opponents.

Keywords: teaching, strategies

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Methodology (level 1)
Participants (level 2)

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Materials and Instruments (level 2)

Teaching communication strategies is one of the most challenging subjects which has its own supporters and opponents. Many studies have been done to support teaching communicative strategies.

Pretest. (Level 3)

Proficiency test. (Level 4)

Writing test. (Level 4)

Multiple choice. (Level 5)

Composition. (Level 5)

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Cameron, L., & Low, G. (n.d.). Researching and applying metaphor. Cambridge University Press.

Merriam-Webster's collegiate dictionary (10th Ed.). (1993). Springfield, MA: Merriam-Webster.

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Research Paper

A Comparative Study of Persian Translations of the *Adventures of Huckleberry Finn*: Cultural Gain and Loss in Focus

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Abstract

Discrepant cultural systems of languages are more likely to reflect challenges for translators maintaining the cultural dynamics of translation. Such perspective is mostly highlighted in the translation of literary texts where the main parts of the equation are language and culture. The present study aims to investigate cultural, historical and religious loss or gain in the translation of culture-specific items (CSIs) along with the rendering procedures used by the translators. To this end, through a comparative analytical and descriptive method based on (Vinay & Darbelent Model, 1995), culture-specific items of three Persian translations of the *Huckleberry Finn* story were extracted and divided into three subcategories of cultural, historical, and religious; consequently, the procedures applied by the translators which led to the cultural loss or gain were analyzed. The findings demonstrated that the first translation by Mohebbi had the highest degree of loss (17.16%), and the third translation by Daryabandari had the highest degree of gain (41.58%). Also**,** the highest frequency of lost items belonged to the cultural type with %6/31 in the first translation by Mohebbi and %2/52 in the second translation by Pirnazar. The findings indicated that the policies and normative differences of societies in different periods had an undeniable impact on the transmission of concepts which reflects the degree of loss and gain in translation. The result of the present study could be thought-provoking for psychoanalytical studies on the translator's decision-making.

Keywords*: Culture-specific items; Gain; Loss; Translation Procedures*

بررسی تطبیقی ترجمه‌های فارسی ماجراهای هاکلبری فین: سود و زیان فرهنگی در کانون توجه

سیستم‌های فرهنگی متفاوت زبان‌ها به احتمال زیاد چالش‌هایی را برای مترجمان در حفظ پویایی فرهنگی ترجمه منعکس می‌کنند. چنین دیدگاهی بیشتر در ترجمه متون ادبی که بخش‌های اصلی معادله را زبان و فرهنگ تشکیل می‌دهند، برجسته می‌شود. پژوهش حاضر با هدف بررسی ضرر یا سود فرهنگی، تاریخی و مذهبی در ترجمه اقلام خاص فرهنگ (CSIs) همراه با روش‌های ارائه استفاده شده توسط مترجمان است. بدین منظور، با استفاده از روش تحلیلی و توصیفی تطبیقی بر اساس (مدل وینا و داربلنت، 1995)، آیتم های فرهنگ خاص از سه ترجمه فارسی داستان هاکلبری فین استخراج و به سه زیرمجموعه فرهنگی، تاریخی و مذهبی تقسیم شدند. در نتیجه، رویه‌های اعمال‌شده توسط مترجمان که منجر به ضرر یا سود فرهنگی می‌شد، مورد تجزیه و تحلیل قرار گرفت. یافته‌ها نشان داد که ترجمه اول محبی با 17/16 درصد و ترجمه سوم دریابندری با 41/58 درصد بیشترین میزان ضرر را داشتند. همچنین بیشترین فراوانی موارد گمشده مربوط به نوع فرهنگی با 6/31 درصد در ترجمه اول محبی و 2/52 درصد در ترجمه دوم پیرنظر بود. یافته‌ها حاکی از آن است که سیاست‌ها و تفاوت‌های هنجاری جوامع در دوره‌های مختلف تأثیر انکارناپذیری بر انتقال مفاهیم داشته که نشان‌دهنده میزان ضرر و زیان در ترجمه است. نتیجه پژوهش حاضر می تواند برای مطالعات روانکاوانه در زمینه تصمیم گیری مترجم قابل تأمل باشد.

واژگان کلیدی: موارد خاص فرهنگ، ضرر، سود، روش‌های ترجمه

Introduction

Translation as a means by which cultural-historical elements are transferred to a culturally diverse target of different origins not only has linguistic components but each of these linguistic parts can be rooted in culture and history which represent them. In this realm, a translator is a cultural mediator, who may move from the source culture to the target culture, choosing as much as he/she thinks appropriate to serve the aim of the translation.

Norms, ideologies, policies, religious issues, and even different intercultural linguistic factors such as contrastive pragmatics form the boundaries between different cultures and appear in their languages. These cultural items reveal cultural differences between countries when they cross borders. This transfer causes misunderstanding of cultural terms or transfer of foreign and inappropriate culture to the host country. Just as different countries have different languages and dialects, they also have specific and different cultural concepts that appear in their language. According to (Amiri & Tabrizi, 2017) , culture_ specific items (CSIs) pose difficulties for the translator while finding the equivalence which eventually lead to cultural loss or gain. (Bührig, House, & Thije, 2009) believed that translation replaces a text in one language with its equivalent in another. Therefore, the translator, as an intercultural mediator uses translation to create bridges for interactions between communities, focusing on the cultural-ideological differences between the source and the target to find an appropriate equivalent considering the function of the source text as well as the culture and ideology of the target.

A translator is a cultural mediator, who may move from the source culture to the target culture, choosing as much as he/she thinks appropriate to serve the aim of the translation. In this case, the translator aims at preserving the source culture as much as possible. He/she translates the content and the style of the source text and introduces these into the target text. Gradually these foreign elements are integrated into the target language and culture and become part of the new environment. (Al Hassan, 2013, p.97). Lewis (2006) said that "translation is, of course, rewriting of an original text". This rewriting is influenced by two factors "ideology" and "poetics" which reflect an inventory of literary devices, genres, motifs, prototypical characters and situations, and symbols along with "the concept of what the role of literature is, or should be, in the social system as whole" (p.16).

> As a social phenomenon, translation is inevitably influenced by the ideology and the poetics dominating in the society. It is indispensable for a translator to rewrite the text according to the requirement of society. In most cases, the influence by ideology is bigger than by poetics and linguistics; thereby, it is hard to find a complete equivalence between the source text and the target text. Besides, the translator's works have to meet the need of the powerful institutions. Under these circumstances, what the translator needs to do is to rewrite. (Jixing, 2013, p.111)

This theory is rooted in the Russian formalist. However, it offers a new perspective on linguistic and structuralist approaches. The idea that society is a poly-system consisting of subsystems that all work together is presented, according to which literature is a subsystem of culture. It is thought to be under the control and influence of internal factors of the system, which are "the professionals" and external factors called "patronage," which contains three elements: "an ideological component, an economic component, and a status component". But the critical point is that there are more factors than just the two factors of ideology and poetics in different societies that, in addition to translation, affect all human activities. These factors determine human communication, the quality of this communication, and its framework. Thus, factors such as politics, societal norms, economic factors, technology, the culture of source and target, even psychological factors related to the translator and author should all be considered.

Culture-specific terms play influential roles in orienting the function of the text since the author places these terms in the text to indicate social features of the source culture. Hence,

adapting CSIs to the target culture and language could alter the direction of the text and the purpose of the author. Wati (2017) noted," language and culture are inextricably interwoven, the transference of the linguistic expression is precisely an attempt to integrate elements of one culture into another" (p.21). According to Chesterman (2012) , CSIs represent the culture, religion, and even history of countries. These items that affect the quality of translation and the text's comprehensibility may differ in the source and target community. The degree of difference between S and T languages and cultures exacerbates this challenge. The more significant the differences, the more distant the cultures become and the more difficult it is for the audience to understand. This difference poses loss and gain in translation. Concerning House (1977), the concept of" cultural filter" is an instrument for the translator to identify socio-cultural differences between the source and target linguistic-cultural communities and select the appropriate equivalence in target language considering both the function of the source text and target society.

In selecting equivalences, factors such as the policy of the current state, publisher, norms of the society, and audience's taste affect the translator's decision-making , which forms the translator's choices. This framework causes loss and gain of the cultural concepts. "The distance and differences between two different cultures determine the extent of the gain or loss that will be experienced by the CSIs as they are translated." (Tiwiyanti & Retnomurti, 2017).

According to Tiwiyanti & Retnomurti (2017), there are generally two types of loss. The first type is "inevitable loss", which is caused by differences in bilingualism. This type is unrelated to the translator's ability and information from the target language and community, and the translator inability to find the appropriate equivalent. The second type, called "avertable loss", results from the translator's failure to find an equivalent for conveying concepts (p.3). Bassnett (2006) explained gain as "The enrichment or clarification of the source language text in the process of translation."

Tiwiyanti & Retnomurti (2017) indicated that Culture-specific items (CSIs) are difficult to translate since they are related to cultural knowledge and cultural background of the given culture. The distance and differences between two different cultures determine the extent of the gain or loss that will be experienced by the CSIs as they are translated. Amiri & Tabrizi, (2017) studied the procedures selected by the two translators of Persian translations of the story "Waiting for Godot" according to the models of House (1997) and Newmark (1991). They acknowledged that one of the two translators had an overt translation, while the other one had domesticated the text resulting in a covert translation.

Moreover, Alavi & Noroozi (2020) used the House's TQA model to assess the quality of the Persian translation of the story "The Graveyard." For that purpose, they examined the translation in the dimensions of "lexical, syntactic, and textual meaning." As a result, they claimed that the Persian translation did not act like the original text because it used cultural filter and was presented as a covert translation. Finally, Dabaghi (2012), analyzing the translation of the story "Blind Owl" from Persian to English, stated that the procedures used to translate "cultrume" in the English translation text include "cultural equivalence," "paraphrasing," and "domesticating."

According to Siregar (2018) " the purpose and characteristics of translation are to promote understanding among different countries" (p.17). Therefore, translation conveys both the meaning and the hidden culture in language. In this regard, as a transmitter of information from one country to another, the translator plays an influential and essential role in this process by choosing equivalents for cultural terms. He examines all the influencing factors and measures the quality of the final product by sufficient information regarding the norms and tastes of the audience and other factors such as the policy and culture of the target society. To produce a culturally acceptable translation for the audience, the translator should realize and manage the effect of linguistic and cultural differences between the source and target to convey the meaning

as much as possible. Thus, various procedures are applied to manage these differences, which may lead to cultural loss and gain in translation.

As a result of all the factors influencing translator choices and the use of the cultural filter, there are degrees of loss and gain in the process of transmitting meanings in translation that are intended to create naturalness. Loss and gain occur for various reasons, including linguistic and metalanguage, but ultimately, both are for understanding the text and conveying the whole message to the target. Reviewing the related literature on the cultural loss and gain in translation and their reason, the current study may shed some light on types of cultural loss and gain and the related procedures in translation of culture-specific terms in a literary text.

Methodology

The selected corpus for the current study was the story of Huckleberry Fin, chosen due to the large bulk of cultural items reflecting the characteristics of American society. In addition, the point that Mark Twain was an activist and an earnest supporter of the anti-imperialism motivated different translators with different approaches in transferring cultural terms to retranslate the book. The novel″ The Adventures of Huckleberry Finn" written by Mark Twain, who was an American author, was first published in December 1884 in the United Kingdom and then in 1885 in the United State. Three Persian translations have been selected which belong to different political and cultural eras in Iran:

1. The first translation, entitled "برده ی فراری (The Story of Hawk Finn)" was translated in 1334 by Javad Mohebbi.

2. The second translation, entitled " هاکلبری فین"was translated in 1339 by Hushang Pirnazar.

3. The third translation, entitled " سرگذشت هاکلبری فین"was translated in 1366,1369 (Second publish), and 1380(Third publish) by Najaf Daryabandari.

The third translation, which was published in Iran after the Islamic Revolution, faced different norms. Iran's foreign policy after the 1979 revolution was largely based on the values of the religious system and changed its nature, so that this change was not ineffective even on people's views and acceptance of literary products. Many censorships and changes in media and literary products were considered very important due to the changes in norms that took place after the revolution.

The point is that the strictness of the norms of the society and the tendency of the people towards the religious issues and the culture of the West were less than the period when the challenges of the people for the Islamic Revolution and the establishment of the Islamic state began.Since the 1960s, people have had more flexible views of Western culture than when the Islamic Revolution began (1334), and the government more open to foreign culture transmission through translation.

Through a qualitative, descriptive design, culture-specific items (CSIs) of the English text and the equivalent of each in the Persian translation were extracted and first compared with the original text, then with each other with loss and gain in focus. These items were checked considering the rendering procedures used by the translators which led into loss and gain. The procedures were examined based on the Translation methods presented by (Newmark, 1991; Vinay & Darbelent Model, 1995).

The translation procedures described by Vinay and Darbelent (1995) are classified from the most literal at the top to the most creative at the bottom, therefore they provide a reliable framework for recognizing the traces of translation gain and loss in a literary genre. Newmark's approaches (1991) to translation methods are not dissimilar to Vinay and Darbelnet (1995), but he believes that translation methods have a "continuum" that emphasizes the source language at one end and the target language at the other.

Results and Discussion

In this section, the results of analyzing three Persian translations of *The adventures of Huckleberry Finn*, which belong to three different political and religious periods in Iran, are presented. Cultural loss and gain and the procedures applied by the translator based on the model presented by(Vinay & Darbelent Model, 1995) were demonstrated. Culture-specific items were divided into three subcategories namely as cultural, religious, and historical which are discussed in the following.

Translation Loss and Gain

In Table 1, the number and percentage of lost and gained items in each of three translations considering types of culture specific items, are presented which indicate that the highest number of gained items belongs to cultural items in the third translation (Daryabandari). However, the highest number of lost items are resulted from translating cultural items in the first translation (Mohebbi).

Table 1
Translation Loss and Gain Frequency

	Translation1 Mohebbi	Translation2 Pirnazar	Translation3 Daryabandari
Loss	**26 of 66(%17/16)**	10 of 66(%6/6)	**4 of 66(%2/64)**
Gain	50 of 66(%33)	**56 of 66(%36/96)**	**63 of 66(%41/58)**

Translation Loss and Gain in three Types of Culture-Specific Items

In table 2, the number and frequency percentage of CSI's categorized under three types of cultural, historical, and religious, are presented.

Table 2
Translation Loss and Gain Frequency in three Types of Culture-Specific Items

CSIs Type	Translation1 Mohebbi		Translation2 Pirnazar		Translation3 Daryabandari	
	Loss	**Gain**	**Loss**	**Gain**	**Loss**	**Gain**
Cultural	**17(%6/31)**	**19(%6/84)**	**7(%2/52)**	**29(%10/44)**	**3(%1/08)**	**33(%11/88)**
Historical	**2(%0/18)**	**7(%0/63)**	**1(%0/09)**	**8(%0/72)**	**2(%0/18)**	**8(%0/72)**
Religious	**8(%1/76)**	**15(%3/3)**	**3(%0/66)**	**19(%4/18)**	**0**	**22(%4/84)**

According to the table, the highest frequency of lost elements belongs to the cultural elements translation with %6/31 in the first translation and with %2/52 in the second translation. On the other hand, the lowest percentage of lost elements belongs to the religious type in the third translation with no lost religious elements. Cultural elements with %11/88 gained percentage have the highest level of gain in comparison with the other two translations.

Translation Loss and Gain Frequency based on Vinay and Darbelnet Model (1995)

As written in the following Table, the highest number of gained items was achieved through using the literal translation method, however, the transposition method was the one that resulted in the lowest number of gained items. A sample of 66 examples collected from the original book were presented in the appendix for a more detailed and comprehensive analysis.

Table 3

Translation Loss and Gain Procedures

Procedure	Translation1 Mohebbi	Translation2 Pirnazar	Translation3 Daryabandari	Frequency percentage	Loss	Gain
Borrowing	4	8	9	%13/86	0	21
Calque	-	-	-	%0	0	0
Literal	7	13	32	%34/32	0	50
Transposition	7	1	4	%7/92	0	12
Modulation	23	11	13	%31/02	13	34
Adaptation	12	21	6	%25/74	18	36
Equivalence	0	10	6	%10/56	4	13

Cultural Elements Translation:
Cultural Loss

Table 4 represents three examples for each translation in the cultural field. The translators decision making for applying procedures and the result of each procedure in terms of loss is provided.

Table 4
Cultural loss and the procedures used in three Persian translations

T	N	Text	Translation	Procedure	Result
1	1	He took it and put it out at interest.	------	------ (Omission)	Loss
	2	I'll give you something better-I' give you a cowhide".	------	------ (Omission)	Loss
	3	I put on the sun-bonnet and tied it under my chin.	چارقدی را نیز که از همان خانه به دست آمده بر سر کرده و زیر گلویم گره زدم	Adaptation	Loss
2	1	It was according to the old saying, "Give a nigger an inch and he'll take an ell."	الحق که ضرب المثل قدیمی راست گفته که "به مرده رو بدی به کفنش کثافت میکنه	Equivalence	Loss
	2	I'll give you something better-I'll give you a cowhide".	در کونت بالاخونه می‌سازم	Equivalence	Loss
	3	good land! What are they doin' there, for gracious sakes?	تف، پسر، تو کشتی که داره غرق میشه اینا چیکار می‌کنن؟	Adaptation	Loss
3	1	He started and run round and round the cabin hollering	از جا می پرید و جیغ می کشید	Modulation	Loss
	2	good land! What are they doin' there, for gracious sakes?	ای داد! این اونجا چه کار می کنند؟	Adaptation	Loss
	3	a four-gallon jug of whisky.	یک قرابه ی شانزده لیتری ویسکی	Equivalence	Loss

Due to omission and non-translation of the cultural elements of the texts, the concept was not presented to the audience in the first and second examples of the first translation (Mohebbi) therefore cultural loss was observed. In addition, in the third example, the translation of the word "sunbonnet", which means a kind of women's sun hat with straps to be worn under the neck and

used to be part of women's clothing in the West, was domesticated because it was translated as " چارقد "which in Persian means a very long scarf, so the cultural meaning of sunbonnet has been lost.

The first example of the second translation has used the equivalent of the proverb in the text in Persian and presented it to the audience. It should be noted that the cultural and racist view was observed in the source text which represented a top-down view of the landlord to the blacks, which does not exist in the equivalence given in the translation. Also, in the second example, the concept of "give a cowhide" was translated differently to the audience as if the major concept was not conveyed to the audience. The translator chose a cultural equivalent which is too far from the source text therefore cultural loss is observed. In the third example, the terms expressing emotion and surprise were translated and adapted differently, and the cultural aspect was communicated.

In the first example of the third translation, the phrase "round and round the cabin hollering", which meant "very busy doing many different things", was translated in such a way that the concept of being busy and active was not translated at all. In the second example, the translator did not use the adaptation procedure to translate the terms of expression of the emotion in such a way that the audience would reach the meaning used in the original text, therefore a part of meaning which conveyed the manner of doing was lost. In the third example, "four-gallon jug of whiskey" translates to " قرابه " which was a measuring scale. This English scale was translated into Persian by the translator differently from the original text, since the collocation of the word قرابه " with Whiskey did not communicate the same cultural image and the dynamics of the source text was not maintained.

Cultural Gain:

Table 5 indicates gained cultural elements and procedures used in Persian translations. Three examples selected from samples are presented for each of translations.

Table 5
Cultural gain the procedures used in three Persian translations

T	N	Text	Translation	procedure	Result
	1	Miss Watson's big nigger, named Jim	جیم برده سیاه پوست میس واتسون	Transposition	Gain
1	2	but all the boys said it would be wicked to do it on Sunday.	اما بقیه‌ی بچه ها می‌گفتند که روز یکشنبه معصیت دارد	Adaptation	Gain
	3	There was a cross in the left boot-heel made with big nails, to keep off the devil.	روی پاشنه‌ی پوتین چپ نعلی مثل صلیب کوبیده بودند که جادو را باطل کند	Adaptation	Gain
	1	I rose up and there was Jackson's Island, about two mile and a half down stream.	جاکسون آیلاند را دیدم که در دو میل و نیمی پایین رودخانه دیده می شد	Borrowing	Gain
2	2	because he reckoned it was all done with witchcraft.	بیچاره کاکا سیاهه ماتش برده بود خیال می‌کرد که سحر و جادو دارم می‌کنم	Literal	Gain
	3	You said it was the worst bad luck in the world touch a snake-	گفتی که انگولک کردن پوست مار خیلی عاقبت ناخوشی داره	Adaptation	Gain

skin with my hands.

		Text	Translation	procedure	Result
	1	I put on the sun-bonnet and tied it under my chin.	آن کلاه آفتابی زنانه را هم سرم گذاشت و بندش را زیر چانه ام بستم.	Literal	Gain
3	2	The preachers had high platforms to stand on, at one The end of the sheds.	آن سر سایبان، واعظ روی سکوی بلندی ایستاده بود.	Literal	Gain
	3	but all the boys said it would be wicked to do it on Sunday.	ولی همه ی بچه ها گفتند یکشنبه برای این کار بدشگون است	Literal	Gain

In the first example of the first translation, the order of the words was changed but the cultural and racist aspect was well presented to the audience through transposition procedure. In the second example, although the whole sentence was translated and adapted to Persian culture, the ideological cultural aspect of Sundays and the sensitivities that existed in Western culture and Christianity on Sundays were gained. In the third example, the translator used the adaptation procedure to translate the term "keep off Devil" .The idea and culture of using horseshoes for good luck and avoiding bad events in the West, were conveyed to the audience.

In the first example of second translation, the words "mile" and "Jackson's Island" were both borrowed and translated without change. In the second example, the translator used the literal procedure to translate the concept of " جادو "and " کاکاسیاهه" which preserved the cultural aspect of the source text. The third example, conveyed the belief in bad luck of touching the snakeskin that existed in Western culture in the past, especially the low culture of Jim, who was part of the uneducated class of society.

In the first example of the third translation, the cultural concept of "sunbonnet" was gained with a literal translation. In the second example, the words "preachers" and "platforms" and in the third example, the phrase "wicked to do it on Sunday" were translated literally, and both translations successfully conveyed cultural concepts to the audience.

Historical Elements Translation:
Historical Loss:

As Table 6 shows, the items rooted in Western history, stories, and events as well as names and titles were considered historical elements. Some elements, such as numbers and units of measurement were considered part of both historical and cultural categories because they share cultural and educational background as part of history.

Table 6
Historical loss the procedures used in three Persian translations

T	N	Text	Translation	procedure	Result
1	1	I read considerable to Jim about kings, and dukes, and earls, and such, and how gaudy they dressed, and how much style they put on, and called each other your majesty, and your grace, and your lordship, and so on, 'stead of mister; and Jim's eyes bugged out, and he was interested.	من ماجرایی کشتی والتراسکات را برای جیم تعریف کردم. می کوشیدم ثابت کنم ، که چنین ماجراهائی هیجان انگیز است ولی پاسخ داد که خواهان ماجرا نیست مسلما نقطه نظرهایمان با هم تفاوت داشت		

	Text	Translation	procedure	Result
	He says:"I didn't know dey was so many un um. I hain't hearn 'bout none un um, skasely, but ole King Sollermun, onless you counts dem kings dat's in a pack er k'yards. How much do a king git?"		Modulation	Loss
2	Jim talked out loud all the time while I was talking to myself. He was saying how the first thing he would do when he got to a free State he would go to saving up money and never spend a single cent, and when he got enough he would buy his wife, which was owned on a farm close to where Miss Watson lived ; and then they would both work to buy the two children, and if their master wouldn't sell them, they'd get an Ab'litionist to go and steal them	می گفت وقتی به یک ایالت آزاد رسیدیم اولین کاری که می کنم این است که پولم را پس انداز می کنم و یک شاهی هم ولخرجی نمی کنم.وقتی پولم را جمع کردم زنم را می خرم,که نزدیک خانه میس واتسونبرده ی یک مزرعه است,آنوقت دونفری کار میکنیم و دو تا بچه هایمان را می خریم، و اگر صاحبشان بچه ها را نفروختند دست به دامن یک نفر ضد بردگی پی شویم که بچه ها را بدزد	Modulation, Adaptation	Loss

In the first translation the names "ducks" and "kings" were omitted through modulation procedure. While the third translation used the adaptation procedure to translate the word "cent" and translated it to " شاهی" which was localized as the old currency of Iran. The historical background of the word cent was lost. However, in the translation of the whole sentence, through applying modulation procedure, the meaning of the word "Abolitionist" was gained. In the third translation example, the word" yard" was translated to " متر"so that its historical aspect was lost.

Historical Gain:

Historical gain of three translations considering procedures used by each translators were presented in Table 7.

Table 7

Historical gain the procedures used in three Persian translations

T	N	Text	Translation	procedure	Result
1	1	By rights I am a duke!	من وارث بر حق مقام دوک هستم	Borrowing	Gain
	2	"Yes," says I, "and other times, when things is dull, they fuss with the parlment; and if everybody don't go just so he whacks their heads off. But mostly they hang round the harem."	آری داشتم می گفتم... به شکار می روند یا اگر، خیلی کسل شدند سر به سر پارلمان می گذارند. وقتی هم حوصله شان سر رفت عده ای را گردن می زنند مثلا سلیمان نبی	Adaptation	Gain
	3	Why, you'd think it was Christopher C'lum-bus discovering Kingdom-Come.	گویی کریستف کلمب قاره ی جدید را کشف می کند	Modulation, Borrowing	Gain
2	1	Most everybody thought it at first. He'll never know how night he	اول همه این طور خیال میکردن، نمیدونی کم مونده بود مردم	Adaptation,	Gain

		come to getting lynched.	سنگسارش کنند		
			Footnote: ترجمه سنگسار را لینچ کرده ایم چون در فارسی برابرش را نیافتم.این لغت در اصل یعنی اعدام بدون محاکمه و به دست جمعیت افسارگسیخته است		
	2	Why, you'd think it was Christopher C'lum-bus discovering Kingdom-Come.	انگار که کریستف‌کلمب ملکوت خدا رو کشف کرده	Equivalence	Gain
	3	By rights I am a duke!	حقا و نسبا من دوک هستم	Borrowing	Gain
3	1	"I'll answer by doing the Highland Aling or the sailor's hornpipe ; and you-well, let me see-oh, I've got it-you can do Hamlet's soliloquy."	من جواب آنکور رو با رقص اسکاتلندی یا با سرنای دریانوردان می دم؛ تو هم بذار ببینم – آره، فهمیدم- تو هم گفتار هملت رو می خونی	Literal, Borrowing	Gain
	2	"Goodness gracious, is dat you, Huck? En you ain' dead -you ain' drownded—you's back agin? It's too good for true, honey, it's too good for true. Lemme look at you, chile, lemme feel o'you. No, you ain' dead! you's back agin', live en soun', jis de same ole Huck-de same ole Huck, thanks to goodness!"	«ای داد بر من! تویی، هک؟ نمردهی؟ غرق نشدی؟ برگشته ی؟ من که باورم نمیشه. بذار ببینمت، پسرم، بذار بت دست بزنم. نخیر، نمرده ی! صحیح و سالم برگشته ی، همون هک خودمون، خدارو صد هزار مرتبه شکر!»	Equivalence	Gain
	3	Why, you'd think it was Christopher C'lum- bus discovering Kingdom-Come.	اگه می دیدی خیال می کردی کریستف کلمب داره ملکوت آسمون رو کشف می کنه	Equivalence	Gain

In the first and third examples of the first translation, the translator used the borrowing procedure to translate the words "ducks" and "Christopher Clumbs". In the second example, despite changing the sentence in a way that was understandable the historical aspect related to the parliament and the author's intention gained.

The second translation, in addition to conveying the meaning of the word "lynch" in a way that was understandable to the Persian-speaking audience, at the end of the book also provided information about this word and sufficient explanations to the audience. The second example, in which the term "Christopher Columbus discovering Kingdom-Come" was used to describe the impossibility of doing something, was understandably equivalent to Iranian culture. The third example, like the first translation by using borrowing, gained the word "duck" without changing the word in translation.

The third translation in the first example with the literal and borrowing procedure provided a translation of the concepts of "The Highland Aling or the sailor's hornpipe". In the second example, the translator chose the appropriate equivalent for the terms to express the feelings of Jim, a black slave, and their particular way of speaking and accent which was able to attribute the low level of culture attributed to blacks in Western history to the audience. In the third example, the translator did as the second translator and chose the term "kingdom of heaven" in Iranian culture as an equivalent that created meaning in translation. The term "it was Christopher Columbus lumbus discovering Kingdom" had its roots in history when Christopher Columbus

discovered the unknown continent, and since then people used the term to describe the impossible and the difficult.

Religious Elements Translation:
Religious Loss:

In table 8 three examples for the first and second translations indicated the procedures through using which religious items were lost. Due to lack of religious loss in the third translation, there was no example in the Table 8.

Table 8
Religious loss the procedures used in three Persian translations

T	N	Text	Translation	procedure	Result
	1	the Angel of Death	------	----- (Omission)	Loss
1	2	Then she told me all about the bad place, and I said I wished I was there.	------	----- (Omission)	Loss
	3	She said it was wicked to say what I said.	میس واتسون گفت اگر بچه بدی باشی به جهنم خواهی رفت	Modulation	Loss
	1	After supper she got out her book and learned me about Moses and the "Bulrushers".	بعد ازشام کتاب دعایش را درمی آورد و از موسی برایم می خواند	Adaptation	Loss
2	2	I says to myself, if a body can get anything they pray for, why don't Deacon Winn get back the money he lost on pork? Why can't the widow get back her silver snuffbox that was stole?	اگر آدم هرچه بخواهد بتواند با دعا بگیرد چرا آخوند محله ضرری که بابت معامله‌ی خوک کرده بود از خدا پس نگرفت؟	Equivalence	Loss
	3	She said it was wicked to say what I said.	او می گفت که آدم خبیث از این حرفها می زند	Modulation	Loss

In Table 8 the first and second examples with religious orientation were both completely removed and not translated. Also, the third example of the word "wicked" which meant sin was translated as بچه ی بد. the word was carried religious load which was addressed taboo concepts; therefore this aspect of meaning was removed in translation.

In the second translation of the first example addressing the story of "The ark, containing the three-month-old baby Moses who was placed in reeds by the river bank (presumably the Nile) to protect him from the Egyptian mandate to drown every male Hebrew child, and discovered there by Pharaoh's daughter" explained in the Bible, the word "Bulrushers" was omitted and translated only as "داستان موسی" .

In the second example, the word "Deacon" which meant *religion leadership in Christianity*, was rendered with the Persian equivalent of "آخوند" which did not convey the religious meaning of the translation of "شماس" to the audience. In addition, the religious background of the sentence was lost because of translating the word "wicked" into"خبیث" through modulation procedure.

Religious Gain

Religious gained elements of each examples in three translations and procedures used to translate religious elements are presented in Table 9.

Table 9

Religious gain and the procedures used in three Persian translations

T	N	Text	Translation	procedure	Result
	1	Tom made everybody swear to keep the secret.	تام همه رو قسم داد که راز نگهدار باشن	Modulation	Gain
1	2	but a Sunday school picnic, and only a primer-class at that	ماعده ای از محصلین کلاس اول دبستان برای پیک نیک یکشنبه آمده بودند	Transposition	Gain
	3	They are as tall as a tree and as big around as a church	از ما بهتران مثل کلیسا گنده و چون درختان تناورند	Modulation	Gain
	1	First you know you'll get religion, too.	تازه واسه‌ی من شرعیاتم می‌خوای بخونی	Equivalence	Gain
2	2	They are as tall as a tree and as big around as a church	جنا قد چنار و به کلفتی یک کلیسان	Modulation	Gain
	3	the Angel of Death	عزرائیل واسا بکشمت	Equivalence	Gain
	1	but a Sunday school picnic, and only a primer-class at that	فقط یک دسته از شاگردهای مدرسه ی کلیسا آمده بودند پیک نیک، آن هم شاگردهای کلاس اول	Literal	Gain
3	2	We's doin clame' well, en we better let blame' well alone' as de good book says.	همین تقصیراتی که تا حالا کردیم بس نیست؟ که به قول کتاب مقدس گفتنی یه تقصیر دیگه هم روش بکنیم؟	Modulation, Transposition	Gain
	3	First you know you'll get religion, too.	آنجا لابد دین و مذهب بهت یاد میدن	Adaptation	Gain

The first translation succeeded in expressing the religious dimension of "swear" and the translation was close to the original concept which led to religious gain through the modulation procedure. In the second example, only the grammatical shift in the translation was done and the beliefs related to Sundays in Christianity were gained through transposition procedure. Also, in the third example, religious concept of the text was conveyed to the audience through applying modulation procedure. The second example introduced the concept of religious beliefs about demons, especially among blacks. In this type of dialect chosen in the translation, Jim's way of speaking also showed his social level to the audience. "Angle of death" in the third example in Islam refers to the angel of death named"عزرائیل " which in translation was also chosen as an equivalent leading to religious gain. The third translation used literal procedure for religious camps on Sunday by changing the structure of the words with the transposition procedure. The adaptation procedure in the third example also conveyed the concept of "religion" to the audience

Conclusion

The result of analyzing 66selected samples containing CSI's in three subcategories of cultural, historical, and religious, from three Persian translations indicated that the three translations differed in terms of preservation or non-preservation of cultural, historical, and religious items. The first translation presented by Javad Mohebbi in 1334 and the second translation by Houshang Pirnazar in 1339 were both published in a similar historical and political period in Iranian society

with an interval of 5 years are very close in terms of the number of lost and gained items. So that first the first translation has the maximum number of lost items and then the second translation. The first and second translations were produced in a situation where Iran faced many political challenges and conflicts during the second Pahlavi regime. In addition, the protests and uprisings of the religious people led by Ruhollah Khomeini began. On June 6, 1963, the starting point of the Islamic Revolution was formed. During this period, Mohammad Reza Shah took security and intelligence measures to suppress Islamic militant ideology and made efforts to suppress the clergy and religious movements.

In addition, during the formation of these movements, Iranian intellectuals made efforts to revive Shiite-friendly political thought and a revolutionary interpretation of Shiism. They also tried to spread Shiite ideology and liberation from the Pahlavi regime among the people, especially students and the educated. In search of the primary roots of the Islamic Revolution, one can reach the coup d'etat of August 28, 1943. During this period, the policy and tendency of the people were to reform foreign policy and reduce cultural privileges to foreign superpowers. (Abbasi, 1358, p, 13-38)

Since the beginning of the Islamic Revolution, the reduction of people's strictness towards Western issues, and the resumption of relations with the West, people's views on Western issues have become less strict, and the Iranian people have become more receptive to Western issues. This change has led to the preservation of cultural elements in the third translation. Therefore, the closer the translation time was to contemporary history, the less lost cultural elements and the gained elements were seen in translations.

The role of society, politics, ideology, norms, and ultimately the audience's taste on the type of translation is undeniable. Therefore, the reasons for the loss of some elements during the translation process are issues beyond the translator's control and are imposed on him by society. The results of this study were in line with the view of Khanjani (2011) in that this study examined factors beyond the textual elements and had a substantial impact on the text and translator choices. According to Khanjani (2011), in addition to the cultural filter, the translator uses other filters to convey concepts, including the ideological filter, which can be said that the ideologies that dominate people and the government, and even the translator, act as a filter that removes elements inappropriate to the ideology from the text. According to (House, 1977), the methods used by the translator to achieve the acceptance of his translation by the society are a kind of cultural filter that elements that are not compatible with the translation goals and cause the text to be rejected by society would be removed from the text through using cultural filter. The translator also uses other filters to convey concepts, including the ideological filter, which can be said that the ideologies that dominate the people and the government, and even the translator, act as a filter that removes elements inappropriate to the ideology from the text. SeyedJalili (2018), in his study on the role of cultural filter in the acceptance of three Persian translations of the literary text of the book "Naturdasht" through a descriptive-analytical method, concluded that if the cultural filter is used too much and the removal of foreign factors is excessive, the central meaning of the text will be damaged. As a result, the audience will not be able to achieve the function of the original text. Also, Alavipour and Norouzi (2020) used the House'sTQA model to assess the quality of the Persian translation of the story "The Graveyard." For that purpose, they examined the translation in the dimensions of "lexical, syntactic, and textual meaning." As a result, they claimed that the Persian translation did not act like the original text because it used cultural filter and was presented as a covert translation. Finally, Bagheri (2020), after studying the translation of the story "Blind Owl" from Persian to English, stated that the procedures used to translate "cultrume" in the English translation text include "cultural equivalence," "paraphrasing," and "domesticating." The above mentioned studies support the significance of the current study and its findings.

The findings of the current study are also in line with the study conducted by Shalforosh Amiri and Heidari Tabrizi (2018) which presented the procedures selected by the two translators of Persian translations of the story "Waiting for Godot" according to the models of House (1997) and Newmark (1988). They acknowledged that one of the two translators had an overt translation, while the other one had domesticated the text domestication and presented a covert translation.

Agustina(2008) studied and analyzed the loss and gain in the translation of the comic text entitled "The Adventure of TinTin: TinTin in America" Into Indonesian Version "Petualangan TinTin". Procedures used by translators to provide appropriate translation with cultural content were introduced by Thimalie (2011) through a qualitative study of meaning loss caused by linguistic and non-linguistic features as tools to compensate for lost items. The findings of this study were similar to those of the current study with the exception of non-linguistic compensatory focus.

According to the research entitled "loss and gain in translation of culture-specific items in Ahmad Tohari's Lintang Kemukus" carried out by Tiwiyanti and Retnomurti (2016)," Culture-specific items (CSIs) are difficult to translate since they are related to cultural knowledge and cultural background of the given nation. The distance and differences between two different cultures determine the extent of the gain or loss that will be experienced by the CSIs as they are translated" In addition, they acknowledged in the project that there are two types of loss, which include "inevitable loss" and "avertable loss," and that the translator uses some translation procedures such as" translation by loan word with explanation, translation by paraphrase using related word, and translation by paraphrase using unrelated word" to compensate for these losses (p.11).

 The results of this study were in line with the work presented by HadjMohammad (2018) ,a qualitative research on loss and gain in translations of the Qur'an which demonstrated that:
1.Adaptation procedure is not acceptable because, in this method, the translator can freely change the text, which may cause loss which is not permitted in the religious genre.
2. In religious texts, deletion and addition procedures are also unacceptable because they distort the original text information.
3. In contrast, if used in a way that preserves the value of the original text, the foreignization procedure can help the translator convey the characteristics of the source language and culture to the audience.
4. "Literal translation is a good procedure to follow, particularly if we keep in mind that procedures helps in maintaining translation direction towards the source text" (p.77).
5. The footnoting procedure can also help to make it easier for the audience to understand the concepts.

Summarizing the results of the above studies, in the translation process, the translator faces several cultural, social, and political challenges that he must manage to make appropriate choices. But the critical point is that in the translation process, as Khanjani (2011) stated, several factors, in addition to textual elements, influence the translator's decision.

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Research Paper

Using Input Enhancement and Output-Based Production in Writing Classes

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Abstract
The current study adopted a qualitative-quantitative design to compare the effects of output-based production (OBP) and input enhancement (IE) as two teaching techniques on a group of EFL learners' writing and also to seek those learners' perceptions of the two instruction procedures. Accordingly, 65 intermediate learners were selected through convenience nonrandom sampling among 94 students in intact classes based on their performance on a sample proficiency test (the test had already been piloted among 30 learners). These 65 learners were subsequently divided into two groups consisting of 33 learners in the OBP group and 32 in the IE group. The researchers also made sure that the learners in both groups were homogeneous in terms of their writing prior to the treatment. Next, the treatment in both groups commenced. Once the treatment was over, the researchers gave both groups the same writing post-test. The results of the statistical analysis indicated that the IE group outperformed the OBP group significantly in their writing. The participants further sat for a semi-structured interview comprising five questions about their perception regarding both instructions which demonstrated that the IE group was generally more satisfied with the course than the OBP group. The findings of this study suggest more attention to the incorporation of IE in both English language schools and pre-and in-service teacher training programs.

Keywords: *ELT; Input enhancement; Output-based production; Writing*

کاربرد بهسازی درونداد و تولید برونداد-محور در کلاس های نگارش
مطالعه حاضر یک طرح کمی‌کیفی را برای مقایسه اثرات تولید مبتنی بر خروجی (OBP) و افزایش ورودی (IE) به عنوان دو تکنیک آموزشی بر روی گروهی از نوشتار زبان‌آموزان زبان انگلیسی و همچنین برای جست‌وجوی ادراکات آن یادگیرندگان از این دو اتخاذ کرد. رویه های آموزشی بر این اساس، 65 زبان آموز متوسط از میان 94 دانش آموز در کلاس های دست نخورده بر اساس عملکرد آنها در آزمون مهارت نمونه (آزمون قبلاً بین 30 زبان آموز به صورت آزمایشی برگزار شده بود) از میان 94 دانش آموز متوسط انتخاب شدند. این 65 یادگیرنده متعاقباً به دو گروه متشکل از 33 یادگیرنده در گروه OBP و 32 در گروه IE تقسیم شدند. محققان همچنین مطمئن شدند که یادگیرندگان هر دو گروه از نظر نوشتاری قبل از درمان همگن هستند. سپس درمان در هر دو گروه آغاز شد. پس از پایان درمان، محققان به هر دو گروه یک پس آزمون نوشتاری دادند. نتایج تجزیه و تحلیل آماری نشان داد که گروه IE در نوشتن خود به طور قابل توجهی از گروه OBP بهتر عمل کردند. شرکت کنندگان در ادامه برای یک مصاحبه نیمه ساختاریافته شرکت کردند که شامل پنج سوال در مورد درک آنها در مورد هر دو دستورالعمل بود که نشان می داد گروه IE به طور کلی از دوره نسبت به گروه OBP رضایت بیشتری داشت. یافته‌های این مطالعه نشان می‌دهد که توجه بیشتری به گنجاندن IE در مدارس زبان انگلیسی و برنامه‌های آموزش معلمان قبل و حین خدمت بیشتر شود.
واژگان کلیدی : ELT ؛ افزایش ورودی؛ تولید مبتنی بر خروجی؛ نوشتار

Introduction

Writing is considered an important skill in many educational contexts in general and in the context of ELT in particular (Storch, 2017). This complicated skill is regarded as a pivotal

component of education and thus a crucial path of language learning; accordingly, the acquisition of writing serves as proof that one has gained mastery over a language (Hyland, 2016). Indeed, writing is a basic communication skill and a unique asset in the process of learning a second language and, in a sense, a method of representing language in visual or tactile form (Ellis, 2012).

