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دوره‌های ضمن خدمت: فرصت بازنگری در تجربیات، دانش و مهارت‌های معلمان

فرارسـیدن فصل بهار، فصل نوشدن طبیعت، و هم‌زمانی آن با روز گرامیداشت معلم گرامی می‌داریم. این هم‌زمانی اتفاقی نیست، چرا که معلمان به عنوان پیشـروان امر تعلیم و تربیت، در تجدد حیات فکری ملت‌ها نقشـی بی‌بدیل ایفا می‌کنند. روز معلم با نام آیت‌الله شـهید مرتضی مطهری پیوند خورده است که زندگی و شهادتش ترجمان واقعی این نقش است.

در شـمارۀ گذشته به نوآوری‌های آموزشـی و دلایل عدم تثبیت آن‌ها اشـاره شـد. در این شـماره در ادامۀ بحث، به عواملی اشاره می‌کنیم که به ایجاد و تثبیت نوآوری‌های آموزشی کمک می‌کنند. به نظر می‌رسـد در ایجاد نوآوری‌های آموزشی توجه به سه عامل، یعنی سیاسـت‌گذاری‌های آموزشـی، ماهیـت درس و جنبه‌های جامعه‌شناسی تعلیم و تربیت ضروری است. آن‌چه در شمارۀ گذشته بیان شـد و دنبالۀ آن، در این شماره به عامل سوم مربوط می‌شود. یکـی از دلایل عدم توفیق نوآوری‌های آموزشـی، ماهیت پروژه‌ای آن‌ها و کوتاه‌مدت بودن عمر پروژه است که باعث می‌شود تغییرات با دیدی رفتارگرایانه، مکانیکی و سلسـله مراتبی اعمال شوند و در این بین به عوامل جامعه‌شناختی که بر ایجاد تغییرات اثر می‌گذارند، توجه چندانی نشود.

در شـرایطی که نوآوری‌های آموزشی تغییرات زیادی را در مدت کوتاهی طلب می‌کنند، حتی با وجود استفاده از راهکارهای اعمال فشـار از بالا، چیزی بیش از پذیرش زبانی و سـطحی تغییرات را نمی‌تـوان تضمین کرد. دلیل ایـن امر نیز ابعاد جامعه‌شـناختی ایجاد تغییرات اسـت که عواملی نظیر محدودیت‌های ساختاری و اخلاقی، ویژگی‌های شخصیتی معلمان و دانش‌آموزان، و هم‌چنین،

راهکارهای مورد اسـتفاده در اعمال نوآوری‌های آموزشی را شامل می‌شود. برای فهمیدن آن‌چه در کلاس درس رخ می‌دهد، توصیف آن‌چـه اتفاق می‌افتد به تنهایی کافی نیست. توجه به چگونگی و چرایی فعالیت‌ها نیز اهمیت دارد. در بیان چگونگی و چرایی، عوامل جامعه‌شـناختی دخیل‌اند؛ چرا که بدون توجه به تاریخچۀ زندگی افراد و نوع روابطشـان، هیچ‌گاه نمی‌توان در مورد دلایل گرایش یا عدم گرایش آن‌ها به انجام فعالیت‌های خاص قضاوت کرد.

بر همین قیاس در دوره‌های آموزش ضمن خدمت ارزش‌های درونی محتـوای دوره به تنهایی تعیین‌کنندۀ تأثیر آن بر آن‌چه بر کلاس درس پس از اتمام دورۀ آموزشی اتفاق می‌افتد، نیست. آن‌چه بیشتر اهمیت دارد، برداشـت معلمان از محتوای دوره اسـت که از صافی تجربیات قبلی و دانش و مهارت‌های آن‌ها می‌گذرد. لذا عدم توجه دقیق به عوامل جامعه‌شناختی، ایجاد و تثبیت نوآوری‌های آموزشی را با مشکل مواجه می‌سازد. لذا در برنامه‌ریزی و اجرای این دوره‌ها لازم است به راهکارهایی توجه شود که با به‌کار گرفتن آن‌ها فرصت بازنگری در تجربیات، دانش و مهارت‌های معلمان ایجاد می‌شود. در ادامه به بعضی از اصولی که می‌توانند طراحان دوره‌های آموزشی ضمن خدمت را در اتخاذ راهکارهای مناسب راهنمایی کند، اشاره می‌کنیم:

◆ روش آموزشـی به‌کار گرفته شـده در دوره باید به‌جای انتقال دانش و مهارت‌ها، بر تجربه‌کردن و اندیشـیدن به آن‌ها تأکید کند. این امر باعث می‌شـود افراد ضمن تجربه و اندیشیدن به جنبه‌های متفاوت آموزش‌ها، کاربردی‌بودن آن‌ها را ارزش‌یابی کنند.

◆ آموزش‌ها باید راه را برای برداشت‌های متفاوت افراد باز بگذارند و از دنباله‌روی از روش‌های دیکته شده بپرهیزند.

◆ آموزش‌ها باید از تخصص افراد در سـطحی گسـترده بهره‌مند شوند و در طراحی و اجرا، از تمرکز بر افراد خاص هرچند متخصص و بسیار باتجربه پرهیز شود.

◆ در تهیۀ مواد آموزشی دوره باید از جمعی از معلمان که نمونۀ قابل قبولی از تمامی معلمان هدف دوره باشند، استفاده شود.

◆ توزیع گسـتردۀ مسئولیت‌ها و استفاده از توانایی‌های بالقوۀ محلی در اجرای دوره‌های آموزشی می‌تواند بسیار مفید باشد.

در شـمارۀ آینده بـا نگاهی به تجربیات به‌دسـت آمده، به معرفی رویکردهای نشئت گرفته از اصول فوق خواهیم پرداخت. در شمارۀ حاضر گزارشـی از مراسم بزرگداشت یکصدمین شمارۀ مجله رشد زبان به چاپ رسیده که در آن خلاصه‌ای از مطالب بیان شده توسط سخن‌رانان این همایش آمده است. به دلیل ارتباط این مطالب با سه عامل دخیل در ایجاد و تثبیت نوآوری‌های آموزشـی که در ابتدای این گفتار به آن‌ها اشاره شد، توجه خوانندگان محترم مجله را به این گزارش جلب می‌کنیم.

همدلی از همزبانی بهتـــراست

[گزارش نکوداشت انتشار یکصدمین شمارهٔ مجله رشد آموزش زبــان]

مراسم نکوداشت انتشار صدمین شمارهٔ مجلهٔ «رشد آموزش زبان»، روز دوشنبه ۲۳ آبان‌ماه، با حضور مدعوین در سالن اجتماعات «سازمان پژوهش و برنامه‌ریزی آموزشی» برگزار شد. در این مراسم معاون وزیر و ریاست «سازمان پژوهش و برنامه‌ریزی آموزشی»، حجت الاسلام دکتر محی‌الدین بهرام محمدیان، مدیر مسئول مجلهٔ رشد آموزش زبان و تعدادی از دبیران مؤلف زبان انگلیسـی، ســردبیران بعضی از مجلات رشد تخصصی و مدیران بعضی از آموزشگاه‌های زبان حضور داشــتند. ابتدای آقای **ناصر نادری**، معاون مجلات دفتر انتشــارات کمک‌آموزشــی مجلات رشد که هدایت جلســه را برعهده داشت، برنامه‌های مراسم را اعلام کرد و سپس از آقای **ناصری** مدیرکل دفتر و مدیر مسئول مجلات رشد درخواست کرد به ایراد سخن بپردازد.

آقـای ناصری با تشــکر از حضـور حاضـران و قدردانـی از همهٔ دســت‌اندرکاران مجلـه، به بیان نکاتی درخصـوص نقش زبان در جامعــه و تبعات فرهنگی یادگیری زبـان دوم پرداخت. وی بر این نکته تأکید کرد که با توجه به ارتباط نزدیک و دو طرفهٔ زبان و تفکر، باید مراقبت شــود که یادگیری زبان بنیان‌های تفکر و ارزش‌های فرهنگی ما را دســتخوش دگرگونی‌های ناخواسته نکند و نقش و تأثیر زبان فارسی تحت تأثیر زبان دوم قرار نگیرد. ایشان با اشاره به

رواج پدیدهٔ «فینگلیش» و کاربرد واژه‌های زبان انگلیسی در گفتار افــراد تحصیل‌کرده، این پدیده‌هــا را از مصادیق بارز تبعات منفی زبان‌آموزی دانست و توجه بیشتر به این مقوله را به دست‌اندرکاران آموزش زبان یادآور شد.

آقای ناصری در ادامه بــا مطرح کردن ناکارامدی روش‌های تجربه شــدهٔ فعلی آموزش زبـان در مدارس، به نقش مهـم دبیران زبان در این خصوص اشاره کرد و یادآور شد تناسبی بین امکاناتی که تاکنون در اختیار دبیران قرار گرفته است و انتظارات برنامهٔ درسی از آن‌ها وجود ندارد. لذا باید با آسیب‌شناسی دقیق عوامل ناکارامدی شناسایی شوند و در جهت بهبود وضعیت کنونی تلاش‌های مستمر به عمل آید. ایشان توجه مجلهٔ رشد آموزش زبان را به این مهم در طول ربع قرن انتشــار آن ســتود، ولی در عین حال یادآور شد که لازم است محتوای مجله به‌طور مستمر مورد نقد علمی قرار گیرد و مشــخص شود تا چه حد شــکل فعلی مجله پاسخ‌گوی نیازهای واقعی دبیران در کلاس درس است و تا چه حد به آن‌ها در ارتقای مهارت‌های حرفه‌ای کمک می‌کند. ایشان در خاتمه از همهٔ دبیران و اسـتادان تقاضا کرد که در جهت ارتقــای کیفیت مجله از هیچ کوششی دریغ نورزند.

در ادامـه، «نماهنگی» که بـه منظور بزرگداشـت زنده‌یاد دکتر میرحسـینی تهیه شـده بـود به نمایش درآمد تا حاضران با چهره، شـخصیت و فعالیت‌های ایشـان در طول سـردبیری مجله رشد آموزش زبان آشنا شوند. پس از پخش نماهنگ، دکتر **نادر حقانی**، عضو هیئت تحریریهٔ رشـد آموزش زبان به ایراد سـخن پرداخت. ایشان در بیانات خود، ضمن تبیین نقش سیاست‌گذاری‌های زبانی و مهندسی فرایند زبان‌آموزی در بهبود کیفیت یادگیری زبان دوم، به مشـکلات موجود در این خصوص اشـاره کرد. وی زبان‌آموزی را در کشـور نیازمند سیاسـت‌گذاری‌های روشـنی دانست که باید شـکل‌دهندهٔ اقدامات سـاختاری و آموزشی در همهٔ سطوح اعم از مدرسـه و دانشگاه باشد. به نظر ایشان، علی‌رغم تلاش‌های صورت گرفته تاکنون، سیاست‌گذاری‌ها از انسجام لازم برخوردار نبوده‌اند و از لابه‌لای مصوبات پراکنده نمی‌توان به روشـنی مشـخص کرد که نوع نگاهمان به زبان چیسـت و هر کدام از زبان‌های مطرح در برنامهٔ درسـی، تا چه حد و اندازه‌ای باید مطرح شـوند. با توجه به اهمیت زبان در انتقال مفاهیم محتوایی، نقش زبان به کلاس درس زبان محدود نمی‌شـود و لذا آسـیب‌های ناشی از عدم شفافیت در سیاست‌گذاری‌های زبانی بر کل برنامهٔ درسی تأثیر می‌گذارد.

دکتر حقانی، با مطرح کردن تقسیم‌بندی سه گانهٔ هنر و هنرمند، اندیشـه و اندیشمند، و بالاخره دانش و دانشـمند، و این‌که در دو مقولهٔ اول نگاه فرهنگی و جهت‌دار اسـت ولی در مقولهٔ سـوم این جهت‌گیری به چشـم نمی‌خورد و دانش و دانشـمند بعد جهانی دارد، بـه این نکته اشـاره کرد که در آموزش زبان هر سـه مقوله مطرح‌اند. به عبارت دیگر، در تولید محتوا، در تربیت دانش‌آموزان و غیره، هر سـه بعد هنری، اندیشه‌ای و دانشی مطرح می‌شوند. ایشان عامل مهم ناکارامدی آموزش زبان را بی‌توجهی به این سـه مقوله و ظرفیت‌های آن‌ها دانست و بر این موضوع تأکید

کرد که اگر در میزان توجه ما به این سـه بعد تناسـب لازم وجود نداشته باشـد، از میزان اثربخشی آموزش کاسته خواهد شد. برای ایجاد تناسب به هندسه‌ای نیاز داریم که بتواند ابعاد متفاوت را در جای خود مورد توجه قرار دهد.

برای مثال، در برنامه‌ریزی هر درس تقسـیم‌بندی‌های فنی وجود دارد که در برخورد با آن‌ها، بعد دانشی برجسته است، در حالی که هنگام ورود به بحث محتوا و چگونگی انتقال مفاهیم، ابعاد اندیشه‌ای و هنری که جهت فرهنگی دارند، به میزان زیادی وارد می‌شوند. در مهندسـی این بخش‌ها، یعنی انتخاب محتـوا و روش، نظرات متفاوتـی وجود دارد و دسـت‌اندرکاران برداشت‌های مختلفی از حـدود و ثغور این ابعاد دارند. همین مسـئله در عمل ارائهٔ تعریف روشن و قانع کننده‌ای از این بخش‌ها را مشکل می‌کند. وی راه‌حل مشکل را این دانست که در برنامه‌ریزی با نگاهی فنی سهم و جایگاه هر کدام از ابعاد سـه‌گانه مشخص شـود و زمینه برای اقناع همهٔ دست‌اندرکاران فراهم آید و از تشتت آرا جلوگیری شود.

سـخنران بعدی، دکتر **محمدرضا عنانی سـراب**، سردبیر رشد آمـوزش زبان بـود که در مقدمهٔ سـخنان خود، ضمن اشـاره به تفاوت‌هایی که بین رشد آموزش زبان و سایر مجلات رشد تخصصی وجود دارد، یادآور شد که درک و توجه لازم به این تفاوت‌ها نیازمند ظرایفی است که باید در سیاست‌گذاری‌های مجله مورد توجه قرار گیرد تا مجله بتواند رسـالت واقعی خود را ایفا کند. ایشان یکی از تفاوت‌های مهم را وجود دو نوع آموزش در حیطهٔ زبان‌آموزی دانست که نتایج ملموس آن‌ها در جامعه، مجلهٔ رشد را ناگزیر می‌سازد هر دو نـوع آموزش را مورد توجه قرار دهد. آمـوزش زبان در مدارس و آموزش زبان در آموزشـگاه‌های خصوصی هر یک سـازوکارهای خاص خود را دارند و از متغیرهایی متأثر می‌شوند که لزوماً یکسان نیسـتند. برای مثال، آموزش زبان در بخش خصوصی تحت تأثیر

تنوع بخشیدن به نوع بیان و زبان به‌کار گرفته شده در بخش‌های گوناگون مجله بود. تنوع در محتوا و قالب بیان با تنوع در زبان همراه است. بدین معنی که در بخش اطلاع‌رسانی، مقالات علمی ـ پژوهشی بیان علمی خشکی دارند که درک آن با توجه و دقت‌نظر خواننده بستگی دارد. در حالی‌که در دو بخش دیگر، بیشتر از زبان رسانه‌ای استفاده می‌شود که تعاملی و اقناعی است و برای خواننده جذابیت بیشتری دارد. ایشان در پایان سخنان خود ضمن اشاره به تلاش‌های مدیریت دفتر انتشارات کمک‌آموزشی در جهت ارتقای جنبه‌های رسانه‌ای مجله، از مدیرکل و معاونین ایشان تشکر و از فعالیت‌های بخش‌های ویراستاری و فنی مجله قدردانی کرد.

در ادامهٔ جلسه، حاضران به سخنان حجت‌الاسلام دکتر **محیی‌الدین بهرام محمدیان** گوش فرادادند. ایشان در سخنان خود، ضمن قدردانی از مدیریت دفتر انتشارات کمک‌آموزشی به‌خاطر برپایی سنت حسنهٔ گرامیداشت صدمین شمارهٔ مجلات تخصصی رشد و هم‌چنین دست‌اندرکاران مجلهٔ رشد آموزش زبان و سردبیر آن، به‌خاطر مطرح کردن مسائلی که در حال حاضر آموزش زبان با آن‌ها روبه‌روست، به بیان نکاتی درخصوص برنامهٔ درسی ملی و علل ناکارامدی آموزش زبان در مدارس پرداخت. ایشان با نگاهی اجمالی به برنامهٔ درسی ملی، رویکرد برنامه را رویکردی فطرت‌گرا معرفی کرد که توجهش به ارتقای پنج عنصر تفکر، ایمان، علم، عمل و اخلاق در چهار عرصهٔ ارتباط با خدا، خلق، خلقت و خود است.

به بیان ایشان، تحلیل این عناصر پنج‌گانه در چهار عرصهٔ متفاوت می‌تواند ما را در حوزهٔ زبان‌آموزی به راهکارهای بسیار دقیقی هدایت کند. گاهی هدف‌های زبان‌آموزی در مهارت‌های چهارگانه زبان خلاصه می‌شود، در حالی‌که یکی از کارکردهای مهم زبان، تحلیل کردن و تفکر کردن است که کمتر مورد توجه قرار می‌گیرد. برخی گمان می‌کنند که زبان چیزی جدا از ذهن است، اما زبان روی ساختار ذهن اثر می‌گذارد و ذهن را می‌پروراند. آموزش زبان باید قدرت تفکر و تحلیل را تقویت کند.

ایشان با تأیید نظر سردبیر درخصوص نقش محیط طبیعی در یادگیری زبان، بر این نکته تأکید کرد که ما معمولاً زبان را خارج از محیط طبیعی و متکلفانه یاد می‌گیریم که نتیجه‌اش ایجاد فضایی است که در آن فرصتی برای تفکر که جان‌مایهٔ زبان است، به‌وجود نمی‌آید. سهولت یادگیری زبان در محیط طبیعی به این دلیل است که در آن فضا، اثربخشی ذهن و زبان با هم اتفاق می‌افتد. لذا در زبان‌آموزی عناصر تفکر، علم و عمل در کنار ایمان و اخلاق اهمیت دارند. ایشان در ادامه با اشاره به حوزهٔ زبان‌آموزی به عنوان یکی از ۱۱ حوزهٔ یادگیری به رسمیت شناخته شده در برنامهٔ درسی ملی، آن را در چهار عرصهٔ ارتباط با خود، ارتباط با خلق، ارتباط با خلقت و ارتباط با خدا مهم دانست و جدی‌بودن کار در این حوزه‌ها را مورد تأکید قرار داد.

حجت‌الاسلام دکتر محمدیان، در ادامه با اشاره به ناکارامدی آموزش

سازوکار عرضه و تقاضاست و شکل‌گیری آن متأثر از رقابت و سود و زیان اقتصادی است، در حالی که زبان به عنوان یک درس در برنامهٔ درسی، تحت تأثیر برنامه‌های کلان تعلیم و تربیت کشور است و در مقیاس کشوری با بودجهٔ عمومی سازمان‌دهی می‌شود.

تأثیر این دو نوع سازمان‌دهی آموزش را می‌توان در ایجاد نوآوری‌های آموزشی در این دو بخش مشاهده کرد. به دلیل وجود کنترل بیشتر بر مؤلفه‌های آموزش در بخش خصوصی، ارائه و تثبیت نوآوری‌های آموزشی در این بخش بسیار سریع‌تر و آسان‌تر صورت می‌پذیرد و به همین دلیل فاصله‌ای بین این دو نوع آموزش ایجاد شده است که نتایج آن را می‌توان در تفاوت‌های بین خروجی‌های این دو نوع آموزش مشاهده کرد. به دلیل فراهم بودن زمینهٔ پذیرش نوآوری‌ها در بخش خصوصی، بسیاری از پژوهش‌های این حوزه نیز در آموزشگاه‌های زبان انجام می‌شود. مشکلی که مجله رشد با آن روبه‌روست، ایجاد موازنه بین این دو نوع آموزش است. چرا که اگر نوآوری‌های آموزشی بدون توجه به محدودیت اجرای آن‌ها در برنامهٔ درسی در مجله مطرح شوند، خوانندگان مجله آن‌ها را غیرعملی می‌پندارند و در نهایت به این جمع‌بندی خواهند رسید که محتوای مجله با نیازهایشان در کلاس‌های درس مدارس بیگانه است.

تفاوت دیگری که دکتر عنانی به آن پرداخت، ماهیت مهارتی و تجربی زبان‌آموزی است که آموزش آن را نیازمند فضا و امکاناتی می‌کند که عموماً در مدارس فراهم نیست. ایجاد موقعیت‌هایی که در آن‌ها زبان به شکلی معنی‌دار مورد استفاده قرار گیرد، یکی از چالش‌های مهم دبیران زبان است. در این مورد نیز مجله ناچار است موازنهٔ لازم را درخصوص مطرح‌کردن روش‌های کاربردی آموزش زبان رعایت کند.

تفاوت سومی که ایشان به آن اشاره کرد، امتیاز علمی ترویجی رشد آموزش زبان است که مجله را ملزم می‌سازد، مقررات کمیسیون نشریات وزارت علوم، تحقیقات و فناوری را رعایت کند. ایشان در ادامه به مطرح کردن سیاست‌هایی پرداخت که در مجله اعمال شده‌اند تا با لحاظ کردن موارد مطرح شدهٔ فوق بتوان زمینهٔ رشد کیفی مجله را فراهم نمود. یکی از سیاست‌های اجرا شده تقسیم محتوای مجله به سه بخش است شامل علم‌آموزی یا دانش‌افزایی، تجربه‌آموزی و ارتباط یا اطلاع‌رسانی. در بخش «علم‌آموزی» نتایج پژوهش‌های مرتبط با آموزش و یادگیری زبان با اولویت کاربرد داشتن نتایجشان در کلاس‌های درس مدارس به چاپ می‌رسد. در بخش «تجربه‌آموزی» سعی می‌شود تجربه‌های آموزشی در قالب معرفی فنون تدریس مقوله‌های زبانی یا معرفی تجربه‌های بدیع در آموزش مطرح و به چاپ برسند. در بخش «اطلاع‌رسانی» نیز از قالب‌های مصاحبه، میزگرد، گزارش و غیره استفاده می‌شود تا رویدادها، و نظرات و دیدگاه‌ها مطرح شوند و مورد نقد قرار گیرند. آخرین سیاستی که در سخنان دکتر عنانی به آن اشاره شد،

زبان خارجی همانند زبان عربی، دلایل این امر را کافی‌نبودن و پراکندگی ساعات اختصاص‌یافته به آموزش زبان در برنامهٔ درسی، جذاب نبودن متون آموزشی و مؤثر نبودن روش‌های آموزشی دانست و با دعوت از دست‌اندرکاران مجلهٔ رشد آموزش زبان و صاحب‌نظران این حوزه به همکاری با گروه زبان‌های خارجی «دفتر برنامه‌ریزی و تألیف کتب درسی» در تجدیدنظر در برنامهٔ فعلی، اظهار امیدواری کرد که با استفاده از فرصت یک‌ساله‌ای که با شش ساله شدن دورهٔ ابتدایی در سال آیندهٔ تحصیلی و سال‌های بعد ایجاد می‌شود، گروه بتواند بازنگری را به انجام برساند و با قول‌هایی که در زمینهٔ تربیت نیروی انسانی و تولید بستهٔ آموزشی در بخش‌های ذی‌ربط وزارت آموزش‌وپرورش به عمل آمده، این بازنگری عملیاتی شود.

ایشان در پایان با ارائهٔ رهنمودی به مجلهٔ رشد آموزش زبان برای ایجاد ستون ویژهٔ ارائهٔ نظرات درخصوص بهبود وضعیت زبان‌آموزی، ایجاد چنین تریبونی را در فرایند بازنگری بسیار مؤثر قلمداد کرد. سرانجام ایشان با اشاره به مصوبهٔ «شورای عالی آموزش‌وپرورش» درخصوص ارائهٔ زبان‌های خارجی غیرانگلیسی (فرانسه، آلمانی، روسی و اسپانیولی) در برنامهٔ درسی و این‌که مصوبهٔ مذکور آن‌گونه که باید تحقق نیافته است، و آموزش‌وپرورش وظیفه دارد با تأکید بر استعدادیابی در دوره‌های راهنمایی و متوسطه، افراد علاقه‌مند به یادگیری زبان‌های غیرانگلیسی را شناسایی کند، سخنان خود را به پایان برد.

در ادامهٔ جلسه، دکتر **غفارثمر**، رییس هیئت مدیرهٔ «انجمن استادان زبان و ادبیات انگلیسی» به ایراد سخن پرداخت. ایشان با تبریک به مسئولان وزارت آموزش‌وپرورش و دست‌اندرکاران مجلهٔ رشد به‌خاطر انتشار صد شمارهٔ مجله، از مرحوم دکتر میرحسنی یاد کرد و یادآور شد که از آن مرحوم دو نکته را آموخته است: یکی خسته نشدن از کار و دیگری باقی گذاشتن سنت‌های حسنه که نمونهٔ آن مجلهٔ رشد و انجمن «تلسی» است.

ایشان بر این نکته تأکید کرد که مقولهٔ علم و به‌ویژه زبان شوخی‌بردار نیست و اگر کار در حوزهٔ زبان و زبان‌آموزی جدی گرفته نشود، آسیب‌های فراوانی به زبان و فرهنگ کشور وارد می‌شود. هرگونه ضعفی در کار آموزش زبان در برنامهٔ درسی مدارس می‌تواند دانش‌آموزان را به آموزشگاه‌های خصوصی سوق دهد و در آن‌جا معلوم نیست آموزشی که ارائه می‌شود تا چه حد با ارزش‌های زبانی و فرهنگی کشور منطبق باشد.

ایشان در ادامه با اشاره به ظرفیت انجمن برای انجام کارهای بزرگ با روش علمی، از جمله طراحی آزمون بومی توانش زبانی، استانداردسازی آموزش معلمان، تولید محتوای آموزشی، از ریاست سازمان پژوهش و برنامه‌ریزی آموزشی درخواست کرد که در طراحی و اجرای برنامهٔ درسی زبان خارجی از ظرفیت انجمن استفاده شود و با انجمن ارتباطی سازمان و تشکیلاتی به‌وجود آید. دکتر غفارثمر

تعداد اعضای انجمن را هزار نفر اعلام کرد که حداقل بین ۳۰۰ تا ۵۰۰ نفرشان کاملاً فعال هستند و می‌توانند در اجرای برنامه‌ها در گیر شوند.

پس از سخنرانی دکتر غفارثمر، مراسم اهدای جوایز به برگزیدگان مجلهٔ رشد و اعضای هیئت تحریریه برگزار شد و مراسم با سخنرانی خانم شهلا زارعی، مدیرداخلی مجله، به پایان رسید. خانم **زارعی** در سخنان خود ابتدا به چگونگی انتشار مجلهٔ رشد در سال‌های اولیه و مشکلاتی که در آن زمان وجود داشت، اشاره کرد. ایشان گفت اولین شمارهٔ مجلهٔ رشد آموزش زبان به سردبیری دکتر صادقیان در سال ۱۳۶۳ چاپ و منتشر شد. اهداف اولیهٔ مجله عبارت بودند از: ۱.ایجاد ارتباط بین معلمان زبان و استفاده از تجربیات یکدیگر؛ ۲.ایجاد ارتباط بین معلمان و پژوهشگران؛ ۳. آگاه ساختن معلمان از اقدامات مسئولان وزارت آموزش‌وپرورش؛ ۴.منعکس کردن نظرات دبیران.