English writing and correspondence have very essential, cross-cultural, and traditional roles in the context of business, organizations, and governmental initiatives all over the world (Silva & Matsuda, 2002). It is of no surprise then writing is one of the main language skills and continues to be the focus of many studies both in the international scene (e.g., Lei, 2012; Leki, 2006; McCutchen, 2011; Padang & Gurning, 2014; Shehadeh, 2011; Wigglesworth & Storch, 2009) and in Iran (e.g., Author; Azizi, Nemati, & Estahbanati, 2017; Fahandezh & Othman, 2012; Ketabi & Torabi, 2013; Mazloomi & Khabiri, 2016; Mozaffari, 2017).

To improve the teaching of writing, researchers and teachers have always sought to find effective methods and techniques leading to the improvement of learners' writing performance. One of the techniques which can possibly be used in order to support learners in the process of writing is input enhancement or IE (Han, Park, & Combs, 2008). Introduced by Sharwood Smith (1993), IE, which is a typographical means to highlight forms in written texts (e.g., underlining, using different fonts and colors of print), enables learners to focus on important aspects such as the grammatical features of a text which may, in turn, enhance their skill of writing.

IE is normally used to raise learners' consciousness concerning the different aspects and components of the language (Wong, 2005) and through it, instructors can focus the learners 'attention on a linguistic form in question (Lee & Huang, 2008). IE has been the subject of many studies around the world and in Iran (e.g., Birjandi, Alavi, & Najafi, 2015; Doughty & Williams, 1998; Fahim & Vaezi, 2011; Goudarzi & Raouf, 2012; Mayén, 2013; Rashtchi & Gharanli, 2010).

Apart from IE, another technique which can possibly help learners improve their writing skill is focusing on the output. According to Ellis (1997), while input-based instruction provides inputs, output-based production (OBP) activities seek to give learners a chance to produce language in their interactions (i.e., by speaking and writing). Naturally, production practice is an inseparable part of language instruction, consisting of different types of linguistic performance (Izumi & Izumi, 2004; Swain, 2000). Initiated by Swain's (1985) conceptualization, OBP has been and continues to be investigated by many researchers in the field (Abadikhah & Zarrabi, 2012; Ghaemi & Bagherzadeh, 2012; Morgan-Short & Bowden, 2006; Song & Suh, 2008; Swain, 2005; Swain & Lapkin, 1995; Toth, 2006).

Review of Literature

Writing

Writing systems use sets of symbols to represent the sounds of speech, and also have symbols for issues such as punctuation and numerals (Hedge, 2005; Raimes, 1983). Writing is a productive skill that is divided into aspects including a means of learning language forms and a way to communicate a message (McCutchen, 2011). Evidently, the ELT literature from several decades ago to the present day demonstrates that EFL students have been facing major problems in writing (e.g., Flower & Hayes, 1980; Grabe & Kaplan, 1996; Hinkel, 2015; Kieft, Rijlaarsdam, & van den Bergh, 2006).

Ironically, despite being considered by many to be the most cumbersome task in L2 acquisition (e.g., Casanave, 2013; Richards & Farrell, 2011; Silva & Matsuda, 2002), writing remains perhaps underestimated in ELT circles often overshadowed by the other productive skill of speaking (Hyland, 2015). This subtle point which brings about students' not receiving adequate instruction, practice, and feedback in writing is considered by Kellogg (2008) to be the

most obvious cause – amidst a multiplicity of reasons hypothesized – for learners' inability to write well.

Writing is indeed a highly challenging skill due to its being categorized as a socio-cognitive activity characterized by its significant complexity (Hyland, 2003, as cited in Nobahar, Tabrizi, & Shaghaghi, 2013). Furthermore, the very process of thinking in another language and translating the content into English is yet another main issue with which EFL learners grapple (Wolfe-Quintero, Inagaki, & Kim, 1998, as cited in Author).

If the above arguments are already not sufficient in proving the case, one must bear in mind that L2 learners cannot always perceive specific structures in naturalistic input even following their exposure to them for an extended time; in other more technical terms, the input does not necessarily transform into the intake (Beilder, 2010; Lightbown & Spada, 1990). All this translates into an outstanding responsibility for EFL writing instructors to further pave the way for learners to become skillful writers, an endeavor with necessitates ongoing investigation of different methods and techniques of teaching writing (Koll, 2012).

Input Enhancement

IE or text manipulation has to do with making specific items of input prominent through typographically manipulating them, with the learner failing to notice the same input under normal circumstances (Loewen & Inceoglu, 2016). Doughty and Williams (1998) argue that IE involves enhancing the perceptual salience of the L2 items in a written text through employing diverse formatting techniques including capital letters, underlined target forms, etc.

According to White, Spada, Lightbrown, and Ranta (1991), there are three ways the manipulation of textual input or IE: 1) increasing the saliency of the linguistic features in the written text through typographical or textual enhancement, 2) giving detailed input, and 3) presenting modified input. To this end, Sharwood Smith (1993) asserts that IE involves the written mode of input in which the target item is highlighted, underlined, or bolded or, alternatively, a combination of these techniques can be used. In addition, Chapelle (2003) argues in favor of the repetition of marked input as a means of making the input more prominent.

The rationale underlying visual or textual IE is architected upon the assumption that mere and exclusive exposure to specific L2 structures in a text is inadequate for the successful realization of language acquisition objectives (Simard, 2009). As discussed earlier of course, there is ample evidence in the literature concerning the advantageousness of IE in the ELT environment.

Output-Based Production

Initially, it was Swain (1985) who claimed that input alone could not be adequate for language learning and that the role of output was being ignored. She maintained that L2 learning can be more optimally achieved if learners were encouraged to produce language via output-based activities under specific circumstances in the classroom. Accordingly, Swain (1985) formulated the output hypothesis thus complementing Krashen's (1985) input hypothesis. Furthermore, she drew a distinction between the role of the comprehensible output produced by the learner and the role of the comprehensible input provided by the teacher/classroom.

In this sense, language production is no longer considered as practicing available knowledge; rather OBP is in effect an attempt to create linguistic knowledge (Gass, 1997; Swain, 1995). Swain (2000) further maintains that OBP prompts learners to move away from strategic processing which is commonplace in comprehension to thorough grammatical processing as is required for accurate production.

Following Swain's work in the 1980s and 1990s, many theoretical and empirical studies were conducted involving an input versus output theme. The studies varied in their findings from those revealing no significant difference between the two themes on L2 learning to those which

demonstrated the stronger effect of OBP (as reported by Morgan-Short & Bowden, 2006). There were also studies demonstrating that a learner acquires comprehension and production skills separately (DeKeyser & Sokalski, 2001).

Purpose of the Study

The above literature review demonstrates that there is sufficient empirical evidence reported in favor of using both OBP and IE in English classes. However, there seems to be a gap in the literature (to the best knowledge of the researchers of course) over a comparison of the aforesaid approaches to the teaching of writing. To this end, the researchers set out this study for two purposes: 1) to identify whether there was a difference of impact between IE and OBP on learners' writing performance and 2) to learn about the participants' perceptions regarding the two modes of treatment. In line with the abovementioned purposes of the study, the following two research questions were raised:

Q_1: Is there any significant difference between the effect of output-based production and input enhancement on EFL learners' writing performance?

Q_2: What are EFL learners' perceptions regarding the efficacy of input enhancement and output-based production in improving their writing performance?

Method

Participants

The participants of this study were 65 Iranian male intermediate EFL learners studying at a private language school in Tehran; they were selected from among 94 students based on their performance on a sample proficiency test (i.e., those whose scores fell within the range of one standard deviation above and below the mean) previously piloted among 30 learners with similar English language background. The 94 students were selected through nonrandom convenience sampling within intact classes due to manageability and availability reasons. The participants' age ranged from 18 to 30.

The 65 participants of the study were thus divided into two homogenous groups with 33 and 32 learners in the OBP and IE groups, respectively. Furthermore, the two researchers rated the writing tests at both the pre-and post-test levels. Their inter-rater reliability had been established a priori (r = 0.58, $p = 0.001 < 0.05$).

Instrumentations and Materials

The following instruments and materials were used in the current study:

Preliminary English Test (PET)

A sample PET was administered for selecting the participants. PET which includes all four language skills is part of a group of examinations developed by Cambridge ESOL entitled the Cambridge Main Suite. PET consists of reading and writing (paper 1), listening (paper 2), and speaking (paper 3). As this study was focused on EFL learners' writing, the speaking paper was not administered.

Furthermore, the original PET includes 75 items but eight of these items were actually discarded following the comprehensive item analysis which took place after the piloting (the item facility and item discrimination indices of these items proved faulty).

PET Writing Rubric

For the assessment of the writing section, the researchers used the PET general mark scheme; this is ESOL's standard rubric for a summative score with the criteria including language range,

variety, complexity message communication, grammatical structure, vocabulary, spelling, punctuation, content points, length, and target reader.

Writing Post-test

The writing paper of another sample PET was used as the post-test and administered to both groups at the end of the course.

Course Book

The course book used in the current study was *Touchstone 3* (McCarthy, McCarten, & Sandiford, 2013). The book consists of 12 units and has a functional syllabus as the backbone of the course book while there are also subsections in each unit covering language focus such as grammar, vocabulary, and pronunciation. During the course of instruction, four units of the course book were covered.

Semi-Structured Interview

The following five questions constituted the semi-structured interview conducted by the researchers in both groups after the treatment. Obviously, the interviews were held in Farsi so that the learners could express their perceptions more accurately.

1. What do you think of the course in general?
2. What positive points did you find with the course?
3. What problems did you have with the course?
4. Did you find the course useful in terms of improving your writing?
5. Would you like to take such a course in the future?

Procedure

Following the selection of the 65 participants, the researchers compared the mean scores of the two groups on the writing section of the PET already administered to be ascertained the homogeneity of the two groups in terms of their writing prior to the treatment.

Next, the treatment in both groups began. Both groups were taught by the same teacher (one of the researchers) throughout the term which comprised 12 sessions of 90 minutes each. As one session was allocated to the PET administration at the outset and one to the post-test, the actual instruction period consisted of 10 sessions.

In the IE group, the teacher/researcher enhanced the materials in the course book through underlining, boldfacing, italicizing, capitalizing, and other strategies such as color coding or using different font sizes or types in line with the propositions of Simard (2009) and Smith (1993). The language items to be enhanced were those that the syllabus of the course book determined to be important. The learners were instructed to pay attention to the aforesaid strategies due to their importance.

In the OBP group, however, the learners went through three stages including presentation, practice, and production in line with Morgan-Short and Bowden's (2006) proposed instruction procedure. To this end, the target linguistic structures based on the syllabus of the course book were initially explicitly instructed to the learners. To do this, the teacher/researcher wrote some example sentences of the targeted grammatical items on the board and elaborated on the way the sentences were structurally formed.

Moreover, explicit rules were given to the participants concerning the grammatical forms and they were also asked to state the rules after the instruction. Subsequently, the participants were given some situations in which they were required to use the target forms exposed to in the presentation stage. To do so, the learners were provided with samples of the use of such

structures and asked to identify the intended grammatical forms. Finally, the learners were required to use the instructed grammatical points in their dialogues and discussions.

In both groups, corrective feedback was provided by the teacher while he also encouraged peer- and self-correction. Once the treatment was over, the researchers gave both experimental groups the writing post-test. Moreover, the semi-structured interviews were conducted in both groups.

Results

Participants Selection

To select the participants required for this study, the researchers used a sample PET (as described earlier). Prior to the actual administration, the test was piloted to make sure that it could be used confidently for this screening. The mean and standard deviation were found to be 49.21 and 16.63, respectively, while the reliability of the test scores (estimated through the KR-21 procedure) gained by the participants on the pilot PET was also 0.89.

Following the piloting of the PET, the actual administration of the sample PET among the 94 preliminary learners took place. Table 1 shows the descriptive statistics of this administration with the mean being 50.51 and the standard deviation of 5.89, respectively.

Table 1
Descriptive Statistics of the PET Administration

	N	Minimum	Maximum	Mean	Std. Deviation
PET Administration	94	31	62	50.51	5.887
Valid N (listwise)	94				

Among the 94 students who took the PET, the researchers selected 65 who scored between one standard deviation above and below the mean. As the students in the language school came from intact groups and the researchers did not have the luxury of random sampling, they had to make sure that the learners in each group bore no significant difference in terms of the dependent variable (writing skill) prior to the treatment. To this end, they checked whether the mean scores of the two groups on the writing section of the PET administered earlier as the pre-test bore no significant difference. First, the descriptive statistics of the scores obtained by these 65 learners on the pre-test are presented (Table 2).

Table 2
Descriptive Statistics of the Two Groups' Scores on the Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
OBP Pre-test	33	11	16	13.88	1.495	-.437	.409
IE Pre-test	32	10	16	13.78	1.641	-.747	.414
Valid N (listwise)	32						

As is seen, the mean and standard deviation of the OBP group were 13.88 and 1.50, respectively, while those of the IE group stood at 13.78 and 1.64, respectively, prior to the treatment. Furthermore, the skewness ratios of both groups (-1.07 and -1.80) fell within the acceptable range of ±1.96 thus signifying that the score distributions in both groups represented

normality. Therefore, running an independent sample *t*-rest to check whether there existed a significant difference between the two groups' writing scores at the outset of the study or not was legitimized.

As Table 3 indicates, with the *F* value of 0.381 at the significance level of 0.539 being larger than 0.05, the variances between the two groups were not significantly different. Therefore, the results of the *t*-test with the assumption of homogeneity of the variances were reported here. The results ($t = 0.251$, $p = 0.803 > 0.05$) indicate that there was no significant difference at the outset meaning that any differences at the end of the treatment could be attributed to the treatment.

Table 3
Independent Samples t-Test of Both Groups' Mean Scores on Their Writing Pre-test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	*t*	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.381	.539	.251	63	.803	.098	.389	-.680	.875
Equal variances not assumed			.381	.539	.251	63	.803	.098	.389

Post-test

The researchers administered the writing post-test (detailed earlier) among the two experimental groups once the treatment was completed.

Table 4
Descriptive Statistics for the Post-test in Both Groups

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
OBP Post-test	33	13	19	15.76	1.458	.000	.409
IE Post-test	32	16	19	17.91	.963	-.498	.414
Valid N (listwise)	32						

Table 4 displays the descriptive statistics. The mean and the standard deviation of the OBP group were 15.76 and 1.46 while those of the IE group were 17.91 and 0.96, respectively.

Testing the Hypothesis

To verify the null hypothesis of the study raised based on the research question, i.e., there is no significant difference between the effect of IE and OBP on learners' writing, the researchers intended to conduct an independent samples *t*-test. Prior to this, the normality of the distribution of these scores within each group had to be checked. Going back to Table 4, the skewness ratios of both groups fell within the acceptable range of ±1.96 (0 and -1.20) thus signifying that the score distributions in both groups represented normality. Therefore, running a *t*-rest was legitimized.

As Table 5 indicates, with the *F* value of 6.034 at the significance level of 0.017 being smaller than 0.05, the variances between the two groups were significantly different. Therefore, the results of the *t*-test with the assumption of heterogeneity of the variances were reported here. The results ($t = -7.03$, $p = 0.0001 < 0.05$) indicate that there was a significant difference between the mean scores of the two groups at the post-test with the IE group who gained a higher mean on the post-test outperforming the OBP group.

Table 5

Independent Samples t-Test on Both Experimental Groups' Post-test Mean Scores

| | Levene's Test for Equality of Variances | | *t*-test for Equality of Means | | | | | | |
| | | | | | | | | 95% Confidence Interval of the Difference | |
	F	Sig.	*t*	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	6.034	.017	-6.988	63	.000	-2.149	.308	-2.763	-1.534
Equal variances not assumed			-7.03	55.6	.000	-2.149	.306	-2.761	-1.536

Following the rejection of the null hypothesis, the researchers were interested to know how much of the obtained difference could be explained by the variation in the two levels of the independent variable. To determine the strength of the findings of the research, that is, to evaluate the stability of the research findings across samples, the effect size was also estimated to be 0.48. According to Cohen (1988, p. 22), a value below 0.8 is generally considered a moderate effect size. Therefore, the findings of the study could be moderately generalized.

Discussion

The results of the present study are in line with quite a number of researches proving the positive impact of IE on different language skills and sub-skills. To begin with, Jahan and Kormos (2013) demonstrated that IE facilitates grammar awareness while Meguro (2019) who conducted a study among a group of Japanese EFL learners showed the positive effect of IE on

grammar and reading. Mayén (2013) demonstrated that the application of IE techniques through visual aids was helpful in noticing and recalling verbal morphology.

Furthermore, Fahim and Vaezi (2011) showed that IE had a significant impact on learning collocations while Rashtchi and Gharanli (2010) delineated such an impact in the process of learning conditionals. Abbasian and Yekani (2014) demonstrated how IE paves the way for the development of grammar. Moreover, the findings of this study are in accordance with the results of Birjandi et al.'s (2015) work who revealed that typographical IE had a better effect on L2 learners' ability to learn English phrasal verbs. In a study among Korean EFL learners, Lee (2007) also found the usefulness of IE when it comes to improving reading comprehension and learning the passive form.

The result of the present study is also concordant with those of quite a number of not-so-recent research reported from the 1990s. For instance, Alanen (1995) indicates how IE contributes to rule presentation while Robinson (1997) demonstrates the positive effect of learners' automaticity in learning L2 rules. In another well-cited study, Jourdenais, Ota, Stauffer, Boyson, and Doughty (1995) show the impact of IE on noticing which per se facilitates learning. Similarly, White (1998) revealed the effectiveness of IE in drawing learners' attention.

Interestingly, there have been studies on the positive contribution of IE in language learning environments other than English. Three such research have been reported by Bowles (2003), LaBrozzi (2016), and Overstreet (1998) among Spanish students while Wong (2003) concluded that IE helps L2 (in this case, French) comprehension and acquisition of non-meaningful grammatical forms.

At the same time, a few studies have reported findings that are incongruent with those of the present study concerning the effectiveness of IE. For example, Loewen and Inceoglu (2016) found that IE did not contribute to improvement in learning the Spanish past tense. In another study, Leow, Egi, Nuevo, and Tsai (2003) found no significant difference between the effect of enhanced and unenhanced texts on learners' comprehension and intake.

Theoretically, the benefits of input-based activities can be linked to Krashen's (1985) comprehensible input hypothesis and Schmidt's (1990) noticing hypothesis. According to Krashen, input needs to be comprehensible and language learners need to be ready to acquire it. It seems that IE makes the input comprehensible enough and prepares the learner to grasp it. Based on Schmidt's noticing hypothesis, attracting L2 learners' attention regarding target language forms in meaning-oriented situations is required to help learners to see the gap between their present interlanguage and the target language. According to Schmidt (1994), seeing L2 highlights in the written input to which L2 learners are uncovered through reading is the necessary and sufficient condition for the transformation of input into the intake through which learning takes place.

Moreover, as Schmidt (2001) notes, the input does not turn into the intake for language learning unless it is noticed or, in other words, learners get an awareness and consciousness of what they are going to learn. It can thus be concluded that, in the current study, IE paved the way for more noticing as the target structures were made salient through different techniques and, ultimately, served more purposefully in improving learners' writing compared to OBP.

The above result which was concluded through the quantitative analysis reported earlier can also be corroborated through the semi-structured interview conducted. While the participants in the IE group unanimously expressed their satisfaction with the course, 40 percent of the learners in the OBP group were not pleased with the treatment. Some 80 percent of the learners in the IE group regarded the enhanced texts as a positive point of the whole course and only 20 percent stated that the texts would at times distract them and thus considered them as a negative aspect of the course. In the OBP group, however, over 80 percent of the participants stated that their

expectation was not met meaning that they thought the negative points outweighed the positive points.

The participants in the IE group almost unanimously noted that they had found the course useful in terms of improving their writing. On the contrary, the learners in the OBP group had very mixed feelings about this, indeed so mixed that one could not delineate a pattern of approval or dislike in this regard. Finally, the learners in the IE group – even the few who had concerns about being somewhat distracted by the enhanced texts – affirmed that they would eagerly continue receiving such treatment, whereas 60 percent of the participants in the OBP group noted that they would decline to do so.

Conclusion

The findings of this study may have certain implications for the ELT environment in general. First and foremost, is perhaps the role of material developers and syllabus designers who need to incorporate IE materials and tasks in course books. This of course is not at all a haphazard activity of simply using highlighting, bolding, underlining, etc. here and there sporadically in the textbook. Rather, ongoing studies are required to constantly optimize both the quality and quantity of IE in materials and course books. Such studies should of course engage graphic designers who hold expertise in education since their ideas and experience in designing IE is of course very much noteworthy.

At the same time, the feedback provided by both teachers and learners regarding the effectiveness of IE is also very crucial as this feedback could help syllabus designers and materials developers revise what they have produced in order to make their products more user-friendly.

Alongside the engagement of syllabus designers and material developers in incorporating IE in the materials, teacher education institutions – both at the pre-and in-service levels – could play a significant role in facilitating the employment of IE in ELT. To be able to use this procedure more effectively, teachers would require careful awareness concerning the mode of applicability and the advantageousness of IE in language teaching. Accordingly, teachers could become acquainted with both aforesaid points through being provided empirical evidence during their teacher training courses.

This study, similar to most studies, had a number of limitations under which it was conducted. To this end, the researchers suggest the following studies to further complement the findings presented here. Firstly, the participants of the present study were only male learners since the researchers did not have access to female participants. Thus, similar studies with female participants are recommended to demonstrate whether gender is an intervening variable or not. Age was also another limitation; studies focusing on participants from other age denominations could hence serve purposefully.

Furthermore, the dependent variable of the current study was writing performance. Another study focusing on the sub-constructs of writing, e.g., complexity, accuracy, and fluency, can be done to investigate the impact of IE on these elements. Finally, this study looked into the comparative impact of IE and OPB on writing. It may be interesting to compare the effect of each of the two procedures with a group in which a combination of both procedures are being conducted.

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Biodata

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Please cite this paper as follows:

Research Paper

EFL Teachers' Conceptions of Alternative Assessment Strategies

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Abstract
EFL teachers' conceptions of Alternative Assessment (AA) strategies in English language classrooms are of significance since they can affect the teachers' overall performance in the classroom. This study aimed to explore Iranian EFL teachers' conceptions of AA strategies. In so doing, a sequential mixed methods design was used. The participants of the study consisted of 30 (15 males and 15 females) Iranian EFL teachers with MA and Ph.D. degrees in English language teaching (ELT) who were selected through convenience sampling. To collect the required data, the Teachers' Perceptions of Alternative Assessment Questionnaire (Elharrar) was used as an open-ended questionnaire. Data analysis was conducted through qualitative thematic analysis and presenting the extracted themes in frequency and percentage formats. It was found that most of the teachers perceived the positive influences of AA. Additionally, it was revealed that the teachers attached some advantages to AA that help them provide a more quality teaching environment. The findings of this study may render implications for EFL teachers, teacher trainers, and administrators.

Keywords: *Alternative Assessment; Assessment Strategies; Traditional Assessment*

تصور معلمان زبان انگلیسی از استراتژی های ارزیابی جایگزین
تصور معلمان زبان انگلیسی از استراتژی‌های ارزیابی جایگزین (AA) در کلاس‌های درس زبان انگلیسی حائز اهمیت است زیرا می‌تواند بر عملکرد کلی معلمان در کلاس تأثیر بگذارد. این مطالعه با هدف بررسی برداشت معلمان زبان انگلیسی زبان ایرانی از راهبردهای AA انجام شد. برای انجام این کار، از طراحی روش های ترکیبی متوالی استفاده شد. شرکت کنندگان در این پژوهش 30 نفر (15 مرد و 15 زن) معلم زبان انگلیسی با مدرک کارشناسی ارشد و دکتری بودند. مدرک تحصیلی آموزش زبان انگلیسی (ELT) که از طریق نمونه گیری در دسترس انتخاب شدند. برای جمع آوری داده های مورد نیاز، از پرسشنامه ادراکات معلمان از ارزشیابی جایگزین (الهرار، 2006) به عنوان یک پرسشنامه باز استفاده شد. تجزیه و تحلیل داده ها از طریق تحلیل موضوعی کیفی و ارائه مضامین استخراج شده در قالب های فراوانی و درصدی انجام شد. مشخص شد که اکثر معلمان تأثیرات مثبت AA را درک کردند. علاوه بر این، مشخص شد که معلمان مزایایی را به AA متصل کرده اند که به آنها کمک می کند محیط آموزشی با کیفیت تری را ارائه دهند. یافته های این مطالعه ممکن است مفاهیمی را برای معلمان زبان انگلیسی، مربیان معلمان و مدیران ارزیابی ایجاد کند.
واژگان کلیدی: ارزیابی، ارزیابی جایگزین، ارزشیابی سنتی

Introduction

With the effect of the transition to a more learner-centered communication approach on the pedagogy of English as a Foreign / Second Language (EFL / ESL), the assessment of the EFL/ ESL classroom in recent years has also experienced a shift from traditional assessment methods to the alternative assessment (AA) methods of student achievement (Diep et al., 2019). AA has been put forth with the claim that traditional assessment approaches are not often compatible with actual EFL/ESL experience since training methods are not congruent with assessment procedures (Monib et al., 2020). Therefore, alternative tests are suggested to complement the standard methods using numerous real, false, and blank objects as well as to capture the effects of learning and knowledge about learners' communication skills in their second language (Brindley, 2001).

Recently, scholars have called for a shift in language assessment from standardized testing to *AA* or authentic assessment (Zaim, 2020). As noted by Hancock (1994), AA is an ongoing process wherein "the student and the teacher judge the success of the student in language using non-conventional methods" (p. 2). It also refers to assessment tasks that are related to the real world (Barnard Bachelor, 2017; Moqbel, 2020). The purpose of AA is to examine various types of literacy skills in situations similar to real contexts in which such skills are used. Also called the performance evaluation, direct assessment, and authentic evaluation, AA examines what students can do instead of what they know (Worthen, 1993).

Alternative perspectives regarding divergent opinions on assessment agree that real assessment relies on a collaborative partnership between the evaluator and the assessor (Barnard Bachelor, 2017; Ziafar, 2017). They describe assessment as the joint relationship of evaluators and students working together to improve the learning ability of students. Although no single concept exists, there is consensus on its key purpose, which is "to compile evidence of how learners' approach, process, and execute real-life tasks in a given area" (Huerta-Macıas, 1995, p.8). Likewise, Pierce and O'Malley (1992) describe AA as any method of discovering what an individual learns or can do to show development and inform education, and is not a standard or a traditional test. In particular, they note that alternative methods of evaluating students include variations in student needs, preferences, and styles of learning; and they are seeking to combine evaluation and learning. They also designate good results, stress positive characteristics, and offer formative and not summative evaluations.

Considering the role of AA in English classes, EFL teachers have the main responsibility to practice it in the classroom. Studies have proved that language assessment is a complex and difficult task (Atjonen, 2014; Dockrell & Marshall, 2015). Several instructive frameworks are trying to re-engineer and upgrade their assessment and testing strategies to fuse new methodologies and systems. This is why the notion of assessment literacy research is in its infancy in Iranian context. The concept of assessment literacy (Stiggins, 1991, 1994) refers to diverse abilities and knowledge that different groups of stakeholders need to address the new international assessment. Assessment literacy is "the possession of knowledge about the basic principles of sound assessment practice, including terminology, the development and use of assessment methodologies and techniques, familiarity with standards of quality in assessment, and familiarity with an alternative to traditional measurements of learning" (Paterno, 2001, n.d).

The importance of the use of AA in language classes has been the topic of several previous studies (e.g., Burkšaitienė & Teresevičienė, 2008; Charvade et al., 2012; Chirimbu, 2013; Jalilzadeh & Dastgoshadeh, 2011; Nezakatgoo, 2011; Price et al., 2012). However, AA is still an under-investigated research area in Iran. In this research paucity, to the best knowledge of the researchers, no study has explored Iranian EFL teachers' conceptions of AA in language classes. Hence, this study aimed to investigate EFL teachers' conceptions of AA strategies in language classrooms. In so doing, the following research question was formulated:

RQ. How do Iranian EFL teachers conceive the AA strategies in English classes?

Literature Review

Ercilia et al. (2016) investigated the effectiveness of AA on EFL achievement in high schools and showed that the integration of this type of assessment has different advantages and outcomes in the everyday learning process. Yildirim and Orsedemir (2013) investigated the performance of young students using the AA method as a complement to pen and paper tests. It was shown that the AA method could be used in combination with other assessment procedures including teacher reviewing the project results, portfolio, self-assessment and peer review. Musfirah (2014) implemented the AA of speaking skill. The results showed improved speaking performance of learners as a consequence of using the AA.

Chang, Tseng and Lou (2012) probed different types of AA strategies to investigate the level of consistency and differences between them. They found a high consistency level between self- and teacher-assessment, but a low level of consistency between peer and self as well as teacher-assessment. Domínguez et al. (2016) did a similar study in terms of objectives and reported a high consistency level among different AA methods, including self, peer, and teacher-assessment. In Leach's study (2012), the effectiveness of different types of the AA on English achievement of EFL learners was compared and no statistically significant difference was reported between the impact of student self-assessment and teacher-assessment.

Methods

Design
Given that this study was an attempt to understand in detail the conceptions that EFL teachers hold about the AA strategies in EFL classrooms, it followed a sequential mixed methods design. According to Ary et al. (2018), this type of design is appropriate for uncovering the recurrent themes, patterns, and categories in a set of qualitative data.

Participants
The participants of this study consisted of 30 (15 males and 15 females) EFL teachers. In order to invite teachers and students to this research project, the researchers decided to progress with convenient sampling (Ary et al. 2010). The sample consisted of teachers who taught English in institutes, schools, or universities. Their age range was between 23-48. Their major was ELT. They had M.A. or Ph.D. in the field and had at least 3 years of teaching experience.

Instrument
To collect the required data, the following instrument was used:

Teacher Assessment Practices and Perceptions Questionnaire
The Teacher Assessment Practices and Perceptions Questionnaire, developed by Elharrar (2006), measures the classroom evaluative practices and perceptions of teachers with particular emphasis on the theme of AA. It consists of 12 questions in the open-ended format. It has two parts: introduction (demographic information), and teachers' perceptions regarding AA. The reliability and validity of this questionnaire were checked and approved by previous researchers (Ahmad et al., 2020; Demir et al., 2019; Elharrar, 2006). Moreover, the questionnaire was expert-checked by a university professor of TEFL to ensure its validity for the purposes of the present study. Regarding reliability, the collected data were fed into SPSS, and a coefficient of $r = 88$ was obtained, which is acceptably high, according to Ary et al. (2010).

Data Collection Procedure
At the outset of the study, the sampling was conducted as explained above. To observe research ethics, the participants were informed of the purpose of the study. Additionally, they were ensured about the anonymity and confidentiality of their personal information. Then, the

google form of the Teacher Assessment Practices and Perceptions Questionnaire was prepared and sent to the participants via E-mail, WhatsApp and Telegram. Next, the collected data were exposed to appropriate data analysis procedures.

Data Analysis Procedure

The qualitative data extracted from the open-ended questionnaire were analyzed via thematic analysis. The recurrent themes were extracted and represented in frequency and percentage formats.

Results

Concerning the first question of the questionnaire which investigated the frequency of assessment use in the school to measure students' general academic progress, most of the teachers (19 teachers, 47.5%) stated that they assess their learners' language progress weekly because it is more convenient and it provides feedback both for learners and teachers to examine their learning and teaching. This weekly assessment look likes formative assessment.

On the second question which examined different types of evaluation for different reasons or purposes and teachers' perceptions regarding that, 11 EFL teachers (18.33%) mentioned that they assess learners for their final and midterm exams in both the alternative and the standard methods. Moreover, it was found that the second most frequent category was using alternative types of assessment (9, 15%). Finally, it was revealed that EFL teachers mentioned factors like placement (8, 13.33%) and formative assessment (8, 13.33%) as purposes of deployment of alternative methods.

Summative assessment (7, 11.6%), assessment based on the course content, the goals of the course, learners' learning styles (5, 8.33%), diagnostic (4, 6.66%), assessment depending on students' language proficiency (4, 6.66%), Dynamic assessment (2, 3.33%), and Portfolio assessment (2., 3.33%) were the other categories teacher indicated as practices of assessment. Many researchers have conducted studies on the various purposes of assessment (Barnes et al., 2017; Black, 2004; Hamp-Lyons, 2016; Khan, 2018; Liljedahl, 2010). As indicated by the teachers and studies, assessment has different purposes like placement, diagnosis, achievement, etc.

In question 3, on EFL teachers' conceptions regarding traditional assessment and AA, considering the definition of traditional assessment it was found that EFL teachers perceive it as something like multiple choice, short answer, true/false (5, 16.66%) which are out of context which focuses on form, traditional assessment deals with product of learning (3, 10%), it is summative and static in nature, it does not assess pragmatic information and focuses on students' memorization (3, 10%), and it refers to standard tests (3, 10%).

Moreover, EFL teachers indicated that traditional assessment can be summative (2, 6.66%), involve some procedures which are static and do not examine abilities of the students in depth (2, 6.66%), old paper and pencil methods using multiple choice tests (2, 6.66%), is concerned with the theoretical knowledge ignoring different abilities and capacities of learners (2, 6.6%), focus on "what" and developing body of knowledge (2, 6.66%), and measure the final output of students after classes (2, 6.6%).

Finally, the least frequent categories for definition of traditional assessment were reported to be those paper and pen exam without taking individual differences and real-life situations into account and without assessing pragmatics and illocutionary force (1, 3.33%), more atomistic (1, 3.33%), has a focus on lower-level cognitive abilities such as memorization and information recall (1, 3.33%), and assessments are being used frequently nowadays (1, 3.33%).

Considering EFL teachers' perceptions of AA definition, it was found that AA deal with the process of learning (6, 20%), modern assessment techniques like dynamic assessment, formative

assessment, portfolio assessment, cognitive diagnostic assessment (5, 16.66%), an authentic and holistic assessment taking different factors into consideration (4, 13.3%), a type of assessment which can be written or spoken and it may happen during the class time (4, 13.33%), places no boundaries to the imagination of teacher in writing the test item and/or student possible right answers (2, 6.66%), focuses on demonstrating meaningful application of what you've learned (2, 6.66%), portfolios (2, 6.66%), focuses on higher-level cognitive abilities such as concept learning, critical thinking, and problem solving (2, 6.66%), assessment for learning (1, 3.33%), helps learning. In case of DA, assessment is more like teaching than assessing (1, 3.33%), and focus on ensuring prof at real world tasks and *how* (1, 3.33%).

Concerning Question 4 which dealt with the reasons and ways teachers adapt their assessment methods and how they do it, the reasons for adapting method of evaluation based on students' diversity are revealed to be differences in student' level (10, 30.33%), students' needs and capabilities as well as the teaching context (6, 20%), classrooms inhomogeneity (4, 13.33%), one size does not fit all (3, 10%), ethnic diversity (2, 6.66%), and adapting classes to fully online format (1, 3.33%). Four teachers (13.33%) stated that they follow their own strategies for assessment.

With regard to Question 5 which investigated the ways teachers involve students in assessment process, the following categories were stated: Ask them to make sample questions for discussion and then I am honing them for final exam (9, 30%), take individual differences into consideration to help students assess themselves regularly (8, 26.66 %), requiring them to do class projects (4, 13.33%), ask them to do self or peer assessment (3, 10%), by asking questions each session and ask the others to pass their judgement (2, 6.66%), dynamic assessment (2, 6.66%), students are given choices on what to be involved in their final evaluation (1, 3.33%) and ask more competent students to carry out assessment for weaker students and assist them as well (1, 3.33%).

On Question 6 that measured teachers' reasons and justifications for changing or modifying their evaluation practices and what inspired them, the following reasons were extracted: Gaining knowledge about alternative and reflective assessment (12, 40%), needs analysis and individual differences (5, 16.66%), taking a variety of workshops (4, 13.33%), Covid 19 (4, 13.33%), the theoretical paradigms (3, 10%), and the results of classes (2, 6.66%).

Regarding Question 7 that explored teachers' perceptions regarding the advantages of practicing AA in their classroom, these advantages were uncovered: Realizing students' weakness and strength to help them become self-regulated and critical thinkers (9, 18%), assessing both the progress and achievement (9, 18%), increasing learning (6, 12%), tapping the potential of students (5, 10%), dynamic and process-oriented methods of assessment (4, 8%), receiving feedback (3, 6%), assessment for learning and improvement (3, 6%), feedback for teaching based on them (3, 6%), alternative assessments are less stressful methods of assessments than traditional methods (2, 4%), forcing them to study more (2, 4%), capturing a more holistic and all-embracing view of the abilities and competencies of students (2, 4%), focusing on aural skills (1, 2%), and involving learners (1, 2%).

Question 8 that examined the disadvantages of applying AA in a language classroom led to the identification of the following disadvantages: Practicality issues (14, 35%), Being a bit time consuming (12, 30%), subjective nature of AA strategies and the concept of fairness (5, 12.5%), limited resources (5, 12.5%), hindering the syllabus (3, 7.5%), and lack of confidence in students (1, 2.5%).

About Question 9 which explored the most satisfactory/ beneficial type of AA from EFL teachers' perspectives, the following types of AA were revealed: Self and peer assessments (11, 21.15%), formative assessment (9, 17.33%), interactionist dynamic assessment (8, 15.38%), assessing their progress frequently during the semester (6, 11.53%), tasked based assessment (3,

5.76%), multiple choice tests with numerable test items (3, 5.76%), reflective assessment (3, 5,76%), regular assessment (2, 3.48%), essay type (2, 3.48%), project and presentation of project assessment (2, 3.48%), portfolios (2, 3.48%), and a collaborative project (1, 1.92%).

Question 10 investigated the education reform and its impact on teachers' perception regarding students' assessment. The impact of educational reform on assessment practices was found to be very effective in terms of AA.

The participated teachers stated that they should proceed the policy of the school they work for (8, 26.6%), they mostly use alternative, peer and reflective assessment and don't believe in final exam (6, 20%), assessment has been changed during years from traditional assessment to alternative and formative assessment types (6, 20%), they can feel a paradigm shift from testing to assessment especially at university, assessment procedures need more improvement (3, 10%), they I try to assess learners in an authentic way (3, 10%), they don't care much about students' final test scores now as they evaluate them over the duration of the semester (2, 6.66%), by emergence of CLT in teaching, the new methods of assessments such as DA has also become prominent (1, 3.33%), and humanizing assessment (1, 3.33%).

Question 11 assessed the amount of training each teacher took for AA practice in classroom and the following themes were identified: They didn't receive any kinds of training options (15, 50%), they mostly gained their understanding of the strategies through reading books and published articles (7, 23%), they have experienced peer and teacher assessment as well as portfolio assessment in their classes (4, 13.33%), and workshops (4, 13.33%).

Question 12 assessed the best assessment training types to familiarize teachers with AA and led to the following themes: Reading the related papers (12, 35%), taking part in teacher training workshops (11, 32%), doing peer observation followed by discussion (7, 20%), Teacher reflection (3, 9%) study groups (1, 3%), reading related papers (35%) and teacher training workshop (32%).

Discussion and Conclusion

This study investigated EFL teachers' conceptions of AA strategies. It was found that most of the teachers perceived the positive influences of AA. It may be rooted in the fact that traditional assessment is more strictly-laid than AA. In contrary, AA provides a more flexible tool for teachers to gain a better understanding of students' competencies (Atjonen, 2014; Dockrell & Marshall, 2015; Monib et al., 2020).

This finding seems to be tied to the teachers' reflectivity as well. That is, as teachers reflect on their professional assessment practices, they opt for techniques that are more responsive to their professional needs and facilitate capturing students' proficiency in greater depth. This finding means that as teachers reflect on their assesmsent practices, they seek alternatives that best fit their purposes; and it seems that AA provides such affordances better than traditional assesmsent.

Additionally, it was revealed that the teachers attached some advantages to AA that help them provide a more quality teaching environment. Issues such as more learner engagement, being more effective in providing effective instruction, better analysis of students' needs, enhancing peer assessment, and helping teachers upgrading their knowledge by participating in professional workshops and reading scholarly documents were among the most frequent AA-related benefits.

These findings are in line with the results of the studies by Chang (2019) and Seban (2009). These findings indicate that firstly, the teachers have been able to extend their reflectivity potential to the context of assessment, which has enabled them to take a critical look at their practices in particular and professionalism in general.

Second, the teachers need more training in AA (through different channels including taking part in workshops and reading related papers) as they find this technique helpful in their

practices. Consistent with this finding, according to Tsui (2018), teacher training workshops have significant effects on their teaching and assessment methods.

Hence, taking these into consideration, EFL teachers can get acquainted with alternative assessment strategies and use them. Similar to this study, previous studies have shown identical findings that reading related papers can increase teachers' knowledge on assessment (Popova et al., 2018).This finding provides implications for teacher educators to run professional development courses in order to enhance teachers' assessment literacy. Such courses could posiitvely contribute to teachers' professional cognitions as they are more likely to experience a more positive institutional setting, particularly in relation to assessment.

According to the findings, it can be concluded that EFL teachers can benefit from AA strategies as a complement to traditional paper and pencil tests in an attempt to capture the communication skills of learners. Moreover, it is concluded that EFL teachers can take advantage of a variety of channels including relevant papers, workshops, etc. in upgrading their knowledge of AA strategies. Last but not least, the findings lead to the conclusion that the advantages of AA are so strong that making efforts to cope with its challenges and complexities is worth trying.

Future research can explore the teachers' AA-related practices to provide a better means of how teachers practice AA in their instructional practices. Moreover, research in other contexts is required to obtain a better understanding of teachers' multicultural understandings of AA. These issues could be addressed in future studies so that the field comes to a better understanding of teachers' cognitions about assessment

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Research Paper

Critical Cultural Awareness in Iranian ELT Coursebooks: Coursebook Realizations and Ideals

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Abstract

Numerous academics in the domains of language instruction, cultural studies, communication studies, ethnic studies, gender studies, etc. have focused on critical cultural awareness (CCA) as a crucial element of intercultural competency. Therefore, this study aimed to investigate whether the cultural elements in Iranian high school coursebooks (*Vision Series*) have been (un)touched by the ministry of education. To this end, the conversation contents of the *Vision Series* (levels 1-3) were examined by the analytic hierarchy process (AHP) to evaluate possible intercultural competence used in *Vision Series*. It was found that the content was biased toward the source culture in general. Finally, some ideal ways of presenting culture in the coursebooks were put forward in the form of a cultural rubric. The pedagogical implications of this study are discussed.

Keywords: *Critical Cultural Awareness; ELT Coursebooks; Intercultural Communicative Competence; Vision Series*

تحقق ایده آل ها و آگاهی فرهنگی انتقادی در کتاب های درسی ایران

تعداد زیادی از دانشگاهیان در حوزه‌های آموزش زبان، مطالعات فرهنگی، مطالعات ارتباطات، مطالعات قومیتی، مطالعات جنسیتی و غیره بر آگاهی فرهنگی انتقادی (CCA) به‌عنوان عنصری حیاتی در صلاحیت بین‌فرهنگی تمرکز کرده‌اند، از این رو، این پژوهش با هدف بررسی عناصر در ایران انجام شد. کتابهای درسی دبیرستان (سری ویژن) توسط وزارت آموزش و پرورش (دسته نخورده) شده است، به همین منظور، محتوای گفتگوی مجموعه چشم انداز (سطوح 1-3) با فرآیند تحلیل سلسله مراتبی (AHP) برای ارزیابی بین فرهنگی احتمالی مورد بررسی قرار گرفت. شایستگی مورد استفاده در سری ویژن مشخص شد که محتوا به طور کلی نسبت به فرهنگ مبدأ تعصب دارد و در نهایت راه‌های ایده‌آلی برای ارائه فرهنگ در کتاب‌های درسی در قالب یک روبریک فرهنگی ارائه شد. مفاهیم آموزشی این مطالعه عبارتند از: مورد بحث قرار گرفت.

واژگان کلیدی: آگاهی فرهنگی انتقادی، کتاب های درسی ELT، صلاحیت ارتباطی بین فرهنگی

Introduction

Prior research suggests the significant impact of English language teaching (ELT) materials on the development of English language proficiency, and cultural and cross-cultural skills (Cortazzi & Jin, 1999; Setyono & Widodo, 2019). Many academics also contend that ELT coursebooks serve as ideological artifacts, and the cultural materials they include form students' identities and affect their perception of other cultures (Awayed-Bishara, 2015; McGee, 2011; Setyono & Widodo, 2019). In addition, because the choice to include or exclude a particular culture from coursebooks might have political implications (Curdt-Christiansen & Weninger, 2015), there are problems regarding whose culture should be communicated to learners in what setting and how (Tajeddin & Teimournezhad, 2014). Considering the mediating function of ELT coursebooks, many general ELT coursebooks used to improve students' listening, speaking, reading, and writing abilities also incorporate some cultural elements. However, in some coursebooks, cultural elements seem to be ignored due to political issues and power relations (Clifford, 1986).

Several academics have made an effort to identify the cultural representation in these ELT coursebooks in response to the emergence of culturally dense coursebooks. They discover that numerous incorrect representations contain errors, excessive generalizations, and biased representations (Li et al., 2020). To our knowledge, not many studies have been done on what and how cultural elements can be regarded and assessed by syllabus designers via a rubric to indicate the ideals in culture in English coursebooks in general and Iranian ELT coursebooks in specific.

The majority of these studies, however, focus on general ELT coursebooks. With content analysis and the previously described context, this study scrutinizes Iranian ELT coursebooks used in high schools (Vision Series) to investigate whether cultural elements are presented and critically analyze them based on the gist of critical cultural awareness (CCA) to present a rubric in CCA for ELT coursebooks. This study will provide a tentative explanation of how cultural representations overlap in Iranian ELT coursebooks, a topic that has received little attention, and it will also give some light on how coursebooks are put together.

Liturature Review

Intercultural Competence

Intercultural communicative competence (ICC) is a paradigm for cross-cultural training that equips students of foreign languages with the attitudes, information, and abilities necessary for successful cross-cultural communication (Byram, 2014). The idea of teaching students to engage accountably with persons from diverse linguistic systems, backgrounds, and worldviews is highly emphasized in the literature on intercultural communicative competence (McGee, 2011). To prepare students for intercultural interactions, instructors are recommended to design foreign language lessons that prompt learners to reflect on their perceptions of the target culture as well as opportunities for students to engage in active inquiry about the products, practices, and points of view of a different culture (Maharaja, 2018).

Learners should engage in activities that foster the intercultural competencies required for involvement in mutual interaction with people from different cultures after attitudes and knowledge have been addressed (Byram, 1997). It is advised that teachers create foreign language lessons that encourage learners to consider how they perceive the target culture as well as chances for them to actively inquire about the goods, practices, and points of view of a different culture in order to prepare students for intercultural interactions (Maharaja, 2018).

However, in teaching and disseminating culture, teachers should be provided with coursebooks that assist teachers to raise learners' awareness of culture and in fact lead them to higher levels of critical cultural awareness. Following is an elaboration on the term CCA

Critical Culture Awareness

Byram (1997) defines critical cultural awareness as follows within the paradigm of intercultural communication competence: "An ability to evaluate critically and on the basis of explicit criteria perspectives, practices, and products in one's own and other cultures and countries" (p. 53).

Educators must consider developmentally appropriate scaffolding methods for learning to teach pupils how to analyze the activities, goods, and attitudes of the target culture (Yulita, 2013).

Therefore, the purpose of CCA-related classroom activities is to aid students in considering the sources of their preconceived conceptions and help them determine whether or not these judgments are valid (Byram, 1997). A commitment to the ideology is marked by CCA and is explained as "a system of ideas which drives behavioral choices" (Holliday, Hyde, & Kullman 2010, p. 261). Also, Byram (2008) states unequivocally that one of the objectives of CCA is to expose student beliefs while giving students the chance to "critically evaluate ideological concepts that could possibly lead to intercultural conflict" (Yulita, 2013, p. 205). For this, instructors are needed to equip learners with the vocabulary and expressions necessary to avoid disputes resulting from prejudice and stereotyping in cross-cultural encounters. Furthermore, publishers and syllabus designers should provide cultural elements in coursebooks presented for the students while learning a foreign or second language such as English.

Culture and Coursebook Evaluation

Language coursebooks are an important venue for cultural and linguistic reflection, according to Zhang et al. (2022), who looked at the hidden ideas discursively formed in an English Intercultural Communication (EIC) coursebook geared at Chinese English learners. Data were gathered through conversations, case studies, reading passages, cultural notes, and coursebook assignments. Based on their findings, the authors made the case that Chinese coursebooks disregard cultural components because they are oversimplified, imbalanced, and unequally represented, which may impair English learners' understanding of cultural variety.

Aliakbari (2002) looked into which cultures were highlighted in four Iranian English coursebooks' cultural content and how much this contributed to ICC in Iran.

The results showed that the cultural material was quite minimal and limited in both the reading comprehension and new vocabulary parts. Additionally, the potential of the Iranian national English as a Foreign Language (EFL) coursebook, Vision 1, was examined by Derakhshan (2021) from the perspectives of Iranian L2 learners, teachers, and faculty members. The co-instantiation of the image and text was indexical, leaving cultural understanding and connotations largely untouched. Furthermore, the visual and textual elements driving cross-cultural interpretations and meanings were not in alignment with the activities. Consequently, the interviewees provided some options and more culturally engaging visuals. These themes were developed from content and thematic analyses of the interview documents. Overall, the results supported earlier research that showed this newly localized EFL coursebook for Iran offers little room for its readers to become more culturally sensitive.

Despite the fact that these researchers have provided extensive examples of how cultural aspects and identities are organized in coursebooks and have highlighted the shortcomings of present coursebooks for developing intercultural communication skills (Suo et al., 2015), most of them did not present a solution in the form of rubric for the deficiencies existed in coursebooks in order to help coursebook designers and authors to regard ICC in a balanced manner. Hence, the current study tried to niche the gap that existed in the literature. In short, based on the objective of the study, the following research questions were formulated:

RQ1: Has critical cultural awareness been appropriately addressed in Iranian high school EFL coursebooks (*Vision Series*)?

RQ2: What are some ideal ways of representing critical cultural awareness in EFL coursebooks?

Method

Materials

The coursebooks used in the present research as the materials were 'Vision Series' designed by Iran's ministry of education. They are one of the series of coursebooks in English for EFL learners and designed to help Iranian learners in the first, second, and third grades of junior high school to become communicatively fluent in English. These coursebooks are designed in accordance with all language skills.

Instruments

The data-gathering tool used in this study was the analytic hierarchy process (AHP) postulated by Saaty (1995) to evaluate whether intercultural competence exists (or does not exist) in Vision Series. The analytical hierarchy process (AHP), developed by Saaty (1995), is a famous decision-making technique in the format of multiple criteria that aids in finding the solution that best fits decision-objective makers and level of problem comprehension. It has been employed in a wide array of industries, including healthcare, business, government, and education, and also in project selection, business planning, instructional methods, English language program design, expertise evaluation, curriculum design, and course design. AHP is also used to evaluate coursebooks. These studies have used AHP to evaluate, produce, or rank the competencies necessary for different occupations (Hafeez & Esmail, 2007). In order to employ AHP, a choice must be broken down into a hierarchy of simpler elements, and decision-makers or experts in the relevant subject must assess each element's relative relevance. Instead of using the exact statistical measures of the comparison rates, the AHP uses fuzzy pair-wise comparison judgments to determine the numerical value or significance of each item in the hierarchy. The assessment of the cultural content of coursebooks using AHP was done for the first time in the literature in this study. It accomplished this by making advantage of these prior studies' methodological approach, which was AHP. Table 1 provides a more thorough explanation of the AHP.

Table 1
Criteria for Evaluating Cultural Content (AHP)

Dimension	Criteria	Descriptions
Gorals/Objective	Cultural knowledge	This relates to whether the cultural information in the coursebook aims to foster cultural awareness.
	Communication	If the cultural information in the material is meant to improve communication skills, this is relevant.
	Intercultural attitude	This is the goal if the intercultural perspectives of knowledge, respect, and openness are to be developed through the cultural information in the coursebook.
Cultural Topics	Relevance	This speaks to whether the subjects are suitable for the student's culture. Regarding if the topic draws in the intended audience of students.
	Interest	This relates to how many various social factors are present in the themes.
	Diversity	This relates to how many various social factors are present in the themes.
Cultural Information	Types of culture	Which cultures—one culture or several cultures—are being presented when we talk about this? Is the kids' own culture considered? Exist examples of a culture that can be used to raise awareness and make a link with the culture of the students?
	Cultural	This goes back to how sensitive the knowledge is to the beliefs

	sensitivity	and values of the learners.
	Perspective and Representation	This alludes to where the opinions come from (the author, for instance, or empirical research?). Exist both favorable and unfavorable opinions on the culture? Are there any preconceptions to deal with—racial, gender, sexual, or cultural?
	Authenticity	This indicates whether the information is factual, accurate, or current.
	Presentation	This indicates whether the information is factual, accurate, or current. This relates to whether or if the cultural material is included throughout the curriculum or is introduced at the end.
Cultural Activities	Student participation	This indicates if the data is true, correct, or up to date. his has to do with whether or not the cultural content is incorporated into the curriculum from beginning to conclusion.
	Familiarity	This pertains to whether students and the teacher are familiar with the exercises.
	Logistics	This speaks of the supplies needed, the time limits, and the space restrictions.
Teaching Aids	Illustration and images	This refers to the manner that cultural aspects are illustrated or represented visually. Can they be explained simply?
	Teacher's manual	If the teacher's book is offered as educational support, this relates to that fact.
	Supplementary teaching resources	For instance, this relates to DVDs or other real programs.

Procedure

To conduct this study, a content analysis of coursebooks was done. A part of the final intention of this study was to examine CCA in EFL books taught in Iranian high schools. To this end, the conversion sections of the Iranian English coursebook, *Vision Series*, were chosen for the research. It was meant to seek if there were any cultural elements included in the coursebooks. In fact, the main objectives were whether components of critical awareness were realized in the conversation sections and if they were, how? The content of the English coursebooks in terms of the incorporation of cultural elements and the place of local and national cultures in language learning were analyzed using text analysis techniques. The study adopted a descriptive approach to analyze the conversations which are generally used to reach an accurate description of such phenomena as attitudes, opinions, beliefs, and demographics (Creswell, 2013; Johnson & Christensen, 2008). The conversations were qualitatively analyzed using the content analysis procedure via the framework under study, which is the process of summarizing and reporting data in a way that "the essential contents are preserved but a short, manageable text is produced" (Mayring, 2000, p. 268). The final phase of the study aimed to capture an ideal level of CCA in coursebooks. This analysis of the phase was completed by integrating the results of the first research questions to design a rubric in CCA for future syllabus designers to regard the concept of CCA in designing ELT coursebooks. A 9-items rubric was designed based on the details of the coursebook evaluation sections.

Results and Discussion

To answer the first research question which investigated whether or not critical cultural awareness has been appropriately addressed in Iranian high school EFL coursebooks (*Vision Series*), the conversation contents of the *Vision Series* (levels 1-3) were examined. The analytic hierarchy process (AHP) postulated by Saaty (1995) was utilized as the rubric of culture analysis. The purpose of the rubric was to investigate whether the context, events, theme, political and

social values, roles and identities of the interactants, structure of the conversation, and the lifestyle presented in the conversations were culturally neutral, or they included instances of the source or target language culture. In Book One, there were four pieces of conversation and in books Two and Three, there were three conversation sections. Several pages away from the end of each lesson, there was another section named Listening and Speaking. The following is a description of the conversation content in each book.

Investigating the First Research Question
Cultural Elements in Vision 1
Because cultural content in coursebooks is important for fostering the development of intercultural communication skills and because there is a must to examine the resources, some scholars have devised standards and criteria to assess the cultural knowledge in publications. This study applied the analytical hierarchy process (AHP) proposed by Saaty to address the previously existing lack of a systematic method that integrates each criterion to arrive at an evaluation outcome and weighs each component in a way that allows the evaluation to be tailored to various teaching circumstances (1995). The cultural information included in *Vision 1* is presented in Table 2.

Table 2
Content Analysis of Vision 1

Dimension	Criteria	Descriptions
Goals/Objective	Cultural knowledge	× The purpose of the cultural content in the coursebook is to develop cultural knowledge of the native or L1 culture (ex. promotion of native elites).
	Communication	×The purpose of the cultural content in the coursebook is not to develop communication skills, but just a set of general information about the native culture or neutral topics (cheetah, planets).
	Intercultural attitude	× The purpose of the cultural content in the coursebook is not to develop intercultural attitudes such as awareness, respect for others, or openness.
Cultural Topics	Relevance	× The topics are not culturally appropriate for the learners.
	Interest	×The topic does not attract target learners.
	Diversity	× The topics are not rich with different social aspects.
Cultural Information	Types of culture	More native culture (talk about home scientists), less target culture, use of neutral cultures (visiting Asia), and use of international culture (L4 Spanish)
	Cultural sensitivity	reference to native cultural values: (Iran is a four-season country. It has many historical sites and amazing nature. Also, its people are very kind and hospitable.): the information is sensitive to students' values and beliefs.
	Perspective and Representation	L1 Mayam & Mr. Razavi L2 Alireza & Ms. Tabesh There are no negative attitudes about the other culture, but positive attitudes about native or Iranian culture (L1 (we are going to protect their homes, to make movies about their life, and teach people how to take more care of them.))
	Authenticity	Information is factual, real, or up-to-date, but about native culture, mostly.
	Presentation	✓ cultural information (L1 culture) is integrated into the conversation texts.

Cultural Activities	Student participation	×Based on the results of the questionnaire, the activities in culture do not trigger learners' active engagement or active learning
	Familiarity	×The activities in the native culture (not in the target culture) are familiar to learners and the teacher.
	Logistics	×This refers to time constraints, space limitations, and materials required.
Teaching Aids	Illustration and images	✓
	Teacher's manual	× The teacher's book is not provided to offer instructional support.
	Supplementary teaching resources	✓ (DVDs)

As designated for the analysis of the content of the conversation section in *Vision 1,* the analysis of the rubric indicated that:

All lessons (except for *Vision*1 lesson 4) in the three books have events and activities that are solely taking place in an Iranian setting.

All events resonate events dealing with daily activities such as those happening in school, in the library, or during vacations related to home culture except for *Vision* 1 lesson 4. But this ends up with Iran as a favorite tourist attraction destination.

In *Vision* 1, lesson one focuses on the Iranian cheetah, lesson two is culturally neutral as it revolves around the stories of planets, and lesson three zooms in on Iranian scientists. However, the focus of lesson four is another culture as it is about traveling around the world.

The people involved in the conversations range from students, teachers, and ordinary people.

All the conversation events except one in *Vision* 1 lesson 4 (which is a Spanish setting) are taking place in Iranian contexts.

The gender of the interactants in the *Vision Series* plays no specific role except perhaps one in *Vision* 1 lesson 1, as a male person who is working in the museum. There is no preference for a specific gender in the lessons and both genders seem to be equally used.

In *vision* 1, there is a talk about the protection of wildlife in the home country, and in Lesson 3 there is much talk about the promotion and importance of Iranian elites.

In *Vision* 1 lesson 1 as well as lesson 4, there is a description of and admiration for the four seasons available in Iran. There are explanations about various historical sites and amazing nature in Iran. The description also extends to the kindness and hospitality of the Iranians.

Vision 1 made no implicit or explicit reference to any of these items: Reference to Negative representation of values, Reference to Ideological Values, Reference to Political Values, Reference to Sociocultural Functions of Language, Reference to the Spread of Language, and Conversation Structures.

In *Vision* 1 lesson 3, there are pictures of Iranian scientists and observatories. In *Vision* 1, lesson 2, there is a picture of Darband closing the conversation with an emphasis on home culture. Based on the detailed analysis of the rubric under study, the weight that the authors in Vision 1 gave to the categories related to the goals/objectives and cultural topics was mostly in native culture or Iranian culture. For instance, in terms of goals/objectives and under the sub-category of cultural knowledge, the purpose of the cultural context in Vision 1 is to develop cultural knowledge of the native or L1 culture (ex. promotion of native elites). In terms of the communication sub-category, the purpose of the cultural context in Vision 1 is not to develop communication skills, but just a set of general information about the native culture or neutral topics (cheetah, planets). Intercultural attitude under the category of goals/objectives did not try

to develop intercultural attitudes such as awareness, respect for others or openness, because as Iranian students, the learners learning English via Vision 1 are familiar with their own home culture, hence the cultural content in this coursebook is weak in increasing awareness respect for others or openness.

Based on the coursebook evaluation, in terms of cultural information, Vision 1 uses more native culture (talk about home scientists), less target culture, high use of neutral cultures (visiting Asia), and use of international culture (L4 Spanish), however, as the results showed cultural information (L1 culture) is integrated into the conversation texts, hence presentation under the category of cultural information is observed in *Vision 1*. In terms of cultural sensitivity (under the category of cultural information), reference to native culture values: (Iran has four distinct seasons. Its incredible natural beauty and abundance of historical sites. The locals there are also incredibly friendly and welcoming. .): the information is sensitive to students' values and beliefs. As regards perspective and representation, again related to cultural information, there are no negative attitudes about the other culture, but positive attitudes about native or Iranian culture (L1 (We're aiming to safeguard their houses, document their lives in motion pictures, and instruct people in better ways to care for them.). Finally, in terms of authenticity related to cultural information, the texts were a real representation of culture, not target culture, but native culture.

Cultural activities including student participation, familiarity, and logistics were not observed in Vision 1, however, in the last category that is teaching aids, culture in Vision 1 is represented via illustrations and images and supplementary teaching resources that as DVDs, however, the teacher's book is not provided to offer instructional support (teacher's manual).

Cultural Elements in Vision 2

The cultural information included in *Vision 2* is presented in Table 3 below.

Table 3
Content Analysis of Vision 2

Dimension	Criteria	Descriptions
Goals/Objective	Cultural knowledge	× The purpose of the cultural content in the coursebook is to develop cultural knowledge of the native or L1 culture.
	Communication	×The purpose of the cultural content in the coursebook is not to develop communication skills, but just a set of general information about the native culture or neutral topics (Iranian handicrafts).
	Intercultural attitude	× The purpose of the cultural content in the coursebook is not to develop intercultural attitudes such as awareness, respect for others, or openness.
Cultural Topics	Relevance	× The topics are not culturally appropriate for the learners.
	Interest	✓ The topic attracts target learners as Nowruz can be attractive to foreigners.
	Diversity	× The topics are not rich with different social aspects.
Cultural Information	Types of culture	More native culture (talk about Iranian handicrafts, Tomans, Termeh, Mrivain,…), and less target culture.
	Cultural sensitivity	reference to native culture values: (My favorite language is absolutely my mother tongue.): the information is sensitive to students' values and beliefs.
	Perspective and Representation	There are no negative attitudes about the other culture, but positive attitudes about native or Iranian culture (all my family members work here to help our family business).
	Authenticity	Information is factual, real, or up-to-date, but about native

		culture, mostly.
	Presentation	cultural information (L1 culture) is integrated into the conversation texts.
Cultural Activities	Student participation	×Based on the results of the questionnaire, the activities in culture do not trigger learners' active engagement or active learning
	Familiarity	×The activities in the native culture (not in the target culture) are familiar to learners and the teacher (Amir Kabir).
	Logistics	×This refers to time constraints, space limitations, and materials required.
Teaching Aids	Illustration and images	✓
	Teacher's manual	× The teacher's book is not provided to offer instructional support.
	Supplementary teaching resources	✓ (DVDs)

Based on the results of the rubric, in *Vision* 2, Lesson 3, the topic is Iranian handicrafts. In *Vision*2 Lesson 1, there is emphasis stating that the speaker's favorite language is his mother tongue. The gender of the interactants in *Vision* 2 plays no specific role except perhaps one in lesson 3, the family business is valued as in the sentence "All my family members work here to help our family business." There is no preference for a specific gender in the lessons and both genders seem to be equally used. In *Vision* 2, there is a trace of the non-verbal semiotic system (Photos, colors, clothing, design, etc.). Based on the information gathered from the analysis of the rubric under study, the weight that the authors in Vision 2 gave to the categories related to the goals/objectives and cultural topics was mostly in Iranian culture. It is worth noting that under the category of cultural topics, the sub-category of interest, the topic seems to attract target learners as topics such as Nowruz can be attractive for foreigners, but since this book is not used in the other countries, hence this element is meaningless.

In terms of cultural information, Vision 2 uses more native culture (talk about Amir Kabir, Tomans) and less target culture, however, as the results showed cultural information (L1 culture) is integrated in the conversation texts, hence presentation under the category of cultural information is observed in Vision 2. In terms of cultural sensitivity (under the category of cultural information), reference to native culture values: (My mother tongue is without a doubt my preferred language.), the information is sensitive to students' values and beliefs. As regards perspective and representation, again related to cultural information, there are no negative attitudes about the other culture, but positive attitudes about native or Iranian culture (all my family members work here to help our family business). Finally, in terms of authenticity related to cultural information, the texts were a real representation of culture, not target culture, but native culture.

Cultural activities including student participation, familiarity, and logistics were not observed in Vision 2, however, in the last category that is teaching aids, culture in *Vision 2* is represented via illustration and images (the photo of Darband) and supplementary teaching resources that are DVDs, however, the teacher's book is not provided to offer instructional support (teacher's manual).

Cultural Elements in Vision 3

The cultural information included in *Vision 3* is presented in Table 4.

Table 4
Content Analysis of Vision 3

Dimension	Criteria	Descriptions
Goals/Objective	Cultural knowledge	× The purpose of the cultural content in the coursebook is to develop cultural knowledge of the native or L1 culture (places such as Damavand Mount as culturally sensitive places).
	Communication	×The purpose of the cultural content in the coursebook is not to develop communication skills, but just a set of general information about the native culture (Dr. Garib) or neutral topics (wind turbines).
	Intercultural attitude	× The purpose of the cultural content in the coursebook is not to develop intercultural attitudes such as awareness, respect for others, or openness.
Cultural Topics	Relevance	× The topics are not culturally appropriate for the learners.
	Interest	×The topic does not attract target learners.
	Diversity	× The topics are not rich with different social aspects.
Cultural Information	Types of culture	More native culture (talk about home scientists) and less target culture (a reference to the couch potato. This is one of the few instances of reference to other cultures and this is probably criticizing the target culture of laziness).
	Cultural sensitivity	reference to native cultural values: (Clean energy produced in Iran and Iranian scientist): the information is sensitive to students' values and beliefs.
	Perspective and Representation	There are no negative attitudes about the other culture, but positive attitudes about native or Iranian culture (Clean energy produced in Iran and Iranian scientists)
	Authenticity	Information is factual, real, or up-to-date, but about native culture, mostly.
	Presentation	✓ cultural information (L1 culture) is integrated in the conversation texts.
Cultural Activities	Student participation	×Based on the results of the questionnaire, the activities in culture do not trigger learners' active engagement or active learning
	Familiarity	×The activities in the native culture (not in the target culture) are familiar to learners and the teacher.
	Logistics	×This refers to time constraints, space limitations, and materials required.
Teaching Aids	Illustration and images	✓ Beginning and ending images of Iranian figures and hospital Beginning image of an Iranian Images of turbines in Guilan and Yazd
	Teacher's manual	× The teacher's book is not provided to offer instructional support.
	Supplementary teaching resources	✓ (DVDs)

Based on the results, all lessons in Vision 3 have events and activities that are solely taking place in an Iranian setting. The gender of the interactants in the *Vision 3* series plays a role (female nurse, L2 male student & translator) in comparison to the other two coursebooks. In *Vision* 3 lesson 1 where a female person is a nurse, a cliché role for women in Iran. And in lesson

2 of *Vision* 3, there is a translator who is male, perhaps another stereotypic role for translators in Iranian settings. In *Vision* 3, lesson 2, there is the phrase couch potato. This is one of the few instances of reference to other cultures and this is probably criticizing the target culture of laziness. *Vision* 3, Lesson 3 talks about energy produced in Iran. It is probably praising Iranian culture for the conservation of the environment. In *Vision* 3, Lessons 1-3 all start and end with pictures referring to Iranian people, which is a reflection of the importance of Iranian culture. Based on the information gathered from the analysis of the rubric under study, the weight that the authors in Vision 3 gave to the categories related to the goals/objectives and cultural topics was mostly in Iranian culture.

In terms of cultural information, Vision 3 uses more native culture (talk about Dr. Gharib) and less target culture, however, as the results showed cultural information (L1 culture) is integrated into the conversation texts, hence presentation under the category of cultural information is observed in Vision 3. In terms of cultural sensitivity (under the category of cultural information), reference to native cultural values: (Clean energy produced in Iran), the information is sensitive to students' values and beliefs. As regards perspective and representation, again related to cultural information, there are negative attitudes about the target culture (couch potato), but positive attitudes about native or Iranian culture (Iranian scientist). Finally, in terms of authenticity related to cultural information, the texts were a real representation of culture, not target culture, but native culture.

Cultural activities including student participation, familiarity, and logistics were not observed in *Vision 3*, however, in the last category that is teaching aids, culture in Vision 3 is represented via illustration and images (Beginning and ending images of Iranian, figure, and hospital, Beginning image of an Iranian, Images of turbines in Guilan and Yazd) and supplementary teaching resources that is DVDs, however, the teacher's book is not provided to offer instructional support (teacher's manual).

In total, there are 10 pieces of conversation with follow-up listening and speaking sections n the *Vision Series*. All of these texts except for one case have made use of Iranian-speaking partners. In addition, the location of all instances is Iran except, inevitably, for one that is referring to the topic of traveling around the world. Names and events related to Iran, hence Iranian culture, range from Iranian cities (e.g. Tehran, Manjil, Hamedan, Yazd, Marivan), places and monuments (e.g. Golestan forest, Boostan Park, Maragheh Observatory, and Ray hospital), animals (e.g. cheetahs), famous figures (e.g. Razi, and Nasreddin Toosi, and Mohammad Gharib), currency, toman, works of art (e.g. Amir Kabir series, and Hafez poetry), events, Nowruz, handicrafts (e.g. Isfahani Termeh and Qashqai Gabbeh) to the solar calendar. There are also some pictures of figures and places that support the use of local culture.

The results of the study showed that ELT coursebooks taught to Iranian high school students did not include cultural content and proved to not be helpful in developing intercultural competence and cultural understanding. The evidence obtained from the results of this study and other studies (Aliakbari, 2004; Sharif & Yarmohammadi, 2013) indicates that the cultural contents, deliberately or not, are ignored and, in the case of inclusion, are extremely limited and basic. Due to social or political considerations, mostly, all of the ELT coursebooks designed by the Iranian education ministry are one-dimensional and they mostly gave value to the native culture rather than the target one as it was understood from the coursebook evaluation, sometimes, ELT coursebooks criticized target culture.

The results support Mozaffarzadeh and Ajideh's (2019) analysis of the manner in which culture is addressed in Iranian ETL coursebooks for students in high school before and after the Islamic Revolution. The study's conclusions indicate that ELT coursebooks both prior to and after the Islamic Revolution omit cultural information. Consequently, Iranian ELT texts are insufficient. for teaching communicative language and in general teaching culture-universal

abilities such as intercultural competence and comprehension since they purposefully or accidentally ignore learners' cultural communicative requirements. Furthermore, the results of the current study are in line with those of Ayu (2020), who sought to use qualitative content analysis research to better fully explain cultural content from Indonesia as the source culture, western culture as the target culture, and other cultural content as an international target culture in the novel curriculum coursebook.

Investigating the Second Research Question

In order to answer the second research question which concerned with some ideal ways of representing critical cultural awareness in the EFL coursebook, the results of the first research question were reviewed in detail to design a rubric for designing a coursebook in terms of culture. An ideal way to represent culture in coursebooks would be to make a balance between source and target culture. These ideals helped learners to use cultural elements in a way that was representative of all cultures. Culture should not be addressed only in the target language or in the native language. Factors such as the sociology of language, ethnography, linguistic relativity theories and beliefs, all and all show the necessity of teaching culture and paying attention to the culture of each language while designing a coursebook. Moreover, not neglecting the source culture assists learners to strengthen the values of their own culture and not forget the norms of their own culture. Surprisingly, the weight of source culture in Vision Series was higher than the standard level which is a balanced level.

It is ideal to attend to the target culture instead of the source culture. With reference to the source cultural content, *Vision Series* received the most attention. An Iranian student surely is aware of his/her own country's culture (source culture), but he/she is not familiar with the target culture. It is the responsibility of coursebook designers to increase awareness in terms of the target culture, however, as the detailed analysis of the coursebooks in this study showed the coursebook designers focused on Islamic religious themes and national identity themes. Also, regardless of coursebook designers, ELT teachers can design activities in culture to increase students' knowledge of culture.

The research also revealed that literature, travel, and art were the main subjects of the *Vision Series*. In fact, nationalities associated with the target culture, including Canadians and Australians, were mentioned in the coursebooks, but neither the United States nor the United Kingdom, two respected nations, were mentioned. The dollar as a unit of currency was the only thing mentioned. However, there was no mention of music or film, and references to the media were limited to only identifying two people. Additionally, there was no mention of the tourist destinations and locations connected to the target culture, even though familiarizing EFL students with these topics can help them improve their CCA levels.

The next ideal can be the pragmatic sense. In addition to the pragmatic sense, the sociolinguistic sense can be the other ideal that in Vision Series, it was an ignored sense. In terms of the sociolinguistic meaning, it was anticipated to refer to interpersonal interactions like appropriateness and etiquette topics (such as how to address people) in the target culture, which are essential for cross-cultural knowledge. Apart from two instances where IRIB (the primary broadcasting agency in Iran) and the name of a TV series from the source culture were mentioned, no details were given of media, film, or song as the most important parts or manifestations of culture.

In the coursebooks studied, even a passing mention of the names of celebrities (filmmakers, singers, and artists) or their creations, such as well-known films, albums, etc., is completely avoided as a source of culture.

With the advent of feminism, this term was considered as the main factor in all topics from media to journals and coursebooks. Any action, whether verbal or nonverbal, that promotes the

rights of all women to independence, liberty, and justice and works to eradicate gender-based oppression is referred to as feminism (Sharifi, 2016). Gender differences were neglected issues in ELT coursebooks used for Iranian high school students that resulted in the ignorance of the other ideal in culture.

Finally, attention to the pragmatic nature of culture can be considered another ideal that ignorance of it in coursebooks can decrease the learners' levels of CCA and may harm the L2 intercultural competence that students need to acquire. In sum, the following ideals to increase learners' CCA levels can be concentrated in designing ELT coursebooks that were represented in the following rubric. It is worth noting that in order to make a balance between two cultures (both source and target cultures), the coursebook designers need to give equal weight to each culture in all of the nine mentioned items (Table 5).

Table 5
Rubric in CCA

1. Making a balance between source and target culture	5% source culture	5% target culture
2. Designing activities or tasks by coursebook designers to highlight CCA	5% source culture	5% target culture
3. Touching on the positive aspects of CCA and attention to the target culture's values	5% source culture	5% target culture
4. Attention to cultural differences without judgment	5% source culture	5% target culture
5. Reference to the pragmatic sense	5% source culture	5% target culture
6. Reference to the interpersonal relationships	5% source culture	5% target culture
7. Sociological sense which covers the themes such as social values, leisure, and healthy lifestyle	5% source culture	5% target culture
8. Reference to media (music types)	5% source culture	5% target culture
9. Reference to gender equality	5% source culture	5% target culture

The existing report's findings demonstrate that the context of locally published English coursebooks is irregular; source, worldwide, and unbiased cultural content is more frequently recognized than target cultural content, and ELT material designers make an effort to include L1 cultural content more frequently in order to provide pupils to the local culture and prevent the alien culture that could be harmful to them and alienate them from values and customs. For these reasons, the ideal sections of the coursebooks in terms of culture are ignored facts. However, the researcher believes that if the language is presented through culture in contexts familiar to the students who are enriched and empowered in their own cultures and religious beliefs, they have more motivation to learn the language and surely the hidden agenda of ELT materials, that is the fact that they try to advertise western culture and impose their cultural norms and values to the learners along with ELT materials (Tajeddin & Teimournezhad, 2014), will not be obtained and disseminated. The purpose of addressing culture should be to increase language learners' awareness of their own culture and other cultures. Learners should be familiarized with varieties of cultures and should also learn to respect cultural differences. One of the effective ways to achieve this goal is through coursebooks.

Conclusion

To answer the first research question which investigated the cultural aspects of Iranian high school EFL coursebooks (Vision Series), the conversation contents of the Vision Series (levels 1-3) were examined. The analytic hierarchy process (AHP) postulated by Saaty (1995) was utilized as the rubric of culture analysis. The purpose of the rubric was to investigate whether the context, events, theme, political and social values, roles and identities of the interactants, structure of the conversation, and the lifestyle presented in the conversations were culturally neutral, or they included instances of the source or target language culture. The results of the study showed that ELT coursebooks (Vision Series) designed and used for Iranian high school students did not include cultural content and proved to not be helpful in developing intercultural competence and cultural understanding.

To answer the second research question which sought some ideal ways of representing critical cultural awareness in the EFL coursebook, a researcher-made rubric was designed based on the results of the interview (research question three) and the coursebook evaluation details (research question four). It was concluded that an ideal way to represent culture in coursebooks was the one that used cultural elements either neutrally or in a way that was representative of all cultures. Culture should not be addressed only in the target language or the native language. The purpose of addressing culture should be to increase language learners' awareness of their own culture and other cultures. Learners should be familiarized with varieties of cultures with the main focus on media, gender equality, pragmatics, and interpersonal relationships. They should also learn to respect cultural differences. One of the effective ways to achieve this goal is through coursebooks.

In general, regardless of the coursebooks in the Iranian context, which ignored the concept of culture, the findings demonstrated that the teachers tried to pay less attention to culture since the situation and statutes of the society oblige them to act in such a way. As a result, teacher educators and decision-makers must develop internal policies that push new teachers from all backgrounds to master new techniques for cultural interaction in order to emerge as experts with high CCA. We believe that Iranian academic institutions shouldn't fall behind in light of the results. There is a dearth of literature on CCA development in FL instruction in Iran. To be concluded, it is worth noting that in terms of intercultural competence teaching, the roles of the teachers are highlighted and they are required to direct pupils' development via their activities and to give culturally diverse language experiences and this surely can emerge and improve in the case of support from the government.

The findings of the current study have implications for L2 learners. Culture plays a critical part in the qualitative and quantitative achievement of EFL learners, hence, performing CCA level and optimizing the learners to respect cross-cultural differences (that is the duty and responsibility of syllabus designers and teachers as a competent individuals) may play a very important role in assisting students to adopt themselves against culture differences. Hence, language students should be seeking out possibilities to increase their CCA level.

Syllabus designers should take into consideration the learners' and teachers' interculturality in their courses to improve their CCA levels. Curriculum developers and material producers are better to work cooperatively with teachers and learners so that they can create a more effective program, suitable resources, and tasks to advance ICC.

Taking the different teaching and learning contexts into account, it is suggested for further studies investigate the other settings in which English is taught as a foreign language such as schools and private institutes in comparison. However, further research is required for the examination of Teacher's books, Students' workbooks, or audio and video materials with regard to the extent they can develop learners' intercultural competence and ability. In order to diagnose the CCA of EFL teachers, syllabus designers, and learners, additional research will require

concluding the current study analysis of the questionnaire, the interviews, and the legal forms, syllabi, and materials.

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Research Paper

Analyzing the Main EFL Learners' Writing Problems with Focus on Figurative Language: Metaphor and Metonymy Instruction

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Abstract

This study was an endeavor to explore the main sources of EFL learners' writing problems through dialogic interactions. It also investigated the effect of metaphor and metonymy on EFL learners' writing achievement. To achieve this end, the researcher adopted mixed-method research with a sample of intermediate language students from both genders. In the qualitative section, 20 EFL learners were selected through purposive sampling, and in the quantitative section, 120 language students were selected through convenience sampling from a university in Gorgan. Data were gathered through Quick Oxford Placement Test (OPT), writing tests, and a semi-structured interview. After recording and transcribing the interviews, the transcripts of the interviews were formatted using the software NVIVO 11 Pro®. With the help of this software, the textual data were reduced into some statements which could reflect the main ideas of the participants' lived experiences without any intervention from the researcher. However, the data of the tests were inserted into SPSS software and the ANCOVA test was run to indicate differences between the three groups in terms of their writing improvement. The main results suggested that metaphor and metonymy through dialogic interactions had significant effects on the participations' writing achievement. As well as that, findings from the analysis of data revealed the four main sources of writing problems as linguistic, personal, epistemological, and ecological.

Keywords: *EFL Context; Figurative Language; Metaphor; Metonymy; Writing Skill*

تجزیه و تحلیل مشکلات اصلی نوشتاری زبان آموزان زبان انگلیسی با تمرکز بر زبان تصویری: آموزش استعاره و کنایه

این مطالعه تلاشی برای کشف منابع اصلی مشکلات نوشتاری زبان آموزان زبان انگلیسی از طریق تعاملات گفت و گوی و همچنین بررسی تأثیر استعاره و کنایه بر پیشرفت نوشتاری زبان آموزان بود. نمونه ای از دانشجویان زبان متوسطه از هر دو جنس، در بخش کیفی، 20 زبان آموز زبان انگلیسی به روش نمونه گیری هدفمند و در بخش کمی، 120 دانشجوی زبان از طریق نمونه گیری در دسترس از دانشگاه گریگوری انتخاب شدند. آزمون های نوشتاری و مصاحبه نیمه ساختاریافته پس از ضبط و رونویسی مصاحبه ها، متن مصاحبه ها با استفاده از نرم افزار NVIVO 11 Pro فرمت شد و با کمک این نرم افزار، داده های متنی به عباراتی تبدیل شد که می تواند منعکس شود. ایده‌های اصلی تجربیات زیسته شرکت‌کنندگان بدون هیچ مداخله‌ای از سوی ریسه اما داده‌های آزمون‌ها وارد نرم‌افزار SPSS شد و آزمون ANCOVA انجام شد تا تفاوت‌های سه گروه را از نظر بهبود نوشتاری نشان دهد. همچنین، یافته‌های حاصل از تجزیه و تحلیل داده‌ها، چهار منبع اصلی مشکلات نوشتاری را به عنوان زبان‌شناختی، شخصی، معرفت‌شناختی و بوم شناختی نشان داد.

واژگان کلیدی: زبان تصویری، استعاره، کنایه، مهارت نوشتاری

Introduction

Writing as one of the most important skills both in general English classrooms and university courses plays important role in the educational system of Iran. On one hand, learners must pay special attention to writing to become successful in the workplace and their educational life. On the other hand, those who want to continue education at higher levels, need academic writing. However, writing skill is well-known for being difficult and stressful and learners usually show negative attitudes toward them. Writing has always been one of the most challenging areas of language learning, especially for Iranian EFL learners. Usually, in conventional writing classrooms, activities are reduced to a reformation of pre-fabricated structures and fixed expressions based on cliché topics in essay/ writing classes, and little creativity in the content of writing can be seen. In this approach, teachers usually don't pay attention to creativity; therefore, the writing of the students who are developed in this system may suffer from a lack of creativity and novelty. In other words, creativity in bringing new ideas is missing in today's Iranian writing classrooms. That is one of the major reasons for students to find novel ideas and expressions to write.