دکتر صادقیان و همکارانشان در هیئت تحریریه، ۹ شماره از مجله را به چاپ رساندند. در آن سال‌ها به مجله زیرنظر دفتر تألیف منتشر می‌شد، امکانات فنی بسیار کم بود و صفحه‌آرایی کاملاً دستی صورت می‌گرفت و به همین دلیل اشکالاتی در چاپ بروز می‌کرد. برای مثال، در شمارهٔ چهارم در تابستان ۱۳۶۴، مجله غلط‌های چاپی بسیار چشم‌گیری داشت و به همین دلیل با صلاحدید سردبیر دکتر صادقیان، غلط‌نامه‌ای در چهار صفحه به چاپ رسید. خانم زارعی اولین سال مدیریت داخلی خود را در مجله، سال ۱۳۶۵ عنوان کرد که مصادف بود با آغاز سردبیری مرحوم دکتر میرحسنی. با تشکیل هیئت تحریریهٔ جدید متشکل از آقایان دکتر پرویز بیرجندی، دکتر قاسم کبیری، دکتر مهدی نوروزی و دکتر پرویز مفتون، و انتخاب مدیر داخلی و منظم‌شدن انتشار مجله در سال ۱۳۷۵، تلاش‌های دکتر میرحسنی به ثمر نشست و از شمارهٔ ۴۴، مجلهٔ رشد آموزش زبان از طرف «کمیسیون نشریات وزارت علوم» درجهٔ علمی ـ ترویجی دریافت کرد مجله رشد زبان تا سال ۱۳۵۷ زیر نظر دفتر تألیف به چاپ می‌رسید. از پاییز سال ۱۳۷۶، انتشار مجله تخصصی رشد از جمله رشد آموزش زبان به دفتر انتشارات کمک‌آموزشی سپرده شد و از آن زمان، انتشار مجلات رشد تخصصی از نظم و انسجام بیشتری برخوردار شد. در حال حاضر می‌توان ادعا کرد که با مدیریت آقای ناصری و همکارانشان، مجلات رشد از امکاناتی برخوردار شده‌اند که در طول تاریخ انتشارشان سابقه نداشته است. خانم زارعی در ادامه به ضایعهٔ وفات دکتر میرحسنی در اردیبهشت ۱۳۸۸ اشاره کرد و بیان داشت که رشد زبان شمارهٔ ۹۱ (تابستان ۸۸) توسط آن مرحوم تنظیم شده بود، ولی این شماره هنگامی منتشر شد که ایشان در میان ما نبودند تا شکل چاپ شدهٔ مجله را ببینند. با پیگیری‌های مدیریت دفتر، اعضای هیئت تحریریه دکتر عنانی سراب را به عنوان سردبیر انتخاب کردند و انتشار مجله با سردبیری ایشان بدون وقفه ادامه یافت. خانم زارعی در پایان سخنان خود از تک‌تک افراد دخیل در چاپ و انتشار مجلهٔ رشد

something which is not copyrighted, it is considered a matter of ethics to indicate that you have borrowed the sound file, video clip, text, picture, etc. from somebody else's webpage, and to provide a link to the original.

It is often the case that people who find something interesting on the Internet and want to share it with others will copy the whole or part of the website text, and paste it into their weblogs, for example. Remember that this is considered plagiarizing, and is totally unacceptable. Similarly to writing, say, an academic article, any use of other people's words on the Net also needs to be either paraphrased or put within quotation marks, and in any case the source needs to be mentioned. Usually the URL (i.e., the website address) as well as the date of access is mentioned, especially in academic research reports and articles. (If you are indeed writing an article and have made use of materials taken from the Internet, see the APA style manual (American Psychological Association, 2001) for information on how to cite online sources in your reference list and within the article itself.)

Sharing and networking is an important part of today's online life, which has led some people to come up with alternatives to copyright laws. These alternatives are less restrictive than copyright laws, but still retain certain rights for the owner of the text, software, work, photo, etc. One example is copyleft, which has actually been around for quite some years now ("Copyleft," 2011), but is still so unknown to many people that even the Microsoft Word software on my

computer does not recognize it and has underlined it as a typing mistake! Another interesting option is using the Creative Commons licenses, which allow the user to determine exactly which rights s/he wants to retain. In other words, Creative Commons licenses allow users to determine the degrees and types of restrictions they want to impose on others in using their works.

Exactly how does that work? You are familiar with the copyright sign (i.e., ©), obviously, but how familiar are you with the following symbols?

Or how about this one:

Interesting, aren't they? I'll explain what they are in the next issue. ;-)

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Shea, V. (1994). Netiquette. Retrieved October 22, 2011, from http://www.albion.com/netiquette/book/index.html

them interesting or important. A mailing list devoted to language testing, for example, is obviously not the place to post a question about CALL. Also, an academic list is not the place to post a message asking if anybody knows of a good job, or to send your CV, or to ask people to reply to your thesis questionnaire! (Believe it or not, I have seen instances of all three of the latter examples—unfortunately, all sent by Iranians to international academic mailing lists!)

◆ Remember that academic mailing lists are mainly for academic discussions, and should be used only sparingly for academic *announcements*. This means that while it is okay and even desirable to use the mailing list to inform the members of an upcoming conference or speech, such messages should not dominate the list and relegate the academic discussions to the background.

Task 2: Now that you are more familiar with Netiquette rules, take a moment to review your own online behavior. See if you can recall any instances of flouting Netiquette rules, either by yourself or by others.

The rules listed above are only a few examples of Netiquette and, in fact, whole books have been written on this topic (Shea, 1994). The links below are good starting points for those interested in learning more about such rules:
http://www.albion.com/netiquette/book/index.html
http://www.liviginternet.com/i/ia_nq.htm

Task 3: Netiquette "rules" have been devised by people with cultures different from ours. Are there any Netiquette rules which you disagree with? Are there any which do not exist that you think should be added? Give your reasons for your choices.

Copyright, copyleft, and plagiarism on the Net

A different concern but one with equal potential for misunderstandings is the issue of copy/pasting and plagiarizing on the Internet. Those of us who intend to be active global cybercitizens should be aware that copyright limitations do not apply merely to books and software, but can equally apply to online photos, websites, video clips, etc. Very often those of us who are new to using the Internet make use of such online materials very freely, without gaining the permission of copyright holders, or acknowledging that we are using materials created and uploaded to the Internet by others. At worst, this can be a serious offence, and at best indicates an inattention to other people's rights and efforts. Unfortunately, many people are totally unaware of this and seem to think that whatever is accessible on the Internet can be used and distributed without limitations. However, it is part of our duty as CALL teachers to teach our students how to use such tools/materials without abusing them.

First, our students need to be aware that even online materials can be copyrighted, so they should take care to check before, for example, using somebody else's online pictures. This is not always easy to ascertain, but usually copyrighted materials are indicated. And even when you are using

an unsolicited attachment to a mailing list, as they both take up a lot of space and can contain viruses, worms, etc, which could infect the recipient's computer.
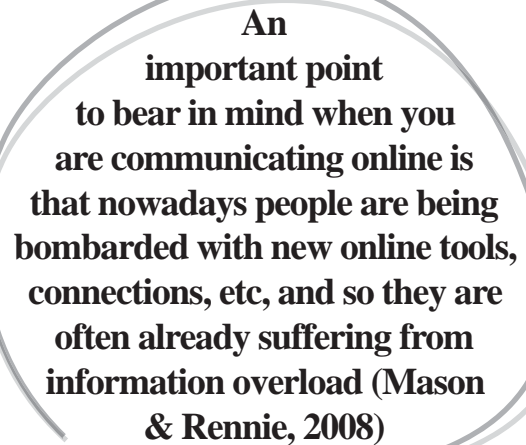
◆ Sending a personal message/reply to a member via the mailing list is considered to be careless of other people's time and unprofessional. In such cases it is preferable to email the other person privately and off the list.

◆ When replying to an email on the list, you are advised to always be courteous and to avoid *flaming* (i.e., sending hostile messages) or replying to flames, especially since the lack of facial expressions and body gestures can lead to misunderstandings. On the other hand, a judicial use of emoticons (i.e., smiley faces, etc.) is advisable when necessary, and can help make up for the deficiency of paralinguistic features and kinesics on the Net.

◆ It is considered good manners to always add a signature to your emails, indicating who you are and which institute/country/community you belong to; this helps others relate to you and to recognize you as a legitimate member of the community.

◆ If you are sending similar messages to more than one mailing list—for example, an announcement—and you know that some people will therefore be receiving your message more than once, you are expected to head your email with an apology for "cross-posting."

◆ When replying to a message on a mailing list, delete the extra parts of the previous message you are replying to,

> An important point to bear in mind when you are communicating online is that nowadays people are being bombarded with new online tools, connections, etc, and so they are often already suffering from information overload (Mason & Rennie, 2008)

and keep only those parts which you are explicitly replying/referring to. This makes it easier for others to follow the discussion without being distracted by extra clutter, especially if they are following the discussions on the mailing list website, as a threaded post.

◆ Never share someone's private message to you with the members of a mailing list without first obtaining that person's explicit permission, even if s/he is also a member of the list and her/his personal communication is of an academic nature and related to the discussion.

◆ Be careful not to mistakenly send emails related to subscribing to the list (i.e., requesting membership), unsubscribing, accessing message history, message digests, etc, to the mailing list email address. Such "commands" require a totally different email address (and, in fact, a totally different syntax), and are usually provided in the welcome message you receive on becoming a member of the mailing list.

◆ Do not send irrelevant, off-topic messages to the mailing list, even if you find

and more daily activities demand an online presence. Time is becoming an increasingly precious commodity, and deserves to be respected. People have less time to spend on each individual email, which is why careless emails which contain many mistakes are often ignored. The same is true about very long email messages, especially when the recipient is a stranger. Even worse than being ignored, such emails often create a negative impression not always easily overcome, and can lead to the communication breakdowns and cultural stereotyping mentioned earlier.

For similar reasons, our college and university students should definitely be taught that sending requests for books, articles, help on their theses, or replies to academic questions that they could have answered themselves with a little more effort (perhaps by merely reading a few books or even consulting their own Iranian professors) is not likely to make them popular, and will very likely help to strengthen the impression that Iranians are always ungracious receivers on the Internet, and have nothing to share except their personal and academic problems! Unfortunately, this is a common failing among some Iranians, whose frequent unreasonable petitions have given their fellow citizens a bad name in certain academic circles. As practitioners of CALL, we need both to be aware of such rules *ourselves*, and to teach them to our *students*, especially if we are encouraging them to use the Internet for their classes.

Task 1: Do you know of any other Netiquette rules not mentioned so far?
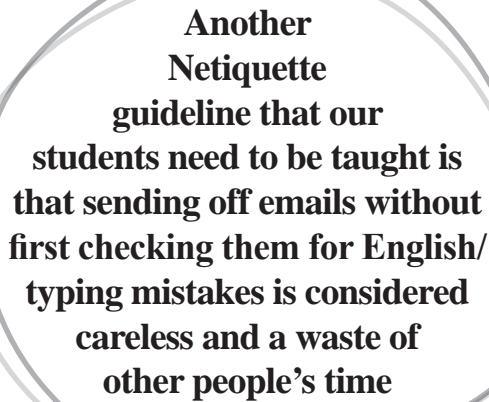
Which Netiquette rules would you consider teaching first to your students, and why?

Mailing lists and Netiquette

Obviously, not all Netiquette rules apply equally to the various existing online venues. For instance, a chat room is usually less strict in applying some of the rules of Netiquette, although the basics are, of course, the same. On the other hand, mailing lists, and especially academic mailing lists, can be considered more stringent in the observance of Netiquette rules. An electronic mailing list (often referred to as a *listserv*) is a kind of online group that one can join, in which any email which a member sends is automatically received by all the other members. Mailing lists are very good places for academic discussions; some CALL-related mailing lists and online communities of practice were mentioned in the previous issue (Marandi, 2011), such as the Webhead mailing list, etc. Further examples of mailing lists relevant to our profession are: TESL-L (in which teaching ESL/EFL is discussed), LTEST-L (which is an academic mailing list devoted to language testing issues), and TESLCA-L (which is devoted to computer-assisted language learning).

There are many Netiquette rules which apply more particularly to mailing lists, and as teachers and academics, we need to be aware of them. For example, consider the following:

◆ It is better to briefly introduce yourself the first time you are sending an email to the list.

◆ It is considered bad manners to send

> **Another Netiquette guideline that our students need to be taught is that sending off emails without first checking them for English/typing mistakes is considered careless and a waste of other people's time**

recipient's "spam box" without the recipient even noticing them.

Respecting other people's right to privacy is also important on the Internet. Never forward an email from one friend to another using the *To*: or *Cc*: options, unless you are absolutely sure they already have one another's email addresses or do not mind sharing their email address. Use the *Bcc*: (i.e., blind carbon copy) option, instead. Forwarding an interesting email message to all your friends using the *To*: or *Cc*: options is similar to publishing your private phone book! Many of your friends would not appreciate your sharing their email addresses with strangers any more than they would approve of your giving their phone numbers to complete strangers.

Another Netiquette guideline that our students need to be taught is that sending off emails without first checking them for English/typing mistakes is considered careless and a waste of other people's time. Sadly, the less formal language of many online environments often misleads people to thinking that sloppy English containing spelling/grammatical/typing mistakes is no longer a problem on the Internet. On the

contrary, I would argue that in some ways it is even more important online than it would be in a f2f (i.e., face-to-face) situation, since very often the recipient of your email is someone whom you have never met before and whose only impression of you is formed through your email. In effect, you are what your *email* is!
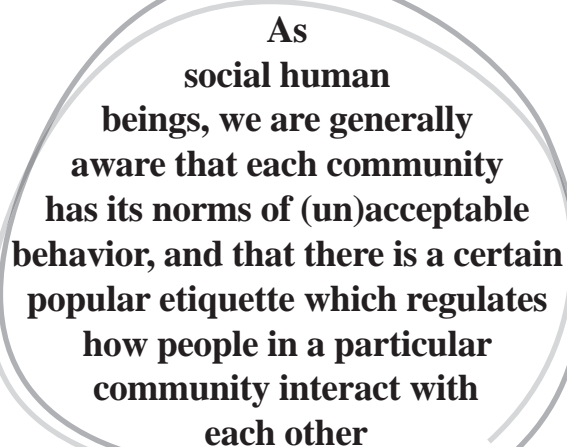
If we think of it like that, we will realize how important it can be to spend a few more minutes on our emails before sending them off into cyberspace. For example, you can first type your letters into a word processor, such as Microsoft Word, and spell- and grammar-check them before copy/pasting them into your email. The good news is that nowadays many email service providers already have built-in spell-checkers and grammar-checkers, which can make your job easier. The bad news is that these checkers do themselves occasionally make mistakes, like underlining a new word which is not in their dictionaries, etc, so you need to exert your own judgment, as well.

An important point to bear in mind when you are communicating online is that nowadays people are being bombarded with new online tools, connections, etc, and so they are often already suffering from information overload (Mason & Rennie, 2008). Most people are already struggling to keep up with the various online tools, websites, etc. they are using every day, often simultaneously! Many people feel an almost obsessive need to constantly check their email, Twitter, Facebook, favorite news websites, etc, and spend more hours online than they can often afford. In addition, more

The present article is the third of a series of articles on Computer-Assisted Language Learning (i.e., CALL), to appear in each issue of *Roshd FLT* Journal. In the first two articles, some important theoretical issues of CALL were discussed, and various useful CALL communities and online journals were introduced. In the current article, the commonly-accepted rules of online behavior, called Netiquette, will be discussed at some length. The issues of copyright and plagiarizing online are also briefly introduced.

Acceptable online behavior: the rules of Netiquette

As social human beings, we are generally aware that each community has its norms of (un)acceptable behavior, and that there is a certain popular etiquette which regulates how people in a particular community interact with each other. And of course, as language teachers, we even teach our students that "violations of cultural norms of appropriateness … often lead to sociopragmatic failure, breakdowns in communication, and … stereotyping" (Hinkel, 1999, p. 2). You may be unaware, however, that there are also some very specific norms for online social behavior, dubbed *Netiquette*. Netiquette refers to the collective rules of cyberspace etiquette, or Internet etiquette (Shea, 1994). Unfortunately, research suggests that the majority of Iranian language teachers are not yet aware of such rules and that, ironically, they are sometimes themselves the cause of stereotyping and communication breakdowns in cyberspace (Farshadnia, 2010).