Moses and Mohamad (2019) argued that to improve learners' writing ability they should overcome difficulties such as lack of appropriate word choice, poor grammar, and spelling, and a lack of exposure e to specific books and reading materials. Although these elements are highly important for developing texts and improving writing, the lack of creativity itself is evident in the mentioned study. In other words, their findings focused on t form of writing rather than the content. Pratiwi (2012) stated that linguistic difficulty (language use and vocabulary aspects) was more complex when compared with cognitive difficulty (organization and mechanic aspects) and psychological difficulty (content aspect) in writing. His findings also highlight the lack of creativity which is related to the content of the writing. By considering the above-mentioned writing difficulties and problems, using figurative language (metaphor and metonymy) may moderate these difficulties and possibly elevate the learners' creation, imagination, and thinking process. Therefore, learners gain the ability to use a wide range of conventional and unconventional words, structures, and phrases instead of old-fashioned pre-fabricated patterns in writing.

The thinking process is another important factor that makes the usage of metaphor and metonymy significant for our writing classrooms. Accordingly, Panther and Thornburg (2017) considered these two writing elements as figurative thoughts. Moreover, Lakoff and Johnson (1980) turned over the idea that metaphor and metonymy were only 'linguistic devices', or 'parts of language', and expand the belief that these were basically 'figures of thought' (cited in, Gibbs, 2015). The reason that people use metaphor and metonymy abundantly is the abstract ideas that happen in metaphorical and metonymic terms. Therefore, they can be considered fundamental elements of the human thinking process. Littlemore and Low (2006a) asserted that teachers must teach learners how to use metaphor and metonymy creatively, properly, and effectively in writing. In this case, learners' writing ability will be increased and strengthened impressively. However, connecting these two variables is not easy. Supposedly, there needs to be a technique to help learners use metaphor and metonymy in their writing. This technique could be dialogic interaction which has recently been approached by researchers in the field of ELT. Regarding the various kinds of discourse existing in classrooms and, in particular, writing classrooms, it could be a sound question whether this type of talk and interaction can help learners become more aware of using figurative language in their writing. Harmer (2007) suggested that learners are more likely to be involved in productive classroom discourse when they are motivated to accept dialogic challenges. They are strengthened to challenge the problems in this kind of interaction and learners are taught to think critically and convey openly what they think to other learners. In doing so, they can help each other to make progress in their achievements.

Since students usually copy ideas from some sources, they may have difficulty coming up with novel and new ideas in the writing classroom. The technique of practicing figurative language may remove this problem and help them develop the power of creating new ideas in their minds. In other words, the problem of learners' inability to produce new ideas can be solved by practicing metaphors and metonymy throughout the thinking process. As a result, it could be a sound question to find out whether dialogic interaction as a technique can help students create more figurative language in their writing classes or not. In this regard, learners' views are taken into account since they are the ones who experience these difficulties. Thus, learners can cast light on where the sources of difficulty originate. In other words, it can be concluded that the present study could view the writing problems from a different and novel angle which has not been reported in the literature yet. Although epistemological and ecological issues have been studied in education, they are rarely approached in ELT. To meet the research objectives, the following questions have been raised;

RQ1. Does instruction of metaphor and metonymy have effects on EFL learners' writing achievement through dialogic interactions?

RQ2. What are the main sources of writing problems among Iranian EFL learners?

Literature Review

Kramsch (2003) used a metaphor approach to examine opinions about learning foreign languages. He evaluated college students' explicit metaphors for language learning and students' essays. She claimed that students and teachers make illustrations of themselves and their skills through metaphors. Moreover, Ghane Shirazi and Talebizadeh (2013) claimed that Second language learners need Metaphorical Competence (MC) which is the capability to understand and employ metaphors in natural communication. The absence of knowledge of metaphorical concepts frequently causes students to make mistakes. They reported on a study accomplished to examine the improvement of conceptual fluency and metaphorical competence in Persian students of English. A group of intermediate language students was chosen to be studied for the effectiveness of idiomatic expressions instruction. At the end of the instruction, it was discovered that it is probable to develop students' conceptual fluency (CF) through prolonged contact with idiomatic expressions.

Choi, Tatar, and Kim (2014) discovered the role of dialogic interactions in enhancing L2 undergraduate students' classroom contribution at a university in South Korea. Former research on English-mediated instruction (EMI) has concentrated mainly on the efficiency of instruction, as assessed based on the skills and proficiency levels of the learners or teachers, grounded on the supposition that L2 linguistic competence is the major requirement for fruitful EMI classes. Though, using analysis and interview data of learners' opinions of dialogic teaching and classroom observation data, they revealed the achievement of dialogic teaching. Furthermore, Gillies (2015) discovered Dialogic communications in the cooperative classroom. His research consists of three Year 7 teachers and 17 groups of students (3–5 students per group) from their classes. The educators had decided to teach two units of cooperative, inquiry-based science through two school terms. All three educators had been taught to employ a dialogic approach to teaching intended to test learners' thinking and learning. This investigation offered instances of both educators' and learners' dialogic interactions and argues the complementarity of these discourses even though the educators used dialogic approaches various to some extent in cooperating with their learners.

Ahkemoğlu and Mutlu (2016) examined the conceptual metaphors of both ELT major and non-ELT major learners concerning their perception of an English language teacher and showed that though some metaphors are strange to English language teachers such as oracle, schizophrenic, and gum, some metaphors appear to be typical with the ones developed for the

notion of a teacher such as "light", "guide" and "bridge". In a recent study, Metzger (2017) tried to offer descriptive data on (a) how high school teachers experience the dialogic interaction within reflective dialogue, (b) what evidence of learning is present in the interaction, and (c) how self-directed motivation is supported in the interaction. The outcomes showed teachers involve in a process of making meaning of their experiences through exploration, storytelling, and critical reflection on their practices. They practiced the need for competency and autonomy, but feel the need for joining mostly. These requirements are seen as they give each other the space to reveal and overcome their personal and professional anxiety and troubles together. Precise dialogic communications that reinforced educators' learning and inspiration are defined.

Method

This study contained two parts experimental and correlational. In the experimental part, 60 intermediate language students from both genders were selected through available sampling. The participants were divided into three groups of 20 learners. The first two groups were considered the experimental groups while the last one was regarded as the control group. The participants in the first group were taught how to use metaphor through dialogic interactions and the members of the second group were given the metonymy treatment through dialogic interactions finally, the students in the control group were taught based on the usual methodology of the institute which was free of any instruction related to metaphor, metonymy, and dialogic interactions. The study is a mixed-methods design, in the qualitative part, a phenomenological research tradition was adopted, through purposive sampling, 20 English language students from the Islamic Azad university of Gorgan were selected. In the quantitative part, through convenience sampling 120 English language students from the Islamic Azad university of Gorgan were selected. Data were gathered through Quick Oxford Placement Test, Writing Test, and a Semi-Structured Interview.

In the experimental part, the participants were given the writing test as the pre-test. In the first group, (metaphor group) the participants receive direct instruction methods based on the developing paragraphs along with general instructions of the "JUST" series, and then the participants were explicitly taught how to use primary metaphor and lastly clarification by a variety of examples designed and developed in the researcher-made metaphor pamphlet through dialogic interactions (teacher-learners/ learner-learner). The same activities done in the first group were applied in the second group (metonymy group) too, but the metaphor was replaced with metonymy. In the metonymy group, the researcher-made metonymy pamphlet was taught and practiced with the help of teacher-learner and learner-learner interactions. The dialogic part was done by breaking the students into groups and asking them to interact with each other to come up with a sentence containing metaphor or metonymy. In the third group which was the control group, the participants were given the usual treatment of teaching wring wrong ST" in which no focus was on metaphor and metonymy. After 14 sessions of intervention, twice a week, all three groups were given the writing test again as the post-test.

In the qualitative part, after recording and transcribing the interviews, the transcripts of the interviews were formatted using the software NVIVO 11 Pro®. With the help of this software, the textual data were reduced into some statements which could reflect the main ideas of the participants' lived experiences without any intervention from the researcher. According to the guidelines provided by Creswell (2005 p. 83), these sentences or statements were clustered into pivotal concepts which are termed "meaning units", which were then reported as "textual descriptions" or "general themes" (in this study, the lived experiences of participants writing difficulty in verbatim quotes). In addition, a structural description which is an interpretation of the setting or circumstances in which writing problems arise is also added to the textual descriptions by referring to the related literature and theoretical foundations. These two descriptions were linked together to constitute the main findings of the study. This process is

termed "horizontalization" or "phenomenological reduction" (Creswell, 2005). In other words, in the process of horizontalization, the textual data were reviewed to be linked with the related theories and models in the related literature and come up with phenomenological reduction. In the quantitative part, data from writing tests were inserted into SPSS software and the ANCOVA test was run to see whether there would be any difference between the three groups in terms of their writing improvement.

Results

ANCOVA for Writing Pre-test

Before giving treatment to the three groups (metaphor, metonymy, and control groups), a writing pre-test was given to them to see whether they differ in their writing performance. ANCOVA test was run since the data were parametric. The following table shows descriptive statistics of ANCOVA. As seen in Table 1, the means of these three groups are not that different which can show that the participants were nearly at the same level of writing.

Table 1

The Descriptive Statistics of ANCOVA for Pre-test

	N	Mean	Std. Deviation	Std. Error	Confidence Interval for Mean Lower Bound	Lower Bound	Minimum	Maximum
Metaphor	20	74	3.241	.874	70.21	78.47	49	97
Metonymy	20	70	2.985	.541	67.25	73.20	57	95
Control	20	72	3.740	.989	69.87	75.40	46	93
Total	60	72	3.354	.744	70.23	75.35	52	95

Table 2

Parameter Estimates

Parameter	B	Std. error	T	Sig.	95% of the confidence interval Lower bound	Higher bound
Metaphor	54.256	.458	84.554	.07	69.840	45.665
Metonymy	12.23	.4491	71.241	.09	3.65	-4.215
Dialogic interactions	2.15	.6658	31.119	.12	-2.541	1.65
Control	16.0021	.1247	41.945	.08	.125	.516

a This parameter is set to zero because it is redundant.
Dependent Variable: Dialogic interactions

Table 2 presents regression results for this ANCOVA model. Controlling for dialogical interactions, the adjusted mean difference between control and metonymy is 12.23, and the adjusted mean difference between metaphor and control is 54.256. However, to prove statistically that there is no difference between these three groups, the result of ANCOVA should be presented.

Table 3

The Results of ANCOVA for the Pre-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	212.57	2	106.34	4.582	.09
Within Groups	1475.52	58	28.653		
Total	1688.09	60			

If the p-value is bigger than the sig level, then it can be claimed that there is no significant difference between the groups. According to Table 4.5, there is no statistically significant difference between these three groups (F (2,43) = 4.58, p ≤ .05). Thus, it can be said that the three groups were nearly the same in terms of writing before the treatment.

ANCOVA for Writing Post-test

To find whether there was a difference between the three mentioned groups in terms of their writing skill, the ANCOVA test was run. Table 4 shows the results of the post-test.

Table 4

The Descriptive Statistics of ANCOVA for Post-test

	N	Mean	Std. Deviation	Std. Error	Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Lower Bound		
Metaphor	20	84	4.582	.654	78.31	92.67	58	98
Metonymy	20	82	2.541	.412	68.47	80.20	56	96
Control	20	75	3.470	.740	69.98	81.90	53	94
Total	60	77.66	3.412	.584	71.63	83.05	55.6	96

As seen in Table 4, the means of these three groups on the writing test are different which can show that the participants were not at the same level of writing in different groups.

Table 5

Parameter Estimates

Parameter	B	Std. error	T	Sig.	95% of the confidence interval	
					Lower bound	Higher bound
Metaphor	78.002	.663	75.0025	.000	65.744	63.058
Metonymy	45.14	.7236	14.0069	.000	14.5523	-36.12
Dialogic interactions	6.77	.3358	89.119	.000	-4.247	5.23
Control	14.1489	.14569	11.45	.000	.349	.741

a This parameter is set to zero because it is redundant.
Dependent Variable: Dialogic interactions

Table 5 presents regression results for this ANCOVA model. Controlling for dialogical interactions, the adjusted mean difference between control and metonymy is 45.14, and the adjusted mean difference between metaphor and control is 78.002. However, to prove statistically that there is a significant difference between these three groups, the result of ANCOVA should be presented. Table 6 shows the results of ANCOVA.

Table 6

The Results of ANCOVA for Post-test

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	223.21	2	121.52	3.87	.004
Within Groups	1562.42	58	32.441		
Total	1785.63	60			

If the p-value is smaller than the sig level, then it can be stated that there is a significant difference between the groups. According to Table 7, there is a significant difference between these three groups (F (2,43) = 3.87, p ≤. 05). Thus, it can be said that the three groups were not the same in terms of writing after the treatment through using dialogic interactions.

To find out where this difference is and what two groups are different from each other, the post hoc test was run. Table 7 shows the results of the post hoc test of ANCOVA.

Table 7
The Post hoc Test Results

(I) Group (II) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig	95% Confidence Interval			
					Lower Bound		Upper Bound	
Mtph	Mtn	-2.56*	3.21	.007	-5.77	-.96	-2.10	2.36
	Cont	8.63*	1.24	.002				
Mtn	Mtph	2.56*	3.21	.007	-2.10	-.52	-5.77	1.84
	Cont	7.41	.845	.041				
Cont	Mtph	-8.63*	1.24	.002	-2.54	-2.63	-1.47	
	Mtn	-7.41	.845	.041				.85

As seen in Table 7, there was no significant difference between the metaphor group and the metonymy group (.007 ≤ .05) in terms of their writing performance, with the metaphor group (Mean=84) being relatively better than the metonymy group (Mean=82) in writing. In addition, there was a significant difference between the metaphor group and the control group with the metaphor group (Mean=84) being better than the control group (Mean=75) in their writing ability (.002 ≤ .05). Besides, there was a significant difference between the metonymy group and the control group (.041 ≤.05) about their writing performance, with the metonymy group (Mean=82) better than the control group (Mean=75). All in all, the results indicated that metaphor and metonymy, as two types of figurative language, through dialogic interactions had significant effects on the participations' writing ability.

Interview Results

To find the main sources of Iranian EFL learners' writing problems, 20 participants were interviewed and 179 statements were obtained through data analysis by the software NVIVO 11 Pro®. These statements shaped 24 meaning units of writing problems.

Table 8
The Meaning Units Obtained from Statements

No	Frequency of the statement	Meaning unit
1	14	confused understanding of cohesion and coherence
2	3	inability to understand topics
3	19	Lack of grammatical mastery
4	19	Failing to know enough words
5	4	Misusing words in their correct places
6	2	Spelling problems
7	1	Punctuation problems
8	7	The negative effect of mother tongue structures and words
9	4	Confusion over formality and informality
10	8	Writing anxiety
11	1	Lack of practice and endeavor
12	1	Lack of concentration
13	14	Problems with producing content
14	4	Insufficient time for practicing writing in the class
15	4	The inefficiency of teaching methods

16	7	Incompetent teachers
17	8	Boring essence of writing
18	7	The insignificance of writing compared to other skills
19	14	Not motivated enough
20	12	Not asking us to write from primary education
21	11	Failing how to develop a paragraph
22	6	Problems with connecting ideas come to mind
23	5	Boring topics
24	4	Repetitive topics

The detailed account of the process of phenomenological reduction is as follows:

Linguistic Factors

As six meaning units (3, 4, 5, 6, 7, and 8) refer to the issues all related to linguistic aspects of writing such as grammar, vocabulary, etc., it is not illogical to consider one main source of writing problems to lie in the linguistic aspect.

Personal Factors

The four meaning units of numbers 19, 12, 11, and 10 demonstrate the role of personal factors such as anxiety, motivation, hardworking, etc, in writing difficulties from participants' views.

Epistemological Factors

The meaning units of 1, 2, 9, 13, 17, 18, 21, and 22 refer to discourse competence and strategic competence (Bachman & Palmer, 1996); however, they were related to the epistemological mismatch between the western education which has determined the principles of academic writing and the eastern education where the participants have grown.

Ecological Factors

The meaning units of 14, 15, 16, 20, 23, and 24 directly or indirectly refer to the environmental factors which are here termed ecological factors.

Discussion

The experimental part revealed that using figurative language through dialogic interactions can help learners improve their writing performance. Considering the theoretical underpinnings of dialogic interactions (Bakhtin, 1984), the abstract aspects of language are criticized which were the issues requiring independent deep thinking. Therefore, writing alone and passing these abstract stages in writing for learners seem highly complex. It is expected that learners have difficulty using the figurative language including metaphor and metonymy in their writing if they get no help from their peers or teachers. This finding also supports Guiles (2015) who mentioned "there is no doubt that talk by teachers and peers can stimulate and extend students' thinking and advance their learning." (p.10). The mentioned stimulation in our study has been triggered through figurative language. As a result, the present study has shown that if learners use figurative language including metaphor and metonymy through dialogic interactions, they can improve their writing which is in line with the theoretical tenets of dialogic interactions.

In addition, one indispensable component of writing is using one's imagination to create ideas, without which writing may not be completed. One of the highly approachable techniques to help learners to use their imagination in writing is using figurative language like using metaphor and metonymy. This image is in line with cognitive level (one of the four variables of a dialogic talk

by Christoph & Nystrand, 2001). They pinpointed four subcategories for cognitive level namely: record, recitation, analysis, and speculation. That metaphor/ metonymy has been used through these procedures. Thus, it can be generally thought that through figurative language including metaphor and metonymy, learners' writing can be improved. This is in line with the findings of Shokouhi and Isazade (2009) who tried the effect of conceptual and image metaphor types on the Iranian language learners to learn and use them. Their finding revealed that both conceptual and image metaphors are helpful in language learning and the finding of this study also revealed that figurative language helps improve writing ability as well. In another study on the role of figurative language in improving EFL learners' language achievement, Farjami (2012) tried to prove the positive effect of metaphors and metonymies in vocabulary learning in the Iranian context. Likewise, the present study in the Iranian context revealed that using figurative language can have positive effects on writing improvement. Since both writing and vocabulary achievement can be considered as various parts of language achievement, it can be concluded that both studies can be considered to be in line with each other. Although Farjami (2012) implemented a qualitative design, the present study used a quantitative design to reach this conclusion. additionally, the Findings of this study revealed that metonymy is helpful for improvement in writing which is in line with Guan (2009). Similarly, Muhammed (2015) focused on the difficulties of paragraph writing among college students. He concluded that Kurdish EFL students encountered considerable difficulties in writing paragraphs, such as paragraph components and mixing several ideas in one paragraph including worthlessness of controlling ideas and support, redundancy and repetition, and a lack of description. Regarding the findings, it can be concluded that the present study can partially support Muhammed (2015) and these two studies are in line with each other.

The finding of the present study is in contrast with MacArthur (2010) who believed that explicit teaching of metaphor expressions could not recommend acceptable outcomes. The present findings revealed that using metaphoric expression through dialogic interactions helps develop writing skills. However, practicing figurative language in writing especially metaphor and metonymy for learners is considered a difficult task to be done. In this study, it was revealed that dialogic interaction can be introduced as one effective technique to do so since imagination and its related issues require cooperation so that learners can share their weaknesses and strengths. Therefore, it can be concluded that the results obtained in this study highlight the overriding significance of both figurative language and dialogic interactions for learners who are interested in improving their writing.

The correlational section of the present study revealed that writing problems derive from various sources which are mainly of linguistic, personal, epistemological, and ecological types. Here, firstly, the main findings are explained, and then other related studies are discussed to see whether they are in line with the findings of the present study or not. The prominent finding is the role of epistemological and ecological sources of writing errors which have not been dealt with in previous studies in the related literature. Thus, it can be said that this finding is relatively novel and can be debated in further research to elaborate on its details more precisely. Nevertheless, the effect of epistemological aspects on the participants' writing errors can be explained by the recent paradigm shift towards socio-cultural issues of learning as reflected in the sociocultural theory of second language acquisition which puts focus on social and cultural roots of learners and their effects on their performance in language learning and achievement. To prove it theoretically, some of these meaning units are discussed. For example, meaning unit number 1 indicates confusion over understanding cohesion and coherence. This was a concurrent theme with the high frequency of occurrence in the collected data. Cohesion and coherence are theoretically characterized as existing consistency alongside a paragraph which is mainly dealing with

connecting some discourse functions such as contrast, addition, example, result, or reason through placing the related linguistic linking devices before each transition (Hyland, 2004).

Learners' inability to make sense of these functions and transitions is a common problem that Iranian EFL students usually encounter while learning writing. Drawing on the socio-cultural theory of second language acquisition, success in language achievement including various stages of the writing process requires having agency on the part of the writer. In other words, the learner as a writer should believe that he or she is free and competent enough to produce and make. On the other hand, the educational system where the participants of the present study grew up pays less significance and attention to the agency. On the contrary, in this system, the learners are implicitly taught that as a learner they should follow and memorize. That is to say, the epistemology based on which this educational system has grown maintains that a learner is not competent enough to have a voice, to change, to express, and to decide. According to this monologue-based epistemology, learners should listen to the teacher who is the only authority in the class and learners should follow and obey. The truth of the matter is that the traces of this epistemology can be seen in primary school education where learners are not given enough chances to express themselves and criticize the teachers' ideas. Thus, these learners fail to have enough understanding of what it can mean to express their ideas and produce the realization of the functions of contrast, result, example, and addition. As a result, it can be concluded that this problem is a function of an epistemological contradiction between two different educational systems. Likewise, other meaning units of this category can be related to the epistemological differences drawing on the same deduction presented.

Conclusion and Implications

The main results suggested that metaphor and metonymy, as two types of figurative language, through dialogic interactions had significant effects on the participations' writing. This finding indicated the overriding importance of figurative language which has been widely neglected in foreign language teaching programs in Iran over the previous decades (Farjami, 2012). Thus, it is suggested that teacher education centers pay more attention to figurative language while training new and novice teachers. Besides, it can be interpreted that writing academically is not a pure function of cognitive aspects, but some affective and imaginative issues play an important role in this process. In other words, metaphor and metonymy as two examples of figurative language can be practiced more by teachers in their classes. In addition, dialogic interaction was reported to be effective in writing improvement among the participants of this study which shows the significance of pair work and other collective activities in the class. Although in recent methods of language teaching, there has been a strong focus on group activities, teachers are well aware of the necessity of doing these collective activities in the class, they usually fail to use these activities for writing skills since it is usually deemed as an individual piece of work. On the other hand, about the correlational section of the present study, the remarkable point of this finding is the presentation of ecological and epistemological facets of writing as the two new areas of writing problems that have rarely been recognized previously. In other words, it can be concluded that the present study could view the writing problems from a different and novel angle which has not been reported yet. Although epistemological and ecological issues have been studied in education, they are rarely approached in ELT. As a result, the present study calls for more exploration of epistemological issues of language teaching, especially in writing.

Every research study in the scope of TEFL is done to provide the practitioners including teachers, students, testers, and material developers with some useful insights. This research is expected to exert some important points which are termed pedagogical implications. The present work calls for using group work and figurative language in writing training programs that have not been employed in foreign language courses. Thus, teachers are advised to provide some

situations in the class in which more figurative language and more dialogical interactions are used and practiced. Also, material developers are suggested to insert some parts in the English course books in which learners are supposed to practice more figurative language and more dialogical interactions. More importantly, as the first source of writing problems is related to linguistic issues, EFL teachers are expected to be more prepared in terms of linguistic issues of writing before going to the class and try to look for more successful methods to teach linguistic issues of writing. They are also suggested not to ignore other sources of writing problems including personal, epistemological, and ecological sources. In terms of epistemological problems, educational theoreticians can revisit the existing educational approaches and change them into more updated and more compatible with the existing realities of Iranian society.

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Research Paper

Teacher Immunity in English Language Institutes and Public Schools: EFL Teaers' Perception in Focus

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Abstract
The teacher, his instructional method, and indeed his characteristics are considered to be the decisive factors for the success or failure of education. The current study was carried out to determine the Iranian EFL teachers' perception of immunity in their occupational contexts, that is, in English language institutes and public schools. To achieve this objective, one hundred EFL teachers teaching in public schools (N = 50) and language institutes (N = 50) in Isfahan were selected through convenience sampling to participate in this study. Then, the Teachers' Immunity Level questionnaire was administered to them, and they were interviewed as well. The teachers were asked about their perception of immunity in their own occupational setting. All the teachers working in language institutes believed that teachers in these educational centers are suffering from low levels of job immunity. The teachers were also asked about the reasons underlying the high and low levels of job immunity in these two educational contexts. The teachers in language institutes believed that the dearth of monitoring by the government, the large number of unemployed educated people, employers' greed, and the lowering value of education in society are among the most important reasons underlying this catastrophe in language institutes. These findings can have some implications for the decision-makers in the Iranian Ministry of Education to provide language institutes with more support and attention with an eye to eliminating the mentioned problems.

Keywords: *Attitude; Language institutes; Perception; Public Schools; Teachers' Immunity*

امنیت شغلی معلم در موسسات زبان انگلیسی و مدارس دولتی: درک معلمان زبان انگلیسی
معلم، روش آموزشی او و در واقع ویژگی های او از عوامل تعیین کننده موفقیت یا شکست آموزش به شمار می رود. مطالعه حاضر به منظور تعیین ادراک معلمان زبان انگلیسی زبان ایرانی از امنیت در زمینه های شغلی خود، یعنی در موسسات زبان انگلیسی و مدارس دولتی انجام شد. برای دستیابی به این هدف، 100 نفر از معلمان زبان انگلیسی که در مدارس دولتی (50 نفر) و موسسات زبان (50 نفر) در اصفهان تدریس می کنند، به روش نمونه گیری در دسترس برای شرکت در این پژوهش انتخاب شدند. سپس پرسشنامه سطح ایمنی معلمان برای آنها اجرا شد و با آنها مصاحبه شد. از معلمان در مورد درک آنها از امنیت در محیط شغلی خود سؤال شد. همه معلمان شاغل در موسسات زبان معتقد بودند که معلمان این مراکز آموزشی از سطح پایین امنیت شغلی رنج می برند. همچنین از معلمان در مورد دلایل زیربنای سطوح بالا و پایین امنیت شغلی در این دو زمینه آموزشی سؤال شد. معلمان مؤسسات زبان بر این باور بودند که کمبود نظارت توسط دولت، تعداد زیاد تحصیلکرده های بیکار، طمع کارفرمایان و پایین آمدن ارزش آموزش در جامعه از مهمترین دلایل این فاجعه در مؤسسات زبان است. این یافته‌ها می‌تواند پیامدهایی برای تصمیم‌گیران وزارت آموزش و پرورش ایران داشته باشد تا از مؤسسات زبان حمایت و توجه بیشتری برای رفع مشکلات ذکر شده داشته باشند.
واژگان کلیدی: نگرش موسسات زبان؛ ادراک؛ مدارس دولتی؛ امنیت معلمان

Introduction
Importance of Teachers' Personal Attitudes and Characteristics in Teaching

The field of pedagogy has relatively diverse fields of study focused on various aspects of the teaching profession; e.g., teacher responsibilities and rights in the educazional context, teacher characteristics and roles, various methods used in the classroom by the teachers (O`Connor & Paunonen, 2007), and the like.

On the other hand, in educational psychology, there is no such fixed field of study for education, and teachers' attitudes and characteristics are mostly neglected by the educational authorities and even the researchers (Giluk & Postlethwaite, 2015). This is surprising because of the long-standing consensus that teachers' personal attitudes and characteristics are the most important and complex variables in the educational process (Giluk & Postlethwaite, 2015).

Even in educational psychology, the role of teachers' personal attitudes and characteristics is usually emphasized only in studies dealing with the relationship between education (e.g., the positive or negative effect of one personal trait on the instruction of the teacher or learning of the students) and the psychological or social aspects of education (Murray & Zvoch, 2011). De Raad and Schouwenburg (1998) found that research applying new insights from individual attitudes and traits to explain the role of different patterns of teacher personality traits is very important and should be assigned to its own research group. This approach was first introduced in the mid-20th century (Lamke, 1951) and has been adopted regularly since then (Giluk & Postlethwaite, 2015; Mount & Barrick, 1998; Rushton, Murray & Paunonen, 1983). As a result, the present study was conducted to show the relationship between three different personal characteristics of teachers in the Iranian EFL context.

Theoretical Base of the Three Variables of the Study

The present study was concerned with the effect of emotional intelligence and self-efficacy on teachers' immunity and finding out their potential difference in different contexts of teaching, such as public schools and language centers. These three variables were taken into account due to the fact that emotional intelligence has been a widely discussed issue during the last two decades and the relationship between this concept and various aspects and components of education (Alrefaai & Shah, 2020); therefore, the relationship between emotional intelligence and a newly proposed concept such as teachers' immunity could be effective in future decisions that would be made by the scholars.

On the other hand, self-efficacy was considered one of the components of teachers' immunity by Hiver (2017); however, the researcher could not find any empirical research work confirming this idea. Moreover, as the researcher was going through the literature, it was revealed that self-efficacy was among the most determinant factors affecting various aspects of an individual's life. Besides, teachers' immunity was a new topic or construct introduced in the field of education which could be worked on yet. In order to conduct this research work, there was a need to have a review of the theoretical issues proposed in the study. In this section, a review of the theoretical framework of the study is provided.

Teacher Immunity

For immunity since the mid-1980s and into the mid-1990s, awareness of immune deficiency continued to grow in the context of education (Batsche & Knoff, 1994). The teaching of contextual immunity deficiency began to become an ongoing argument in several countries, such as Scandinavia (e.g., Einarsen & Nielsen, 2015), the United Kingdom (Rayner & Hoel, 1997), and the United States (Fox & Cowan, 2015). In the mid-1980s, several studies, surveys, books, and articles on the teaching of contextual immunity deficiency were published. Many conferences and symposia have worked to address, examine, and report on the occurrence of immune deficiency behaviors in the context of teaching, thus highlighting the seriousness and complexity of this ongoing problem (Einarsen & Nielsen, 2015; Fox & Cowan, 2015; Zapf,). Studies show a

lack of contextual immunity that persistently undermines the foundation of education, produces higher turnover intentions and is absent among targeted teachers (Matthiesen, & Magerøy, 2015; Ortega, Christensen, Hogh, Rugulies, & Borg, 2011). Research studies continue to show discomfort, emotional pain (Qureshi, Rasli, & Zaman, 2014), physical complaints (Okechukwu, Souza, Davis, & de Castro, 2014), mental abuse, and loss of life. Business (Neall & Tuckey, 2014) victims tend to be resistant to immune deficiency in the context of teaching (Woodrow & Guest, 2014).

Research also suggests that the incidence of self-reported immune deficits is 10% to 35% in the teaching context (e.g., theft, physical assault, and harassment). Research on the teaching of contextual immunity deficiency continues to generate great interest in the scientific community, but there is still much to be learned (Samnani & Singh, 2016). There is rare research examining the relationship between teaching context immunity deficiency and teacher stress and depression (Taniguchi, Takaki, Hirokawa, Fujii, & Harano, 2016). In fact, studies on the lack of immunity in the teaching context among teachers are almost non-existent. Because of the widespread immunity behavior in other organizations, it is very important to examine the immunity of the teaching context. In the academic community, research related to the lack of immunity of teaching contexts and problems in the teacher workplace appears to be non-existent.

Review of the Literature

According to Hiver (2015), the majority of teachers can live a life showing that a form of psychological invulnerability exists among teachers in order to cope with various pressures and distractions that threaten their level of motivation and professional identity, and this "psychological invulnerability." It seems linked to resilience, which employs all teachers at different levels and times and allows for teachers to have the determination to consistently and persistently struggle with and overcome challenges throughout their careers.

With this exploration, in 2015, Hiver planned a study to find out why some teachers appear to keep a vision of teaching and evolving and why others suffer and are almost unable to survive their teaching careers. She wants to explore the qualities that differentiate an engaged, tuned, and productive L2 teacher from a struggling L2 teacher for a living. To this end, he conducted a multi-stage research study, which is detailed below.

Hiver first conducted an exploratory study in South Korea with four teachers from three different teaching settings: the private sector, the public K-12 sector, and higher education. The selected teachers all have high levels of professional satisfaction and commitment and are able to withstand stress, failure, and fatigue. He is confident about the quality of education and performance. Hiver conducted a series of in-depth interviews with the four teachers.

To report and gain insight into the data collected, Hiver uses self-organizing processes as a theoretical framework. Under this framework, systems change their internal structure or overall function in response to some external situation through a process called self-organization (Dekker, Cilliers & Hofmeyr, 2011). Self -organization can affect many important aspects of human behavior, such as learning and cognitive development. One model of self -organization is the psychological model of Lewis (2005). In the model, four stages are central to the self-organization process: (1) triggering, (2) linking, (3) re-alignment, and (4) stabilization.

At the trigger stage, the disturbance displaces the teacher from her motivational comfort zone. The linking stage involves the generation of specific responses or coping mechanisms corresponding to the disturbance. In the next stage, the re-alignment stage, the individual develops the ability to recognize the disturbance, be able to cope and even control it. When they find ways to deal with the disruption they experience and regain their productivity, it is because they consciously apply strategies that appear to be able to bring the system back under stability control. In the final stages of stabilization, teachers accept the rest of the experience as a new

aspect of identity. He adds new experiences to ourselves that will affect the way we respond to disruption in the future. This new result can be considered teacher immunity.

For Hiver, immunity results from the own organization of the system. Thus, they report data for an exploratory case study using this theoretical framework. By quoting the sentences spoken by the participants, she highlighted the process undergone by the four teachers in the study of developing teacher immunity. The results of this study suggest that the teachers in this study have developed a type of system to respond to the disturbances found in the classroom experience. He referred to this language teacher's immune system, which serves as a defense mechanism against the material and emotional demands imposed on L2 practitioners.

Hiver found that teachers 'immunity was a line of defense against the demands placed on teachers and traumatic experiences, which could lead to emotional exhaustion and burnout. Based on the descriptions and examples provided by the participants, they also found that this immunity can be either positive (productive and strong) or negative (counterproductive/maladaptive) and has the potential to affect almost everything teachers do in their careers. Although none of the participants in the exploratory study had counterproductive immunity, they reported that they had witnessed or collaborated with peers who showed up.

After studying this exploration, Hiver believes that many questions remain unanswered. He thinks that in addition to productive and maladaptive types of immunity, there must also be non-immune and partial immune types and several sub-categories for productive and maladaptive types of immunity. They also want to define the types of teachers that are included in the broad types of immunity and the important characteristics of each type of teacher. For this purpose, Hiver conducted a validation study after the exploratory study.

In this validation study, Hiver used focus group interview data from forty-four L2 professionals (public/private school English teachers, teacher coaches, and administrators). She asked the teacher if she had ever met a teacher who could resist the difficulties she was experiencing and could act effectively in class without being prone to problems. She also asked participants to list the types of teachers they encountered or observed for the types of global teacher immunity identified in the exploratory study and give descriptive and creative names to them. Then, participants were asked to describe what these teachers thought, believed, did, and expected and what they felt through real-life examples. The results yielded different types and characteristics of teachers with some overlap and redundancy. Thus, participants in the last focus group were asked to look for overlap and redundancy in the types and characteristics of teachers. Eventually, illustrative descriptors for almost 30 types of teachers were realized.

After the focus group session, Hiver divided the types of teachers into more global types of teacher immunity, namely: (a) teachers who were productively immunized (i.e., those who had strong but healthy teacher immunity); (b) partially immunized teachers (i.e., those who have developed certain elements of a flexible and useful form of teacher immunity); (c) maladaptively immunized teachers (i.e., those with severe and counterproductive teacher immunity); (d) some maladaptive immunization teachers (i.e., those who have developed a partial aspect of the maladaptive form of teacher immunity); and (e) immunocompromised teachers (i.e., those who have not yet developed teacher immunity).

At this point, it is important to note that teacher immunity, like biological immunity, is manifested in two general forms: productive immunity and maladaptive immunity. Teachers who develop productive immunity are usually not prone to stress, failure, and fatigue. They are able to ignore distractions and cope with stress, and thus experience higher career satisfaction, confidence, and commitment, and are eventually able to thrive in the profession. Teachers who develop maladaptive immunity, on the other hand, have enthusiasm, motivation, and self-efficacy. They can be very settled, conservative in pedagogy, and reluctant to change, even if it's for the better. They may not respond even when necessary and may feel proud. In their study,

Hiver and Dörnyei (2017) provided a framework of interventions that could be used to "restart" maladaptive immunity. The term "reboot" involves the destabilization of a fossil, maladaptive system to change the parameters underlying it in order to reform it into a productive teacher immunity (Hiver, 2015). He says that successful teachers reviving, or reorganizing, by recreating their professional identity through narration will be able to continue their work because of their productive immunity. Furthermore, although a reconstructed immune system will not be appropriate and require occasional maintenance, the effectiveness of rebooted teachers in the classroom and overall perceptions of their ability to function in the language teaching profession are expected to increase exponentially.

Hiver also examined crosses for overlap and redundancy in illustrative descriptors for the original pool of almost 30 teacher types and prepared a narrower list of nine teacher types (Spark Plug, The Visionary, Sell-out, The Fossilized Teacher, Over-compensator, Bloody Heart), The Lost Teacher, The Poseur, The Striver), their names all appeared during the focus group session. He also ensured that the key characteristics of each type of teacher identified during the focus group interviews were included in the description of each type of teacher. Finally, he synthesized the type of global teacher immunity with the type of teacher. It was found that each of the nine sub-types of teachers that emerged from the data analysis corresponded to one of the more global types of teacher immunity (Table 1).

Table 1
Global Teacher Immunity Types and Teacher Sub-types

Global Teacher Immunity Types	Teacher Sub-types
Productively Immunized Outcome	The Spark Plug The Visionary
Maladaptively Immunized Outcome	The Sell-out The Fossilized Teacher
Immunocompromised Outcome	The Overcompensation The Bleeding Heart
Halfway Immunized Outcome	The Defeated Teacher the Poseur The Striver

As is observed in the reviewed studies, the researchers have rarely worked on the immunity of teachers in different contexts. Therefore, there is a need to work in this regard. So, the following research question was addressed in the present study:

> **RQ.** What are the perceptions of English language teachers working in public schools and private language institutes about their job immunity?

Method

Design of the Study

An explanatory sequential mixed-method design was employed in this study to collect, analyze and interpret the data. According to Creswell (2013), with the mixed-methods approach, researchers incorporate methods of collecting or analyzing data from the quantitative and qualitative approaches in a single research study. Thus, in the first phase of the study, quantitative data were gathered through the questionnaires, which were designed to receive the participants' perception of the immunity of Iranian EFL teachers. In the next phase of the study, a semi-

structured interview was conducted with the participants, taking into account the findings obtained through the administration of the immunity questionnaire.

Participants

The participants of the present study were selected through the convenience sampling technique from among EFL teachers teaching at male/female public schools and language centers in Isfahan. Fifty of them were teaching English in Donyaye Zaban and Zaban Pooyesh language centers, and the rest (No= 50) were teaching at public schools. They were teaching at different levels of proficiency (elementary, intermediate, and advanced). They all had a B.A. degree in English language teaching, English literature, or translation studies. Their age range was 24 to 35 years.

Instruments

For the purposes of the present study, two instruments were utilized as follows:

Immunity Questionnaire

The data needed for the quantitative section of the current study were gathered through the administration of a teacher immunity questionnaire developed by Hiver (2017). This questionnaire was composed of 39 Likert-scale items (see Appendix). in order to elicit participants' views, seven points, six points, five points, four points, three points, two points, and one point were designed for the options *Strongly agree, rather agree, agree*, *neutral disagree, rather disagree,* and *strongly disagree,* respectively.

The items of the questionnaire were developed based on 7 scales. Teachers' perceived self-efficacy was measured by means of 7 items. These items included items such as "I have enough training and experience to deal with almost any learning problem in the classroom." The reliability of the items of this scale was $\alpha = 0.78$. The burnout scale was composed of 5 items and measured the participants' buildup of chronic stress and the corresponding emotional manifestation; for example, "There are days at school when I feel vulnerable." The internal consistency of the items was $\alpha = 0.80$. Resilience demonstrates teachers' capacity to cope with adversities in their job. This scale also included 5 items. Cronbach's alpha of these items was $\alpha = 0.82$. The next scale was concerned with teachers' attitudes toward teaching. This scale was again composed of 5 items. The reliability of the items was approved by Cronbach's alpha results $\alpha = 0.79$. The next 6 items dealt with another scale. Openness to change measured teachers' capabilities in adopting novelty and change. Cronbach's alpha for the scale was $\alpha = 0.74$. Classroom affectivity was concerned with teachers' feelings in their teaching practices; For example, "While teaching, I regularly feel depressed" or "I regularly feel inspired at school or in the classroom." This scale included 6 items that were adapted from Watson, Clark, and Tellegan (1988). Cronbach's alpha for the scale was 0.81. The last 5 items of the questionnaire dealt with coping measuring actual controlling of distractors and challenges. For instance, one of the items was "When things get really stressful, I try to come up with a strategy about what to do," and the participants were supposed to check one of the seven options. Cronbach's alpha for the scale was 0.77.

Interview

A semi-structured interview with 9 Iranian English teachers was conducted to find plausible answers to the research question. Half of the candidates participating in the interview were selected from the participants in public high schools, and the other half were selected from the teachers working in the mentioned private language institutes. The interview was composed of eight questions:

Can you tell me your ideas about the position of teachers in our country?
Do you believe in the concept of teacher immunity?
According to you, what is teacher immunity?
What is your perception of immunity in our own occupational contexts?
Do you think that teacher immunity is similar in private and public educational settings?
What are the reasons underlying the low level of job immunity in these two educational contexts?
What are the reasons underlying the high level of job immunity in these two educational contexts?
Can you name some of the factors affecting the sense of immunity in teachers as a whole?

Procedure

As stated previously, the study was conducted in different public high schools and private language institutes in Isfahan. In order to keep the ethical norms, the researcher first explained all aspects of the questionnaire and interview, as well as the objectives of the study, to the participants. Then, the participants took about 20 to 35 minutes to answer the questionnaire. They were asked to answer all the items according to their own points of view, not by their intuitions about the teaching rules or trends provided by cultural norms. After that, 30 teachers participated in the interview. The researcher herself was the interviewer of the study. Each interview lasted about 15 minutes, based on the answers provided by the interviewees. Then, the scores obtained from the questionnaire were analyzed statistically, and the qualitative data were interpreted by the researcher to approve the responses given to the questions of the questionnaire.

Results and Discussion
Perceptions of Teachers Working in Public Schools and Language Institutes about Their Job Immunity
The research question focused on the perceptions of teachers working in public schools and language institutes about their job immunity. As mentioned before, the needed data for answering such a question was obtained through the application of an interview. The oral interview was conducted immediately after the application questionnaires. The administration of interviews in this study was based on the idea that collecting data through a sequential and interrelated survey and interview, such as in a mixed method, would help to overcome the possible weaknesses of each individual method (Dornyei, 2007). Furthermore, we can better understand a complex phenomenon if we mix numerical data from quantitative analysis with the specific details obtained through qualitative analysis (Dornyei, 2007). According to Dornyei (2007), "mixed methods research has the unique potential to produce evidence of the validity of research outcome through the convergence and corroboration of results" (p. 5). Therefore, an interview session was used to gather additional qualitative data to triangulate and compare its findings with the ones obtained by the administration of the questionnaire on Teachers' immunity.

Nine teachers (4teachers from public schools and5 teachers from language institutes) were asked to participate in an informal interview with the researcher. The interview was an informal question-and-answer meeting between the researcher and the teachers. The interview sessions lasted for about fifteen minutes and were conducted in the native language of the participants, Persian. The recorded interviews were summarized and translated into English for analysis. An expert in the English language, one of the researcher's professional colleagues, was asked to check the reliability of the translations. All the concerns he raised were resolved after the necessary checks. Regarding the objectives of the interview, the researcher knew that in such a semi-structured interview, topics determine the flow of the interview (Nunan, 1992); therefore, some pre-prepared questions were raised by the researcher, but the format of the interview was

open. The questions raised for each interviewee were the same; however, the order or wording would change depending on the context.

It is worth noting that both semi-structured and fully structured interviews were taken into account during the process of instrument selection. Although fully structured interviews would have prevented unexpected responses, they may miss the unexpected answers which were not considered by the researcher. Thus, the interviews were conducted by raising general themes and guiding questions. A list of the questions can be found in chapter three.

Summary and Analyses of Interviews

Table 4.9 provides a summary of the interviews. Column 1 was devoted to the names of each interviewee. Column 2 dealt with teachers' ideas about the position of teachers in Iran. Column 3 was concerned with whether teachers believe in the concept of teacher immunity. In column 4, the concept of teacher immunity was defined and clarified by the teachers. Columns 5 and 6 dealt with interviewees' perception of immunity in Iran's occupational contexts and whether teacher immunity level is similar in private and public educational settings, respectively. The next two sections (columns 7 and 8) presented the reasons underlying the low and high levels of job immunity in these two educational contexts. In the last column, the factors affecting the sense of immunity in teachers are presented. Empty boxes indicate that the interviewee was either not asked or did not answer it.

Table 2

Summary of the Analyses of the Interviews

1	2	3	4	5	6	7	8	9
Name	Ideas on Teachers' position	Belief in the concept of teacher immunity	Definition of teacher immunity	perception of immunity in Iran's occupational contexts	teacher immunity level is similar in both settings	reasons underlying low immunity	reasons underlying high immunity	factors affecting immunity
Ahmad	Non-stable	yes	Stable position in the educational context	Weak due to internal (self-confidence and self-esteem) and external factors (condemned by the ministry of education and the ones in higher ranks)	No.	lack of monitoring by the government, employers' greed,	Monitoring the institutes by the government, Appreciate teachers in different ceremonies	Social, cultural, economic, and educational factors
Fatemeh	Non-stable	yes	Insured posts and salaries	Teachers suffer a significant lack of immunity	No. In language institutes, it is highly dependent	lowering the value of education in the society	Increasing the prestige and value of teaching	Various external and internal factors, from

					on the economic status of the teacher		in the society	self-confidence to payment
Behrooz	Stable but ignored and condemned	yes	The sense of being effective in the educational context	Iranian teachers feel high levels of immunity due to their capabilities in teaching	No.	A large number of unemployed educated people	Being admired by officials and students, being well-paid, being confident	Increasing our capabilities, Being well-paid
Mina	Stable	Not heard before	Increasing teachers' sense of effectiveness	Iranian teachers feel high levels of immunity because they receive positive feedback from their students	It does not depend on the organization in which you are teaching	Low educational degrees or not being educated in the field they are involved (unrelated degrees)	Having an M.A. or Ph.D. Degrees in the field they are teaching	Continuing the education to be updated and respected by the degree.
Sadegh	just stable for the ones employed by the ministry	yes	Rewarding based on quality	Since external factors are very important, institute teachers are suffering from low immunity due to the contextual ignorance imposed to them	It is higher in public schools	Lack of employment, being ignored by the community and the ministry of education	Being appreciated regarding their capabilities and significant role in bringing up the next generation	Economic factors, being trusted by the officials and students' parents
Farahnaz	Non-stable	yes	Not to be fired easily for any kind of excuse	It is not observed in any of the employment positions in government organization	No.	Being condemned by the family and authorities	Various external and internal factors such as self-	Level of shyness, confidence, motivation, governm

							esteem and self-confidence or encouraged by the authorities	ent appraisal, encouraged and respected by the family
Ali-Reza	Low in terms of social, economic, cultural, and occupational position	Not heard before	The same as job immunity	even if you contest on the date that your salary is paid, the employer may ask you not to come to the class, even at the middle of the term	No. it is lower in language institutes	Lack of economic insurance	Being employed by the government	payment
Zohreh	Lower than any other job	A vague concept	Not to worry about losing your affective and effective position in the educational context.	as soon as I was hired by the educational ministry, I was relieved that if I worked well, I can work as long as I like, and they will pay me monthly	No.	Lack of self-confidence and inappropriate behavior of the educational stakeholders	High levels of self-confidence and appropriate behavior of the educational stakeholders	Respect, appreciation, being well-paid

Content-Based Analysis of Interviews

At first, teachers' ideas on the position of teachers in the Iranian educational context were explored. Most of the participants believed in an unstable and uncertain condition. One of the interviewees mentioned that "teachers are Low in terms of social, economic, cultural, and occupational position." Another teacher exaggeratedly stated that " teaching is lower than any other sort of job." Then, the teachers were asked to have a definition of teachers' immunity based on their own perceptions. Most of the answers contained similar content. One of the teachers working in the language institutes ironically stated that "job immunity means that you wake up in the morning and see that your class is given to another person, and you can do nothing." Another teacher teaching in public schools believed that "immunity is concerned with the guarantee of the job by insurance services that the employer cannot fire the employee whenever he wishes by any kind of excuse." From these answers and other similar responses, the teacher concluded that all the interviewees knew the meaning of teachers' job immunity.

Then, the teachers were asked about their perception of immunity in their own occupational contexts. All the teachers working in language institutes believed that teachers in these educational centers are suffering from low levels of job immunity. One of the teachers said that "even if you contest on the date that your salary is paid, the employer may ask you not to come to the class, even at the middle of the term." On the other hand, teachers working in public schools believed that although their salaries were low, they were sure that nobody could dismiss them by any trivial excuse. One of the teachers mentioned that "as soon as I was hired by the educational ministry, I was relieved that if I work well, I can work as long as I like, and they will pay me monthly."

The teachers were asked about the reasons underlying the high and low levels of job immunity in these two educational contexts. The teachers in language institutes believed that lack of monitoring by the government, the large number of unemployed educated people, employers' greed, and lowering the value of education in society are among the most important reasons underlying this catastrophe on language institutes. One of the teachers stated that "when universities graduate a large number of educators in different fields of study each year, there are lots of unemployed individuals that will accept any employment condition to earn the least amount of money to stay alive." Another teacher believed that "government has no monitoring system to check the institutes as employers, even the officials know the situation, but they do not bother to limit this injustice." The next teacher "this is the natural consequence of the elevation of wealth over knowledge in the society." On the other hand, one of the teachers proposed the idea that "employers in private institutes are greedy; they want to earn as much as they can. Therefore, they will expire the teacher whenever they think that he/she is not going hand in hand with their economic goals and ideas".

Finally, teachers were asked about the factors affecting the sense of immunity in teachers as a whole. Various responses were proposed in this regard. One of the interviewees believed that "a teacher who is confident and considers him/herself self-effective will have higher levels of job immunity." Another participant stated that "shyness and lack of teaching experience can be considered among the reasons underlying the feeling of lack of immunity in any educational context." On the other hand, one of the teachers claimed that "immunity is not an inner personal feeling by any means. The environmental factors should prepare it for the teacher, and the instructor has no role in this regard".

Conclusion

The interpretation of results obtained from both quantitative and qualitative data requires an integrated approach in which the findings should be triangulated to confirm conclusions and understand a complex issue. This study was conducted to determine the impact of emotional intelligence and self-efficacy on teachers' immunity levels in the Iranian EFL context considering language centers and public schools. Therefore, in this section, the results obtained by the three survey questionnaires are combined and confirmed with the results of the interviews.

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Appendix A
Language Teacher Immunity Questionnaire Developed by Hiver (2017)

items	Strongly disagree	Rather disagree	disagree	neutral	agree	Rather agree	Strongly agree
Self-efficacy							
If I really try hard, I can get through to even the most difficult or unmotivated students.							
When all factors are considered, I am a powerful influence on my students' success in the classroom.							
I do not have confidence in my professional ability to help students learn.							

I have enough training and experience to deal with almost any learning problem in the classroom.			
I am not certain that I am making a difference in the lives of my students.			
I can deal effectively with the problems of my students.			
I feel I am positively influencing my students' lives through my teaching.			
Burnout			
At school, I feel burned out from my work.			
I feel that teaching is hardening me emotionally.			
There are days at school when I feel vulnerable.			
I am emotionally drained by teaching.			
There are days when I feel insecure at school.			
Resilience			
I can get through difficult times because I've experienced difficulty before.			
Failures double my motivation to succeed as a teacher.			
I have a hard time making it through stressful events.			
I tend to bounce back quickly after hard times.			
It is hard for me to recover when something bad happens.			
Attitudes Toward Teaching			
I enjoy working as a teacher because it brings me pleasure.			
Teaching is my life, and I can't imagine giving it up.			
Teaching brings me very little satisfaction.			
If I could choose an occupation today, I would not choose to be a teacher.			
I am tempted to leave the teaching profession.			
Openness to Change			
As a teacher, I prefer the familiar to the unknown.			
I do not get impatient when there are no clear answers or solutions to my problems as a teacher.			
I get frustrated when my work is			

unfamiliar and outside my comfort zone as a teacher.		
In my teaching, I find it hard to give up on something that has worked for me in the past, even if it is no longer very successful.		
As a teacher, I like it when things are uncertain or unpredictable.		
The "tried and true" ways of teaching are the best.		
Classroom Affectivity		
At school or in the classroom, I often feel upset.		
While teaching, I regularly feel depressed.		
I regularly feel inspired at school or in the classroom.		
Overall, I expect more good things to happen to me in the classroom than bad.		
It's hard to imagine anyone getting excited about teaching.		
In my teaching, I always look on the bright side of things.		
Coping		
When problems arise at work, I accept what has happened and learn to live with it.		
When I am under a lot of stress, I just avoid thinking or doing anything about the situation.		
When things get really stressful, I try to come up with a strategy about what to do.		
When I encounter a bad situation at school, I look for something good in what is happening.		
I don't feel that I can cope with problems that come my way		

Research Paper

Effect of Graphic Advance Organizers on Enhancing the Comprehension of German Texts by Adult GFL Learners: An Eye-Tracking Study

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Abstract
Utilizing graphic advance organizers before reading is to construct a mental model of the meaning of the text based on readers' formal prior knowledge of familiar rhetorical schemata, which enhances reading performance. The effectiveness of an animated matrix in improving reading comprehension was investigated in a computer-mediated reading environment. Eye-tracking was employed to examine the reading process of participants performing a German reading task. Two groups of participants (N = 21) were compared in terms of their reading performance quality, the number of main idea units recalled, and the verbatim recall memory. The use of a graphic advance organizer significantly improved reading comprehension quality (p < .05). Based on the eye-tracking results, the two groups of participants showed no significant difference, indicating equivalent exposure to the passage. There is evidence that the user-controlled sequential display of elements grants categorical reading of the matrix and provides minimal guidance to deepen the understanding of the passage, as metacognitive skills are not actively used in linking new material read to parts of the organizer.

Keywords: *Advance Organizer; Eye Tracking Graphic; Foreign Language Reading; Matrix*

نقش پیش سازمان دهنده های گرافیکی کمک آموزشی در درک متون آلمانی زبان آموزان ایرانی با استفاده از فناوری ردیابی چشمی
هدف استفاده از الگوی پیش سازمان دهنده قبل از خواندن, ایجاد ساختار ذهنی مطلوب از متن بر پایه دانش پیشین و در نتیجه فهم معنا دار است. پیش سازمان دهنده های گرافیکی با نمایش مفاهیم کلیدی و ارتباط آنها به خصوص به درک همادین متن کمک می کنند. در تحقیق پیش رو اثربخشی یک جدول ماتریس منطبق بر ساختار کلان متن در بهبود درک مطلب در یک محیط مطالعه کامپیوتری بررسی و از ردیابی چشم برای بررسی روند خواندن استفاده شد. دو گروه از ۲۱ زبان آموز ایرانی از نظر کیفیت درک متن، تعداد مفاهیم اصلی یادآوری شده و حافظه لفظی مقایسه شدند. استفاده از پیش سازمان‌دهنده گرافیکی کیفیت درک مطلب را به طور معنی داری بهبود بخشید. مقدار احتمال از احتمال خطای نوع اول کوچکتر بود. بر اساس نتایج ردیابی چشم، آزمون شوندگان در هر دو گروه مواجهه یکسانی با متن داشتند. شواهد نشان داد که در واقع نمایش متوالی عناصر توسط کاربر، به خواندن طبقه ای ماتریس و درک عمیق ترمتن کمک می کند، زیرا آزمون شوندگان از مهارت‌های فراشناختی به طور فعال در پیوند دادن مطالب جدید خواندشده به بخش‌هایی از سازمان‌دهنده استفاده نکردند.
واژگان کلیدی: سازمان دهنده پیشرفته، گرافیک ردیابی چشم، خواندن زبان خارجی، ماتریس

Introduction

Since text-based instructional materials are commonly provided in blocks, it is often challenging for students to make connections between concepts (Kiewra, 2012). The Cognitive Load Theory (Sweller et al., 2011) suggests that the design of instructional materials could cause a cognitive overload, interfere with learning, and result in poor comprehension. In instructional psychology, linguistic, content-related, and formal features of texts are examined to determine how they facilitate or hinder comprehension; accordingly, specific instructional aides are designed to enhance text intelligibility (Christmann & Groeben, 1999). Among the most prominent instructional theories on the reception of linguistic material is Ausubel's (1968) cognitive learning theory. According to this theory, the processing of a text takes place by integrating relevant materials into what the learner already knows and understands. Ausubel maintains that this process, also known as subsumption, can be optimized by providing the learner with an appropriate subsumer, the so-called advance organizer. Using Ausubel's (1968) definition, advance organizers are "appropriately relevant and inclusive introductory materials […] introduced in advance of learning […] and presented at a higher level of abstraction, generality, inclusiveness" (p. 148). In Ausubel's view (1968), the purpose of an advance organizer is "to provide ideational scaffolding for the stable incorporation and retention of the more detailed and differentiated material that follows" (p. 148). Ausubel failed to determine an adequate type and structure of advance organizers as criticized by Weisberg (1970). Therefore, the operationalization of advance organizers became increasingly important. Providing advance organizers according to the global structure of texts is a possibility suggested by Kintsch and van Dijk (1978). According to them, the macrostructure of a text can act as an advance organizer, which satisfies Ausubel's logic requirements. This concept was applied to create graphic organizers that shared similar theoretical origins and purposes (Clark & Bean, 1982). Graphic organizers have been described as visual displays that illustrate the relationships between the main ideas in the text (Hall & Strangman, 2008; Kiewra, 2012; Robinson & Kiewra, 1995; Shaw et al., 2012). Accordingly, graphic organizers differ in the way they are structured and the relationships they represent (Armbruster et al., 1991; Fiorella & Mayer, 2016; Kierwa, 2004; Robinson & Kiewra, 1995; Rovira, 2016). Five rhetorical structures are typically used in expository texts: compare-contrast, problem-solution, cause-effect, sequence, and description (Meyer & Ray, 2011; Raymond, 1993). The main ideas could be organized within a specific organizational structure, by way of example, a matrix for a compare-and-contrast structure, a hierarchy in case of classification, and a flow chart for a cause-and-effect process (Fiorella & Mayer, 2016). The matrix is known as the fundamental form of graphic organizers as it could incorporate the other forms. (Kiewra, 2004). This organizer is used to compare the various features of two or more items by organizing them into columns and rows. (Kiewra, 2004). The definition given by Jairam et al. (2012) denotes the matrix parts and their location well: "A matrix is a two-dimensional, cross-classification table or chart that presents topic names […] along the top row, category names […] down the far left column, and details […] inside matrix cells at the intersection of corresponding topics and categories" (p. 128). It was established early on that the use of a matrix enhanced students' learning of facts and their relationships (Kiewra et al., 1988; Robinson & Kiewra, 1995). This higher performance is justified by the three Matrix functions of signaling, extraction, and location. Access to text information is made easier and more effective by signaling. Extraction implies that the important information within the text is separated from the less important information, while localization refers to how closely related information is displayed. (Kauffman & Kiewra, 2010). This study incorporates a matrix as a specific type of advance organizer including a comparing structure that visualizes the main ideas of text. In contrast with advance organizers and graphic organizers are matrix advance organizers that depict the comparing structure of text are understudied. The study is based on research on second language acquisition showing graphic organizers aid reading comprehension. (Davoudi &

Yousefi, 2016; Heidarifard, 2014; Jiang & Grabe, 2007; Nasir, 2016; Rasouli & Heravi, 2018; Tang, 1992; Torres, 2015; Wu & Alrabah, 2020). However, none of the studies explain how the reading behavior of readers changes when graphic organizational aids are applied. The objective of the current study is to investigate how the use of matrix advance organizers as instructional aids can improve understanding.

Literature Review

Advance Organizers
The research during the 1960s examined whether or not advance organizers facilitated learning from text (see Ausubel, 1978). These studies' findings are not conclusive. In his review, Mayer (1979a) looked at a different question from those raised by similar studies, namely, whether qualitatively different learning outcomes could be obtained. Researchers conducted several studies (e.g., Bromage & Mayer, 1986; Mayer, 1980, 1975a, b) to clarify the idea that the effects of meaningful learning can be evaluated in terms of a range of differently structured outcomes. In conclusion, the results support the idea that advance organizers can encourage readers to focus on key features of passages and the concepts they contain.

Graphic Organizers
Over the period from 1984 to 2020, several studies demonstrated that graphic organizers were beneficial to text comprehension (Armbruster et al., 1991; Bogaerds-Hazenberg et al., 2021; Colliot & Jamet, 2018; Guri-Rozenblit, 1989; Hebert et al., 2016; Kiewra & Robinson, 1995; McCrudden et al., 2009; Moore & Readence, 1984; Robinson et al., 2006; Williams et al., 2009). This benefit differed according to the graphic organizer type and the measure used to assess text comprehension. Graphic advance organizers that depict the structure of the text and comprehension surveys that emphasize the construction of coherent mental models of texts have made a greater impact (Fiorella & Mayer, 2016; Griffin & Tulbert, 1995; Jiang & Grabe, 2007; Meyer & Poon, 2001).

As previously stated, matrix organizers can represent the comparative structure of an expository text. The SOI (select-organize-integrate) information processing model (Mayer, 2010, 2014) supports matrix approaches. This model is based on active processing, which is central to cognitive sciences and builds upon three main cognitive processes involved in meaningful learning: (a) selection of the relevant information in the sensory input, (b) construction of relevant connections based on the underlying structures of the data, and (c) integration of the constructed representation with the existing knowledge structure. It is possible to conclude that a matrix method produces an ordered cognitive structure since the kind of cognitive processes that the learner initiates throughout the learning process strongly correlates with the quality of what is learnt (Mayer, 2009). In order to formulate instructional guidelines, it is important to approach graphic organizers from diverse viewpoints and tie the findings together. Currently, eye movement measurement is considered one of the standard methods for collecting online process data in first-language reading research.

Eye-tracking and using graphic organizers to improve reading comprehension
One can gain valuable insight into how written language is processed by studying eye movement patterns. These examinations are based on the basic information about two types of eye movements: fixations and saccades (Rayner, 1998). When fixation is performed, the eye has micro-movements and appears to be still. Drawing on the "immediacy hypothesis" and the "eye-mind hypothesis", Just and Carpenter (1980) demonstrated the relationship between fixations and the underlying cognitive reading processes. Saccadic movements are rapid movements of the eye from A to B. Upon receiving subsequent input, the brain typically saccades (or transitions) to the

next or previous portion of the text to review or process it in greater detail (Just & Carpenter, 1980). The E-Z Reader model (Reichle et al., 2006), one of the current explanations for eye movements while reading, contends that lower-level cognitive processes are responsible for controlling eye movements. While such control is in place, it can be overridden by processes at higher processing levels (Rayner et al., 2006).

For almost a decade, researchers have used eye-tracking technologies to investigate the impact of graphic organizers on text comprehension. In the context of this study, several studies (Liu, 2014; Luo et al., 2014; Ponce et al., 2019; Ponce & Mayer, 2014a, b; Salmeron et al., 2009) have looked at the influence of matrix on cognitive reading processing. Both eye movements and text comprehension have been recorded for this purpose. In this respect, focusing on relevant information within the text is viewed as a manifestation of selection. In contrast, saccades are regarded as a sign of organization and integration since they involve creating a coherent structure for incoming information and integrating it with prior knowledge. According to the findings of these investigations, graphic organizational aids activate cognitive mechanisms of selection, organization, as well as integration (Mayer, 2010) and promote an enhanced understanding of the text (Ponce & Mayer, 2014a, b).

Purpose of the Study

In light of the current research literature, the present study aims to examine the impact of graphic advance organizers (matrix) on German-language learners' reading comprehension and eye movement behavior when reading (German) texts with the comparison rhetorical structure. This article attempts both to fill the research gap mentioned and provide empirically sound and realizable findings regarding how to improve text comprehension.

This study is intended to respond to the following primary question: Does the employment of matrix advance organizers affect the performance of foreign language readers? The secondary questions provided below were developed to measure the impact of a matrix advance organizer on reading performance. The first two questions focus on readers' reading comprehension, while the third concerns the mental processes associated with reading:

RQ1. Does the use of advance matrix organizer as an instructional reading aid engender a statistically significant improvement in the reading comprehension performance of GFL learners?

RQ2. Does the memory performance for main ideas between GFL readers who processed text with and without a matrix advance organizer differ significantly?

RQ3. Does the matrix enhance the reading processes of selection and organization, as well as integration?

It is assumed that textual and visual sources would be merged as complimentary sources and integrated with existing knowledge to build a mental representation (Mayer, 1979a; Mayer, 2009), resulting in more frequent and longer eye fixations on main ideas, as well as more organizational and integrative transitions throughout the text.

Method

Design

This study employed a posttest-only experimental control group design, and no measurements were taken before the treatment. The researcher manipulated the independent variable and assessed the effect on the dependent variable. The presumption is that the instructional reading aid will enhance students' reading performance. There were two groups based on a between-subject design: a text-only group, which read a plain text and a matrix advance organizer group, which obtained the conducted matrix organizer prior to and also along with the text. Participants were randomized to experimental or control groups and tested individually.

Participants

A non-probabilistic sample method, namely a volunteer sampling method, was used to recruit participants, since an appropriate sample frame was not available in the study. Four renowned German institutes in Tehran were contacted. To entice volunteers, researchers placed advertisements aimed at advanced German learners that also included information about the study's subject and technique. A total of 41 responses were obtained. 20 students were not voluntarily participating in the study. The existence of covid-19 limits and health concerns was the primary impediment. 20 Iranian students (10 females and 11 males) participated in this study. They were born into a highly technological world and were high adopters of digital technology (Debb et al., 2020). To measure the participants' general German competency and homogenize them, an online placement test was administered as per the CEFR (Common European Framework of Reference for Languages). According to the results, candidates had acquired advanced language skills equivalent to the fourth (B2) out of six levels. One student in the experimental group was excluded from the data analysis due to the poor quality of data collected from the eye tracker. The groups did not differ significantly regarding placement test scores (p=.21) or male-to-female proportion (males=6 and females=4).

Materials

A 235-word expository passage on music and its effect on humans was adapted from Lodewick's (2020) *DSH und Studienvorbereitung* (GFL and Study Preparation), which was shortened and modified to be implemented in a PowerPoint presentation. The readability grade levels of the passage were determined through the application of the Flesch Reading Ease Formula (Flesch, 1948). This passage was rated 42 on Flesch's Reading Ease (Readability) Scale. It was considered difficult by the Flesch Readability Index, meaning that college students could understand it. The passage compared the emotional and physical effects of music on humans across three dimensions (effect type, attributes, and assessment). As such, the organizational structure of this text was compare-contrast (Meyer et al., 1980). Control and experimental groups were shown different versions of the text.

Only the text was displayed on the screen in a text-only version. The text-only design was created as a PowerPoint presentation that contained the content in a format identical to that used for experimental group members. Both groups were instructed to press the space key to read the text. For the experimental group, matrix rows were revealed by self-paced mechanisms before reading the passage, allowing the participants to analyze the matrix horizontally (Jairam et al., 2012; Luo et al., 2017) .

Notably, the graphic organizer treatment was created by controlling and sequencing the appearance of rows and columns of the matrix during the presentation. The filled-in graphic organizer was embedded into slide two, displaying the passage on the left side of the screen as well as the matrix on the right. The advantages of expert-constructed organizers lie in the fact that they contain the most crucial concepts in the text, which are commonly reflected in assessment measures and organized logically (Moradi et al., 2020). Eye-tracking data was collected both when participants viewed the matrix before the passage and when they read the passage with the matrix beside it.

Test materials included summary and gap-filling tests (Alderson, 2000). The summary test was used to assess reading comprehension. It consisted of a piece of paper with instructions at the top asking the participant to read the passage and summarize the ideas related to the subsequent topics. After reading the passage, further oral instructions followed, asking the participants to use their native language, Persian, in the summary task.

Procedure

The participants were informed that they were participating in a study investigating eye movement patterns while reading a German text. Participants were informed that their eye movements were being recorded during reading a German text. When participants arrived, they were seated in a quiet room and received an online placement test using a 7-inch tablet computer. The task did not have a time limit and ended once all 25 questions were answered (Mean = 21 minutes). Afterward, each participant was requested to sit in front of a monitor in the eye-tracking lab with the eye-tracking device installed. In this study, the eye tracker utilized was the SMI RED 250, which was mounted on a desktop computer with a 19.5-inch screen. On the computer, the BeGaze 3.7 software was installed and operated at a rate of 250 Hertz.

The aim of the study, the methodology, the operation of the eye tracker, and the calibration of the instrument were all described. A self-paced reading process was adopted, with the restriction that returning to an earlier page was not permitted. By tapping the space bar, participants were led to the following page. Participants were advised that they had a maximum of fifteen minutes to complete the task. They were asked to inform the researcher when they had finished the test. After each participant had completed studying the passage and the recording had ended, they were instructed to write a summary of the text in Persian by answering two questions on the summary sheet. No time limit was imposed on the summary task (Mean = 9 minutes), and it was deemed completed once the summary was submitted. The original passage was not accessible to the participants. Following the summary task, a paper-based gap-filling test worksheet with no time constraint was administered. The study concluded with the participants filling out a paper-based demographics form. The participants were warmly appreciated, and standards for treating human subjects were adhered to. The data was collected on a single visit.

Data Analysis

Each participant was assessed on two measures of summary performance: (a) summary quality and (b) summary quantity. For scoring, the passage was segmented into units of analysis (Alderson, 2000), which were rated based on their significance within the passage's structure into main ideas and details (Riley & Lee, 1996). In terms of quantity, the written summaries were scored according to the number of main ideas that were remembered. One point was assigned to each main idea, and scores could be as high as 16 points. A four-point rubric was developed to assess the quality of the summary protocols written by the participants as per three criteria: (a) summary's structure, (b) attributes of comparison and elements compared in the text, and (c) degree of nonlinearity. Accordingly, the first criterion was assigned 0, 1, or 2 points depending on whether or not the summary reflected the rhetorical compare-contrast structure underlying the text. Two points were maximally assigned for each comparison of the attributes in the summary (effects and measures).

Furthermore, summaries with a nonlinear structure were given one point. The summary test had a maximum score of seven points. A GFL teacher evaluated tests according to the criteria outlined above to determine the reliability of the marking process. The interrater reliability coefficient was above 0.8. On the gap-filling test as a measure of verbatim memory, participants were provided with a piece of paper containing the text, with 23 words struck out and blanks substituted, which the respondents had to fill with answers. There was a single bank of choices for the participants over the passage, comprising the words used in the matrix's cells. Each accurate word was worth one point, for a total score of 23 points. A demographics form was created to collect background information about the participants. Apart from common demographic characteristics such as gender and age, the form enquired about issues such as online reading habits and self-perception of reading ability, which researchers believe are crucial to describing participants and analyzing their data better in studies on adult reading.

This study sought to use eye movement metrics to assess the impact of a matrix advance organizer on the reading process in a foreign language. Areas of interest (AOIs) were established, which refer to stimulus areas about which the researcher is interested in collecting data for the future analysis of eye movement data (Holmqvist et al., 2011). They usually consist of three to five words or between 5 to 15 characters (Wei & Cook, 2017). AOIs were based on the major concepts in the passage and the same values found in the graphic organizer for the experimental group. Participants in the control group had identical AOIs. The total number of fixations and total fixation time in the AOIs were considered the dependent variables in this study. As defined, total fixation durations refer to all eye fixations made on each region during an online reading task (Holmqvist et al., 2011), regardless of whether they are made on the first reading of the region or subsequent readings of the same region (Wei & Cook, 2017). Throughout the reading of AOIs, the total number of fixations reflects either forward or reverse fixations.

Furthermore, we identified regions in the text and examined the number of transitions (or saccades) between them. The passage was divided into four sections: the first and last paragraphs and two subsections within the second paragraph. This selection was made to compare two attributes (effect characteristics and effect measurements) associated with music. Participants were expected to locate the respective attributes in the first paragraph and in the first section of the second paragraph and to compare them with the corresponding concepts in the last paragraph and the last section of the second paragraph. Two types of transitions were counted: (1) transitions between the first and last paragraphs of the passage and transitions between two sections of the second paragraph (up to down), and (2) transitions between the text and the graphic organizer section (left to right). Transitions between sections were interpreted as an indication that the learner was organizing and integrating specific information from the top and bottom areas of the text to construct a mental compare-contrast structure. Transitions from left to right were considered ways to link the matrix with the passage and establish a compare-contrast structure.

Results

Parametric t-tests were used to test the hypotheses since all variables, except the quality of recall, were normally distributed. Rather than using a parametric equivalent, the Mann-Whitney U test was employed to assess the effects of the graphic organizer structure on recall quality. Since the significance level of the Kolmogorov-Smirnov test for this variable was less than 0.05 (as displayed in Tables 1 & 2), the assumption of normality of the data could not be validated. Besides, the variables did not follow a normal distribution, lending them to analyses using nonparametric tests. The significance level was set to $p < .05$.

Table 1
Test of Normality

	KOLMOGOROV-SMIRNOV		
	Statistic	df	Sig.
PRETEST	.108	20	.200[*]
GAP-FILLING TEST	.140	20	.200[*]
QUALITY OF RECALL	.234	20	.005
QUANTITY OF RECALL	.193	20	.050
*. THIS IS A LOWER BOUND OF THE TRUE SIGNIFICANCE.			

Table 2
Test of Normality

Kolmogorov-Smirnov

	Statistic	df	Sig.
First Fixation Duration	142	20	.200[*]
Fixation Count	164	20	167
Fixation Time	125	20	200[*]

*. This is a lower bound of the true significance.

Considering that eye movement datasets meet the requirements of normality and homogeneity of variance, it was decided to conduct parametric tests to compare the eye behavior of test takers in both conditions. This study utilized the Kolmogorov-Smirnov test for eye-tracking metrics as the significance level was greater than 0.05, and all variables were normally distributed.

Learning outcomes results

RQ1. Does the use of advance matrix organizer as an instructional reading aid engender a statistically significant improvement in the reading comprehension performance of GFL learners?

The primary prediction is that reading the matrix as a spatial arrangement of key concepts within a rhetorical structure that is aligned with the comparative macrostructure of the text will prime the cognitive mechanisms of selecting, organizing, and integrating the material and enhance comprehension on qualitative and quantitative levels (Fiorella & Mayer, 2016). The aim of the summary test was to evaluate passage comprehension. Initially, we investigated the assumption that the matrix advance organizer group would score better on the summary test than the control group in both quantitative and qualitative senses. It was as a result of the matrix advance organizer group's propensity to construct an organized knowledge base through active processing processes, as in the compare-contrast matrix in which two elements (emotional and physical effects of music on people) are analyzed along several dimensions. Tables 3 and 4 detail the results of the Mann-Whitney U test, t-tests, and effect sizes. As predicted, the Mann-Whitney U test demonstrated a significant improvement in learners' qualitative performance in the matrix advance organizer group (p <.05). The graphic advance organizer revealed a large effect (r = 0.53). In contrast, the difference between the quantitative performance of participants in the matrix advance organizer group and the control group did not prove to be statistically significant (p >.05). To see if there was a statistically significant difference between the groups in the placement exam results, a covariance analysis was performed. Matrix advance organizers were significantly associated with recall quality after controlling for placement test scores (F (1, 18) = 11.767, p = .003).

Table 3
Results of Mann-Whitney U Test of Quality of Recall

		Quality of recall
Graphic AO	Mean	3.9
(N = 10)	Std. deviation	2.28
Text-only	Mean	1.2
(N = 10)	Std. deviation	2.29
Mann-Whitney U		19.5
Z		-2.395
Sig. (1-tailed)		.019
Effect size r		0.53

Table 4
Results of Sample t-tests on Placement, Gap-Filling, and Quantity of Recall Scores

	Pretest	Gap filling Test	Quantity of recall

Graphic AO	Mean	14.90	11.20		5.10
(N = 10)	Std. deviation	3.16	6.77		2.99
Text-Only	Mean	16.5	14.00		4.10
(N = 10)	Std. deviation	3.48	5.79		2.07
MD		-1.65	-2.80		1.00
T		-1.10	-.99		.86
Sig. (2-tailed)		.28	.334		.39
All significant at p < .05.					

RQ2. Does the memory performance for main ideas between GFL readers who processed text with and without a matrix advance organizer differ significantly? We examined the prediction that the matrix group would be superior to the text-only group on the gap-filling test, test of rote memory. In instances where reading the matrix advance organizer initializes the cognitive process of selection, we can conclude that it would manifest as enhanced memory test performance. Contrary to the prediction, the matrix organizer group did not outperform the control group (p >.05) (Table 4).

Eye-tracking results
RQ3. Does the matrix enhance the reading processes of selection, organization, and integration? It was anticipated that participants in the matrix advance organizer group would fixate longer and more frequently on the main ideas (AOIs) compared to participants in the text-only condition, which would demonstrate the activation of the cognitive processes involved in selection. In addition, it was expected that there would be more transitions between the specific areas of a passage, as indicative of the cognitive processes of organization and integration, since the reader tries to make comparisons within the text and compare different areas to one another.

Table 5
Results of Sample t-tests on Total Fixation Count, Total Fixation Time, Number of Transitions, and First Fixation Duration for the Areas of Interest in the Passage

		Total fixation Count	Total fixation time	Transitions in the first & last paragraphs	Transitions in the second paragraph	First fixation duration
Graphic AO (N = 10)	Mean Std. deviation	43.9 28.50	25504.52 11273.77	.70 1.25	5.00 3.39	226.81 144.63
Text-Only (N = 10)	Mean Std. deviation	35.5 18.06	27805.55 9800.96	.70 .94	4.50 3.37	544.35 424.43
MD		8.4	-2301.03	.00	.50	-317.54
T		.787	-.487	.00	.330	-2.239
Sig. (2-tailed)		.44	.63	1.00	.74	.047
All significant at p < .05.						

A normality test was performed initially to identify which tests would be applied to the data. The results of the normality tests indicated that the respective eye-tracking measures (fixation time and fixation count) had a normal distribution (as reported in Table 2). Therefore, an independent sample t-test was conducted to investigate the effects of matrix instructional reading aid on the readers' total fixation times and total fixation counts when reading the passage using

an eye-tracking device. Table 5 presents the results of the statistical analysis of the research data. As displayed in Table 5, there were no statistically significant differences between the matrix group and the control group with respect to the total fixation time (p >.05), the total number of fixations (p >.05), and the number of transitions between sections of the passage (p >.05). First fixation duration differed significantly for readers who read the graphic advance organizer compared to those who read the text-only version. It was found that readers who received instructional aid spent significantly less time on the AOIs than those who read the text-only version (Table 5).

Discussion

The purpose of this study was to determine the effects of using the matrix advance organizer as an instructional aid on GFL learners' reading performance. In response to the research questions and based on data analysis, this study's results demonstrate that adding an advance matrix to the passage can improve the reader's comprehension quality. Our findings indicate that matrix organizers have benefits for subsumption. Evidence indicates that an animated matrix prompts readers to recall macrostructural information as a schema, which is primed and activated from long-term memory to reorganize and integrate the information mentally. The mean score of prior knowledge of the type of graphic organizers was 2.8 (SD = 0.63) on a scale of 0–3, which indicates very high knowledge. This outcome is in line with previous empirical findings that have found that A graphic organizer aids the creation of coherent cognitive structures. (Armbruster et al., 1991; Colliot & Jamet, 2018; Kiewra & Robinson, 1995; Liu, 2014; McCrudden et al., 2009; Robinson et al., 2006; Ponce & Mayer, 2014a, b; Ponce et al., 2019; Williams et al., 2009) and in particular, with studies of advance organizers that were sensitive to the quality of learning outcomes (Mayer & Bromage 1986; Mayer 1975a, b; Mayer,1980). The matrix advance organizer in this study served as scaffolding to form an initial mental representation of the text and allowed the learner to quickly comprehend the outline of the mental model to be constructed. These findings converge fairly well with those of Eitel, Scheiter, and Schüler (2012) and support the belief that even "a brief initial glance at an instructional diagram could support comprehension and processing of text" (p. 699).

In contrast to our hypothesis, the majority of eye movement measures used in our study of the reader's reading behavior in the matrix organizer condition were not significantly different from those of readers in the read-only condition (as shown in Table 5). These findings contradict those in previous studies (Ponce et al., 2019; Ponce & Mayer, 2014 a, b), which indicated that the graphic organizers serve to prime more transitions and to direct learners' focus on the content of graphic organizers. The instructional aids did not stimulate students to participate in proper cognitive processing while reading the passage could be partly explained by a lack of metacognitive skills, making connections between new material they are reading and parts of the advance organizer. The effectiveness of metacognitive strategies in foreign-language hypertextual reading and the effect of metacognitive direct instructional measures in virtual learning environments have been investigated by Haghani and Sohrabi since 2009. The researchers attribute the problem of the examined GFL learners to the so-called *production deficit* (Sohrabi, 2012, p. 157). This means that the learners do not certainly use the available target-adequate cognitive and metacognitive components appropriately or cannot spontaneously produce and bring about the current usability of strategic behavior (Sohrabi, 2012; Sohrabi & Haghani, 2015).

Based upon the heat map of eye movements in the advance organizer condition (see Appendix), it appears that the participants rarely looked at the graphic advance organizer alongside the document. This finding is consistent with study results from Pellicer-Sánchez et al. (2021), which suggested that L2 learners invested more time reading the text than the graphics

when presented with both text and graphics. There may have been a lack of metacognitive sensitivity to the difficulty of the passage as a reason for this. Approximately three-quarters of the respondents (N=15) rated their understanding of the topic as good or very good in response to question 18 on the questionnaire. According to Taki (2016), Iranian readers of English tend to favor bottom-up reading in their L1 and L2. This may be attributed to the absence of global strategies training, including awareness of text structure. If readers were trained on the effective use of graphic organizers for meaningful learning, they would be more likely to utilize them effectively (Merchie et al., 2021; Meyer & Poon, 2001; Meyer & Ray, 2011; Raymond, 1993; Williams et al., 2009).

A statistically significant difference, however, was observed between the matrix advance organizer group and the control group for the first fixation duration (as displayed in Table 5). This is not surprising when we consider that the effect appears in an early measure of processing (first fixation duration) consistent with processes associated with word recognition (Wei & Cook, 2017; Yusri & Soh, 2019). This result might be explained by the fact that the first encounter of the words in the advance matrix organizer condition also affected early processing times on the second encounter.