> As social human beings, we are generally aware that each community has its norms of (un)acceptable behavior, and that there is a certain popular etiquette which regulates how people in a particular community interact with each other

It is true that many of our students will never live in an English speaking country (which is why it used to be so hard to convince many of them that they will really, truly need English someday and that they should study it)! Yet today most of them are using the Internet, at least occasionally, whether for their studies, or entertainment, or both. Many are already being regularly exposed to English in one form or another via the Internet, and are likely to be active cybercitizens of the future, communicating on the Net with people from all over the globe, often in English. (It remains difficult to convince some of them to study English, however!) Obviously, they need to be equipped with an understanding of acceptable online behavior, as well as a good command of English.

They deserve to know, for instance, that using ALL CAPS (i.e., all capital letters) on the Internet is generally considered yelling and is rude. Or that emails with empty subject lines or very general subject lines (such as "Hi" or "Salam") are very often ignored, since such emails are similar in appearance to many spam messages (i.e., electronic junk mail). In fact, these messages will often be automatically filtered directly into the

Netiquette Rules: Avoiding Online Communication Breakdowns and Misunderstandings

Classroom Techniques

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چکیده

مقالهٔ حاضر، بخش دوم از مجموعهٔ جدید مقالات «آموزش زبان به کمک فناوری» (یا CALL) است. بخش اول در شمارهٔ قبل نشریه چاپ شد. در شمارهٔ گذشته، پس از ارائهٔ تعریفی از CALL، به اهمیت آن اشاره شد و برخی نکات مهم برای «مبتدیان» عرصهٔ آموزش زبان به کمک فناوری مطرح شـد. تعدادی نشـریهٔ مهم بر خط (online) هم دربارهٔ این رشــته معرفی کردیم. در مقالهٔ حاضر، مباحث «بر تری‌طلبی‌های CALL» و «CALL نقادانه» مطرح شـــده و تعدادی از اجتماعات مفید CALL و آدرس اینترنتی چند نشریهٔ مهم دیگر نیز معرفی شده‌اند.

کلیدواژه‌ها: بر تری‌طلبی‌های CALL، CALL نقادانه، اجتماعات CALL، آداب اجتماعی بر خط (آن‌لاین)

Abstract

This article is a follow-up on the first of a series of articles on Computer-Assisted Language Learning (i.e., CALL), which appeared in the previous issue of *Roshd FLT* Journal. In the previous article, as you may recall, CALL was defined, its necessity was briefly touched upon, and some caveats were mentioned for CALL "newbies". Some important online CALL-related journals were also introduced. In the current article, CALL hegemonies and "Critical" CALL are discussed further, some useful CALL communities are introduced, and more links to useful online (free) journals are provided.

Key Word: CALL hegemonies, critical CALL, CALL Communities of Practice, Netiquette

difficult some extra time is allotted for some additional practice. If the teacher thinks that the text can be handled by students, the task of reading will be delegated to them and they will do the reading. Afterwards providing the students with some key words, the students can be asked to fill in the blanks in a cloze test.

Fourth step: The final step is highlighting three or four key words which can be used as a clue to guide students to give a short summary of each paragraph. Also, teachers can make some questions out of these summaries. In this way, the students are encouraged to participate in the shared reading activity and thus, interact with peers. In order to make life-to-text connection, the students can be asked to find similar examples or related themes and can be given few minutes to have a discussion on it.

Conclusion

Shared reading is a technique that can provide a secure environment in which the reading process can be modeled with focus on meaning. Also through rereading at different points of time, it can give the opportunity to the teacher and students to use the text for different teaching purposes. Kats and Boran (2004) believe that sharing responsibility for comprehending the text in classrooms invites all students to participate in the story world. It offers an easy method for teachers to assess how fluent the students have become.

Referring to this short review, we can take noticeable advantages of shared reading procedure in our high school English teaching classes. Shared reading can bring fun and interest and more collaboration as compared to our previous classical reading environment. The weaker students in such a setting have no more fear of making mistakes. Shared reading not only can have essential effects on reading ability, also through collaborative tasks, it can improve our students' language abilities.

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reading, analysis of strategies used by the teacher or by students when thinking aloud, and explanation of individual strategies on a regular basis" (p. 289). Before any instruction can take place, teachers' knowledge and understanding of the strategy must be established.

As Parke (2000) maintains, a number of elements common to the various research studies can help the implication of shared reading in the classroom:

◆ The experience is friendly and enjoyable
◆ A variety of texts are introduced and explored.
◆ Students actively participate.
◆ Meaning is collaboratively negotiated.
◆ Favorite texts are reread.
◆ Students are encouraged to make life-to-text connection.
◆ Students are encouraged to make text-to-text connection.

Nichols (2008) puts more focus on feedback aspect of shared reading. She believes that teachers' informative feedback plays a key role in supporting students to develop independent abilities; that is, students learn to take charge and to make decisions about text choice. Hence through shared reading students are encouraged to reach a level of capability to preset their ideas and express their attitude toward the theme of the passage and choice of the words. Teachers in a shared reading class should want their students to develop the ability to think purposefully on their own. Nichols believes that during shared and guided reading, teacher feedback is offered throughout the lesson contributing to the progress of partnership among students and helping them think and talk together.

Shared reading in practice

Following are different procedures that a shared reading teacher can apply in his or her class:

First step: The primary focus is on the illustrations provided in each reading text. The students are asked to make guesses based on the topic of each passage and the pictures which are thought to offer some semantic information on the text. During this phase the students are involved in a meaning making activity and they are encouraged to talk about the setting, characters, and events. Subsequently, the teacher starts to point out the new words, depict multi-syllable words, segment them, and ask the students to guess the meaning of each multi-syllable word to support students' word awareness.

Second step: The next step is making syntactic information. In this phase students use their previous grammar knowledge to predict the next word appearing in the sentences. Students perform this task in groups and then the informative feedback of the teacher helps them continue this activity with more self-esteem. These different steps also seem to assist learners to improve their knowledge on parts of speech.

Third step: After working on various aspects of the text, the teacher starts to read the text as the first reader. She/he pauses where necessary and asks for semantic or syntactic questions which the students worked on in the previous stages. If the vocabulary or structure of the passage is too

Selecting a variety of texts

It is critically important to choose the right resources for shared reading. The texts must delight the students, offer opportunities for active participation, and have sufficient substance to support rereading. Cooper (2001) believes that different types of texts can be used in a variety of ways. The selected text can be more difficult than the average student's reading ability, because the teacher scaffolds the text. They can all be leveled or placed in a sequence of difficulty progressing from simple to more complex. This can be done using different sets of criteria depending on the age and grade level being considered. One of the guidelines that our EFL teachers can follow without spending much time and budget to prepare suitable material is using available English books in the market; however, it is worth mentioning that the difficulty level of the text both syntactically and semantically, should be higher than the level of the average student of the class.

Moreover, the texts must be accompanied by instructional assistance for developing reading strategies (Wilhelm, 2001). According to Ashton (1996) the interests, grade level, and ability of the group are paramount factors in choosing texts. The content and layout must support the teacher's efforts, and the text must be worth coming back to many times and for many purposes and invite collaborative meaning making.

Inviting active participation

Activating participation in the reading process is the shared reading's target.

Typically, on rereading the book, the teacher encourages the students to join in and have some discussion on the subject of the reading. Afterwards, the conversation may focus on textual features and reading strategies (Lawson, 2009). In these and other ways text becomes a collaborative effort involving thinking, talking, and reading. Furthermore, when the students are encouraged by appropriateness of the book and the support of the teacher and the group, they will become active problem solvers. Teachers can make it possible for all students to be involved in shared book reading from the first session. Some students will talk about the illustrations, some will listen and watch as the teacher points to the words and reads, a few will predict what might happen next, but all will be acting and feeling like readers. Students should be encouraged to build connections between the texts and their life experiences. They should also be encouraged to collaborate as they negotiate meaning. During these activities, teachers should follow the students' activities and explore their thinking.

Shared reading strategies

In order to conduct a class in shared reading technique, teachers need to apply some reading strategies. Students need to be taught a range of reading comprehension strategies to help them fully understand the text. According to Richards and Renandya (2002) "having an effective strategic reading entails a number of classroom processes: general strategy discussion, teacher modeling, student

> **Shared reading is a way for teachers to observe how the process of reading carries on and provides students the safety to practice reading strategies in a group while the focus is on meaning**

in the early 1980s (Mei, 1999). Button and Johnson (cited in Militante, 2006), state that the main purpose of shared reading is to make shared opportunities for students to develop the strategies of sampling, predicting, confirming, and self-correcting for future independent use. As a reading technique, shared reading can facilitate the collaboration between students and peers with teachers. It can provide a non-threatening context in which the reading process can be modeled and the use of effective reading strategies can be encouraged. Shared reading is a way for teachers to observe how the process of reading carries on and provides students the safety to practice reading strategies in a group while the focus is on meaning. Rereading a text at different points over a period of time provides the opportunity to use the text for different teaching purposes. When teachers choose shared reading as their class reading method, students show greater enthusiasm and higher self-esteem in reading. In this way books are shared, discussed, enjoyed, remembered, wondered about, explored, understood, and anticipated by a whole group of the students (Militante, 2006). It gives the opportunity to learners to become familiar with the target text before starting the process. In their study, Eldredge, Reutzel, and Hollingsworth (cited in Kats & Boran,

2004) compared shared reading with reading aloud and found that students in the shared reading group did better than children in the reading aloud group in the cases of word-analysis knowledge, fluency, vocabulary, and comprehension. Further, the strategy caused a significant change in the ability of less skilled students to comprehend texts (Kats &Boran, 2004).

In shared reading, books can be chosen for a variety of purposes, including attention to word awareness and writing. The teacher's attention to word play provides a meaningful language experience. Reading sections of the text and asking students to listen for particular features of language helps them focus on the bits of language and provides them with practice in listening for a purpose.

According to Parkes (2000), the first purpose of shared reading is to provide students with an enjoyable reading experience, introduce them to a variety of authors and illustrators, and the ways they can reach the meaning of the text. The second important purpose which distinguishes it from reading aloud is to teach students how to become readers in a systematic and explicit way. The teacher models effective reading skills, strategies, and behaviors repeatedly. Also, the language and pictures in shared reading resources provide a rich context for discussion. As Moony (cited in Parkes, 2000) points out: " Personal satisfaction from and the enjoyment of the story, as well as the conviction that reading is worthwhile and that it is for them personally, should be the long term effect of any shared book experience"(p.30).

students should develop their reading skills. Academic success is one of the critical reasons because good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, detect implications, and expand their vocabulary knowledge as a component of communicative competence.

Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency (Celce-Murcia, 2001). In the process of reading, the reader interacts dynamically with the text. Alyousef (2005) argues that linguistic or systemic knowledge in bottom-up processing as well as schematic knowledge in top-down processing are the two types of knowledge that students gain while engaged in a reading activity.

As Hedge (2003) put forward, any reading component of an English language course may include a set of learning goals. Being able to read a wide range of texts, building linguistic knowledge as well as schematic knowledge, being able to adapt the reading style according to reading purpose (i.e. skimming and scanning) are among the immediate goals of reading skill. Additionally, learners should develop an awareness of the structure of written texts and take a critical stance to the contents of the texts. Sofian (2010) maintains that children and teenagers who love reading have comparatively higher IQs, they are more creative, and do better in school and college. According to Sofian, reading helps in mental development, involves greater levels of concentration,

and adds to the conversational skills of the reader; it also helps readers to decipher new words and phrases that they come across in everyday conversations.

Extensive research tells us that students learn and create language not by doing paper tasks in isolation, or drilling structures out of context, but by interacting and using language in a community of language learners. They need collaboration of their peers and teachers in forming meaningful contexts and negotiating meanings in those contexts. As it can be inferred from Vygotsky's (1978) Zone of Proximal Development, effective learning does not occur in a vacuum but in collaboration with more capable others. Depending on various factors, a teacher will provide various levels of assistance over various tasks. The goal is to allow the students to do as much as they can on their own, and then as a teacher to interfere and provide assistance when it is needed so that the task can be completed successfully.Based on this theory, students can achieve more difficult tasks with the support of a teacher. This environment is exactly the atmosphere that can be provided by the teacher in a shared reading class. The teacher's authority may have a special influence on EFL students who often lack confidence in their ability to express themselves in the foreign language and may also be facing instruction into a new culture and a new discourse community (Hyland, 2000).

What is shared reading?

The concept of shared reading was first developed by Holdaway in New Zealand

Abstract

Reading as a communicative activity needs to be supported and fostered during the language learning course. Day by day more EFL high school students feel the necessity to improve their reading ability in order to fulfill their educational requirements. This trend emphasizes the complementary role of reading comprehension in high school courses. The present study tries to introduce shared reading as one of the most effective techniques in cultivating students' reading ability and the advantages of using the technique in English classes. This study also provided the practical guidelines of shared reading that can be employed in EFL courses in the high school environment. It also elaborates on some practical guidelines that can be employed in high school environment. It is finally suggested that shared reading can have a positive impact on the reading ability of learners and even on their other language skills.

Key Words: guided reading, strategic instruction, reading strategies, shared reading strategies.

Introduction

Since English as a foreign language has found its place among other subjects in the syllabus of Iranian schools, it seems necessary to pay attention to the techniques that can promote language abilities of Iranian learners. The main concern of this study is to introduce some guidelines which can help high school EFL teachers to have more proficient readers in their classes.

In the past, reading was considered to be a primary leisure activity; however, with the advancement of technology, reading skill is losing its previous place among people in general and among students in particular. Although some signs of interest can be observed in reading classes, it still involves a short term activity solely done in class. Thus selecting techniques which can change reading to a long term habit is necessary. In fact, teenagers seem to show more interest in other activities than reading books. Our duty as teachers is to find new ways to help this skill find its earlier place among other modern activities.