Conclusion

In terms of theory, there is good reason to assume that the matrix advance organizer can prime formal prior knowledge of readers about familiar rhetorical schemata and integrate them with the incoming text to form a coherent mental model. The eye movement variables examined in this study do not provide a comprehensive account of the qualitative changes in reading performance that result from reading the graphic advance organizer. Notwithstanding that, the study's results indicate that the essential condition is fulfilled, and the matrix is extracted to a large extent. The regulation of the respective strategies must be adequately promoted to enable learners to implement their metacognitive strategic knowledge in strategic actions (Sohrabi & Haghani, 2015). In this regard, the duration of the training programs plays a very decisive role. Short-term interventions have a relatively short-term significant effect (Sohrabi, 2012; Raymond, 1993). They fail to bring about the desired learning effect due to insufficient opportunities for learners to practice and automate the strategies (Sohrabi, 2017) and due to interference processes in which newly learned, requirement-adequate strategies interfere with the suboptimal but still functioning strategies (Sohrabi, 2012; Sohrabi & Haghani, 2015). In addition, the studies by Haghani and Sohrabi (2015) have revealed that relatively short-term intervention measures can only convey simple metacognitive strategies. Complex strategies, which require situation-dependent change and the control of one's learning activities in the sense of executive control, are difficult to change in the short term (Sohrabi, 2012). These findings and their explanation align with theories of metacognition and self-regulated learning. (Bannert & Mengelkamp, 2013). The findings are not, however, generalizable to other text structures, text lengths, graphic formats, or different degrees of coherence between texts and graphics. Further research should examine different rhetorical structures. In order to determine the accuracy of the estimation, we also need to conduct further experiments with a variety of GLF learners with different proficiency levels.

The lack of statistical power to identify small effects is one of the study's limitations. Given the data collection timeframe, which coincided with the implementation of the most restrictive measures to restrict the spread of COVID-19, there were few opportunities to recruit a large number of participants in GFL classes at universities and language schools. The study involved only 20 participants out of an already modest sample. Larger samples would be beneficial for future research.

The study contributes to the body of research regarding graphic advance organizers as it builds on an animated graphic advance organizer and eye-tracking technology (e.g., Li, Tong, Irby,

Lara-Alecio, & Rivera, 2021). It is assumed in advance organizer studies that advance organizers are employed. These findings are particularly relevant because they indicate that the structural aid has been read in advance based on evidence derived from eye-tracking technology. By adding an animated graphic advance organizer illustrating the passage's structure, learners can direct their attention to the items in the matrix as they appear and deepen their understanding of the main ideas contained within it and the relationships among them. Furthermore, this study used a user-controlled sequential display of elements to grant categorical reading of the matrix. Studies (e.g., Jairam et al., 2012) have revealed that categorical reading reduces extraneous cognitive load, which could be caused by chaotic reading. Today, electronic texts or digital texts are utilized to transmit a significant amount of information. As e-texts are presented in the digital reading space, they present an excellent opportunity for the implementation of instructional design that guides active processing, reduces unnecessary cognitive processing, and thus increases text comprehension.

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Appendix
Heat Map of Participants' Eye Movements in the Advance Organizer Conditions

Research Paper

Comparative Impacts of Fixed, Growth, and Mixed Mindsets on EFL Learners' Mindsets

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Abstract
The present study was conducted to investigate the comparative impacts of three types of EFL teachers' **mindsets** on EFL learners' mindsets. The participants of the study were English Translation undergraduate students (both female and male with the age ranging of 18-35) who were selected according to convenience non-random sampling from three classes of English Grammar 1 at both Islamic Azad Universities of Karaj and Shahriyar. The total number of students in each class was 30. The course lasted 16 successive sessions. Participants were assigned into three experimental groups. At the outset, a Mindset Assessment Profile (MAP) adopted from Mindset works, INC (2002-2012) on a scale of *disagree a lot* to *agree a lot* was administered among participants in all three experimental groups. The researchers provided interventions in terms of fixed, growth, and mixed mindsets to teach English grammar. At the end of the course, the same Mindset Assessment Profile (MAP) as the one administered in the pretest phase was administered among participants in all three groups and it was demonstrated that the EFL teacher's type of mindset can significantly influence EFL learners' mindsets. Consequently, it was determined that helping students adopt growth mindset hinges on raising teachers' awareness about the importance of their own mindsets as well as helping them to grow their mindsets. This study includes a variety of instructional implications for both EFL teachers and EFL learners.
Keywords: *Fixed mindset; Grammar Achievement; Growth Mindset; Mindset; Mixed Mindset*

تأثیرات مقایسه ای ذهنیت های ثابت، رشد و ترکیبی بر ذهنیت زبان آموزان زبان انگلیسی
پژوهش حاضرجهت بررسی مقایسه ای سه نوع طرز فکر متفاوت معلم در تدریس روی طرز فکر یادگیری زبان آموزان انجام شد. شرکت کنندگان در این پژوهش دانشجویان (پسر و دختر با طیف سنی ۱۸ تا ۳۵ سال) دوره کارشناسی رشته مترجمی زبان انگلیسی بودند که بر اساس نمونه گیری غیرتصادفی و از سه کلاس گرامر انگلیسی یک دانشگاه های اسلامی واحد کرج و شهریار انتخاب شدند. تعداد کل دلنشجویان در هر کلاس سی نفر بود و دوره ۱۶ جلسه طول کشید. بر این اساس شرکت کنندگان به سه گروه آزمایشی تقسیم شدند. در آغاز دوره یک پرسشنامه طرزفکر سنجی با طیف «موافقت زیاد» تا «مخالفت زیاد» بین شرکت کنندگان در سه گروه توزیع و پاسخنامه ها گردآوری شد. سپس تدریس گرامر یک انگلیسی به شرکت کنندگان در سه گروه آزمایشی از طریق سه نوع طرز فکر متفاوت (طرز فکر ثابت-طرز فکر رشدپذیر و طرز فکر ترکیبی) در طول دوره صورت پذیرفت. متغیر مستقل سه نوع طرز فکر آموزشی متفاوت معلم و متغیر وابسته طرز فکر یادگیری زبان آموزان در سه گروه آزمایشی بود. در پایان و پس از توزیع مجدد پرسشنامه طرز فکر سنجی بین دانشجویان مشخص شد که طرز فکر آموزشی معلم به شکل چشمگیری روی طرز فکر یادگیری زبان آموزان تاثیرگذار است. در نتیجه مشخش شد رشد طرز فکر زبان آموزان به شکل چشمگیری به آگاهی معلمان نسبت به تاثیر طرز فکرشان روی طرزفکر زبان آموزان و کیفیت یادگیری و در نتیجه رشد طرز فکر خود معلمان وابسته است. این پژوهش شامل بازخوردهای آموزشی متنوعی برای مدرسان زبان انگلیسی و زبان آموزان بود.
واژگان کلیدی: ذهنیت ثابت، دستاورد گرامر ، ذهنیت رشد، ذهنیت، ذهنیت ترکیبی

Introduction

As we know, the history of language teaching has gone through tremendous fluctuations from day one. Method era was a period during which a bunch of methods with predetermined principles and techniques were introduced and practiced emphasizing what to teach and how to teach. Each method used to claim to be the miracle of its own time, a final and binding remedy of that chronic disease in learning a second or foreign language. Methods emerged and subsequently faded away since in their precepts, there was no room left for the learners themselves, and the psychology of learners was considered neither important nor crucial. The movement of finding an alternative method (to be regarded as the best method) finally led to the movement of finding an alternative to methods which itself was the outset of post-method era (Kumaravadivelu, 2006).

One of the most significant features of post-method era is the importance attached to cognitive and affective factors in the process of learning and learners were regarded as having such psychological intricacies that impact the quality and quantity of learning. This shift of focus from "whats" and "hows" of teaching to the psychology of learners and their cognition paved the way for proposing different theories of learning and intelligence.

There have been numerous and sometimes opposing theories and approaches about human intelligence, out of which two are so comprehensive and also related to the significance of the present study: the *Entity approach* which views intelligence as a stable and fixed human attribute. People advocating such a view tend to prove themselves to others; to be seen and considered as intelligent, talented and genius, and the *Incremental approach* which views intelligence as growing, malleable, fluid, and changeable. People adhering to such a view enjoy the satisfaction coming from the very process of learning and often see opportunities to get better (Kammrath & Dweck, 2006).

As can be seen, these theories are not innovative as far as human cognition is concerned. However, these are the underpinnings of the mindset approach as proposed by Dweck (2008) who proposed two types of mindsets (i.e., growth mindset based on the incremental view and fixed mindsets based on the entity view) which demonstrate how people adopting or leaning toward one of these mindset types approach the world around themselves, their relationships, business, sport, love, parenting, school, and education differently. However, she has implicitly proposed a third mindset (i.e., people who tend to demonstrate a combination of fixed and growth mindset qualities in their behaviors and even sometimes lean toward either fixed or growth side in different situations.

The theoretical underpinnings of mindsets demonstrate the long-rooted history of the approach. However, what makes such an approach innovative, significant, and of crucial importance is the practical application of these theories in different domains of life. The quality of modern life requires human being to get familiar with psychology of success and this, on its own, necessitates understanding the nature of human mindset and the very factors making and shaping it.

More significantly, in education and namely research conducted in different areas of second language acquisition such affective factors as motivation, self-regulation, stress, willingness to communicate, self-confidence, have mostly been considered as independent variables influencing the quality of teaching and learning; pursuant to the theory of mindsets all these factors are to be considered as dependent variables as far as learners and teachers' mindsets are considered (Dweck, 2013).

Moreover, the domain-specific understanding nature of mindsets from a language perspective as an independent academic requires studies focusing solely on language mindsets. Language learning has long been argued to be a distinctive educational domain since it includes dynamics not only within the class but also outside the classroom and in interactions with target language speakers.

Therefore, investigation of language through mindsets from a domain-specific perspective could reveal a number of problems. Such problems concern the ignorance of the teachers' mindsets in our educational system. In hiring teachers and employing faculty members, the priorities are type of university they have graduated from, their averages, research backgrounds, teaching experiences, and lots of other sometimes non-relevant factors. However, teachers' mindsets are belittled and ignored and that is what they carry with themselves to their classes instead of their certificates. And this is their mindsets that could influence their standard setting at the outset, formative and summative assessments, interactions with their students, feedback orientation, views of praise and punishment, students' mistakes and errors, students' setbacks and failures, views of the influence of students' abilities as well as their tenacity, persistence, and perseverance, judgments, students' motivations and self-regulation as well as their overall teaching orientation. This research is intended to investigate three different types of EFL teachers' mindsets (fixed, mixed, and growth-mindsets) on EFL learners' mindsets.

Literature Review

Learners in language domain hold different and sometimes rather opposing views about the nature of language ability and these contradictory views have been reflected in many studies pertaining to psychology of language and applies linguistics (Horwitz, 1999; Mori, 1999; Wenden, 1998). However, focusing on learners' beliefs about language aptitude is a recent trend in research on language ideology. Ryan and Mercer (2012) concluded that people hold different and even opposing views with regard to the malleability and fixedness of language intelligence which is consistent with earlier research about language beliefs. The findings of their studies demonstrated a very interesting fact concerning people holding both types of such beliefs as fixedness and malleability specially with respect to age sensitivity; such that some people believe in the early age fixedness of language skill. By the same token, Henry (2014) investigated learners' beliefs about learning and found that some learners believed in the fixedness of language acquisition as a natural gift and some others advocated a malleable view of the process.

Accordingly, Lou and Noels (2016) assessed language mindsets through an instrument through three major categories of fixed and growing approaches about language learning. The first instrument was to be called general language intelligence beliefs (GLB). These include beliefs concerning malleability and fixedness of language learning. The second one was related to the fixedness or malleability of second/foreign language aptitude (L2B). And finally, the last category is beliefs pertaining to age sensitivity and language learning (ASB). Their results demonstrated that these beliefs emanated from the very theoretical underpinnings of entity (fixedness) versus incremental (malleability) views of learning. They also found evidence concerning the very domain-specific nature of language mindsets differentiating it from such other academic domains as math, sport, and general intelligence.

Another study was conducted by Claro, Paunesku, and Dweck (2016) in order to investigate the influence of such structural factors as socioeconomic background, and psychological factors such as students' beliefs about their abilities on academic achievement. The participants were high school students from Chile. They investigated the interaction between these factors on a systemic level. The results indicated that family income was to be regarded as a determining factor of achievement. However, they found that promotion of a growth-mindset (the belief that intelligence is not fixed and can be developed) was a significantly determining indicator of achievement demonstrating a positive relationship with achievement across all of the socioeconomic strata. At the end, it was concluded that students' mindsets may temper the effects of economic status on a systemic level.

Ocampo (2016) demonstrated that changing students' mindsets about setbacks and failures could help them not only improve their speaking ability but also free them from their fears

concerning making mistakes. Accordingly, stress and anxiety could be alleviated or even eradicated through converting the traditional classroom to a context where failure is embraced and pave the way for further learning opportunities.

Paunesku et al. (2015), in their study, conducted as one of the most recent ones in the area of mindsets concluded that mindset intervention could improve students' academic achievement. Participants of the study were a sample of 1,594 high school students from 13 diverse high schools across the U.S. Accordingly, they provided an online mindset intervention resulting in a 6.0% increase in acceptable grades of C and higher. While those in the control group didn't end up with such improvements in their grades. Other studies have demonstrated a positive relationship between growth mindset and achievement (De Castella & Byrne, 2015; Diseth, Meland, & Breidablik, 2014)

However, a full-fledged review of literature demonstrates lack of systematic research on investigating the influence of teachers' mindsets on students' mindsets. In most of the studies conducted so far, mindsets have been investigated as an independent variable influencing different domains of language and learning. We know that teacher's mindset, above all, is supposed to influence the students' mindsets and they do not teach mindsets directly; they practice their mindsets through their instruction. Therefore, we need to see the influence of teachers' mindsets on students' mindsets prior to any such investigations in different domains of language and learning.

Accordingly, the present study was conducted on one of the most controversial areas of second language acquisition (i.e., grammar) through one of the most recent and appealing areas in research conducted on second language acquisition (i.e., mindsets). Therefore, to get the feet wet into this process, a research question was presented at the outset:

RQ. Does the type of teacher's mindsets have any impact on EFL learners' mindsets?

Method

As it was explained in detail in previous section, the present study was conducted in order to investigate the impact of three different types of EFL teachers' mindsets (fixed, mixed, and growth mindsets) on EFL learners' mindsets. Therefore, the study **was conducted** in three different EFL classes. In one class, the researcher taught the subject matter-Grammar-through fixed-mindset. In the next class, grammar was instructed through growth-mindset. And finally, in the third class, a mixed-mindset approach was adopted and utilized.

Participants

The participants of this study were English Translation undergraduate students (both female and male with the age ranging of 18-35) who were selected according to convenience non-random sampling from three classes of English Grammar 1. The total number of students in each class was 30. They enrolled for this course for the second semester of the academic year 2017-2018 at both Islamic Azad Universities of Karaj and Shahriyar branches. The course lasted 16 successive sessions (once a week and each session 1 hour and 30 minutes). Participants were assigned into three experimental groups. The researcher provided interventions in terms of Fixed-mindset (Experimental group 1), growth- mindset (Experimental group 2), and mixed-mindset (Experimental group 3) to teach English grammar to the EFL learners.

Instrumentation

The instruments utilized in this research are as follows:

Mindset Assessment Profile (MAP) adopted from Mindset works, INC (2002-2012) (Appendix C). It included 8 questions on a scale of disagree a lot to agree a lot (6 items of agree a lot, disagree, disagree a little, agree a little, agree, disagree a lot).

Text book: Understanding and using English grammar written by Azar and Hagen (2009). As a classic developmental textbook, *understanding and using English grammar* is a comprehensive reference grammar as well as a stimulating and teachable classroom text recommended by numerous teachers and researchers around the globe. This book has been frequently revised and updated by the author since its first publication so as to meet the rapidly and increasingly changing needs of the learners. Some of the new features are: innovative warm-up exercises that precede the grammar chart, a *use* to *usage* direction in teaching English grammar, structure-based listening exercises ranging from casual speech to formal academic readings that highlight the targeted grammar structures, greatly-expanded speaking practice with extensive pair, group, and class work, corpus-informed syllabus that reflects the discourse patterns of spoken and written English, and audio CDs and listening scripts. Presently, this book is widely being used is such different educational systems in Iran as universities, language institutes, and schools as one of the most valid and reliable grammar sources.

This book was selected as the course book in all three experimental groups. The first ten units of the book including five units on *English tenses*, one unit on *subject-verb agreement*, one unit on *nouns*, one unit on *pronouns*, and finally, two units on *modals* were to be taught.

Procedure

At the very outset, the reliability of the Mindset Assessment Profile (MAP) was calculated. Therefore, the test was administered among a group of participants with the same characteristics as those of the study and the acceptable reliability of .82 was calculated.

The researcher started the course with introducing the course book and suggested source books as well as the course syllabus. The course book was *understanding and using English grammar* written by Azar and Hagen (2009). To assure the same procedure and instruction as stated above, the same teacher (the researcher himself) taught grammar in all three groups adopting a different type of mindset in each experimental group.

The methodology for teaching grammar included an inductive approach to teaching grammar (i.e., in each unit the participants were first presented with details and examples as well as exercises). Next, the rules were explained to them.

A *use* to *usage* direction of instruction was another important step taken in teaching grammar to the participants. For example, in teaching English tenses, the participants were first presented with the uses of each tense in different communicative situations. Upon teaching the different communicative functions or uses of grammar, the researcher described the grammatical structure of the tense (i.e., the usage).

Formative assessment was another important characteristic of this course. Accordingly, assessment was seen as an aid to teaching and the instruction and it was embedded into the instruction right from scratch. For example, upon teaching simple present tense (as explained in the above-cited section), the students were provided with texts including different communicative functions (uses) of simple present tense and were asked not only to identify them but also to determine the communicative function type as explained above. They were then provided with different exercises to assess their understanding of different grammatical functions (usages) of simple present tense.

E-learning through social networks, cooperative learning, and noticing (consciousness raising) for understanding (competence) the grammar on one hand, and integration of grammar in writing and speaking for using (performance) on the other hand were among other steps taken so as to teach grammar to the participants in all three groups.

To monitor the performance of the students even after the class, the researcher created a telegram group where he could send more exercises, some of which were to be done for next session and some others to be done through collaborative discussion and learning in the group. Some educational clips on grammar were downloaded from *Aparat* and *Youtube* and forwarded to the group for students to be exposed to different teaching styles of grammar. All of the above-cited steps were the same among participants of all three groups. However, the participants in each group received and were exposed to a different mindset type (fixed, growth, and mixed mindsets) throughout the course.

However, since the importance of adopting growth-mindset attitude among learners has already been established in literature through numerous studies, the present study was conducted so as to investigate the impact of the teacher's type of mindset on EFL learners' mindsets. To do so, the teacher adopted three different types of mindsets in three different experimental groups to teach English grammar. The independent variables in this study were human mindsets which were grouping variables to three levels of fixed-mindset, growth-mindset, and mixed-mindset. The dependent variable was EFL learners' mindset.

Treatment in group one (Fixed-mindset)

The teacher in the first experimental group adopted a fixed-mindset attitude, the most important tenet of which was that language learning was a fixed and innate ability that cannot be learned, developed and grown through learning. Learning was there to prove it rather than improve it. Accordingly, setbacks and failures were to mean that the student did not have the innate ability to learn. Therefore, the teacher promoted the idea that if you can learn English grammar effortlessly, it means that you have the innate ability to learn it; otherwise, without that natural talent, you can hardly hope to reach the same or even similar levels of achievement. Both explicitly and implicitly, this ideology promoted and preached by the researcher through the course especially in his feedback, assessments, judgments, view of mistakes and errors as well as setbacks and failures.

As far as students' setbacks and failures were concerned, they were supposed to avoid whatever learning activities that could lead to setbacks and failures since the teacher in this group believed that when their ability was threatened or undermined through setbacks and failures, it meant that the students were not competent enough to learn easily and without any challenge. Consequently, rather than focusing on learning, the teacher focused on his students' final performance. He did not want them to look dumb. Therefore, they did their bests so as not to face whatever challenging situations. They would rather easy tasks that are certain to be fulfilled easily.

Moreover, the teacher promoted help avoidance as much as possible since it was a sign that they did no not have the required ability to learn it through their own resources. He also avoided setting high standards or objectives for the course so as to prove them that they can learn English grammar easily.

The teacher praised the students for their innate ability to learn, rather than their strategies, efforts, and tenacity through such messages as: well done, you are the best student in this class, or you are the most talented student that I have ever seen. The teacher's feedback was totally comfort-oriented (i.e., any type of feedback that assured them of their intelligence rather than any other type of (negative) feedback that targeted their innate abilities and encouraged them to try strategies and exert more effort). He only judged the overall performance of his students and belittled the process of learning since he believed everyone had a specified level of intelligence which could define them and their performance.

The teacher promoted the fixed-mindset idea in the class to such an extent that students resorted to a variety of strategies to look smart. They were afraid that struggling would mean they

were not smart and stopped doing things that were challenging. Therefore, He avoided any difficult task which was threatening to the students' perceived level of intelligence. The tasks were designed so that students could fulfill them. Accordingly, students' degree of achievement was assumed to be determined was determined by the amount of their innate abilities to learn rather than strategies, efforts, and academic tenacity of the learners.

Errors and mistakes were considered as the indicators of lack of the ability to learn and that was why students tried hard so as not to make any mistakes. Fixed mindset views teachers as judges who observe your performance closely and who evaluate and judge you immediately based on your performance. That is why the teacher was seen as an evaluator and judge in this group.

Treatment in group two (Growth-mindset)

The same procedure of inductive instruction of grammar, a use to usage direction of instruction, formative assessment, E-learning through social networks, cooperative learning, and noticing as those of the fixed-mindset group was adopted and enforced in the growth-mindset group.

However, the teacher adopted a growth-mindset attitude in this group. Therefore, he promoted the idea that although the students were born with different innate abilities in different walks of life, their language ability was malleable and could be grown through practice, effort, tenacity, and challenge seeking. Moreover, the growth mindset teacher in this group did not perceive setbacks or failures as a sign of lack of intelligence or something threatening to his students' overall performance. Rather, he considered them as informative and challenging. Accordingly, learning was seen as a tool that did not define the students' innate abilities; it was there to improve them rather than prove themselves.

The growth mindset teacher believed that students with growth mindsets, in their path of improvement and success, try whatever possible help seeking solutions. They were not afraid of being judged with regard to their intelligence. What was important to them was the very learning process. They sought help from all possible resources in order to pave their path of success. The belief in malleability of intelligence encouraged the teacher to set and pursue high standards in this class. High standards were not considered as threatening because the students were not afraid of setbacks or failures as they were not to be seen as indicators of their intelligence level.

As far as praising students was concerned, attention and approval were directed at their efforts and their strategies rather than their innate abilities through such messages as: well done, you made it because of you effort. Tremendous, that was the outcome of your persistence, tenacity, and perseverance. Moreover, the growth mindset teacher promoted strategy-oriented feedback rather than comfort-oriented feedback. Since feedback was not there to judge students' knowledge and ability to learn; it was there to be an important ingredient of teaching that could facilitate the learning process.

The teacher believed that learning was not an insight which was inspired by the degree of innate ability, rather it was a process, amount and quality of which was determined the degree of effort, tenacity, and persistence. Therefore, the teacher judged the amount of tenacity put forth in the process of learning. In fact, a process-oriented attitude was adopted and promoted in this group rather than a product-oriented one as adopted and promoted by the fixed mindset teacher.

The focus of students in this group was to get smarter and smarter through practice, strategy, and tenacity rather than looking smart through avoiding difficult tasks and welcoming easy tasks. Hence, difficult tasks were welcomed since they were challenging and informative.

Finally, Errors were seen as normal and useful parts of learning process; the errors were used to help students improve their knowledge. The growth mindset learners viewed their teacher as

their resource and guides and were not worried about their feedback since they were not seen as judges and evaluators of their performance.

Treatment in group three (Mixed-mindset group)

Mindsets are not dichotomous (i.e., we cannot divide the people to either absolutely fixed-mindset or growth mindset categories). Rather, they shall be seen on a continuum. The teacher in this group demonstrated amalgamation of both fixed and growth mindset qualities called mixed-mindset in this research. Accordingly, participants in this group, in addition to the same procedure of inductive instruction of grammar, a use to usage direction of instruction, formative assessment, E-learning through social networks, cooperative learning, and noticing as those of the other two groups, were exposed to both fixed and growth-mindset qualities throughout the course. Accordingly, he adopted both fixed and growth mindset attitudes as described in the experimental groups one (fixed-mindset group) and two (growth mindset group) simultaneously. For example, while he praised his students for their tenacity, effort, and perseverance to learn grammar (growth-mindset approach), mistakes were seen as sign of incompetence by the teacher throughout the course (fixed-mindset attitude).

Data Analysis

At the end of the course, the same questionnaire of Mindset Assessment Profile administered at the outset was distributed among the participants in all three experimental groups. The design of the study was quasi-experimental since there were three experimental groups and no control group. All participants were selected according to convenience non-random sampling.

Results

Testing Normality Assumption

The normality of the present data was checked through skewness and kurtosis ratios over their standard errors (Table 1). It displays the results of the skewness and kurtosis and their ratios over the standard errors. Since the ratios of these statistics over their standard errors were lower than +/- 1.96, it can be claimed that the assumption of normality was retained.

Table 1
Descriptive Statistics; Testing Normality of Data

Group		N	Skewness Statistic	Std. Error	Ratio	Kurtosis Statistic	Std. Error	Ratio
Fixed	PreMindset	30	-.245	.427	-0.57	-.630	.833	-0.76
	PostMindset	30	-.092	.427	-0.22	-.260	.833	-0.31
Growth	PreMindset	30	-.039	.427	-0.09	.141	.833	0.17
	PostMindset	30	.486	.427	1.14	.347	.833	0.42
Mixed	PreMindset	30	.013	.427	0.03	-.460	.833	-0.55
	PostMindset	30	-.670	.427	-1.57	.110	.833	0.13

Exploring the Null-Hypothesis
Since the assumptions related to one-way ANCOVA were not retained, two separate one-way ANOVA were run to compare the groups' means on the pretest and posttest of mindset. The results are discussed below.

Comparing Groups on Pretest of Mindset
A one-way ANOVA was run to compare the three groups' means on the pretest of mindset in order to prove that they enjoyed the same knowledge on mindset prior to the main study. Before discussing the results, it should be noted that the assumption of homogeneity of variances was not retained. Table 2 displays the results of the Levene's test. The significant results of the test (Levene's F $(2, 87)$ = 6.08, P < .05) indicated that the assumption of homogeneity of variances was not retained. That is why the results of robust tests of Brown-Forsythe and Welch are reported in Table 3.

Table 2
Test of Homogeneity of Variances; Pretest of Mindset by Groups

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	6.368	2	87	.003
	Based on Median	6.089	2	87	.003
	Based on Median and with adjusted df	6.089	2	72.849	.004
	Based on trimmed mean	6.339	2	87	.003

Table 3 displays the descriptive statistics for the groups on the pretest. The results indicated that the mixed mindset (M = 26.27), growth mindset (M = 26.23) and fixed mindset (M = 27.83) groups had almost the same means on the pretest.

Table 3
Descriptive Statistics; Pretest of Mindset by Groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Fixed	30	27.83	1.852	.338	25.18	26.56
Growth	30	26.23	1.135	.207	25.81	26.66
Mixed	30	26.27	2.303	.421	25.41	27.13
Total	90	26.12	1.816	.191	25.74	26.50

Table 4 displays the main results of the robust one-way ANOVA. The results (F $(2, 70.09)$ = .442, p > .05) indicated that there were not any significant differences between the groups' means on the pretest of mindset.

Table 4
Robust Tests of Equality of Means; Pretest of Mindset by Group

		Statistic	df1	df2	Sig.
PreMindset	Brown-Forsythe	.442	2	70.090	.644

Figure 1
Means on pretest of mindset by groups
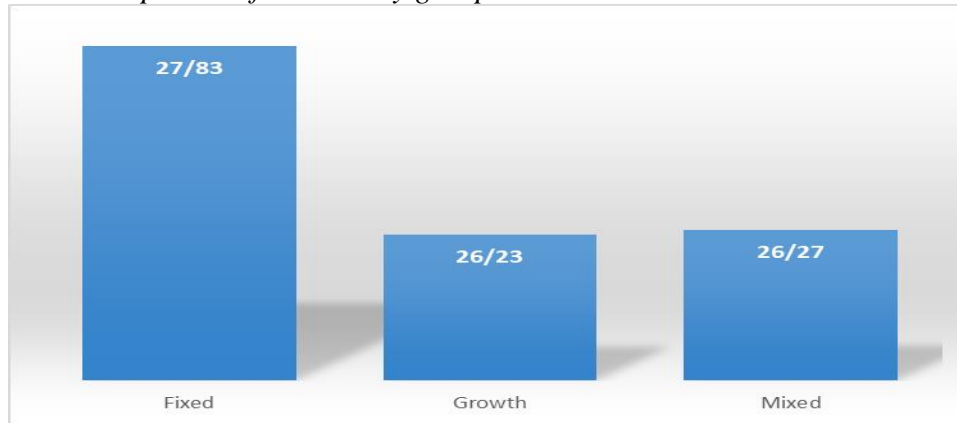
Comparing Groups on Posttest of Mindset

A one-way ANOVA was run to compare the three groups' means on the posttest of mindset in order to probe the null-hypothesis. Before discussing the results, it should be noted that the assumption of homogeneity of variances was retained. Table 5 displays the results of the Levene's test. The significant results of the test (Levene's F (2, 87) = .281, P > .05) indicated that the assumption of homogeneity of variances was retained.

Table 5
Test of Homogeneity of Variances; Posttest of Mindset by Groups

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	.378	2	87	.686
	Based on Median	.281	2	87	.755
	Based on Median and with adjusted df	.281	2	82.604	.755
	Based on trimmed mean	.391	2	87	.677

Table 6 displays the descriptive statistics for the groups on the posttest. The results indicated that the growth mindset group (M = 31) had the highest mean on the posttest. This was followed by the fixed (M = 25.87) and mixed mindset (M = 26.70) groups.

Table 6
Descriptive Statistics; Posttest of Mindset by Groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Fixed	30	25.87	2.119	.387	27.04	28.62
Growth	30	31.00	2.017	.368	30.25	31.75
Mixed	30	26.40	1.734	.317	25.75	27.05
Total	90	28.41	2.739	.289	27.84	28.98

Table 7 displays the main results of the one-way ANOVA. The results (F (2, 87) = 43.11, p < .05, partial eta squared = .498 representing a large effect size) indicated that there were significant differences between the groups' means on the posttest of mindset. Thus, the null-hypothesis **was rejected**.

Table 7

One-way ANOVA; Posttest of Mindset by Groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	332.422	2	166.211	43.118	.000
Within Groups	335.367	87	3.855		
Total	667.789	89			

Table 8 displays the results of the post-hoc comparison tests. The results indicated that; the growth mindsetting group (M = 31) significantly outperformed the mixed mindsetting group (M = 26.40) (Mean Difference = 4.60, p < .05).

Table 8

Pairwise Comparisons; Posttest of mindset by Groups with Pretest

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Mixed	Growth	-3.167*	.507	.000	-4.43	-1.90
	Fixed	1.433*	.507	.022	.17	2.70
Growth	Mixed	3.167*	.507	.000	1.90	4.43
	Fixed	4.600*	.507	.000	3.34	5.86
Fixed	Mixed	-1.433*	.507	.022	-2.70	-.17
	Growth	-4.600*	.507	.000	-5.86	-3.34

*. The mean difference is significant at the .05 level.

The growth mindset group (M = 31) significantly outperformed the fixed mindset group (M = 25.87) (Mean Difference = 4.60, p < .05).

The mixed mindset group (M = 26.40) significantly outperformed the fixed mindset group (M = 25.87) (Mean Difference = 1.43, p < .05).

Figure 2

Means on posttest of mindset by groups
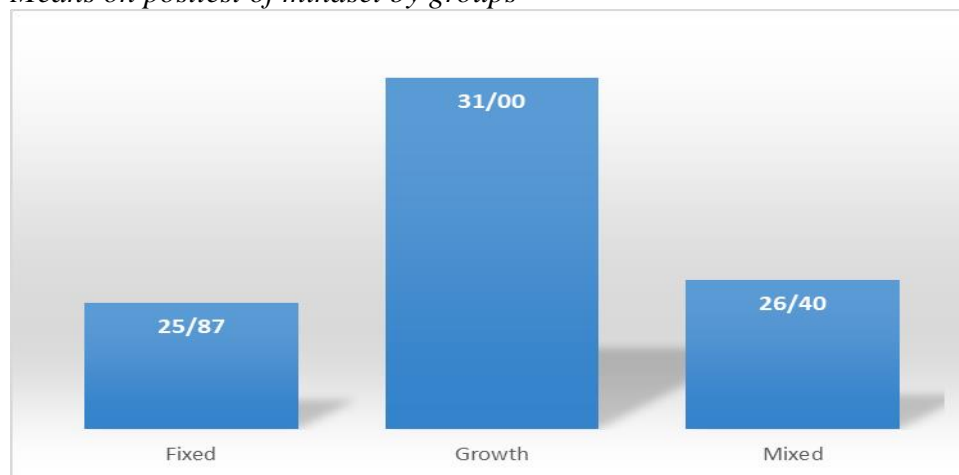
Discussion and Conclusion

This study was conducted to see the comparative impacts of three types of EFL teachers' mindsets (fixed, growth, and mixed-mindsets) on EFL learners' mindsets. Therefore, the

participants (undergraduate students of translation) were exposed to three different types of mindsets while attending the same grammar course at the university. Consequently, the same questionnaire of Mindset Assessment Profile as that of the pretest was administered and upon administration of the test, the collected data was analyzed to explore the null hypothesis proposed at the outset.

A one-way ANOVA was run to compare the three groups' means on the pretest of mindset in order to prove that they enjoyed the same knowledge on mindset prior to the main study. Similarly, a one-way ANOVA was run to compare the three groups' means on the posttest of mindset in order to probe the null-hypothesis. The results indicated that EFL learners exposed to growth-mindset outperformed significantly from pretest to posttest as compared to those in the other two groups (i.e., fixed and mixed-mindset groups). Therefore, it was demonstrated that the EFL teacher's type of mindset can significantly influence the EFL students' type of mindset.

The findings of the present study could be justified through a number of reasons. The first one is that the same teacher adopting different mindset type in each experimental group went through the same procedure of inductive instruction, a use to usage direction of instruction, formative assessment, E-learning through social networks, cooperative learning, and noticing in understanding grammar on one hand, and embedded speaking and writing skills in using grammar, on the other hand. However, what were enforced as treatments were different mindset types adopted by the researcher in all three experimental groups.

Moreover, the results of the present study could be supported further through studies conducted on the impacts of mindset on different areas of second language acquisition. Lou and Noels (2016) conducted a study on the comparative impacts of priming a fixed-mindset approach (i.e., entity language theory) or a growth-mindset approach (i.e., incremental language theory) on language learners' goals. The results showed that the learners exposed to growth-mindset advocated learning goals regardless of their perceived level of language competence.

Irie, Ryan, and Mercer (2018) investigated the mindsets of 51 pre-service teachers at an Austrian university using Q methodology. The distinctive quality of this study was that in spite of the studies focusing on the learners' mindsets, this one focused on the very mindsets of the EFL teachers. This study not only opened up a new gate through focusing on teachers' beliefs about their own teaching competences but also expanded the methodological repertoire in language education researchers. The second important quality of this study was the potential of Q methodology, a research approach used widely in social sciences and education, yet innovative in the field of language acquisition. The results of the study indicated that the mindsets of pre-service teachers are determined by their strong belief in the learnability of the more technical aspects of teaching. It was also indicated that teachers' mindsets are shaped and constructed through their own management of implicit theories rather than the conventional dichotomous model of mindsets (i.e., fixed versus growth mindset).

No matter how pedagogy and curriculum are planned and performed, the academic achievement could be facilitated or debilitated to a large extend by the very mindsets that students are exposed to (Leung, 2018). Accordingly, we must tap into the students' mindsets through cultivating and promoting growth mindsets in the academic contexts right from scratch.

Moreover, Sarlak, Ghaemi, and Hashamdar (2020) conducted a study in order to investigate the comparative impacts of fixed, growth, and mixed mindsets on EFL learners' grammar achievement. The result of their study indicated that students in growth mindset group significantly outperformed those in the other two groups as far as their final score on grammar achievement was concerned.

The present study, unlike many other studies investigating the impact of mindsets on different domains and skills of language learning that ended up with the positive influences of promoting and adopting growth mindset attitudes, focused on investigating the ignored influence of

teachers' mindsets on students' mindsets which itself can stand alone as one of the most significant features of the present study distinguishing it from numerous other studies conducted so far in this area.

Implications for EFL Teachers

Students' mindsets are shaped in a variety of contexts including family, friends, society, school, social media, teachers, and all other walks of life weather real or cyber-space. However, one of the most influential means of shaping EFL Learners' mindsets is their teachers.

A successful, inspiring EFL teacher is recognized by both his and her ideology and methodology. The personality and mindset of a teacher is as important as the other instructional variables. Therefore, in actual and Immediate context of teaching and learning, what are of primary importance are the steps taken by the teacher to promote and to boost a growth mindset ideology among the students so that he could facilitate the process of learning which is one of the most significant objectives of education since the mere academic knowledge of the content areas does not suffice to meet the ends. Accordingly, a number of implications would be made for EFL teachers as follows:

One of the most important factors that can shape and grow the students' mindsets is the teacher's belief system or mindset about intelligence or the innate ability to learn. A growth mindset teacher promotes the ideology that intelligence is malleable and can be grown through the process of education, learning, and all cognitive, metacognitive, and affective factors rather than a fixed trait that can hardly change. Einstein in one of his outstanding quotes says: *the intellectual growth should commence at birth and cease only at death*. A teacher with such an ideology would be successful in rooting and discarding one of the most striking obstacles made against learning and all processes involved in so doing. Students should learn that intelligence is a tiny particle of the total picture of their lives, and there are some much more important factors at work such as their academic tenacity, their volition, their motivations, their strategies, their persistence and perseverance. A growth mindset teacher would never say: "you are not good at English." "Your language ability is not good." "You did your best but you were not born to learn language. Your linguistic intelligence is not so high. You'd better focus on your other types of intelligence where you can be much more successful." Rather, he says: "you should try more." "I think the problem is because of your strategies." "Let's see how you have done this exercise." "May be, I should explain it once more. "The difference between you and your successful peers has nothing to do with just mere linguistic intelligence. Rather, it is more related to different amount of volition, strategies, planning, tenacity put forth by you and them."

We as teachers shall promote the idea right from scratch that failures and setbacks are very natural ingredients and steps in the process of learning and achievement. Consequently, we open a gate to them through which they can welcome all possible challenges in the process of learning. They adopt a variety of strategies and are not afraid of setting high standards since they know they might fail a lot of times before succeeding in so doing. This view will certainly promote a challenge-based perspective toward learning.

Peer or teacher consultation shall be seen as a strategy by students and of course teachers themselves rather than lack of ability or incompetence. Students shall be educated to such an extent that they would resort to all possible means of learning facilitation specially peer consultation or asking for help.

A growth mindset teacher is not an evaluator or a judge. She or he shall be a guide, a friend, a counselor, and even a peer who is himself involved in the process of learning. Students should feel that the formative and summative assessments of teachers are there to boost learning and not to judge them and their abilities.

A growth mindset teacher is not afraid of setting high standards at the outset. Setting such standards is valuable and beneficent not only for students but also for teachers themselves as they are involved in teaching and learning, similarly. They wouldn't set low standards that are easy to achieve. Certainly, high standards include challenges, more tenacity, resiliency, perseverance, persistence, time, energy, different types of strategies, and above all a growth mindset which is not that much sensitive to the judgments in case of making any mistakes.

In a growth mindset-oriented class, learning is not a product-oriented phenomenon which should occur without too much trouble which is itself emanated from a fixed perspective about intelligence. Rather, the idea is that brain is malleable and consequently the intelligence is so. If students do not learn, it does not necessarily mean lack of competence or ability or affective factors. We, as growth mindset teachers shall make use of a lot of strategies, tasks, techniques that ensure that learning would be achieved at the end.

A growth mindset teacher praises students not for their intelligence but for the amount of tenacity put forth by them in order to succeed. He would never say: "well done. You made it because you are the best and the most intelligent student in this class." Rather, he would say: "well done, you made it because you tried more and did make use of different solutions to do so. It is the result of your tenacity." He wouldn't relate the students' achievements to their intelligence since such egregious connections would have numerous negative implications not only for the very student but also for his other classmates.

The quality and quantity of the feedback proposed by a growth mindset teacher is strikingly different from that of a fixed mindset teacher. A fixed mindset teacher is an evaluative judge who is there to issue the verdicts based on the immediate performance of the students. The feedback is shown through the scores and students are labeled accordingly. This categorization starts from the beginning since such teachers hold a fixed perspective about their students. Consequently, it would impact the quality and quantity of the feedbacks given to students by them. They are sensitive to the first mental image they have from their students. Therefore, their feedbacks are shown through their scores. In a fixed mindset framework, a mistake, a low score, a week presentation, a lower-than-expected project are all signs of incompetence. However, a growth mindset teacher never judges them according to their immediate performance. Feedback is not shown only through scores. Teacher is not product oriented here. S/he tries to provide students with different types of feedback that can enhance the quality of learning as s/he believes in growth. Evaluation of students is a means rather than the end. Therefore, formative assessment is a task itself to become a valuable source of feedback. Last but not the least, in a growth mindset framework, feedback is first directed at the teachers themselves rather than students to see what to do, what types of tasks to design, what types of strategies and techniques to apply, what types of modifications to be made in the process of teaching, which areas to focus more.

A growth mindset teacher is process oriented and this would impact the quality of their work from A to Z. S/he knows that s/he is there to make use of all possible means to facilitate learning. In contrast to fixed mindset teachers, who believe in fixedness of their students' ability, they believe that the students with whatever levels are there to learn and his art is to find ways to pave the path for all. There are no categorizations like "week", "talented". Rather, they categorize them as the students who make better use of their learning opportunities and those who do not.

In a class run by a growth mindset teacher, students are there to make mistakes because all impediments to their demonstrations shall be cleared by the teacher. The more they are free to express themselves, the more the number of mistakes they make are. Mistakes and errors are seen as signs of development rather than incompetence. Such teachers believe that so long as their students do not express themselves (avoidance strategy), they are deprived of one of the most important factors to enhance the quality of learning. And students feel free to do so since they know that they are not going to be labeled for their mistakes.

A growth mindset teacher believes that students are there to learn not to pass. Therefore, the nature of teacher and students' motivations is totally different from those of a class with a fixed mindset teacher. They know that they are there to enjoy learning and to do so the teacher becomes a student himself. Therefore, in such atmosphere, the students' motivations are shifted from scores to learning.

Implications for EFL Learners

EFL learners are to become familiar with the amazing power of their own mindsets in the process of learning. The following implications would be made here for EFL learners to grow their mindsets:

Growth mindset learners know that although they have different abilities and are much more competent in some areas as compared to the others, the number one factor which is of higher stance as to the other factors (namely intelligence) is their tenacity, perseverance, and resilience. They believe in malleability of brain and such belief would make a huge difference. They know that the individual differences they perceive between their peers and themselves emanate from many factors not just the intelligence.

In a growth mindset perspective, such concepts as setback and failure are not seen as obstacles or barriers to achievement. Rather, they are seen as natural ingredients of success especially when you set high standards in your academic life. A growth mindset student is certainly disappointed and disguised with failure like all. However, what makes the difference is the quality of decisions made afterwards. S/he would turn the crisis into an opportunity as a precious source of feedback to see what areas need further or different work.

Growth mindset learners make use of all such possible means in the path of attainment as peer consultation. They always try to be helpful to the others and are not afraid of asking for help themselves. They know that growth requires something beyond their mere competence.

When you are not afraid of judgments of the others about yourself and your abilities, then you are a growth mindset learner, one who can express him/herself without hesitation. This sort of mindset gives them a power that can help them break through all mental obstacles arising from a fixed mindset framework about the importance of judgments made by the others.

Setting high or low standards in life and especially an academic one emanates from our fixed or growth perspectives about ourselves. A growth mindset learner's standards are as high as possible. They know that they can achieve them through their own tenacity, peer consultation, strategy application, and above all through their own mindset that welcome challenges, setbacks, mistakes as signs of development and growth.

A growth mindset student tries to become smart rather than to look smart. Development and growth are much more important to them than the outward manifestation of their performance. They are not outcome oriented; they are process oriented. Therefore, they focus on their growth and process-oriented development. Making mistakes and errors in a growth mindset framework is not threatening to the identity of the learners since they are not sensitive to the judgments made accordingly.

Motivation has an inward orientation as far as growth mindset students are concerned. Setting goals, planning, learning, strategies, problem solving, and achievement are all ingredients of success rather than a mere show off of their performance. Certainly, they would like to be seen and to be approved by the others. However, they won't sacrifice those deep, underlying layers of success which includes setting high standards and challenges, setbacks and failures accordingly.

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Review Paper

Alienation and *The Comfort of Strangers*

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Abstract

The present study aims to study "Alienation" in *The Comfort of Strangers* a novel by Ian Mc-Ewan. It attempts to work out the negative and destructive aftermath of alienation in the protagonists of the novel. The research on the mentioned term is fulfilled as per the theories of Melvin Seaman. Ian Russell Mc-Ewan is one of the many examples, who depicted the mentioned element masterfully in his works, specifically in this novel. He goes beyond man's expectations to show his readers the smashing consequences of human estrangement from the self and society in intelligence and function. Alienation is a venerable concept, with its roots going back to Roman law, where it was a legal term used to denote the act of transferring property. After World War II, when societal complexity started its increasingly accelerated rate of change, and the first signals of post-modernity were perceived by the intellectual elite, alienation slowly became part of the intellectual scene. Melvin Seaman, a theorist which made momentous modern and post-modern points of view regarding "Alienation" after Marx and Hegel, was one of the first in the 1960s to develop an alienation scale to measure degrees and varieties of alienation.

Keywords: *Alienation; Ian Mc-Ewan; Separation; Social Isolation*

بیگانگی و آسایش غریبه ها

پژوهش حاضر با هدف بررسی «بیگانگی» در رمان «آرامش غریبه‌ها» اثر ایان مک ایوان، تلاش دارد تا پیامدهای منفی و مخرب بیگانگی را در قهرمانان رمان بررسی کند. بر اساس نظریات ملوین سیمن، ایان راسل مک ایوان یکی از نمونه های متعددی است که عنصر مذکور را در آثار خود به ویژه در این رمان استادانه به تصویر کشیده است و فراتر از انتظارات انسان می رود تا عواقب کوبنده برآورد انسان را به خوانندگان خود نشان دهد. خود و جامعه در هوش و عملکرد.بیگانگی مفهومی ارجمند است که ریشه آن به حقوق روم بازمی گردد، جایی که یک اصطلاح حقوقی برای بیان عمل انتقال دارایی بود. پس از جنگ جهانی دوم، زمانی که پیچیدگی اجتماعی به طور فزاینده ای آغاز شد. سرعت تغییر شتابان، و اولین سیگنال های پست مدرنیته توسط نخبگان روشنفکر درک شد، بیگانگی به آرامی بخشی از صحنه روشنفکری شد. ملوین سیمن، یک نظریه که بعد از مارکس و هگل دیدگاه های مدرن و پست مدرن مهمی را در مورد «ازخودبیگانگی» ایجاد کرد، یکی از اولین مواردی بود که در دهه 1960 مقیاس بیگانگی را برای اندازه گیری درجات و انواع بیگانگی ایجاد کرد.

واژگان کلیدی: بیگانگی، ایان مک ایوان، جدایی، انزوای اجتماعی

Introduction

The term "alienation" causes considerable difficulty, partly because it is used to refer both to a personal psychological state and to a type of social relationship (Roberts, 1987: 346). Kalekin Fishman claims, "The term alienation refers to objective conditions, to subjective feelings, and to orientations that discourage participation", and remarks that, "In modern sociology, alienation is a term which refers to the distancing of people from experiencing a crystallized totality both in the social world and in the self" (Kalekin Fishman, 1998: 6). Robert Nisbet (cf. Seaman, 1959: 783) writes:

At the present time, in all the social sciences, the various synonyms of alienation have the foremost place in the studies of human relations. Investigations of the unattached, the marginal, the obsessive, the normless, and the isolated individual all testify to the central place occupied by the hypothesis of alienation in contemporary social science. During the 1980s, as the postwar baby boomers grew older, and perhaps more disillusioned, and willy-nilly entered the rat race, interest in alienation subsided. The concept definitely became less fashionable, although a small but active international core group continued to study the subject in all its ramifications since the problems denoted by alienation were certainly far from solved, to the contrary, even (Geyer, 1996: xii).

This core group was called the Research Committee on Alienation of the International Sociological Association (ISA), a non-profit organization dedicated to scientific study in the field of sociology and social sciences. They kept alienation studies alive, until the 1990s when there was again an upsurge of interest in alienation. Three developments caused this upsurge of interest: the fall of the Soviet Union, globalization and increasing awareness of ethnic conflicts, and post-modernism. The fall of the Soviet Union precipitated alienation interest in Eastern Europe for the following two reasons:

--The population as a whole was finally free to express its long-repressed ethnic and political alienation, which had accumulated under Soviet rule, while:

--The existence of alienation was no longer denied and instead became a respectable object of study.

Films such as "Goodbye Lenin" and "L i l y a 4 - ever" depict post-communist society, and the problems associated with it. Goodbye Lenin is set in East Germany, where a son attempts to hide the fall of communism from his frail mother. Lucas Madyson's "Lilya 4 - ever" depicts the harsh realities of poverty and emigration in contemporary Russia, and the accompanying drug abuse and prostitution in an alienated part of society, excluded from the economic benefits of the modern Russian Federation as enjoyed by others. Alienation was denied by the communist government, as it was seen in Marxian terms, which discusses alienation under capitalism. Thus, under a Marxist regime, alienation is necessarily non-existent in theory. Furthermore, though processes of globalization and internationalization tended to monopolize people's attention during the last few decades, the hundred-odd local wars fought since the end of World War II, which were increasingly covered live on worldwide TV, claimed attention for the opposing trend of regionalization and brought ethnic conflicts to the fore. Internet, and in particular YouTube, play a significant role in highlighting these ethical conflicts. This ties in with the third issue, post-modernism, where the trend has been towards positing increasingly eclectic worldviews because of an information overload stemming from the increased use of the media and the Internet, and the breakdown of gender, national and even personal boundaries, questioning of meta-narratives and cultural norms and values. Post-modernism provided a theoretical frame of reference that necessitated the reinterpretation of alienation theory and questions about identity formation in the contemporary Western world.

Geyer contends states that post-modernism emerged as an important paradigm to explain the individual's reactions to the increasingly rapid complexity and growing interdependence of

international society. He also notes that the world of simulacra and virtual reality tends to be an alienated world, for reasons that Marx and Freud could not possibly have foreseen", for "in much of the Western world, the average person is increasingly confronted, on a daily basis, with an often bewildering and overly complex environment, which promotes attitudes of apathy and withdrawal from wider social involvements. This has meant a change in the attitude towards alienation. Geyer (1996: xiv) continues that while 'classical' alienation research is still continuing, the stress is now, on the one hand, on describing new forms of alienation under the 'decision overload' conditions of post-modernity, and on the other hand on the reduction of increasingly pervasive ethnic alienation and conflict.

These are broad definitions, but two of the founding texts on alienation are Marx's theory of alienation, as set out in Economic and Philosophic Manuscripts of 1844 and in The German Ideology (1846), and Melvin Seaman's on the Meaning of Alienation (1959). Since Marx identifies three aspects of alienation, namely private property, the commodity character of labor, and the division of labor in society, Seaman identifies powerlessness and self-estrangement with Marxian notions of alienation, and clearly relates self-estrangement to Marx's 'false consciousness. Seaman, thus building on Marx's insights, provides a methodological framework more suitable to the analysis of alienation in contemporary literature. The focus of this study is therefore on Seaman's theory, which is more applicable to the current study.

The Comfort of Strangers

The Comfort of Strangers is a brief narrative with only a few characters and a very short time scale. It tells the story of a young English couple, Colin and Mary, spending a dull, repetitive holiday in a city resembling present-day Venice. Colin has failed to become a singer or an actor and has a job in publishing. Mary is an actress who used to work with a women's theatre group and has two children from a former marriage. They have been together for seven years and their relationship, like their vacation, has lost all interest and excitement, all that is to be changed. However, during nighttime walking, the couple becomes lost. Wandering in a deserted street, a seemingly friendly man named Robert appears almost out of nowhere and leads the pair to his bar for wine and conversation. The abruptness of his appearance foreshadows the malice of his intentions. He does not meet Colin and Mary by accident. Later, Robert takes the couple home to meet his semi-invalid wife, Caroline. As the novel progresses, we learn that Caroline's disability is caused by the sadomasochistic sexual relations that she and her brutal husband have. The contact with the strangers provokes a sadomasochistic element in Colin and Mary's sex life.

The next morning, Mary awakes first and examines their little room. When Colin wakes shortly after her, they wonder, Colin with some nervousness, Mary with blithe disregard, where their hosts might be. As they are naked and the only piece of clothing in the room is an embroidered dressing gown, Mary goes in search of information. After passing through a long gallery filled with remembrances of Robert's father, Mary finds Caroline. Mary and Colin stay to dine with Robert and Caroline, but there is a strange detail that casts a shadow over the evening. While showing him some of his father's most prized possessions, Robert inexplicably punches Colin in the stomach. Colin reveals this to no one at first and, when asked by Caroline to promise to come back, does, indeed, promise. After that night, however, Colin and Mary's holiday seems to take a turn for the better. They spend days in their hotel room making love, which they thought they had lost years ago. Accidentally arriving in front of Robert and Caroline's home one afternoon, their peace is shattered.

Against their instincts, they respond to the couple's invitation for another visit. After separating the couple, Robert takes Colin to the bar and Caroline makes tea for Mary, Robert and Caroline put their grisly plan into effect. Caroline drugs Mary so that Robert must decide between doing anything Robert asks and watching Mary die. With that, Robert slits Colin's wrist,

and he bleeds to death while Mary watches the scene helplessly, and then, when she awakes, he is lying dead at her feet, and she finds out that Robert and Caroline are gone. The police later informed her that such crimes are common.

Method

Melvin Seaman was part of the surge in alienation research prominent in the middle of the twentieth century when he published his paper, *On the Meaning of Alienation, in the American Sociological Review* in 1959, followed by *Alienation, Membership, and Political Knowledge: A Comparative Study* in 1966. One of the sociological papers most often cited concerning alienation is Melvin Seaman's on the Meaning of Alienation, published in the American Sociological Review in 1959. Although alienation is not a modern phenomenon, it has progressed far beyond what Marx envisaged. Weber already noted, "The total being of man has now been alienated from the organic cycle of peasant life". The situation in which modern man finds himself, is one where man attempts to remain an individual against all external onslaughts which reduce him to a number, making him a gear in a machine (Degenaar, 1992a: 92). According to Von Bertalanffy's General Systems Theory, the self is dependent upon its environment for its existence, both as a biological organism and as a psychological construct. Thus, looking at the particular form of social attachment sheds some light on the self's interaction with its environment. This systemic approach to identity alienation was essential to reinterpret Seaman's theory.

Seaman's paper identifies five dimensions of alienation: powerlessness, meaninglessness, normlessness, social isolation, and self-estrangement. These categories are useful for studying alienation, but since the world has changed since the publication of Seaman's paper, his work has to be reinterpreted.

Textual Analysis: Alienation in *The Comfort of Strangers*

The main preoccupations of The Comfort of Strangers are signaled by its two epigraphs. The first, an extract from the poem "Sibling Mysteries" by Adrienne Rich, introduces Mc-Ewan's feminist concerns: "how we dwelt in two worlds / the daughters and the mothers / in the kingdom of the sons". The idea of women's world is essentially different from that of men's which is foregrounded from the opening pages of the novel where Colin and Mary are introduced. Despite their long-standing relationship, the couple is sleeping in separate beds and is not on speaking terms. When they do attempt to communicate with each other, they fail to merge their separate discourses into a dialogue. The result is an alternation of monologues: each of them listens "patiently" to the other's dreams, but only "in exchange for the luxury of recounting their own". Their dreams, too, suggest distinct desires and concerns: Colin dreams "of flying, of crumbling teeth, of appearing naked before a seated stranger", whereas Mary dreams of her two children complaining that she has gone away without them, or of "her ex-husband steering her into a corner and beginning to explain patiently, as he once had, how to operate his expensive Japanese camera, testing her on its intricacies at every stage" (Mc-Ewan, The Comfort of Strangers 12).

By juxtaposing his protagonists' dreams, Mc-Ewan emphasizes their alienation from each other. Mc-Ewan seems to be availing himself of Freudian dream interpretation to suggest the couple's distinct concerns: preoccupied with sexual desire, Colin does not share Mary's maternal concerns or her feminist irritation at being treated like an imbecile. Their dreams are thus reflective of their disparate worlds. Illustrating the alienation of Colin's and Mary's worlds is their inability to agree on the direction they should take in the maze of the tourist city's streets in order to find a place to satisfy their most basic human feeling, hunger. The couple constantly loses their way because either they forget their street maps, or, when they do have the maps, they are unable to decipher them: "It was easy, Mary and Colin had found, to get lost as they walked

from one page to another". Mc-Ewan makes it clear, however, that the couple's disorientation is to be understood as being emblematic of the more important gender conflict between them. As the narrator explains, "Alone, perhaps, they each could have explored the city with pleasure, followed whims, dispensed with destinations and so enjoyed or ignored being lost.

Together they moved slowly, clumsily, effecting lugubrious compromises, attending to delicate shifts of mood, Normal Abnormalities: Depiction of Sado - Masochistic Violence in Ian McEwan's The Comfort of Strangers repairing breaches. As individuals they did not easily take offense; but together they managed to offend each other in surprising, unexpected ways" (14-15). Their inability to read the street maps can be construed not as "incompetence" or "ineptitude", as has been suggested by some critics, but as symptomatic of their fundamental incompatibility. Something else that Colin and Mary try to decipher while wandering in the streets is feminist posters calling for convicted rapists to be castrated. Through the couple's reactions to seeing the posters, Mc-Ewan introduces his feminist concerns more directly:

Mary had climbed the first steps of the palace and was reading the posters. 'The women are more radical here,' she said over her shoulder, 'and better organized.' Colin had stepped back to compare the two streets. 'They've got more to fight for,' he said. 'We came by this way before, but can you remember which way we went?' Mary was translating with difficulty a lengthy proclamation: "Which way?" Colin said slightly louder. Frowning, Mary ran her forefinger along the lines of bold print, and when she finished, she exclaimed in triumph. She turned and smiled at Colin. 'They want convicted rapists castrated! He had moved to get a better view of the street to the right. 'And hands chopped off for theft? Look, I'm sure we passed that drinking fountain before, on the way to this bar.' Mary turned back to the poster. 'No. It's a tactic. It's a way of making people take rape more seriously as a crime.' Colin moved again and stood, with his feet firmly apart, facing the street on their left. 'It's a way,' he said irritably, 'of making people take feminists less seriously.' (23-4)

The passage portrays Mary as a woman with a high degree of sexual consciousness. Her quick recognition of the fact that the women of the city are "better organized" and are pursuing "radical" demands, suggests her feminist sensibilities. That, by contrast, her partner does not appreciate these sensibilities is evident from Colin's response; he ridicules Mary's reasoning about the tactical nature of the militant feminists' demand, implying that they do not deserve serious attention. Colin's attention is directed to comparing two streets, a pragmatic and relatively easy task when compared with Mary's contemplative evaluation of the women's movement. Whether in their dreams or in wakefulness, then, Colin and Mary have discrete, irreconcilable concerns. Providing a foil to feminism, Mary is the other main female character of the novel, Caroline. Typifying the battered wife, Caroline is first introduced felicitously as a phantom: "a small pale face watching . . . from the shadows, a disembodied face" (60). This impression of Caroline as an incomplete human being, as a woman reduced to certain aspects of her physique, is reinforced in another passage where her facial features are detailed: "Her small face was featureless in its regularity, innocent of expression, without age.

Her eyes, nose, mouth, and skin, all might have been designed in committee to meet the barest requirements of feasibility. Her mouth, for example, was no more than from the word suggest, a moving, lipped slit beneath her nose" (67). As the novel progresses and we come to know Caroline better, it becomes clear why Mc-Ewan describes her in terms of diminished bodily features: she is a miserable, obedient wife frequently beaten by a husband who has reduced her to a mere object used for satisfying his sadistic desires. Severely maltreated by Robert (she speaks of her body having been covered in bruises, cuts, and wounds; three of her ribs have been cracked; one of her teeth has been knocked out; one of her fingers has been broken, and she has been hospitalized for months after her back was broken), Caroline is, in fact, a semi-invalid, unable to bend down. So wretched is she that, ironically, even joyfulness causes pain to her: "It

hurts when I laugh". As Caroline herself points out, she is "just another beaten wife", "a virtual prisoner" in Robert's house of terror (109, 111). The Comfort of Strangers is a brief narrative with only a few characters and a very short time scale. It tells the story of a young English couple, Colin and Mary, holidaying in an unnamed tourist city. Colin has failed to become a singer or an actor and has a job in publishing. Mary is an actress who used to work with a women's theatre group and has two children from a former marriage.

The couple has been lovers for seven years but has no great passion for each other. Unable to find restaurants or even their hotel, they frequently lose their way in the labyrinthine streets of the seaside resort. Late one night, they encounter Robert, a local who takes them to eat at his own bar. Later, Robert takes the couple home to meet his semi-invalid wife, Caroline. As the novel progresses, we learn that Caroline's disability is caused by the Sado - Masochistic sexual relations that she and her brutal husband have. The contact with the strangers provokes a sadomasochistic element in Colin and Mary's sex life.

The novel ends with a graphic account of how Robert murders Colin: he beats Colin up, daubs blood from Caroline's cut lip onto Colin's lips, kisses him deeply on the mouth, and then cuts Colin's wrist with a razor. The main preoccupations of The Comfort of Strangers are signaled by its two epigraphs. The first, an extract from the poem "Sibling Mysteries" by Adrienne Rich, introduces McEwan's feminist concerns: "how we dwelt in two worlds/ the daughters and the mothers/ in the kingdom of the sons". The idea of women's world being essentially different from that of men's is foregrounded from the opening pages of the novel where Colin and Mary are introduced. Despite their long-standing relationship, the couple is sleeping in separate beds and is not on speaking terms. When they do attempt to communicate with each other, they fail to merge their separate discourses into a dialogue. The result is an alternation of monologues: each of them listens "patiently" to the other's dreams, but only "in exchange for the luxury of recounting their own". Their dreams, too, suggest distinct desires and concerns: Colin dreams "of flying, . . . of crumbling teeth, of appearing naked before a seated stranger", whereas Mary dreams of her two children complaining that she has gone away without them, or of "her ex-husband steering her into a corner and [beginning] to explain patiently, as he once had, how to operate his expensive Japanese camera, testing her on its intricacies at every stage".

Finally, as Colin and Mary leave Robert's apartment, they hear "a sharp sound that, as Mary said Normal Abnormalities: Depiction of Masochistic Violence, could as easily have been an object dropped as a face slapped". Through his protagonists' condoning of all the patent indications of misogyny and violence in Robert and Caroline's speech and behavior, Mc-Ewan hints that the gap between the two couples is perhaps not as wide as it appears to be. This hint is reinforced in the subsequent rekindling of Colin and Mary's sexual desire for each other. What was missing in their sexual relations before meeting Robert and Caroline, was precisely passion: "Their lovemaking had no clear beginning or end and frequently concluded in, or was interrupted by, sleep" (18).

However, their contact with the sad masochistic couple results in the awakening of their somnolent passion. Like Caroline's masochism, then, Robert's sadism, his insatiable desire to manipulate others, to stalk and even go as far as murdering his victims, is the consequence of the misogynist behavior to which he was exposed and which he was encouraged to emulate. Mc-Ewan combines his explorations of the internalization of patriarchal values and sadomasochistic patterns of behavior with the theme of traveling. The first hint about this theme is given in the novel's second epigraph: "Travelling is a brutality. It forces you to trust strangers and you lose sight of all that familiar comfort of home and friends. You are constantly off balance. . .." Cesare Pavese's description of traveling as a situation in which people are compelled to rely on strangers is particularly applicable to Colin and Mary's plight. After their first encounter with Robert, the couples are unable to find their way back to their hotel and so spend the night in the street. The

following morning, they are tired, thirsty, and unable either to locate their hotel or even to find a glass of water. Therefore, when they encounter Robert again, Colin and Mary can hardly resist his insistent offers to take them to his apartment for some rest. "I will make you so comfortable you'll forget your terrible night," Robert tells the couple and they trust the stranger.

Colin and Mary choose to rely on the comfort provided by the strangers despite obvious indications that their relationship with Robert and his wife may expose them to grave danger. For example, when the couples wake up in the guest bedroom of Robert's apartment, they are surprised to find themselves naked with Caroline silently staring at them. When they demand that their clothes be given back to them, Caroline refuses to do so until they agree to stay for dinner. In the "family museum" that Robert keeps of his father's and his grandfather's possessions, Mary finds "several cut-throat razors arranged in a fan" which resemble the gold imitation razor-blade that Robert wears around his neck (59, 60). Also, in this scene Caroline remarks that she would be prepared to kill her beloved if she were a man. Robert, too, makes derogatory comments about women; already, in their first encounter, Robert had said about militant feminists demanding castration for rapists that "These are women who cannot find a man. They want to destroy everything that is good between men and women. . .. They are too ugly", but this time he speaks scornfully about women in general: "Whatever they might say, they believe, women love aggression and strength and power in men. It's deep in their minds. …. Women long to be ruled by men. . . They talk of freedom, and dream of captivity". Significantly, while making these comments, Robert keeps "massaging Colin's shoulder gently"; he also strikes a heavy blow to Colin's stomach, "expelling all the air from Colin's lungs", and winks at him (72, 73). Finally, as Colin and Mary leave Robert's apartment, they hear "a sharp sound that, as Mary said Normal Abnormalities: Depiction of Masochistic Violence, could as easily have been an object dropped as a face slapped". Through his protagonists' condoning of all the patent indications of misogyny and violence in Robert and Caroline's speech and behavior, Mc-Ewan hints that the gap between the two couples is perhaps not as wide as it appears to be. This hint is reinforced in the subsequent rekindling of Colin and Mary's sexual desire for each other. What was missing in their sexual relations before meeting Robert and Caroline, was precisely passion: "Their lovemaking had no clear beginning or end and frequently concluded in, or was interrupted by, sleep" (18). However, their contact with the sad masochistic couple results in the awakening of their somnolent passion.

So immediate is the strangers' impact on Colin and Mary's relationship that, walking back from Robert's apartment to the hotel, they had held hands all the way; that night they had slept in the same bed. They woke surprised to find themselves in each other's arms. Their lovemaking surprised them too". (77) Their re-discovery of each other affords them such joy that they feel as if they have just met. In contrast to the early days of their holiday when they could hardly go beyond reciprocating accounts of their dreams, they are now so eager to talk with each other that they stay awake until four o'clock in the morning. Fascinated by their sexual rejuvenation, Colin and Mary barely leave their hotel room for four consecutive days.

However, the details of Colin and Mary's renewed sex life suggest that Mc-Ewan sees little difference between them and the perverted strangers they have come to know. It is not only Mary whose intellectual interests in feminism is emphasized in the novel, her partner, too, is characterized as an intellectual, albeit with somewhat different, Marxist attitudes. For example, the narrator points out that, like "many times" before their holiday, the couple talks about the politics of sex. But whereas Mary regards patriarchy as "the most powerful single principle of organization shaping institutions and individual lives", Colin argues that "class dominance is more fundamental". Mc-Ewan advances a cynical view about these intellectuals by suggesting that they share the same streak of sad masochism that Robert and Caroline do. "You might well have grown up," Mc-Ewan states in an interview, "deciding that you accept certain intellectual

points of view, and you might also change the way you behave as a man or as a woman, but there are also other things, vulnerabilities, desires, within you that might well have been irreversibly shaped in childhood" ("John Haffenden Talks to Ian Mc-Ewan" 32). It is as an expression of such desires that, at the height of their sexual pleasure, Colin and Mary take to muttering to each other erotic fantasies which, ironically, involve mutilation and bondage:

They joked about handcuffing themselves together and throwing away the key. The idea aroused them. . .. Mary muttered her intention of hiring a surgeon to amputate Colin's arms and legs. She would keep him in a room in her house, and use him exclusively for sex, sometimes lending him out to friends. Colin invented for Mary a large intricate machine that would fuck her till she was dead and on even after that, till Colin, or his solicitor, switched it off. (81)

These fantasies are reminiscent of the "pure hatred" that Caroline says Robert whispered into her ears while they made love (109). Both Robert and Colin derive erotic pleasure from the fantasy of inflicting pain on their partners, as Caroline and Mary take pleasure in subjugating to sadistic desires. Thus, the turn in Colin and Mary's sex life brings their relationship closer to Caroline's definition of love: "By 'in love' I mean that you'd do anything for the other person, and you'd let them do anything to you" (63). The congruence between the two couple conceptions of sexual pleasure provides a context for considering the climactic scene of the novel. Colin and Mary return to the strangers' apartment, where Caroline serves Mary drugged tea and starts fondling and pinching Colin before Robert cuts Colin's wrist with a razor. Such a fatal event would have been predictable from Robert and Caroline's portentous behavior, and yet Colin and Mary return to seek comfort from the strangers, Mc-Ewan suggests, because, like their hosts, they do not distinguish between pain and pleasure. It is precisely their failure to do so that makes them assume that Caroline takes delight in being maltreated:

She's a kind of prisoner,' said Colin, and then, more certainly, 'She is a prisoner.' 'I know,' Mary said. . .. After a prolonged silence Colin said, 'Perhaps he beats her up.' Mary nodded. 'And yet . . . she seemed to be quite . . .' He trailed away vaguely. 'Quite content?', Mary said sourly. 'Everyone knows how much women enjoy being beaten up. 'What I was going to say was that . . . she seemed to be, well, thriving on something.' 'Oh yes,' Mary said. 'Pain.' (91)

Significantly, in the above passage as well as in other similar passages where Colin and Mary discuss sexual politics, what is excluded from their conversation, is their own relationship. Mc-Ewan makes a point of stressing that, as intellectuals, the couple proves competent at scrutinizing Robert and Caroline's behavior, censuring the strangers for having patriarchal and Sado-masochistic inclinations, but that ironically, they overlook the same shortcomings in themselves. For example, we are told that "when they talked Normal Abnormalities: Depiction of Sado-Masochistic Violence in Ian McEwan's The Comfort of Strangers of the politics of sex . . . they did not talk of themselves"; after their sexual regeneration, "they could not talk about the cause of their renewal.

Their conversation, in essence, was no less celebratory than their lovemaking; in both, they lived inside the moment"; and "they conversed rather than talk. . . . They avoided references to themselves. Instead, they mentioned mutual friends" (18, 81, 96). By exempting themselves from the faults that they find in others, Colin and Mary vainly try to deny the very desires which they find themselves unable to suppress in their most intimate moments. Their return to the strangers' apartment at the end of the novel is, therefore, symbolic of their willingness to associate with the people who share their hidden perversions. The two couples' potential for forging a strong bond is also suggested by Robert, who remarks, "We knew you would come back. We were waiting, preparing. We thought you'd come sooner", as well as by Caroline, who, just before Colin's wrist is slit, tells him, "Mary understands. . .. Secretly, I think you understand too" (103, 119). Caroline's claim concerning the two couples' secret understanding of each other's perverse desires for cruelty is borne out by Mary who, at the end of the novel, has a "theory about how the

imagination, the sexual imagination, men's ancient dreams of hurting, and women's of being hurt, embodied and declared a powerful single organizing principle, which distorted all relations, all truth". Whereas Mary in the past believed that patriarchy was the "single principle of organization", she now assumes that sadomasochism has this function. Even more alarming is Mary's generalization of this "principle" to all human beings, suggesting that deriving pleasure from sexual cruelty has always been universal among all men and women. This suggestion is corroborated by the police, who refer to Colin's abuse and murder as "obscene excesses", "describing the crime back to Caroline as wearyingly common, belonging in a well-established category". The strange is not only familiar but also commonplace. The Comfort of Strangers bears all the hallmarks of McEwan's fiction.

Mc-Ewan startles and repulses his readers with a narrative of a nightmarish atmosphere, bizarre characters, and grisly events. As with his previous fiction, morbidity and violence pervade The Comfort of Strangers. It is not difficult to see why so many of Mc-Ewan's critics have accused him of writing deliberately to shock. Yet it would be wrong to suppose that there is nothing beyond morbidity and violence. In his second novel, Mc-Ewan offers a penetrating analysis of how patriarchy warps our sexual behavior, distorting our conceptions of sexual pleasure with brutal paradigms of dominance and subservience which, at times, can be fatal. He traces unconscious perverse desires back to these paradigms and demonstrates that sad masochistic fantasies are the expressions of the same desires. Mc-Ewan states that, when writing The Comfort of Strangers, he was aware that "it wasn't enough to talk about men and women in social terms, I had to address me to the nature of the unconscious, and how the unconscious is shaped. Their return to the strangers' apartment at the end of the novel is, therefore, symbolic of their willingness to associate with the people who share their hidden perversions. The two couples' potential for forging a strong bond is also suggested by Robert, who remarks, "We knew you would come back. We were waiting, preparing. We thought you'd come sooner", as well as by Caroline, who, just before Colin's wrist is slit, tells him, "Mary understands. . .. Secretly, I think you understand too" (103, 119). Caroline's claim concerning the two couples' secret understanding of each other's perverse desires for cruelty is borne out by Mary who, at the end of the novel, has a "theory about how the imagination, the sexual imagination, men's ancient dreams of hurting, and women's of being hurt, embodied and declared a powerful single organizing principle, which distorted all relations, all truth".

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how the unconscious is shaped. It wasn't enough to be rational since there might be desires, masochism in women, sadism in men, which act out the oppression of women or patriarchal societies but which have actually become related to sources of pleasure" ("John Haffenden Talks to Ian Mc-Ewan" 32).

As in most of Mc-Ewan's previous fiction, it is pessimism about human nature that prevails in The Comfort of Strangers. What he demonstrates with this novel is the ubiquity of evil, the universality of perverse desires in all humans. Unappealing as Mc-Ewan's characters are, they nonetheless draw our attention to the disparity between people's public images and their private, hidden selves. Displaying a shrewd understanding of this disparity, Mc-Ewan exposes the cruelty behind everyday civility, the agony behind seeming comfort. Mc-Ewan defines as one of his areas of interest "the way people's unconscious brings them into conflict with their social structure or the gap between people's presentation of themselves in the outward world and the inner one" (Stephen 38). The Comfort of Strangers is, in the end, about the necessity of acknowledging this conflict as the first step toward its resolution.

Conclusion

Finally, this study has found that Seaman's conception of alienation is reflected in the literature stemming from the society that spawned this theoretical frame of reference. The primary question the study aimed to answer was: To what extent does Ian Mc-Ewan deal with the concept of "Alienation"? Various perspectives have been employed in attempting to come to a better understanding of alienation in the novel, and a great effort has been devoted to straightforward reporting on the demographics of alienation, that is, to the social location of high alienation. It seems reasonably clear, for example, that alienation is more clearly visible in less democratic societies, and among the working class and minorities. Nevertheless, a case could be made for the view that the dimensions of alienation described here are alive and well in contemporary analysis.

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Review Paper

Mediated Learning Experience as a Multi-Dimensional Approach in ELT: A Meticulous and Elaborate Taxonomy

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Abstract
This article tries to delineate different aspects of Mediated Learning Experience (MLE) in detail: MLE as a model of learning in psychology, MLE as a dynamic assessment methodology, and MLE as a basis for designing a course. MLE, well-known as Feuerstein's theory, is presented as a model of learning in psychology for enhancing cognitive functioning and problem-solving skills in children with cognitive challenges. Some other studies and scholars such as Poehner (2008) consider MLE as a dynamic assessment methodology because in dynamic assessment, assistance emerges from the interaction between the mediator and the learner. Other studies look at MLE as a holistic and integrative approach which is able to prepare a course. Definition of MLE principles and a meticulous and elaborate analysis of the first five MLE principles in different studies, entitled as MLE Taxonomy, are presented in a table at the end of the article.

Keywords: *Course Design; Dynamic Assessment Methodology; Learning Model; MLE Taxonomy*

تجربه یادگیری واسطه ای به عنوان یک رویکرد چند بعدی در زبان انگلیسی: طبقه بندی دقیق و گسترده
در این مقاله سعی شده جنبه‌های مختلف روش تجربه میانجی‌محور شرح داده شود: به عنوان یک کدل یادگیری در روانشناسی، یک نوع متد ارزیابی پویا و روشی برای طراحی یک دوره آموزشی. تجربه یادگیری میانجی‌محور، معروف به نظریه فروشتین، یک مدل یادگیری در روانشناسی به منظور بهبود عملکرد شناختی و مهارت‌های حل مساله در بچه‌های دارای اختلال شناختی است. برخی دیگر از مطالعات و دانشمندان از جمله Pohner (2008) ، تجربه یادگیری میانجی‌محور را نوعی متد ارزیابی پویا در نظر می‌گیرند؛ چرا که در ارزیابی پویا، یاری و همراهی در تعامل بین میانجی و یادگیرنده محقق می‌شود. دیگر مطالعات روش تجربه یادگیری میانجی‌محور را روشی همه‌جانبه و جامع در طراحی یک دوره آموزشی می‌شمارند. تعریف یازده اصل روش یادگیری میانجی‌محور و همچنین بررسی دقیق و بسیط پنج اصل اول آن در مطالعات مختلف، با عنوان طبقه‌بندی روش تجربه یادگیری میانجی‌محور (MLE Taxonomy) ، در جدولی در انتهای مقاله آورده شده است.
واژگان کلیدی: طراحی دوره، روش ارزیابی پویا، مدل یادگیری، تاکسونومی MLE

Introduction

Mediated Learning Experience (MLE) is one of the various approaches developed by Reuven Feuerstein (2000) and his colleagues for enhancing cognitive functioning and problem-solving skills in children with cognitive challenges such as children with autistic spectrum disorders, Down, fragile X, and other syndromes during the past 50 years. In fact, MLE tries to help children learn to greater degrees than usually expected with appropriate mediation and interactive learning experiences by means of a special type of interaction between a learner and a mediator. Although MLE was pioneered firstly for children with specific needs, it has been applied to different situations such as adult-child interactions, parent-infant interactions, children and their younger siblings' interactions, and even teacher-student interactions in a classroom setting.

There are five essential principles in defining MLE, i.e., intentionality and reciprocity, mediation of meaning, mediation of transcendence, mediation of feelings of competence, and mediation of control of behavior, which their lexical and operational definitions extracted from different articles, are presented in a table at the end of this article.

Although some studies and scholars such as Poehner (2008) consider MLE the same as interactionist dynamic assessment because in interactionist dynamic assessment, assistance emerges from the interaction between the mediator and the learner and confine the MLE theory to assessment, some other studies approach the issue from a different angle, that is, MLE as a basis for designing a course. Actually, these studies look at MLE as a holistic and integrative approach, which is able to prepare a course.

Mediated Learning Experience as a model of learning in psychology
The work conducted by Feuerstein, Rand, and Hoffman (1981), Feuerstein, Hoffman, and Miller (1980), and Feuerstein (1990) suggested two different basic conditions under which learning may occur: direct versus mediated learning, i.e., "learning by direct exposure to sources of stimuli and learning with human mediational assistance" respectively (Paour, 1990, p. 177). In other words, direct learning takes place in a Teacher-Learner Model in which the teacher provides a suitable stimulus such as test, assignment, or question for the learner and then the teacher interacts with the learner (e.g., new assignment, praise, or criticism) based on the response. The Teacher-Learner Model is illustrated in Figure 1:

Figure1
Teacher-Learner Model (Feuerstein, 2000, p.558)

Figure 1. Schematic of Teacher-Learner Model
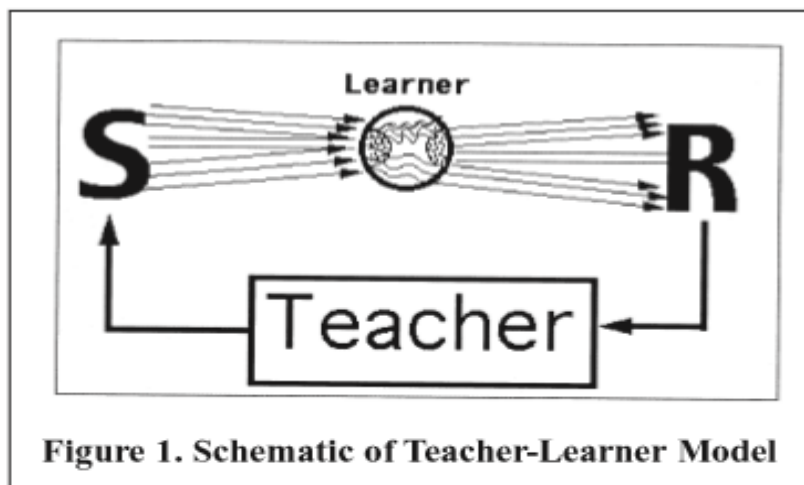
On the other hand, mediated learning happens in a Mediator-Learner Model in which a warm human being usually an adult or a more competent peer, indicated by 'H' in the figure, interposes

himself between the learner and the stimulus and between the learner and the response. The Mediator-Learner Model is illustrated in Figure 2

Figure 2
Mediator-Learner Model (Feuerstein, 2000, p.558)

Figure 2. Schematic of Mediator-Learner Model
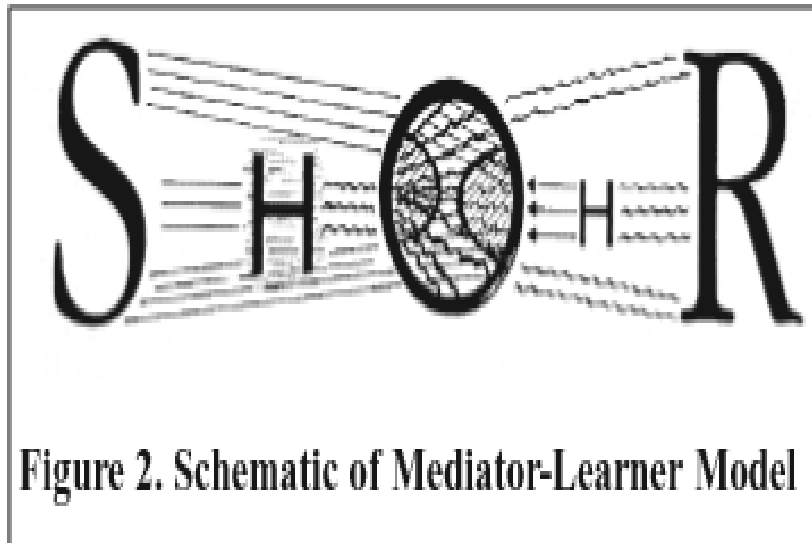
As an explanation, in direct, non-mediated learning, the child directly interacts with his environment in a haphazard fashion. This interaction can take the form of experimental manner, observational learning, trial and error, and stimulus-response conditioning. Actually, "in this type of learning, the child remains trapped in the here-and-now situation, unable to interpret the world or to construct meaning in a way that will allow him to see connections between events, situations, and individuals" (Poehner, 2008, p. 54).