There are very good reasons why our

Shared Reading: A Technique to Enhance Reading Ability of Iranian High School Students

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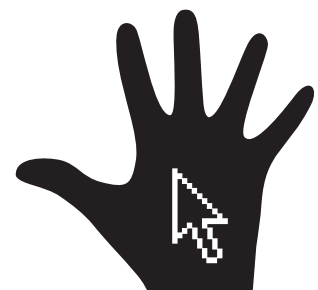
Classroom Techniques

چکیده

با توجه به جایگاه آموزش زبان انگلیسی در سال‌های اخیر در ایران، شیوه‌هایی که موجب ارتقای سطح یادگیری زبان‌آموزان می‌شوند از اهمیت به‌سزایی برخوردار شده‌اند. مهارت خواندن، به عنوان یکی از توانش‌های ارتباطی، می‌تواند نقش مهمی در ارتقای سطح زبان دانش‌آموزان ایفا کند. خواندن مشارکتی از جمله روش‌های قابل اجرا، مؤثر و در عین حال کم‌هزینه‌ای است که معلم می‌تواند در کلاس درس به منظور رشد توانایی خواندن دانش‌آموزان به‌کار گیرد. این شیوه برخلاف روش‌های سنتی که مهارت خواندن را تنها فعالیتی انفـرادی می‌دانند، به جنبۀ ارتباطی و مشـارکتی این مهـارت می‌پردازد و بر اهمیت تعامل معلم و دانش‌آموزان در پیشـرفت مهارت خواندن تأکید دارد. در چنین فضایی است که زبان‌آموز با حمایت و نیز پیروی از این روش می‌تواند راهکارهای خواندن را به‌کار گیرد. تکرار در خواندن یک متن که از مشـخصه‌های خواندن مشـارکتی است، در زمینۀ پیشبرد اهداف گوناگون آموزشی به معلمان کمک می‌کند.تحقیق حاضر به بررسی روش خواندن مشارکتی و هم‌چنین روش‌های اجرای آن می‌پردازد.

کلیدواژه‌ها: راهبرد خواندن مشارکتی، راهکارهای خواندن، توانش ارتباطی

Hold fast to dreams for it <u>dreams die</u>
<u>Life is</u> a broken-winged bird that cannot fly.
Langston Hughes (1902-1967)

   You may want to underline some parts of the poem and ask students if they can tell you which tenses they are. Alternatively, you can ask them to underline the present tenses. Using poems is time saving, fun, and beautiful! Try!

No Comment?

"If I do this test with one eye closed, one hand tied behind my back and hopping on one foot, do I get an A for effort?"

Answers to the Riddles

1. Take away the letter S!
2. Because it wasn't raining!
3. P ((Pea))!
4. An egg!
5. A riding telephone.

Note:
1. This section is coauthored by Mrs. Zahra Kobadi Kerman. She is a BA graduate of English Literature from the University of Ershad, Tehran.

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1. Quotes: http://ripplemaker.hubpages.com/hub/50_Inspirational_Quotes_for_Teacher
2. Teaching Tips: http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm

The cat meowed for attention
The phone crackled by mistake
I crunched on my food
What noise do you make?
(Marinela Reka)

Tongue Twisters

See if you can repeat this sentence!?
If two witches where watching two watches, which witch would watch which watch?
I saw a saw that could out saw any other saw I ever saw.
Any noise annoys an oyster but a noisy noise annoys an oyster more.

You can use these sentences to have fun in the class while teaching new vocabularies. Can you produce new tongue twisters?

Riddles

1.
How can you make seven even?
2.
Four very large people stood under one very small umbrella, why didn't they get wet?
3.
What letter of the alphabet is like a vegetable?
4.
What's more useful after it's broken?
5.
What doesn't ask any questions but still demands an answer?

Poems

A very useful way of teaching vocabularies and new grammatical points is using poems. An example can be illuminating. Let us suppose you want to teach simple present tense. The following poem can be just perfect:

> *Hold fast to dreams,*
>
> For when <u>dreams go,</u>
> <u>Life is</u> a barren field
> Frozen with snow,

5. **Make eye contacts**. Make eye contact with the talkers. They won't talk as long as they see you are watching them.
6. **Comment on the gruoup.** In further talks, you can comment on those who talk, but do not look at them or call their names one-at-a-time. Do not personalize the problem.
7. **Talk to a near-by student** so that the class attention is near the talkers.
8. **Stand by the talkers.** I don't think they will talk!
9. **Stop the class.** As a last resort, stop the class and wait until they stop talking.
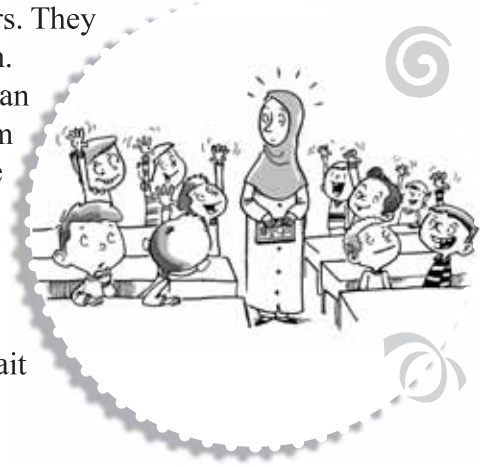
If you send us emails and let us know what classroom manage problems you have, we will talk about them in the next ETFuns. You are also welcomed to send us your experiences of managing various classroom difficulties.

Concepts

This new section introduces some basic and interesting concepts in the fields of teaching and linguistics. Knowing these concepts will improve our knowledge of the field and help our teaching practice. This time, we will introduce onomatopoeic words[1].

Onomatopoeia probably used first in around 1577 AD is generally used to refer to the words resembling sound from nature. Common occurrences of onomatopoeias include noises from animals, such as "oink" or "meow" or "roar". Different languages have proved to have various omatopoeias. In fact, they conform to some extent to the broader linguistic system they are part of; hence the sound of a clock may be *tick tock* in English, *dī dā* in Mandarin, or katchin katchin in Japanese!

For animal sounds, words like quack (duck), moo (cow), bark or woof (dog), roar (lion), meow or purr (cat) and baa (sheep) are typically used in English. Some of these words are used both as nouns and as verbs. As an example of classic uses of Onomatopoeia, Jonathan Swift in his novel Gulliver's Travels (book 4) used the name of the Houyhnhnms for the whinny of a horse. Also, "Zip" is an example of onomatopoeia because it sounds like what it is. When you zip up a zipper the sound the zipper makes sounds like a zipper.

Read this poem and find the onomatopoeic words:

The snake hissed at the prey
The blue balloon popped
The large audience clapped
The car screeched as it stopped

his hands as the only volunteer after he had answered other questions a few minutes before. Teacher lets him talk because no one else seems to be ready. Hamid starts talking, but he simply seems not to be stopping! He goes on and on. Most of the students seem to be under his dominance, but the teacher doesn't really know what to do: "Should I stop him? Should I ask the only volunteer to stop answering though his answer is perfect? How should I stop him without annoying him?"

This may have happened to you, too. The following is five types of responses to such students:

1. Acknowledge comments made. When you think his/her response is sufficient, interrupt him/her and acknowledge his/her participation. This way you will feed the need of his/her thirsty soul for appreciation of his/her participation.

2. Give limited time. Before he/she starts, let everyone know the time limitation for answering the question and remind that lengthy answers will not be accepted.

3. Change eye contact. If they talk beyond the time limit, simply call another student of the class and/or change your eye direction.

4. Individual attentions. If none of the above worked, you may want to give him/her individual attention during the breaks, but be careful! Be friendly and clam. Just ask him/her not to explain/talk more than necessary. Remind him/her of his/her capabilities and tell him/her that he/she has to help you encourage other students to improve.

5. Direct response. Alternatively, you may want to indirectly stop him by saying sentences like "That's an interesting point. Now let's see what other people think." However, you should be careful about saying these indirect sentences. Consider the class atmosphere and then utter your sentence.

B. Side Conversations

I really doubt if any teacher likes side conversations. They may be related to the subject you are teaching or they may be personal, yet they distract the class and you anyway. There are some optional suggestions you can apply then. Please pay attention that you need to choose among these options according to your class. Classes vary, so do these suggestions.

1. Don't embarrass talkers. Whatever you do never ever embarrass the talkers. You may have one problem by tolerating their talks, but you don't certainly want to add to your problems by the way they may act after you embarrassed them.

2. Ask their oppinions. Ask the talkers to say their ideas about the topic under discussion. Thie may embarass them, but they will never see you as the source of embaraasment. They will reprimand themeselve for not following the topic.

3. Ask them to share. You may also want ot ask them to share their ideas. Their topic-related talks may be useful to the class and their personal talks will be finished this way.

4. Walk toward them. You can casually talk toward them. It will be understtood as if you were waking in the class unintentionally. They will stop talking and no one will be annoyed.

Quotable Quotes

1. "Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own."

Nikos Kazantzakis

2. "A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows and rows of natural objects, classified with name and form."

Johann Wolfgang von Goethe

3. "They may forget what you said but they will never forget how you made them feel."

- Carol Buchner

4. "The great end of education is to discipline rather than to furnish the mind; to train it to the use of its own powers rather than to fill it with the accumulation of others."

Tyron Edwards

5. "Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three."

Confucius

6. "Each man must look to himself to teach him the meaning of life. It is not something discovered. It is something molded."

Antoine De Saint-Exupery

7. "It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Albert Einstein

Teaching Tips

Dealing with Talkative Students and Side Conversations

I'm sure every one of us has experienced students whose behaviors are difficult to deal with. For example, some students talk a lot when a question is asked or some others have side conversations among themselves or with another student! What do you do then? Here is a note on how to deal with talkative students and side conversations.

A. Talkative Students

Think of this scenario: A teacher asks his class, "Who wants to tell us how he spent his weekend?" Hamid raises
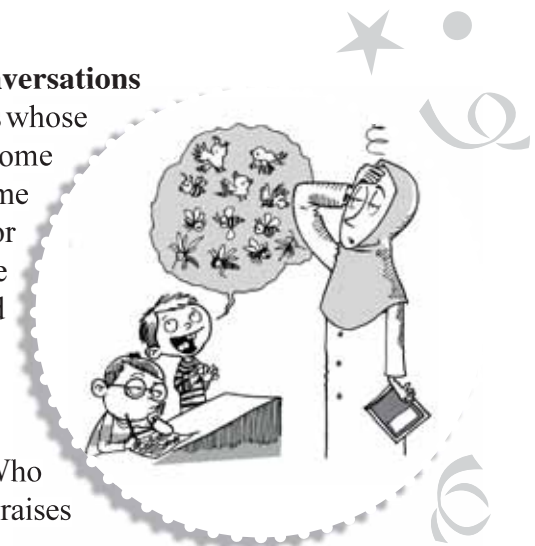
English Through

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Roshd & Teachers

The Note

Dear friends,

Happy New Year! Spring is out again! We truly wish you a great year of success and happiness ahead of you all. Each Nowrooz, we tend to renew our environment: some clean up their houses, some change their home decorations, some change their behaviours and thoughts.

As for us, teachers, it's probably the time to think about our practice during the past year and, if necessary, think of revising it. Revisiting our teaching practice may include options as small as totally omitting a specific classroom activity we were used to apply in the class and it was difficult for us to ignore no matter what or as big as putting our teaching approach and method under criticism by consulting our friends, colleagues, and professors.

Both these options have the minimum advantage of thinking about what we have done; we reflect on our career as teachers. No one denies the benefits of being a reflective teacher. Good luck, then!

By the way! To observe the page limitations, we have omitted either of the two sections "Close Up!" and "Teaching Tips" in the few past ETFuns. From this section on, we will present these sections one by one and alternatively.

One more points to add! From this section of ETFun on, we will have new sections. We will be changing the sections off and on so that you can let us know which sections you like more. So, send us your comments, please. Use the emails above, if you will. Waiting!

Appendix A
Student's Reading Log

گزارش از داستان:

متن را چگونه ارزیابی می‌کنید؟

دلیل انتخاب این متن چیست؟ و از آن چه یاد گرفتید؟

ایده اصلی متن را بنویسید؟

چند سؤال در مورد متن بسازید.

متن را خلاصه کنید.

چه مشکلی داشتید و میزان پیشرفت شما در خواندن چقدر بود؟

نمره معلم	نمره دانش‌آموز	R5 YES=1 NO=0	R4 YES=1 NO=0	R3 YES=1 NO=0	R2 YES=1 NO=0	R1 YES=1 NO=0	ارزیابی دانش‌آموزان از پیشرفت خواندن خود
							بعد از هر خواندن پیشرفت خود را ارزیابی می‌کنـم و نظر خـود را در مورد متن و میزان یادگیری بیان می‌کنم
							ایده اصلی متن را می‌نویسم
							سؤالاتی در مورد متن می‌نویسم
							متن را خلاصه می‌کنم
							سـعی می‌کنم متـن را واضـح و با تلفظ صحیح بخوانم و ضبط کنم

Total Score............................

Teacher's comment...

20-25	10-19	0-9
Excellent ☺	Good 😐	Needs work ☹

Appendix B: Portfolio Assessment Marking Sheet per Lesson

Reading (Total required readings:5)	Yes(1)	No(0)
1. Portfolio includes all the required items.		
2. Portfolio contains student comments and feedback after each task		
3. Student shows creativity in tasks		
4. Student Initiates own reading		
5. Student writes main ideas		
6. Student makes question after reading		
7. Student writes summary of readings		
8. Portfolio is clear and neat.		
Audio Tape in Portfolio (Total required number of audio tapes:5	Yes(1)	No(0)
9. Student reads with a suitable speed		
10. Student reads with correct pronunciation and intonation		

Such an assessment method indicates to the students as well as their teacher how well they are making progress and what they require to do to develop further. Therefore, portfolio assessment makes the students aware of their strengths and weaknesses. When implemented well, portfolios can ensure that the focus and content of assessment are aligned with important learning goals and they have the capability to "strengthen students' learning, enhance the teacher's role, and improve testing processes" (Brown & Hudson, 1998, p. 664).

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that portfolios can be used as alternative assessment tools which complement the classroom instruction. Christiansen and Laplante's study (2004) on pre-service French Immersion teachers indicated that the language portfolio compiling process is a learning experience for both students and teachers.

With respect to the second research question, the study showed the correlation between the scores of portfolio assessment with those of the reading comprehension test. This can be an indication of the fact that portfolio assesses the same instructional objectives as the overall objectives of the course and it shows the close relationship of portfolio assessment result with that of the reading comprehension test.