Unlike the learning through direct exposure to stimuli, MLE involves intervening of a well-intentioned, experienced, and active human being (parent, teacher, or more competent peer) who interacts with the child and "selects, changes, amplifies, and interprets objects and processes to the child" (Kozulin, 1998, p. 60). Actually, the intentioned adult mediator filters and focuses the stimuli, orders and organizes them, selects and emphasizes their meaning, and regulates their intensity, sequence, and frequency. The mediator creates temporal, casual, and spatial relationships among stimuli to link them to previous and future stimuli. Ultimately, when the learner experiences mediated learning interactions and learns to develop an internal model of the world in which different aspects of experience are meaningfully related, he functions as an autonomous individual and thinker and he will spontaneously interact with things actively rather than passively.

Therefore, a central construct of MLE is mediation. Skuy (1997) explains:

The mediator serves as a go-between; as a connecting and enriching link between separate elements – between the child and his cultural heritage, between child and environment, and between various aspects of the environment. Moreover, in serving as a link between historic reality, on the one hand, and present reality, on the other, the mediator facilitates and promotes the links or connections between the historic and the present themselves, as the child integrates both of these (p. 120).

Structural Cognitive Modifiability

The ultimate goal of mediated learning interactions is involving and enhancing the learner's cognitive functioning and abilities, and enabling him to function as an autonomous thinker and individual and to learn how to learn. The belief that it is possible to intervene in the development of human cognitive abilities has been formalized as Feuerstein's theory of Structural Cognitive Modifiability (SCM) (Poehner, 2008). In fact, MLE is the central construct of SCM (Skuy, 1997). As an explanation, the quality of mediated learning experiences undergone by an individual affects the extent of modifiability of which that individual is capable. Put another way, "a basic assumption of SCM is that an individual's level of cognitive functioning is directly linked to the quantity and quality of mediated learning experiences (MLE) he or she has received" (Feuerstein et al. 1985, p. 50).

SCM theory considers human being's cognition as an open and modifiable system rather than as a closed and fixed one. In other words, "modifiability is defined as a structural modification in the cognitive functioning of the individual departing from the expected developmental course" (Kozulin, 2002, p. 11). Actually, according to SCM theory, human cognitive abilities are not determined purely by genetic or neurophysiological background, but rather they can be developed in a variety of ways depending on the quantity and quality of mediated learning interactions received by the learner.

As an explanation, SCM theory believes in "modifiability" and "autoplasticity" of individual's cognitive functioning rather than immutability and stability (Feuerstein, Rand, & Rynders, 1988, p. 62). Feuerstein and his colleagues do not believe in the predictability of learners' future functioning based on their present performance and they argue, "the predicted destiny may not materialize if powerful intervention takes place" (Feuerstein et al., 1988, p. 83).

Feuerstein prefers the term *retarded performers* rather than *retarded individuals* because he emphasizes that the individual's performance is retarded and needs modification due to lack of appropriate interaction with people and objects in the world. Actually, he believes in three categories of retarded performers: *culturally deprived*, *biologically different*, and *culturally different*. Of course, the culturally deprived individual has been born in a community, has lived among other people, and has been exposed to a culture but his culture has not been mediated to him in a sufficient or adequate manner (Kozulin, 1998). The lack of mediation results in not extending the individual's attention beyond the here-and-now situation by the adult. As an explanation, the culturally deprived individual will not be able to plan, to formulate and test hypotheses, to relate the current and historic reality, and to compare similarities and differences in subsequent learning situations both in and out of school.

Feuerstein and his colleagues explain the relationship between mediated and direct learning and the essential importance of the former for the latter in the following way:

> It is our contention that MLE provides the organism with instruments of adaptation and learning in such a way as to enable the individual to use the direct-exposure modality for learning more efficiently and thus become modified …On the other hand, the individual lacking MLE remains a passive recipient of information and is limited in his capacity for modification, change, and further learning through direct exposure…(Feuerstein, Krasilovsky & Rand 1978, p. 206).

While biologically different individuals such as children with Down syndrome do not show the dramatic improvements as much as the other two categories, they are responsive to many Feuerstein's mediated learning interactions and capable of very high levels of cognitive functioning. This opinion is supported by several success stories about individuals benefited from Feuerstein's cognitive education program such as a young mentally retarded boy who finally earned a PhD in psychology (Feuerstein et al., 1988).

The third category of retarded performers, i.e., culturally different are usually among immigrant populations and ethnic minorities. Relating the representations of the world learned at

home with those presented in the school is difficult for them due to divergence between the dominant culture and their own. In fact, these individuals need more mediated learning interactions than usual to adapt themselves to new situation.

After several decades of work with different populations, especially individuals labeled as mentally retarded or learning disabled, Feuerstein concluded that not all these children exhibit poor performance for the same reasons and many of these poor performances can be improved by mediated learning interactions. He suggested that an individual's cognitive modifiability could be measured through analysis of mediator-learner interactions during an intensive mediation session in which the mediator or assessor provides as much mediation as possible – dynamic assessment (DA). Therefore, MLE is the very heart of DA (Poehner, 2008). As an explanation, the mediator or assessor engages in a task with a learner, observes the leaner's responsiveness to mediation, and changes the type of mediation accordingly to diagnose and to measure the learner's potential for cognitive change and modifiability. Two important components of cognitive change diagnosis are the degree of learner's change and the amount and the type of the mediation required to result in that change.

MLE as a dynamic assessment methodology

Standard assessment tools will not help instructors to propose the conditions under which students can be assisted to make progress (Cioffi & Carney, 1983). As a matter of fact, "dynamic assessment challenges conventional views on teaching and assessment by arguing that these should not be seen as separate activities but should instead be fully integrated" (Poehner, 2008, p. 5). This integration occurs as intervention is embedded within the assessment procedure in order to interpret individuals' abilities and lead them to higher levels of functioning (Lidz & Gindis, 2003).

The unification of assessment and instruction is rooted in Vygotsky's (1978) sociocultural theory especially the notion of zone of proximal development (ZPD). In fact, ZPD is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

As an illustration, Vygotsky's sociocultural theory is based on two crucial levels of development: first, the actual level where an individual is expected to perform mental activities without help from a more capable peer. Second, the potential level of development at which the individual is expected to perform beyond his/her actual level provided that s/he is given the relevant help. In other words, dynamic procedures emphasize students' potential for learning and explore ways to bring about those potentials whereas static assessment focuses on students' current knowledge.

Lantolf and Poehner (2004) call two general approaches of dynamic assessment implemented by DA researchers depending on the kinds of delivered mediation, interventionist, and interactionist. The mediation delivered in interventionist and interactionist DA changes from standardized hints to dialogic interaction respectively. Interventionist DA favors a standardized approach to delivering mediation in which all hierarchically arranged and predetermined sets of hints are given to the students in case they cannot give the right answer to a test question. In fact, "interventionist DA remains closer to certain forms of static assessment and their concerns over the psychometric properties of their procedures" (Poehner, 2008, p.18).

On the other hand, the interactionist DA is not in line with any standardization in DA procedures. As an illustration, according to Poehner (2008) "interactionist DA follows Vygotsky's preference for cooperative dialoging. In this approach, assistance emerges from the interaction between the mediator and the learner, and is therefore highly sensitive to the learner's ZPD" (p.18). As a matter of fact, Poehner (2008) considers MLE the same as interactionist DA

and the most comprehensive approach to DA because Feuerstein realizes Vygotsky's vision of creating a single educational activity that involves co-constructing a ZPD with learners in order to promote development. The researcher is going to present some studies, which regard MLE as interactionist DA in this part:

Tzuriel (1996) studied a sample of forty-eight kindergarten children and their mothers from low-, medium-, and high-socio economic status (SES) levels. In this study, Tzuriel investigated a) the relationship between SES and MLE in mother-child interactions b) the differences in MLE interaction patterns in free-play versus structured situations, and c) the prediction of cognitive performance by MLE processes using the Children's Analogical Thinking Modifiability test (CATM). The whole study lasted one week, the Preteaching test was administered on the first day, and the Teaching phase and Postteaching test were given in another session during the same week. Mother-child interactions during the Teaching phase were videotaped for thirty minutes (fifteen minutes in each situation) and were analyzed by OMI scale. The results showed that MLE interaction scores were positively related to SES level, and higher in the free-play than in the structured situation. In addition, CATM scores were significantly predicted by the Total MLE or by MLE specific criterion scores in the structured situation.

Another study considering MLE as dynamic assessment is a research carried out by Klein, Zarur, and Feldman (2003) that tried to explore teaching behaviors of forty preschoolers (five-year-olds) and their effects on their toddler siblings (three-year-olds). The children were visited at their homes and they were supposed to teach their younger siblings how to play with two puzzles and two lotto games. All play interactions were videotaped and were analyzed using the observing mediational interaction (OMI) scale. The average time of siblings' interaction was thirty minutes. Twenty-seven minutes of the interaction were coded. The frequency of teaching behaviors (*focusing, affecting, encouraging, expanding, and regulating*) in preschooler interaction was found to be related to the younger siblings' success on the games. Girls were found to receive less teaching behaviors than boys did.

The other study conducted by Klein, Raziel, Brish, and Birenbaum (1987) attempted to identify cognitive performance difficulties of three-year-old very low birth weight (VLBW) subjects and to investigate the relationship between styles of paternal interaction with these children and cognitive performance difficulties. Forty-two infants born weighing less than 1.5 kg., their siblings, and a normal control group were compared in this study. All subjects were tested individually on a series of cognitive measures of language, reasoning, memory, and visual-motor integration. Following the evaluation, parents of the VLBW children were instructed to work with their children and their siblings on the test items that were difficult for them. The interactions between the parents and their children were observed and were analyzed using criteria of MLE. In a nutshell, the basic criteria of MLE were found to be a powerful measure in predicting children's cognitive performance, significantly more than their birth weight.

Lidz, Bond, and Dissinger (1991) focused on stability of mother-child interactions in three consecutive ten-minute tasks: two structured teaching tasks, and one free play situation with a standard set of toys, as rated by the Mediated Learning Experience (MLE) Scale. The pre-school children were first tested with the McCarthy Scales, a cognitive functioning test. Within a week following McCarthy Scale administration, twenty-two mothers were videotaped in interaction with their child to determine the relationship of cognitive functioning to the MLE components. In conclusion, the component of *transcendence* correlated positively with the McCarthy Perceptual-Performance score and the *reciprocity* component correlated negatively with the McCarthy Perceptual-Performance score.

Another study regarding MLE as dynamic assessment is a study carried out by Skuy et al. (2002) to determine whether Feuerstein's MLE would improve the Raven's matrices (Learning Potential Assessment Device matrices) scores of African versus non-African university students.

Seventy African and twenty-eight non-African first year university psychology students volunteered to participate in the study.

At the first day of the study, Raven's pretest was administered for the whole group. At the eighth day, mediation training on the Variation II of the Learning Potential Assessment Device (LPAD) was conducted for three hours with the help of three psychologists and six postgraduate psychology students. Raven's posttest was administered for the whole sample in day eighteen as a near transfer test. The representational Stencil Design Test was administered as a far transfer test (assessment of learning potential) in day twenty. The whole study was carried out over a twenty-day period (day 1, day 8, day 18, and day 20), so MLE is an interactionist dynamic assessment rather than a basis for a program. Briefly then, both the African and non-African groups improved over the baseline on the Raven's compared to the control groups, with significantly greater improvement for the African group.

Seabi and Amod (2009) studied the effects of mediated intervention on a sample of twenty Grade 5 learners, namely, Individual Mediation (n = 10) and Group Mediation (n = 10). The Raven's matrices (LPAD matrices) were administered as pre-test and post-test. Indeed, post-test was administered one week after the intervention. Both the testing and intervention lasted over a two-week period. The Set Variations B-8 to B-12 of the LPAD was used as intervention. The Group Mediation participants just received a three-hour intervention phase whereas the Individual Mediation participants were exposed to intense mediation (intervention), that is, one-to-one interaction, two to four hours in a week. As a conclusion, significant improvement in scores only within the Individual Mediation participants was revealed.

In a similar study, Seabi (2012) investigated the effects of MLE intervention on sixty-seven participants' (experimental = 28, control = 39) cognitive functioning. Raven's matrices were used as pre-test and post-test. One week after administering pre-test phase (day 1), the Set Variations II B-8 to B-12 was used as the one-to-one mediation task for experimental group lasting thirty to forty-five minutes (day 8). The Raven's matrices re-administered to all the participants a week after the intervention. Actually, the whole study took place over a two-week period. Significant improvement within the experimental group on the Raven's matrices is shown at the end.

MLE as a basis for designing a course

As it mentioned before, some studies approach MLE as a basis for designing a course. A few of them looking at MLE from this different angle are elaborated here:

One of the most important studies that consider MLE as a basis for course design is research conducted by Schur et al. (2002). In fact, they implemented *Thinking Journey* or the Experimental Astronomy Curriculum (EAC; Schur, 1998, as cited in Schur et al. 2002) in a group of low-functioning students in the ninth grade of a public school in Jerusalem. Constructivism and MLE were explored as the basis of this astronomy curriculum, i.e., *Thinking Journey*. Indeed, the teaching styles of this curriculum were based on MLE principles.

The EAC or *Thinking Journey* was implemented in experimental group (n = 16) three hours per week during thirty weeks comprising the academic year while the control group (n = 16) was exposed to the conventional Earth studies curriculum. The students in experimental and control groups were tested before and after *Thinking Journey* and the conventional Earth studies curriculum as pre-test and post-test, respectively. Ultimately, positive change in the experimental group students' conceptualization of Earth, improvement of their astronomy knowledge, enhancement of their general scientific knowledge and development of their cognitive functioning and problem-solving abilities were indicated.

Another prominent study that regards MLE as a basis for course design is research carried out by Tzuriel, Kaniel, Zeliger, Friedman, & Haywood (1998). Actually, they implemented *Bright Start* program (Haywood, Brooks, and Burns, 1986, 1992 as cited in Tzuriel et al. 1998) in a

group of socioeconomically disadvantaged kindergarten children. Indeed, "in *Bright Start*, as in several other structured cognitive curricula, quite special teacher-learner interactions, characterized as 'mediated learning,' constitute a critical element; in fact, the success of such curricula undoubtedly depends on the teachers understanding and implementation of the principles and techniques of mediated interactions with the learners" (Tzuriel et al. 1998, p.2).

Two of *Bright Start*'s seven cognitive small group units were applied for three months. Each small group was composed of five to six children. The small group units were taught three times a week, each session for a period of twenty minutes, for a total of sixty minutes per week for experimental group (n = 25). The control group (n = 26) received a skill-based but not cognitively oriented program using the same procedure of three times a week, for a total of sixty minutes per week. Both static and dynamic tests as pre-test and post-test were used to evaluate the effectiveness of the program. In conclusion, the experimental group improved their performance on cognitive tasks and showed a higher level of task-intrinsic motivation than did the control group.

Haywood, Brooks, and Burns (1985) used another MLE-based curriculum known as the Cognitive Curriculum for Young Children (*CCYC*) to stimulate the cognitive development and intrinsic motivation of two groups of preschool children. The sample composed of 27 handicapped and 48 high-risk children exposed to *CCYC* for a period of one year and 44 high-risk comparison children exposed to non-cognitively Project Head Start program. The *CCYC* contains five major components: the mediational teaching style, the small-group cognitive units, the cognitive-mediational method of behavior management, the parent-education component, and ancillary services. The small-group units are eight, each designed to address a basic aspect of the cognitive functioning of preschool children, taught in small groups of 3-5 children, lasting about 15 minutes.

The children in both groups were tested before and after the program on the McCarthy Scale of Children's Abilities (a General Cognitive Index), and specific scores on Verbal Performance, Perceptual Performance, Memory, and Motor abilities as well as the Stencil Design Test. As a result, the handicapped and the high-risk *CCYC* groups outperformed on the General Cognitive Index compared to the control group. The high-risk *CCYC* children revealed significant improvement on three of the four sub-scales of the McCarthy (Quantitative, Perceptual Performance, and Memory), and the handicapped outperformed on all four.

Seabi, Cockcroft, and Fridjhon (2009) investigated the effects of mediated learning experience, peer collaborative learning, and tutor support on 111 first year engineering students' intellectual functioning and academic achievement. Raven's matrices and the Organizer and Mid-year and end-year examinations as pre-test and post-test were run to measure intellectual functioning and academic achievement respectively. The mediation group was exposed to five weeks of intervention in which the lecturer mediated the engineering concepts to the participants while the peer and tutor groups received peer and tutor support respectively. Briefly then, the results revealed that intervention based on MLE principles was more effective not only in enhancing students' intellectual functioning but also improving their

MLE principles

Feuerstein has explained that not just every interaction between a teacher and a learner or an adult and a child can be considered as MLE. To distinguish MLE from other interactive experiences, Feuerstein et al (1988, pp. 61- 62) proposed 11 MLE principles. In this part, all 11 principles are listed and defined. All but the first three definitions are taken from Feuerstein et al (1988). The first three principles are defined according to Isman & Tzuriel (2008, pp. 547-548).

1. Intentionality and reciprocity - a mediator's intentional efforts to change the child's perception, processing, or response. Intentionality alone is insufficient unless accompanied by

reciprocity. Reciprocity is observed when the child responds vocally, verbally, or non-verbally to the mediators' behavior.

2. Mediation of meaning - interactions in which the presented stimuli possess affective, motivational, and value-oriented significance. The stimuli are imbued with importance, value and worth, and not presented with a neutral approach devoid of affect.

3. Transcendence - interactions in which the mediator goes further than the immediate and/or concrete needs of the children and tries to reach for goals that are beyond the specific situation or directly related to the original activity.

4. Mediation of feelings of competence - offering various forms of assistance to help the learner to successfully complete a task previously perceived as too difficult and interpreting to him the meaning of his success.

5. Mediated regulation and control of behavior - regulation of the child's impulsivity and attention in ways that lead to the child gradually taking on more and more responsibility for the control of his own behavior.

6. Mediated sharing behavior – involves the mediator communicating to the learner her own orientation to the task, her perception of its demands, reactions to problems that arise, and feelings at various stages of task completion while also attempting to elicit the child's feelings and perceptions, emphasizing the joint nature of the interaction.

7. Mediation of individuation and psychological differentiation – emphasizes the learner as an individual with thoughts, feelings, and abilities that may be different from but can certainly complement those of others.

8. Mediation of goal seeking, goal setting, goal planning, and achieving behavior – proposing and perceiving goals; planning specific actions, including the achievement of sub-goals that will lead to task completion; using representational modes of thinking; and execution of problem-solving strategies.

9. Mediation of challenge: The search for novelty and complexity – attempts to mediate an activity the learner has already mastered will not produce the feeling of competence described above and may lead to boredom and frustration. MLE tasks should target what the learner is not yet capable of doing independently.

10. Mediation of an awareness of the human being as a changing entity – the core of Feuerstein's SCM theory, the belief that all human beings are modifiable.

11. Mediation of an optimistic alternative – related to the above, the insistence that individuals can be more than their present abilities suggest.

A meticulous and elaborate analysis of the first five principles in different studies, entitled as MLE Taxonomy, is presented in the following table:

Principles	Examples	Isman & Tzuriel (2008)	Lebeer (1995)	Klein, Zarur, & Feldman (2003)	Seng (2003)	Klein (1988)	Tzuriel Et al. (1998)	Klein & Alony (1993)	Tzuriel (1996)
Intentionality and reciprocity (Focusing)	1. Handing an object to a child (in case of an observable response from the child)	✓		✓		✓			

Category	Technique								
	2. Verbally focusing a child's attention (in case of an observable response from the child)	✓		✓		✓			
	3. Making a visible effort to change the child's behavior and the environment			✓		✓			
	4. Using the colorful charts, bright red and blue weighing machines, fruits, and various objects				✓				
	5. Presenting objects, sounds, light, etc. to substitute or modify stimuli		✓						
Mediation of meaning (Affecting or Exciting)	1. Making known to the learner the significance of the interaction by asking "why we are learning this?"	✓			✓				✓
	2. Verbal experiences of affect, classification, or	✓		✓		✓	✓	✓	✓

	labeling and valuing the child's or adult's experiences								
	3. Facial gestures such as opening of the eyes and mouth or paralinguistic expressions such as a sigh or scream of surprise	✓		✓		✓	✓	✓	✓
	4. Mediating affect by letting a puppet 'lead the series'		✓						
Mediation of transcendence (Expanding)	1. Going beyond the actual experiences by teaching strategies, rules, principles	✓	✓	✓	✓	✓	✓	✓	✓
	2. Promoting inductive and deductive reasoning		✓	✓				✓	
	3. Asking the child to compare what is the same and what is different		✓	✓				✓	
Mediation of feelings of competence	4. Noting strategies for short- and long-term memory		✓	✓				✓	

(Encouraging)	5. Clarifying spatial and temporal orientation		✓	✓				✓	
	1. Organizing the surroundings to supply opportunities for success of the child	✓	✓		✓		✓	✓	✓
	2. Verbally or gesturally rewarding the child by saying 'good', 'wonderful' or clapping hands and smiling	✓	✓	✓		✓	✓	✓	✓
	3. Explaining to the child why a certain behavior was rewarded	✓					✓	✓	✓
Mediation of control of behavior (Regulating)	1. Matching the task requirements with the child's capacity and interests			✓		✓		✓	
	2. Analyzing the task components	✓	✓		✓		✓		✓
	3. Arousing awareness to task characteristics and	✓	✓		✓		✓		✓

suitable responses				
4. Modeling of self-control	✓		✓	✓

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واحد نجف اباد

فرم اشتراک فصلنامه علمی-تخصصی

International Journal of Foreign Language Teaching & Research

تعرفه اشتراک برای مشترکان			
نوع اشتراک	تعداد	پست عادی	پست سفارشی
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یکساله(سازمانهاوموسسات)	4	180000ریال	280000ریال

جهت اشتراک این نشریه بهای اشتراک را مطابق جدول روبرو به حساب سیبا 0216236554001 نزد بانک ملی شعبه دانشگاه ازاد اسلامی واحد نجف اباد به نام دانشگاه ازاد اسلامی واحد نجف اباد واریز و اصل فیش بانکی را به همراه فرم تکمیل شده به نشانی :

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تلفن بخش اشتراک:42292704-031 و 42291110- فاکس: 42291110 -031

فرم درخواست اشتراک فصلنامه علمی-تخصصیInternational Journal of Foreign Language Teaching & Research
نام و نام خانوادگی :.................................نام موسسه/سازمان: ....
شغل/نوع فعالیت:........................ میزان تحصیلات:............................رشته تحصیلی:.....................
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Abstracts in Persian

بررسی تطبیقی ترجمه‌های فارسی ماجراهای هاکلبری فین: سود و زیان فرهنگی در کانون توجه

بهاره خزایی نژاد، سارا طاهری

چکیده

سیستم‌های فرهنگی متفاوت زبان‌ها به احتمال زیاد چالش‌هایی را برای مترجمان در حفظ پویایی فرهنگی ترجمه منعکس می‌کنند. چنین دیدگاهی بیشتر در ترجمه متون ادبی که بخش‌های اصلی معادله را زبان و فرهنگ تشکیل می‌دهند، برجسته می‌شود. پژوهش حاضر با هدف بررسی ضرر یا سود فرهنگی، تاریخی و مذهبی در ترجمه اقلام خاص فرهنگ (CSIs) همراه با روش‌های ارائه استفاده شده توسط مترجمان است. بدین منظور، با استفاده از روش تحلیلی و توصیفی تطبیقی بر اساس (مدل وینا و داربلنت، 1995)، آیتم های فرهنگ خاص از سه ترجمه فارسی داستان هاکلبری فین استخراج و به سه زیرمجموعه فرهنگی، تاریخی و مذهبی تقسیم شدند. در نتیجه، رویه‌های اعمال‌شده توسط مترجمان که منجر به ضرر یا سود فرهنگی می‌شد، مورد تجزیه و تحلیل قرار گرفت. یافته‌ها نشان داد که ترجمه اول محبی با 17/16 درصد و ترجمه سوم دریابندری با 41/58 درصد بیشترین میزان ضرر را داشتند. همچنین بیشترین فراوانی موارد گمشده مربوط به نوع فرهنگی با 6/31 درصد در ترجمه اول محبی و 2/52 درصد در ترجمه دوم پیرنظر بود. یافته‌ها حاکی از آن است که سیاست‌ها و تفاوت‌های هنجاری جوامع در دوره‌های مختلف تأثیر انکارناپذیری بر انتقال مفاهیم داشته که نشان‌دهنده میزان ضرر و زیان در ترجمه است. نتیجه پژوهش حاضر می تواند برای مطالعات روانکاوانه در زمینه تصمیم گیری مترجم قابل تأمل باشد.

واژگان کلیدی: موارد خاص فرهنگ، ضرر، سود، روش‌های ترجمه

کاربرد بهسازی درونداد و تولید برونداد-محور در کلاس های نگارش

حمید مرعشی، علیرضا رضایی

چکیده

مطالعه حاضر یک طرح کمی-کیفی را برای مقایسه اثرات تولید مبتنی بر خروجی (OBP) و افزایش ورودی (IE) به عنوان دو تکنیک آموزشی بر روی گروهی از نوشتار زبان‌آموزان زبان انگلیسی و همچنین برای جست‌وجوی ادراکات آن یادگیرندگان از این دو اتخاذ کرد. رویه های آموزشی بر این اساس، 65 زبان آموز متوسط از میان 94 دانش آموز در کلاس های دست نخورده بر اساس عملکرد آنها در آزمون مهارت نمونه (آزمون قبلاً بین 30 زبان آموز به صورت آزمایشی برگزار شده بود) از میان 94 دانش آموز متوسط انتخاب شدند. این 65 یادگیرنده متعاقباً به دو گروه متشکل از 33 یادگیرنده در گروه OBP و 32 در گروه IE تقسیم شدند. محققان همچنین مطمئن شدند که یادگیرندگان هر دو گروه از نظر نوشتاری قبل از درمان همگن هستند. سپس درمان در هر دو گروه آغاز شد. پس از پایان درمان، محققان به هر دو گروه یک پس آزمون نوشتاری دادند. نتایج تجزیه و تحلیل آماری نشان داد که گروه IE در نوشتن خود به طور قابل توجهی از گروه OBP بهتر عمل کردند. شرکت کنندگان در ادامه برای یک مصاحبه نیمه ساختاریافته شرکت کردند که شامل پنج سوال در مورد درک آنها در مورد هر دو دستورالعمل بود که نشان می داد گروه IE به طور کلی از دوره نسبت به گروه OBP رضایت بیشتری داشت. یافته‌های این مطالعه نشان می‌دهد که توجه بیشتری به گنجاندن IE در مدارس زبان انگلیسی و برنامه‌های آموزش معلمان قبل و حین خدمت بیشتر شود.

واژگان کلیدی : ELT ؛ افزایش ورودی؛ تولید مبتنی بر خروجی؛ نوشتار

تصور معلمان زبان انگلیسی از استراتژی های ارزیابی جایگزین

مصطفی نراقی زاده، فرامرز عزیزملایری، حمیدرضا خلجی

چکیده

تصور معلمان زبان انگلیسی از استراتژی‌های ارزیابی جایگزین (AA) در کلاس‌های درس زبان انگلیسی حائز اهمیت است زیرا می‌تواند بر عملکرد کلی معلمان در کلاس تأثیر بگذارد. این مطالعه با هدف بررسی برداشت معلمان زبان انگلیسی زبان ایرانی از راهبردهای AA انجام شد. برای انجام این کار، از طراحی روش های ترکیبی متوالی استفاده شد. شرکت کنندگان در این پژوهش 30 نفر (15 مرد و 15 زن) معلم زبان انگلیسی با مدرک کارشناسی ارشد و دکتری بودند. مدرک تحصیلی آموزش زبان انگلیسی (ELT) که از طریق نمونه گیری در دسترس انتخاب شدند. برای جمع آوری داده های مورد نیاز، از پرسشنامه ادراکات معلمان از ارزشیابی جایگزین (الهرار، 2006) به عنوان یک پرسشنامه باز استفاده شد. تجزیه و تحلیل داده ها از طریق تحلیل موضوعی کیفی و ارائه مضامین استخراج شده در قالب های فراوانی و درصدی انجام شد. مشخص شد که اکثر معلمان تأثیرات مثبت AA را درک کردند. علاوه بر این، مشخص شد که معلمان مزایایی را به AA متصل کرده اند که به آنها کمک می کند محیط آموزشی با کیفیت تری ارائه دهند. یافته های این مطالعه ممکن است مفاهیمی را برای معلمان زبان انگلیسی، مربیان معلمان و مدیران ارزیابی ایجاد کند.

واژگان کلیدی: ارزیابی، ارزیابی جایگزین، ارزشیابی سنتی

آگاهی فرهنگی انتقادی در کتاب های درسی ایران تحقق ایده آل ها

مصطفی غفاری، داوود کوهی، مرتضی اصل رسولی

چکیده

تعداد زیادی از دانشگاهیان در حوزه‌های آموزش زبان، مطالعات فرهنگی، مطالعات ارتباطات، مطالعات قومیتی، مطالعات جنسیتی و غیره بر آگاهی فرهنگی انتقادی (CCA) به‌عنوان عنصری حیاتی در صلاحیت بین‌فرهنگی تمرکز کرده‌اند، از این رو، این پژوهش با هدف بررسی عناصر در ایران انجام شد. کتابهای درسی دبیرستان (سری ویژن) توسط وزارت آموزش و پرورش (دسته نخورده) شده است، به همین منظور، محتوای گفتگوی مجموعه چشم انداز (سطوح 1-3) با فرآیند تحلیل سلسله مراتبی (AHP) برای ارزیابی بین فرهنگی احتمالی مورد بررسی قرار گرفت. شایستگی مورد استفاده در سری ویژن مشخص شد که محتوا به طور کلی نسبت به فرهنگ مبدأ تعصب دارد و در نهایت راه‌های ایده‌آلی برای ارائه فرهنگ در کتاب‌های درسی در قالب یک روبریک فرهنگی ارائه شد. مفاهیم آموزشی این مطالعه عبارتند از: مورد بحث قرار گرفت.

واژگان کلیدی: آگاهی فرهنگی انتقادی، کتاب های درسیELT ، صلاحیت ارتباطی بین فرهنگی

تجزیه و تحلیل مشکلات اصلی نوشتاری زبان آموزان زبان انگلیسی با تمرکز بر زبان تصویری: آموزش استعاره و کنایه

نسرین جناب آغا، شبان نجفی کریمی، امیر مرزبان

چکیده

این مطالعه تلاشی برای کشف منابع اصلی مشکلات نوشتاری زبان آموزان زبان انگلیسی از طریق تعاملات گفت و گوی و همچنین بررسی تأثیر استعاره و کنایه بر پیشرفت نوشتاری زبان آموزان زبان آموزان بود. نمونه ای از دانشجویان زبان متوسطه از هر دو جنس، در بخش کیفی، 20 زبان آموز زبان انگلیسی به روش نمونه گیری هدفمند و در بخش کمی، 120 دانشجوی زبان از طریق نمونه گیری در دسترس از دانشگاه گریگوری انتخاب شدند. آزمون های نوشتاری و مصاحبه نیمه ساختاریافته پس از ضبط و رونویسی مصاحبه ها، متن مصاحبه ها با استفاده از نرم افزار NVIVO 11 Pro فرمت شد و با کمک این نرم افزار، داده های متنی به عباراتی تبدیل شد که می تواند منعکس شود. ایده‌های اصلی تجربیات زیسته شرکت‌کنندگان بدون هیچ مداخله‌ای از سوی ریسه اما داده‌های آزمون‌ها وارد نرم‌افزار SPSS شد و آزمون ANCOVA انجام شد تا تفاوت‌های سه گروه را از نظر بهبود نوشتاری نشان دهد. همچنین، یافته‌های حاصل از تجزیه و تحلیل داده‌ها، چهار منبع اصلی مشکلات نوشتاری را به عنوان زبان‌شناختی، شخصی، معرفت‌شناختی و بوم شناختی نشان داد.

واژگان کلیدی: زبان تصویری، استعاره، کنایه، مهارت نوشتاری

امنیت شغلی معلم در موسسات زبان انگلیسی و مدارس دولتی: درک معلمان زبان انگلیسی

مهرنوش حاجی جلیلی، مهرداد سپهری، سجاد شفیعی

چکیده

معلم، روش آموزشی او و در واقع ویژگی های او از عوامل تعیین کننده موفقیت یا شکست آموزش به شمار می رود. مطالعه حاضر به منظور تعیین ادراک معلمان زبان انگلیسی زبان انگلیسی زبان ایرانی از امنیت در زمینه های شغلی خود، یعنی در موسسات زبان انگلیسی و مدارس دولتی انجام شد. برای دستیابی به این هدف، 100 نفر از معلمان زبان انگلیسی که در مدارس دولتی (50 نفر) و موسسات زبان (50 نفر) در اصفهان تدریس می کنند، به روش نمونه گیری در دسترس برای شرکت در این پژوهش انتخاب شدند. سپس پرسشنامه سطح ایمنی معلمان برای آنها اجرا شد و با آنها مصاحبه شد. از معلمان در مورد درک آنها از امنیت در محیط شغلی خود سؤال شد. همه معلمان شاغل در موسسات زبان معتقد بودند که معلمان این مراکز آموزشی از سطح پایین امنیت شغلی رنج می برند. همچنین از معلمان در مورد دلایل زیربنای سطوح بالا و پایین امنیت شغلی در این دو زمینه آموزشی سؤال شد. معلمان مؤسسات زبان بر این باور بودند که کمبود نظارت توسط دولت، تعداد زیاد تحصیلکرده های بیکار، طمع کارفرمایان و پایین آمدن ارزش آموزش در جامعه از مهمترین دلایل این فاجعه در مؤسسات زبان است. این یافته‌ها می‌تواند پیامدهایی برای تصمیم‌گیران وزارت آموزش و پرورش ایران داشته باشد تا از مؤسسات زبان حمایت و توجه بیشتری برای رفع مشکلات ذکر شده داشته باشند.

واژگان کلیدی: نگرش موسسات زبان؛ ادراک؛ مدارس دولتی؛ امنیت معلمان

نقش پیش سازمان دهنده های گرافیکی کمک آموزشی در درک متون آلمانی زبان آموزان ایرانی با استفاده از فناوری ردیابی چشمی

فرنوش محمدعلی بیگی، نادر حقانی، پروانه سهرابی

چکیده

هدف استفاده از الگوی پیش سازمان دهنده قبل از خواندن, ایجاد ساختار ذهنی مطلوب از متن بر پایه دانش پیشین و در نتیجه فهم معنا دار است. پیش سازمان دهنده های گرافیکی با نمایش مفاهیم کلیدی و ارتباط آنها به خصوص به درک همادین متن کمک می کنند. در تحقیق پیش رو اثربخشی یک جدول ماتریس منطبق بر ساختار کلان متن در بهبود درک مطلب در یک محیط مطالعه کامپیوتری بررسی و از ردیابی چشم برای بررسی روند خواندن استفاده شد. دو گروه از ۲۱ زبان آموز ایرانی از نظر کیفیت درک متن، تعداد مفاهیم اصلی یادآوری شده و حافظه لفظی مقایسه شدند. استفاده از پیش سازمان‌دهنده گرافیکی کیفیت درک مطلب را به طور معنی داری بهبود بخشید. مقدار احتمال از احتمال خطای نوع اول کوچکتر بود. بر اساس نتایج ردیابی چشم، آزمون شوندگان در هر دو گروه مواجهه یکسانی با متن داشتند. شواهد نشان داد که در واقع نمایش متوالی عناصر توسط کاربر، به خواندن طبقه ای ماتریس و درک عمیق ترمتن کمک می کند، زیرا آزمون شوندگان از مهارت‌های فراشناختی به طور فعال در پیوند دادن مطالب جدید خوانده‌شده به بخش‌هایی از سازمان‌دهنده استفاده نکردند.

واژگان کلیدی: سازمان دهنده پیشرفته، گرافیک ردیابی چشم، خواندن زبان خارجی، ماتریس

تأثیرات مقایسه ای ذهنیت های ثابت، رشد و ترکیبی بر ذهنیت زبان آموزان زبان انگلیسی

حجت سرلک، فرید قائمی، محمد هاشمدار

چکیده

پژوهش حاضر جهت بررسی مقایسه ای سه نوع طرز فکر متفاوت معلم در تدریس روی طرز فکر یادگیری زبان آموزان انجام شد. شرکت کنندگان در این پژوهش دانشجویان (پسر و دختر با طیف سنی ۱۸ تا ۳۵ سال) دوره کارشناسی رشته مترجمی زبان انگلیسی بودند که بر اساس نمونه گیری غیرتصادفی و از سه کلاس گرامر انگلیسی یک دانشگاه های اسلامی واحد کرج و شهریار انتخاب شدند. تعداد کل دلنشجویان در هر کلاس سی نفر بود و دوره ۱۶ جلسه طول کشید. بر این اساس شرکت کنندگان به سه گروه آزمایشی تقسیم شدند. در آغاز دوره یک پرسشنامه طرزفکر سنجی با طیف «موافقت زیاد» تا «مخالفت زیاد» بین شرکت کنندگان در سه گروه توزیع و پاسخنامه ها گردآوری شد. سپس تدریس گرامر یک انگلیسی به شرکت کنندگان در سه گروه آزمایشی از طریق سه نوع طرز فکر متفاوت (طرز فکر ثابت-طرز فکر رشدپذیر و طرز فکر ترکیبی) در طول دوره صورت پذیرفت. متغیر مستقل سه نوع طرز فکر آموزشی متفاوت معلم و متغیر وابسته طرز فکر یادگیری زبان آموزان در سه گروه آزمایشی بود. در پایان و پس از توزیع مجدد پرسشنامه طرز فکر سنجی بین دانشجویان مشخص شد که طرز فکر آموزشی معلم به شکل چشمگیری روی طرز فکر یادگیری زبان آموزان تاثیرگذار است. در نتیجه مشخش شد رشد طرز فکر زبان آموزان به شکل چشمگیری به آگاهی معلمان نسبت به تاثیر طرز فکرشان روی طرزفکر زبان آموزان و کیفیت یادگیری و در نتیجه رشد طرز فکر خود معلمان وابسته است. این پژوهش شامل بازخوردهای آموزشی متنوعی برای مدرسان زبان انگلیسی و زبان آموزان بود.

واژگان کلیدی: ذهنیت ثابت، دستاورد گرامر، ذهنیت رشد، ذهنیت، ذهنیت ترکیبی

بیگانگی و آسایش غریبه ها

سعید یونسی، فاطمه عزیزمحمدی، مژگان یارمحمدی

چکیده

پژوهش حاضر با هدف بررسی «بیگانگی» در رمان «آرامش غریبه‌ها» اثر ایان مک ایوان، تلاش دارد تا پیامدهای منفی و مخرب بیگانگی را در قهرمانان رمان بررسی کند. بر اساس نظریات ملوین سیمن، ایان راسل مک ایوان یکی از نمونه های متعددی است که عنصر مذکور را در آثار خود به ویژه در این رمان استادانه به تصویر کشیده است و فراتر از انتظارات انسان می رود تا عواقب کوبنده برآورد انسان را به خوانندگان خود نشان دهد. خود و جامعه در هوش و عملکرد.بیگانگی مفهومی ارجمند است که ریشه آن به حقوق روم بازمی گردد، جایی که یک اصطلاح حقوقی برای بیان عمل انتقال دارایی بود. پس از جنگ جهانی دوم، زمانی که پیچیدگی اجتماعی به طور فزاینده ای آغاز شد. سرعت تغییر شتابان، و اولین سیگنال های پست مدرنیته توسط نخبگان روشنفکر درک شد، بیگانگی به آرامی بخشی از صحنه روشنفکری شد. ملوین سیمن، یک نظریه که بعد از مارکس و هگل دیدگاه های مدرن و پست مدرن مهمی را در مورد «ازخودبیگانگی» ایجاد کرد، یکی از اولین مواردی بود که در دهه 1960 مقیاس بیگانگی را برای اندازه گیری درجات و انواع بیگانگی ایجاد کرد.

واژگان کلیدی: بیگانگی، ایان مک ایوان، جدایی، انزوای اجتماعی

تجربه یادگیری واسطه ای به عنوان یک رویکرد چند بعدی در زبان انگلیسی: طبقه بندی دقیق و گسترده

عفت حدیدی زواره، عبدالله برادران، بهرام مولایی

چکیده

در این مقاله سعی شده جنبه¬های مختلف روش تجربه میانجی¬محور شرح داده شود: به عنوان یک کدل یادگیری در روانشناسی، یک نوع متد ارزیابی پویا و روشی برای طراحی یک دوره آموزشی. تجربه یادگیری میانجی¬محور، معروف به نظریه فروشتین، یک مدل یادگیری در روانشناسی به منظور بهبود عملکرد شناختی و مهارت¬های حل مساله در بچه¬های دارای اختلال شناختی است. برخی دیگر از مطالعات و دانشمندان از جمله Pohner (2008) ، تجربه یادگیری میانجی¬محور را نوعی متد ارزیابی پویا در نظر می¬گیرند؛ چرا که در ارزیابی پویا، یاری و همراهی در تعامل بین میانجی و یادگیرنده محقق می¬شود. دیگر مطالعات روش تجربه یادگیری میانجی¬محور را روشی همه¬جانبه و جامع در طراحی یک دوره آموزشی می¬شمارند. تعریف یازده اصل روش یادگیری میانجی¬محور و همچنین بررسی دقیق و بسیط پنج اصل اول آن در مطالعات مختلف، با عنوان طبقه¬بندی روش تجربه یادگیری میانجی¬محور MLE (Taxonomy)، در جدولی در انتهای مقاله آورده شده است.

واژگان کلیدی: طراحی دوره،، روش ارزیابی پویا، مدل یادگیری، تاکسونومیMLE

فهرست مطالب

اعضای هیئت تحریریه