Conclusion and pedagogical implications of the study

This study attempted to investigate whether portfolio assessment contributes to Iranian sophomore students' reading comprehension performance. Portfolio-based reading instruction and assessment, as depicted by the results of the present study, can be applied to various EFL reading contexts as it positively affects students' reading comprehension ability. Portfolio helped the students to choose what they liked to read according to their personal interests. Self- assessment inherent in portfolio assessment highly influences students' consciousness of their own learning process. Students become more responsible for their own learning and can see their progress towards the objectives

set before. Portfolios have the potential to provide teachers and students with a rich source of information about the development and progress of students; the information they contain is taken from actual student work; and portfolio assessment focuses on what students learn and the process of learning rather than just the end product. Portfolios present a practical approach to assembling student work, interpreting evidence of student performance, and assessing student performance relative to instructional objectives (Pierce & O'Malley, 1992). Some researchers have cautioned that certain problems such as politics, logistics, interpretation, reliability, and validity could arise, especially if portfolio is used as an assessment tool on a large scale (Gilman & Andrew 1995; Padilla et al.1996; Barnhardt et al. 1998). To make up for these shortcomings, multiple judges, careful planning, proper training of raters, and triangulation of objective and subjective sources of information are required for successful validation of the procedure to occur (Moya & O'Malley, 1994). If portfolios are implemented clearly and systematically as an alternative means of assessment, they have several advantages over traditional forms of assessment (Pierce and O'Malley, 1992; Brown and Hudson, 1998; Moya and O'Malley, 1994; Barnhardt et al. 1998).

Portfolio assessment can thus be used in educational settings as a method for judging students' capabilities as an integral component of instruction. It is an example of assessment that is well integrated with instruction.

assessment is beneficial to students in that it presents feedback to both the students and the teacher. Through self-assessment which is inherent in portfolio assessment, students become aware of the gradual process of learning and they think about their weaknesses and strengths in reading. Students go through their own work and based on the criteria with which they have been familiarized, choose the content of their reading portfolio and the best piece of work and explain why it is the best. Therefore, learners' reflection on their portfolios makes an important contribution to the assessment process and it demonstrates the involvement of learners in the reading process. These reflections also have the purpose of making the students aware of the areas of difficulty and the teacher aware of the problems needed to work on. This interaction between the teacher and the students makes assessment and instruction closely interrelated.

The results of this study are compatible with some empirical studies. Newman et al. (1995) focused on the development and implementation of portfolio management strategies for their students. Starks-Martin (1996) investigated the studying and reading processes of limited-English-Speaking students in Hmong university using think-aloud protocols, reading journals, and study skills portfolios. Portfolios as a tool for assessing Hmong students' learning strategies helped students assess their own learning and reading processes and practice more effective ways of studying. The 3-year portfolio assessment project (1996-1999) implemented by Barnhardt et al. (1998) in elementary through higher education foreign language classrooms indicated that "when portfolio assessment is incorporated fully into instruction, there exists no time lost on assessment. Assessment is a true learning experience, and not external to the learning process" (p.11). Research implemented by Schwarzer et al. (2002) was a four-month-long preparation process to implement an innovative ESL workplace program (ESLWP) using portfolio. These researchers believe that portfolio assessment empowers students, encourages ESL employees to become critical and self-motivated language learners, and fit best the program needs and interests for showcasing both product and process. The study conducted by Yang (2003) suggested that "portfolios are a good tool that helps raise students' awareness about learning strategies, facilitate their learning process, and enhance their self-directed learning"(p.312). Implementing a culture portfolio project among French students, Allen (2004) concluded that the project made the students aware of their own metacognitive processes of learning, engaged them in critical thinking skills, and equipped the students with tools necessary for life-long learning. The work carried out by Nunes (2004) was a one-year-long EFL programm of portfolio development with 10th grade students in a Portuguese highschool. It resulted in students' self reflection, autonomy, self-monitoring, and metacognitive strategy activation. Marefat (2004) integrated portfolios and technology (e-mail) into a writing class in order to investigate the learners' perceptions of portfolio assessment. She recommends

> **Through self-assessment which is inherent in portfolio assessment, students become aware of the gradual process of learning and they think about their weaknesses and strengths in reading**

assessment procedures. Regarding reading aloud tasks, those who turned in the 5 recordings of speech as required received a perfect score of five points. Evaluation criteria for recording encompassed reading speed, correct pronunciation and intonation. As to the reading skill, each reading passage was evaluated in terms of task completion, content, organization, and wording. The Final portfolios were rated by both the teacher and one trained rater in terms of completeness and assignment fulfillment (whether there were 5 recordings, 5 reading passages, and post-reading tasks), Reading Logs (whether works included self-reflection), and design/structure (whether it was organized and presented neatly).The reliability of the portfolio assessment was confirmed through inter-rater reliability of the two raters' judgments (r=.71). At the end of the experiment, both the experimental and the control group sat the reading comprehension test so that their performance could be compared.

Results

Some statistical analyses were performed on the data to answer the research questions posed in this study. In order to ensure the homogeneity of the two groups in terms of language proficiency prior to experiment, the students' scores on the Nelson test were put in the t-test formula. The

result showed the students' homogeneity in terms of GEP (t-observed: .86 < t-critical: 2; $p<.05$; df: 58).

To investigate if there was any significant difference between the experimental and control group with regard to their performance on the final reading test, an independent t-test was run comparing the two means. The result showed that there was a statistically meaningful difference between the means of the two groups; that is, portfolio assessment had an effect on students' performance on the reading comprehension test (t-observed: 2.66 > t-critical: 2; $p<.05$; df: 58).

Another analysis was a correlation–coefficient test employed to calculate the degree of go-togetherness of the portfolio scores and those of the final reading test among the students' of the experimental group. The result of the analysis using Pearson Product Moment correlation revealed that the correlation was significant at the 0.01 level (rxy= .50). This index is indicative of a positive relationship between the experimental group students' portfolio and reading test scores.

Discussion

This study evaluated the effect of portfolio assessment on Iranian sophomore highschool students' performance on reading comprehension. The findings of this study depicted the better performance of the experimental group compared with the control group in terms of reading comprehension performance. As it has been stipulated throughout this study, portfolio

used as a self-assessment tool for monitoring the reading comprehension, questing the students' progress over time, evaluating the reading passage, writing the main ideas of the whole passage, making some questions about the passage, summarizing the whole text, and taping their speech (see Appendix A)

5) Portfolio Assessment Marking Sheet in which the teacher graded the students' portfolio pieces based on the assessment criteria assigned (see Appendix B)

Implementation of a portfolio system

The first step in implementing a portfolio system for the experimental group was preparing portfolios. The procedures followed the portfolio assessment framework proposed by Delett, Barhardt, & Kevorkian (2001, p. 560): planning the assessment purpose, determining the portfolio outcomes, matching classroom tasks to outcomes, establishing criteria for assessment, determining organization, monitoring the portfolio, and evaluating the portfolio. At the very beginning of the course, the teacher communicated the contents of the portfolio clearly to the students to avoid confusion and frustration. The criteria for assessing portfolios were also discussed. The final reading portfolios were expected to exhibit a variety of reading passages, students' involvement in post-reading tasks, self-assessment, and tape recordings. The students were expected to include five reading passages that could be of different genres as their class assignment requirements. Students had to explain why

> **Given that the portfolio system adopts a teacher/student joint assessment model, grading criteria are always made clear to students before they are involved in the assessment procedures**

they selected what they selected for their reading portfolio. Students were also asked to record their speech on audiotapes when a unit was finished (five recordings in total). They could also decide the content of their recordings. Low achievers could simply read aloud texts of Dialogue or Reading parts of a lesson. High-achieving students, however, were encouraged to play different roles with varied voice expressions. As a follow-up to the speaking-recording task, students listened to peers' tapes in the class. Then, the students were told that they should assess their own reading progress via Reading Logs. These reflections that were associated with the reading passages gave the students opportunities to identify their own strengths and weaknesses. The students graded their own portfolio pieces based on the assigned criteria by the teacher. Finally, Portfolio Assessment Marking Sheet was used by the instructor to grade the students' portfolio pieces according to the criteria discussed at the beginning of the course. This final work that contained 10 required pieces along with Reading Logs was used as the basis for the students' English course grades.

Given that the portfolio system adopts a teacher/student joint assessment model, grading criteria are always made clear to students before they are involved in the

Portfolios as one kind of performance-based assessment having self assessment as a vital part can demonstrate that students have acquired skills in specific areas such as public speaking, problem solving, and reading. In these skill area portfolios, attention must be paid to establishing relevant criteria, setting acceptable standards of performance, selecting pieces that meet those standards, and assessment tools. Portfolio would provide students with opportunities to determine which reading, writing, listening, speaking and thinking for learning strategies were most congruent with their respective areas.

Due to the importance of reading skill development and strategy use and its effect on reading comprehension improvement on the one hand, and the use of portfolio as a responsive assessment in reading, which focuses learners' attention on learning process, on the other hand, this study attempted to investigate the effect of portfolio assessment on highschool students' reading comprehension performance. To this end, the following research questions were formulated:

1. Does portfolio assessment affect Iranian sophomore highschool students' performance on reading comprehension?

2. Is there any relationship between portfolio assessment scores and those of the reading comprehension test?

Method
Participants

The participants of this study were 60 female sophomore high school students majoring in mathematics in Kashan. Their age ranged from 16 to 17. Since they had been placed in two different intact classes in advance by their educational program, it was impossible to group them randomly to two classes. Consequently, one class was assigned as the control and the other as the experimental group. Students of the two classes were administered a proficiency test (Nelson 150 B) at the outset of the experiment in order to ascertain their homogeneity in terms of general English proficiency prior to the study. The results of the t-test run on the means showed that the two classes were homogeneous at the beginning of the study.

Instrumentation

The following instruments were used to collect data from the subjects:

1) A general proficiency test (Nelson 150 B) was utilized not only to check the homogeneity of the groups in terms of language proficiency level but also as a criterion against which the reading final test scores were validated. The test consisted of 50 multiple-choice grammar and vocabulary items and the total score of the test was 50 and it enjoyed the reliability index of .70 obtained through Kuder- Richardson (KR-21) formula.

2) A reading comprehension test was developed by the instructor, according to the course objectives. The test had a total of twenty points and it was validated against the standard test of Nelson. The resulting correlation coefficient was .69

3) Reading portfolio assessment

4) Students' Reading Log for each passage

process; 7) helping the development of skills for lifelong learning; 8) gaining meaningful and substantial information; and finally 9) providing a continuous example of a student's work in a context that is relevant and understandable.

Since assessment has the potential to affect the learner behavior in terms of strategy use and motivation (Stefanou & Parkes, 2003), portfolio assessment as a kind of alternative assessment can be used to upgrade learners' autonomy, positive attitude, and responsibility. According to Barnhardt et al. (1998), "as students create their own portfolios, they are actively involved in and reflecting on their own learning. Increased metacognition has a positive impact on a student's self-confidence, facilitates student use of learning strategies, and increases the student's ability to assess and revise work" (p.11).

Assessing reading skill through portfolio

As Grabe (1991) argued, "a description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending, flexible, and gradually developing" (p. 378). Such a description must also be reflected in valid performance-based reading assessment (O'Malley and Valdez Pierce, 1996).

Moreover, addressing the concept of postmodernism and postmodern principles of assessment, Harrison (2004) describes some of the ways through which responsive assessment in reading might be put into action. He states that reading assessment should be in line with the following guidelines: draw the attention from global to local and from serving national policy to serving curriculum practices; increase emphasis on teacher assessment, self-assessment, and peer-assessment; negotiate syllabus with participants; take into account the authenticity of tasks that form the basis of reading assessment; take greater account of a readers' role and response; and acknowledge a diminution of the authority of the author and of the text. Based on these six theories underlying reading assessment in postmodernism, Harrison (2004) views portfolio-based assessment as one alternative to the traditional reading assessment methods with the hope that this assessment method could enhance reading skills and motivation.

Most of the research in the field of learning strategy instruction has also focused on reading strategies as a subcategory of learning strategies which is of utmost importance (Carrell, 1998). The use of appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas (Oxford et al., 1993). The strategies typical of the higher level students appeared to be more sophisticated and more interactive (Griffiths, 2003). The research on comprehension, metacognition, and comprehension monitoring also describes good readers as those who are able to set goals for their reading and gauge progress towards these goals while reading (Afflerbach, 1998).This independence in reading is not accomplished unless self-assessment is at the center of instruction.

Abstract

The present study attempted to investigate the effect of portfolio assessment on improving reading comprehension ability of sophomore high school students. A further concern of this study was to address the probable correlation between the scores of a reading portfolio assessment and those of a reading test. The subjects participated in this study were 60 Iranian female high school students. The experimental group was exposed to portfolio assessment while the control group received the regular (traditional) reading instruction. Data were obtained through 1) reading portfolio assessment and 2) a reading comprehension test. Data were analyzed using independent t-test and Pearson Product Moment Correlation. The results of data analysis indicated that portfolio improved the students' reading comprehension performance. The conclusion was that portfolio-based reading instruction and assessment as one alternative in assessment can contribute to progress of the students in terms of reading comprehension ability and it can be used as a promising testing and teaching tool in English language classes.

Key Words: alternative assessment, portfolio, reading skill

Introduction

Assessment is an integral part of the learning process. Nowadays an increase can be observed in the use of instructional and assessment practices that are "holistic, student centered, performance based, process oriented, integrated, and multidimensional" (Gottlieb, 1995, p.12). This can be accounted for by the limitations of the traditional forms of assessment. Traditional standardized objective achievement tests, consisting primarily of multiple choice and matching items, have been generally criticized as inappropriate, invalid measures of students' academic competencies (O'Malley and Valdez Pierce, 1996). Traditional assessment procedures, according to Moya and O'Malley (1994), fail to demonstrate the whole picture of student capabilities because their focus is on products without considering the processes of creating such products. However, the so-called alternative assessment attempts to capture vital information about learners' competence as well as their thinking skills. One of the most effective types of alternative assessment is portfolio assessment. The use of portfolio in the classroom has generated a great deal of interest among educators. It is increasingly cited as a viable alternative to standardized testing (Wiggins, 1989b; Valencia, 1990a; Barnhardt et al., 1998; Wolf, 1996; Mokhtari et al. 1996; Macdonald, 1997). Portfolio assessment provides the multiple sources of evidence regarding the students' learning and learning processes. Strengths of portfolio assessment, as stated by Gilman and Richard (1995, p. 20), are as follows: 1) evaluation of both product and process; 2) integration of learning and assessment; 3) assessment not limited to a single score; 4) providing the teachers with more information on a student's progress; 5) encouraging students to take charge of their own learning; 6) strengthening the students' feeling that they are a part of the assessment

Assessment of reading: portfolio or reading comprehension test?

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چکیده

هدف تحقیق حاضر، بررسی تأثیر سنجش مهارت خواندن از طریق پوشه کار بر افزایش توانایی درک مطلب متون در میان زبان‌آموزان دوره دبیرستان در ایران است. علاوه بر آن، تحقیق حاضردرپی بررسی میزان ارتباط بین سنجش از طریق پوشه کار و آزمون خواندن است. بر این اساس، تعداد ۶۰ دانش‌آموز دورۀ متوسطه در دو گروه آزمایش و کنترل در این تحقیق شرکت کردند. برای گروه آزمایشی سنجش از طریق پوشه کار اجرا شد، در حالی که در مورد گروه کنترل همان شیوه‌های رایج ارزش‌یابی معلم محور مورد استفاده قرار گرفت. داده‌های این تحقیق از سنجش از طریق پوشه کار و یک آزمون خواندن بدست آمد. نتایج تحلیل آماری یافته‌های تحقیق حاکی از این بود که سنجش از طریق پوشه کار توانایی درک مطلب خواندن را افزایش می‌دهد. نتایج تحقیق بر این نکات تأکید می‌کند که سنجش از طریق پوشه کار رویکردی زبان‌آموز محور دارد. در این نوع سنجش، زبان‌آموزان به نقاط قوت و ضعف خویش در مهارت خواندن آگاهی پیدا می‌کنند و بر فرایند یادگیری و ارزیابی از خود تسلط می‌یابند.

کلیدواژه‌ها: سنجش جایگزینی، پوشه کار، مهارت خواندن

> **Some studies have provided empirical evidence for the claim that pragmatic features can be taught explicitly or implicitly together with input enhancement activities**

In light of these findings, some pedagogical implications may be proposed. First, the role of instruction on the development of pragmatic competence is a beneficial aspect to be implemented in the FL classroom. This issue is especially relevant in FL contexts like Iran where the lack of naturally occurring input on pragmatic issues and limited class time available for teaching the target language make the task of pragmatic language learning especially difficult. The findings may be generalizable to other EFL contexts with similar situations. A second pedagogical implication is related to the use of appropriate tasks. Because it has been argued that learning is effective when the tasks employed in the class provide learners with the opportunity for processing both the form and meaning of target features. Thus, teachers, material writers, and researchers should attempt to design tasks that can help learners process both pragmalinguistic and sociopragmatic resources in depth.

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Discussion

The results of this study demonstrate that the two treatment groups outperformed the control group. Since there were no significant differences among the three treatment groups, it could be argued that four 30-minute treatments over a two-week period were not sufficient to reveal the effectiveness of different treatment conditions. However, other factors need to be considered for the effectiveness of these input-based approaches. One possibility is that the application of these two approaches by making input pragmatically salient through the input-based activities appeared to help learners notice the target forms that were the object of instruction.
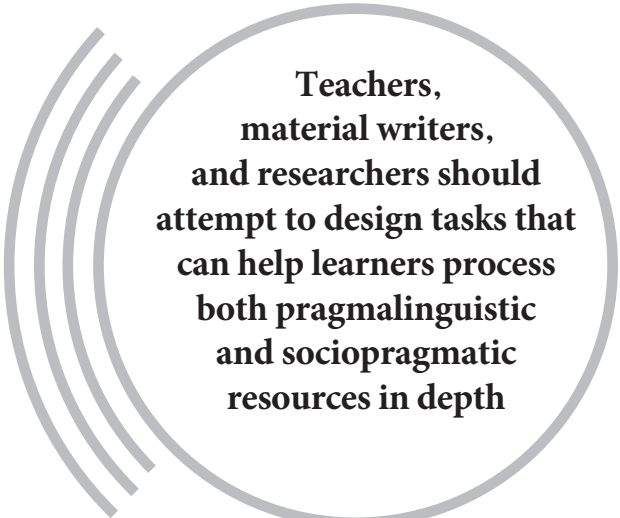
Moreover, learners in the explicit instruction received teacher's explicit information but in the implicit condition they did not receive such information. Consequently, it can be stated that the implicit instruction with consciousness-raising tasks involved greater depth of processing, resulting in knowledge that was firmly embedded. Given that there is no significant difference between the two groups, it seems that explicit information may not be necessary in the consciousness-raising tasks.

As for the input-based tasks employed in this study, i.e. consciousness-raising tasks, the results indicate that these tasks are effective in promoting learners' pragmatic proficiency. Thus, the findings of the present investigation seem to confirm the previous research that has focused on manipulating input by employing consciousness-raising tasks (Takimoto, 2006, 2008, 2009).

Conclusion and Implications

The present study examined the relative effects of a consciousness-raising task with and without explicit instruction on teaching syntactic and lexical/phrasal downgraders. The findings indicate that consciousness-raising tasks function effectively when they provide learners with an emphasis on form and meaning. In this sense, it can be stated that the current study contributed to previous research on the positive effect of instruction on second and foreign language learning (Doughty, 2003) and, more specifically, it has shown the benefits of instruction on the development of learners' pragmatic competence in requests. Moreover, the findings of this study could contribute to the field of language teaching in general and pragmatic teaching in particular. The findings would be of great help for language curriculum development, material writers, textbook designers and higher education centers.

> **Teachers, material writers, and researchers should attempt to design tasks that can help learners process both pragmalinguistic and sociopragmatic resources in depth**

by calculating the correlation of the two raters' scores. Correlation coefficients for the DCT on the pre-test and post-test were .91 and .97 respectively, which were statistically significant ($\rho < .05$). With regard to internal consistency, the KR-21 reliability estimates for the tests ranged from .92 for the DCT and .91 for the MCT.

Validity

To promote content validity, the present study matched test items to the theoretical framework that outlined the degree of the three social context variables: ranking of imposition, power, and, distance.

Results from the DCT and MCT

The results of a one-way ANOVA revealed no statistically significant differences among the three groups for the pre-test scores for both DCT, F (2, 21) = .011 and MCT, F (2, 21) = .88 ($\rho < .05$).

To determine whether there were any statistically significant differences in test score means, one-way ANOVA was performed on the post-test scores. The results of a one-way ANOVA of the raw scores in the DCT and MCT revealed statistically significant differences among the three groups for the post test scores, F (2, 21) = 47.39 for the DCT and F (2, 21) = 22.45 for MCT ($\rho < .05$).

In order to see where the differences lie, post hoc Scheffé test were conducted. The results of Scheffé tests from both DCT and MCT revealed the following contrasts: The two treatment groups (EC and IC) performed significantly better than the control group; and there were no significant differences among the EC and IC.

Moreover, in order to compare the performance of each group on the pre-test and post-test separately, matched t-tests were conducted. Results of the matched t-tests from both the DCT and MCT revealed that the employed instructional approaches promoted learners' pragmatic proficiency in the area of syntactic and lexical/phrasal downgraders in English request forms.

Figures1 and 2 illustrate two important characteristics of the discourse completion test and multiple-choice test results: (1) there were no statistically significant differences among the three groups on the pre-test scores; (2) the two treatment groups made gains from the pre-test to the post-test.

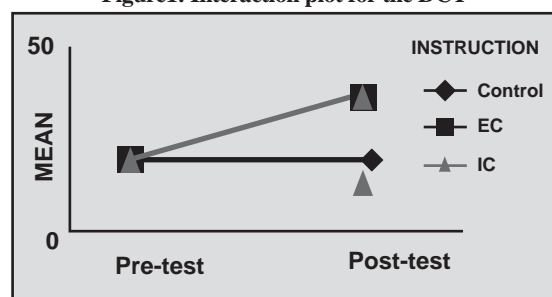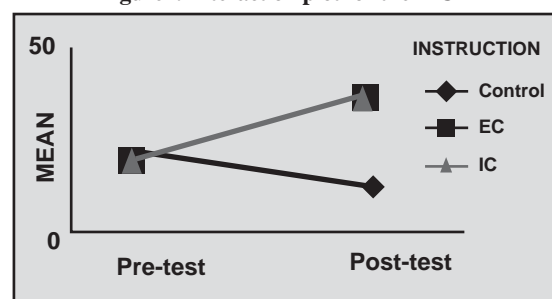Figure1: Interaction plot for the DCT

Figure2: Interaction plot for the MCT

in both dialogues and to list the ways in which one character tried to be more polite than the other character when making requests. In the last activity, metapragmatic discussion learners discussed the features of the target structures with each other.

Implicit instruction with consciousness-raising tasks

The treatment for implicit instruction with consciousness-raising tasks was the same as for explicit instruction with consciousness-raising tasks, but without the teacher–fronted explicit instruction.
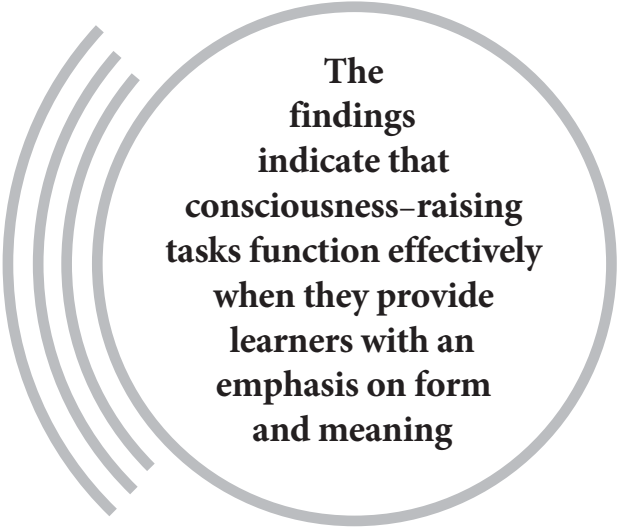
Control Group

In this group, learners received no particular instruction and they were not exposed to the target structures at all. Rather, they were engaged in reading comprehension exercises.

Testing instruments and procedures

This study employed a pre-test and post-test design. The pre-test was administered four days prior to the instructional treatment and the post-test one week after the treatment. Each test consisted of one input-based test, a multiple-choice test (MCT) and one output-based test, a discourse completion test (DCT). Situations in the two testing instruments comprised the speech act request.

The DCT required the participants to read short descriptions of eight situations in English and to write what they would say in each situation in English. The

> **The findings indicate that consciousness–raising tasks function effectively when they provide learners with an emphasis on form and meaning**

participants had a Persian translation they could consult if they wished. There was no time limit for completing the DCT. Most participants, however, spent 40-60 minutes completing it. Two nonnative speakers of English who trained for about half an hour rated the appropriateness of the request forms using a 5-point scale (One of them had lived in America for about 15 years and the other rater had lived in England for about 20 years.). An answer that reflected mastery of the targeted downgraders in the participants' requests received 5 points.

The MCT consisted of short descriptions of eight situations written in English and required the participants to read the situations and select one of the 3 proposed answers. The participants had a Persian translation they could consult if they wished. There was no time limit for completing the multiple-choice test. Most participants, however, spent 20-30 minutes completing it. One nonnative speaker who had lived for about 20 years in England rated this test. Each correct answer received 5 points.

Reliability

Interrater reliability was estimated

What are the effects of (a) explicit instruction with consciousness-raising tasks, and (b) implicit instruction with consciousness-raising tasks on the development of pragmatic proficiency among Iranian EFL learners?

Methodology

Twenty four Persian learners of English with the age mean of 19 were selected to participate in this study. The institution placement test indicated that all participants were intermediate learners of English. They were assigned to one of the three groups consisting of the two treatment groups, explicit instruction with consciousness-raising tasks (EC), and implicit instruction with consciousness-raising tasks (IC) and the control group (n=8 for all three groups). This study focused on teaching two syntactic downgraders, aspect and tense, and two lexical/phrasal downgraders, downtoners and subjectivizers, in English request forms. The three groups of participants, the EC, IC, and control groups, took part in three types of English language classes. Each teaching session for the two treatment groups and the control group lasted 30 minutes. The sessions occurred biweekly for two weeks. The first treatment session highlighted lexical/phrasal downgraders in English requests, and the second treatment session focused on syntactic downgraders. The third and fourth treatment sessions were reviews of the first and second treatments.

Treatment Groups
Explicit instruction with consciousness-raising tasks

The treatment for explicit instruction with consciousness-raising tasks consisted of two parts: (a) teacher–fronted explanation of the target downgraders and (b) consciousness-raising tasks comprising four activities highlighting the target downgraders in English: pragmalinguistic–focused activities, sociopragmatic–focused activities, pragmalinguistic–sociopragmatic connection activities, and metapragmatic discussion.

Learners received handouts with a brief summary of the target downgraders and examples of the target structures in English. In the first part, explicit teacher–fronted instruction, the teacher read the summary and examples aloud in English and explained the summary and the examples in Persian. In the second part of instruction, learners received handouts with some sets of English dialogues. They read each situation and the dialogue. In the first activity, pragmalinguistic–focused activities, learners were asked to copy and compare the underlined request forms in two dialogues while looking for the differences between the request forms. In the second activity, sociopragmatic–focused activities, learners answered two questions regarding the relationship between the two characters and the difficulty of the requests. In the third activity, pragmalinguistic–sociopragmatic connection activities, learners were asked to rate the level of politeness of the requests

the absolutely explicit and the absolutely implicit extremes. What identifies an instruction as explicit or implicit is the extent to which the target of the instruction is made overt to the learners.

Interventional studies of L2 pragmatics

Research conducted in second and foreign language contexts suggests that instruction is both necessary and effective (Bardovi-Harlig, 2001). However, House (1996) argues that when such instruction is explicit, it appears to be more beneficial.

One of the studies that demonstrated the advantage of explicit instruction over implicit one was Takahashi's (2001) study, in which the effect of four input enhancement conditions, explicit teaching, form–comparison, form–search, and meaning-focused, on Japanese EFL learners' development of request strategies was examined. The results of the study indicated that learners in the explicit group outperformed all other groups in the use of the target forms.

Alco´n's (2005) study was another investigation that lent support to the claim of the superior effect of explicit over implicit instruction. Learners were assigned to three groups, explicit, implicit and control group. The results of the study demonstrated that learners' awareness of requests benefited from both explicit and implicit instruction. However, the explicit group showed an advantage over the implicit group.

Despite the general trend in support of explicit instruction, some studies (Fukuya & Clark, 2001; Martinez-Flor, 2004) presented inconclusive results. In the study conducted by Martinez–Flor (2004), for example, a combination of implicit techniques, were employed to analyze the effect of explicit and implicit teaching on the speech act of suggestion. Findings from this study reveal no significant differences in the pragmatic ability of learners from both the implicit and explicit treatment groups.

Among the conducted studies on pragmatic teaching, some studies have provided empirical evidence for the claim that pragmatic features can be taught explicitly or implicitly together with input enhancement activities. The adaptability of these input–based approaches, to the teaching of L2 pragmatics is examined in some studies (Takimoto, 2006, 2008, 2009).

In the study conducted by Takimoto (2006), for example, the effect of explicit feedback and form–meaning processing on the development of pragmatic proficiency in consciousness-raising tasks was investigated. The students were assigned to three groups: consciousness-raising instruction, consciousness-raising instruction with feedback, and control group. The results revealed that the two treatment groups outperformed the control group.

The present study

The present study has attempted to address the following research question:

> In Iran, as many other foreign language (FL) contexts, limited opportunities for developing L2 pragmatic competence are offered in language classrooms

is necessary for second language (L2) learning. Bardovi-Harlig (2001) argued that learners who receive no particular instruction in L2 pragmatics differ from native speakers in their pragmatic production and comprehension. Furthermore, Kasper & Rose (2002) pointed out that pragmalinguistic forms and sociopragmatic rules are not salient enough to guarantee that learners will notice them without pragmatic instruction. Pragmatic learning is particularly difficult for those studying in English as a foreign language (EFL) context. The reason is that, in EFL classrooms, the range of speech acts is narrow and interaction patterns restrict pragmatic input. In Iran, as many other foreign language (FL) contexts, limited opportunities for developing L2 pragmatic competence are offered in language classrooms.

Consciousness-raising tasks

According to Ellis (2003, p: 163), the consciousness-raising (C-R) approach is one type of input-based instruction that consists of the following features:

1. There is an attempt to isolate a specific linguistic feature for focused attention.
2. The learners are provided with data that illustrate the target feature and they may also be provided with an explicit rule describing or explaining the feature.
3. The learners are expected to utilize intellectual efforts to understand the target feature.
4. Learners may be optionally required to verbalize a rule describing the grammatical structure.

Moreover, Ellis states that a C-R task consists of: (1) data containing exemplars of the target feature and (2) instructions requiring the learners to operate on the data in some way. It has also been argued that C-R tasks appear to be an effective means of achieving a focus on form while at the same time providing opportunities to communicate. They have been shown to be effective in developing explicit knowledge and to promote subsequent noticing of the target features (Ellis, 2003, p: 166).

Explicit and implicit learning

Ellis (2003, p: 105) refers to implicit knowledge as "that knowledge of language that a speaker manifests in performance but has no awareness of" and explicit knowledge as "knowledge about language that speakers are aware of and, if asked, can verbalize".

In this sense, explicit and implicit instruction, are two ways of drawing learners' attention to target features during tasks (Takimoto, 2006). According to Jeon and Kaya (2006, cited in Takimoto, 2009), instruction is as a continuum between

Abstract

This paper is based on a study designed to investigate the efficacy of instruction at the pragmatic level. Specifically, the main purpose of the study was to examine the extent to which the two types of input-based approaches including explicit instruction with consciousness-raising tasks and implicit instruction with consciousness-raising tasks affected learners' competence to use request strategies. In this study, 24 native speakers of Persian were assigned to 1 of 3 groups, which consisted of two treatment groups and one control group. The purpose was to teach the learners how to use lexical/phrasal and syntactic downgraders in English request forms. The treatment group performance was compared with the control group performance on the pre-tests and post-tests. The results of the study revealed that the two treatment groups performed significantly better than the control group. This empirical study has provided insights into interlanguage pragmatic pedagogy.

Key Words: input-based instruction, consciousness-raising tasks, interlanguage pragmatics, explicit instruction, implicit instruction

Introduction

Learning foreign languages is regarded nowadays as an essential component in the curricula at different educational levels. In particular, learning the English language has become necessary given its widespread use throughout the world (House & Kasper, 2000). Considering the worldwide importance of the use of English as a means of international communicationand instruction it seems a necessity medium throughout the world. However, in order to make learners become communicatively competent in the English language, there is a need for a shift from previous theoretical frameworks, which considered language as a formal system based on grammatical rules, towards a more communicative perspective. This change will be possible, due to the introduction of pragmatics as a specific area of study within linguistics that favors a focus on interactional and contextual factors of the target language (TL). In this respect, David Crystal (1985, cited in Rose & Kasper, 2001, P: 2) considers pragmatics as: "The study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effect their use of language has on other participants in the act of communication."

In recent years, pragmatics has become a very important branch of linguistics, as the inadequacies of the previous purely formalist and abstract approaches to the study of language have became more evident. In this respect, the specific area of research known as interlanguage pragmatics (ILP) has aroused the interest of a number of researchers over the last three decades.

Recent research on interlanguage pragmatics has revealed that providing learners with instruction in pragmatics
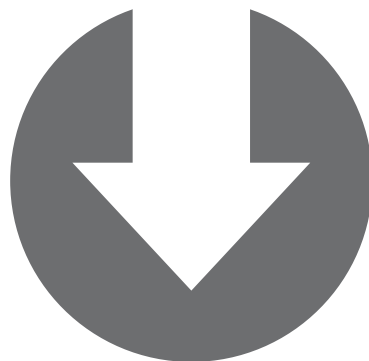
The Effects of Instruction on the Development of Pragmatic Proficiency in Consciousness-raising Tasks

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چکیده

تحقیقات اخیر در حوزۀ «منظورشناسی بین زبانی»، ضرورت آموزش منظورشناسی را به زبان‌آموز آشکار کرده است. در این راستا، کاسپر و رز (۲۰۰۲) خاطرنشان کرده‌اند که صورت‌های زبانی ـ منظورشناختی و قوانین منظورشناسی ـ اجتماعی، از برجستگی لازم برای تضمین این‌که زبان‌آموزان بدون دریافت آموزش به آن‌ها توجه کنند، برخوردار نیستند. آگاهی در این دو حوزه، مخصوصاً برای افرادی که مشغول مطالعه در محیطی هستند که در آن‌جا از زبان انگلیسی به عنوان زبان خارجی استفاده می‌شود، بسیار دشوار است.

مقالۀ حاضر براسـاس مطالعه‌ای نگارش یافته اسـت که به منظور بررسـی تأثیر آموزش در سـطح منظورشناسـی طراحی و اجرا شد. مخصوصاً، هدف اصلی این مطالعه بررسـی میزان تأثیر دو روش مبتنی بر درونداد، یعنی آمـوزش صریح همراه با فعالیتهای افزایش آگاهی و آموزش تلویحی همراه با فعالیتهای افزایش آگاهی بر توانش زبان‌آموزان در اسـتفاده از کنش گفتاری تقاضا بوده اسـت. در مطالعۀ حاضر، ۲۴ زبان‌آموز فارسی زبان به یکی از این سه گروه، دو گروه رفتاری و یک گروه کنترل تقسیم شدند. هدف، آموزش نحوۀ استفاده از تنزل‌دهنده‌های نحوی و واژگانی در کنش گفتاری تقاضا در زبان انگلیسی بود. عملکرد گروه رفتاری با عملکرد گروه کنترل در پیش‌آزمون و پس‌آزمون مورد مقایسـه قرار گرفت. نتایج مطالعه حاکی از آن بود که دو گروه رفتاری نسـبت به گروه کنترل به‌طور معنی‌داری عملکرد بهتری داشتند. این مطالعۀ تجربی نکاتی را در زمینۀ آموزش منظورشناسی بین زبانی ارائه می‌کند.

کلیدواژه‌ها: آموزش مبتنی بر درونداد، فعالیتهای افزایش آگاهی، منظورشناسی بین زبانی، آموزش صریح، آموزش تلویحی

reading comprehension and it is particularly important for the less proficient language students who are more word-bound, and for them meaning tends to break down at the word level while they read.

The findings of this research project could be of use to most language learning centers, universities, and schools, in reading instruction; They also add one more weapon to the learners' armory of learning and vocabulary building.

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Table 3. Comparison of mean scores of the experimental and control group regarding productive use in the post-test

Group	n	Mean	SD	df	T-observed	T-critical
Expermental Group (VP group)	40	22,72	4,29	78	3,8980	2,000
Control Group (VUP)	40	19,4	3,26			

The result shows that the experimental group for which vocabulary was previewed performed significantly better than the controlled group for which vocabulary was not previewed.

Conclusion and implications

This study has shown that vocabulary previewing activities are far more effective in improving reading comprehension of EFL learners as well as their receptive and productive vocabulary use. The findings of this study do not support the theories proposed by Been(1975), Wilson (1973), Morgan and Rinvolucri (1986), and Celce-Marcia (1979) who claimed that pre-text work on vocabulary before going through reading selections focuses students' attention on details, which is not useful in terms of reading comprehension. Celce-Murcia (1979) believes that vocabulary should be discussed once the selection has been started or when it is finished rather than before students begin to read.

The findings of the present investigation support the ideas of Bristow (1981), Rivers and Temperly (1978), Garfinkel and Hamilton (1976), Omanson and Perfetti (1985), Finocchiaro (1986), Durell (1956), Carrel and Eisterhold (1977); Stanovich

(2000); Ringlerand& Weber, 1984; Kamil and Hiebert (2005); nad Read (2004). The findings of the above studies led the investigators to speculate that vocabulary previewing activities as proposed in this research project, are effective in improving reading comprehension and word knowledge (recognition and production) of the learners.

The results of the present research have both theoretical and practical implications. The theoretical findings have something to do with the nature of reading and its relation to psychological factors. Practical implications are related to the teaching and testing aspects of reading and vocabulary as its component.

The findings of the current study shed some light on the nature of reading. In the reading process, participants bring their knowledge of the world and their knowledge of language to the text as they construct a meaningful representation for the text. Background knowledge or schemata of the readers is a major factor in reading comprehension. Familiarity with the text, context, and the degree to which vocabulary reveals the content area activate the readers' background knowledge. Therefore, the more familiar the readers are with the concepts or content of the text, the less they will struggle to construct a meaning.

It was also found out that when the goal of reading is in-depth comprehension and good recall of information from reading selections, vocabulary previewing facilitates the process because it familiarizes the reader with the basic content and organization of the text and helps the readers activate relevant prior knowledge. Furthermore, vocabulary previewing does not hinder

were going to read. Furthermore, the new and difficult words which may be problematic to learners were explained and exemplified by the teacher.

2. Reading: the students were exposed to the reading materials. They read silently trying to comprehend the reading selections carefully.

3. Post-reading: the students were given three sets of questions for each reading selection: questions of reading comprehension, word recognition, and word production.

Posttest was the final phase of investigation. All of participants who had taken the reading selections were tested regarding their performance on their reading comprehension, receptive use and productive use of vocabulary.

Results and Discussion

The comparison of the means showed that the groups differed significantly at the .0.05 level of significance. Table 1 presents the information obtained from comparing the mean scores of the two independent groups regarding their reading comprehension in the post-test.

Table1.Comparison of mean scores of the experimental and control group regarding reading comprehension in the post-test

Group	n	Mean	SD	df	T-observed	T-critical
Expermental Group (VP group)	40	20,87	4,98	78	2,2892	2
Control Group (VUP)	40	18,67	3,48			

Considering the obvious difference

between the observed t value and the critical t value, the first null hypothesis is strongly rejected. This result shows that the participants for whom vocabulary was previewed performed significantly better on reading comprehension than those for whom vocabulary was not previewed.

For the second null hypothesis concerning the existence of a significant difference between the mean scores regarding the receptive use of vocabulary of those participants for whom vocabulary was previewed and those for whom vocabulary was not previewed, it was revealed that there was a significant difference between the two.

Table2. Comparison of mean scores of the experimental and control group regarding receptive use in the post-test

Group	n	Mean	SD	df	T-observed	T-critical
Expermental Group (VP group)	40	20,65	5,32	78	2,932	2,000
Control Group (VUP)	40	26	5,98			

As depicted in Table 2, there is a significant difference between the observed t and the critical t value. Therefore, the second null hypothesis is rejected at a p=0.05 level of significance.

In testing the third null hypothesis regarding the difference between the two groups in terms of productive use of vocabulary, it is clear that there is a significant difference between the observed and the critical t value. The results of the comparison of the mean scores of the two groups are presented in Table 3.

North Branch. The rationale behind selecting sophomore English students was to have more proficient students who, at least, passed some courses of grammar and paragraph organization. The number of participants who took part in this study was 80. They were selected out of 100 student who took part in a Michigan English Language Test of Proficiency. The rationale behind selecting participants suitable for this study was to select homogeneous participants regarding their language proficiency. To do so, participants with scores X+/-5 were selected. These participants were randomly assigned into two groups. One group was exposed to vocabulary previewing while the other one received no vocabulary previewing activities.

Instrumentation

Three testing instruments were used in this study. The Michigan Proficiency Test (1966) Form P was utilized for assessing the proficiency level of the participants. It was a test of 100 questions; 40 items of grammar, 40 vocabulary items, and 4 reading comprehension passages, each with 5 questions. The second testing instrument of the study was a standard test of reading comprehension taken from TOEFL consisting of 3 reading passages. This test was given to both experimental and control groups to discover whether the two groups were homogeneous in terms of reading comprehension or not. The last testing instrument had 8 passages. The selected texts belonged to different categories such as, literary, medical, political, scientific, etc. The rationale

behind selecting the reading passages from different genres was to exclude the effect of text as a variable because of narrow reading; that is, reading about the same topic in a number of texts will enable the learners to become familiar with the vocabulary and the concepts (Finocchiaro, 1986; Krashen, 2002).

Procedure

In the first session, the Michigan Test (1966) Form P was distributed among the participants. The allowed time for this test was 100 minutes. In the second session, the selected participants, were randomly divided into two groups: the group for which vocabulary was previewed (experimental group), and the other group for which vocabulary was not previewed (control group). A pretest containing three passages of reading comprehension with 18 questions was given to these two groups. The second phase of the study was the treatment.

For the experimental group, the vocabulary previewing instruction techniques were used before the learners went through reading the eight passages, each one in a session. Difficult and infrequent words to be previewed were selected. This was done by giving each passage to a typical student to underline the words which he/she did not know. Having selected the words to be previewed, the researchers planned different vocabulary previewing instruction techniques to present them to the students. The reading comprehension procedure included three main stages:

1. Pre-reading: the researchers gave a brief summary on what the participants

Students cannot understand text without knowing what the words mean (Nagy, 2003). Laflamme (1997) believes that vocabulary knowledge is the most important factor in reading comprehension.

Vocabulary can be acquired in two ways: intentionally through explicit instruction of specific words and word strategies and incidentally through indirect exposure to words. For many years, research has unveiled an abundance of information about the kind of vocabulary instruction that is most effective for assisting students with comprehending what they read (Baumann, & Kane' enui, 2003; Beck & McKeown, 1991; Nagy & Scott, 2000).

Some researchers and vocabulary experts have asserted that the best methodology for teaching vocabulary entails both direct and indirect teaching of words and the provision of opportunities for both receptive and productive learning to take place. Direct instruction means teaching specific words, such as pre-teaching vocabulary prior to reading a selection. It is believed that students can be taught explicitly more than 400 words per year (Beck et al., 2002).

When the goal of reading is in-depth comprehension and good recall of information from expository texts, previewing (surveying, overviewing) facilitates the process because it familiarizes reader with the basic content and organization of the text and helps to activate relevant prior knowledge. Previewing establishes the important topics and subtopics to be covered. Reading will be easier because the reader knows the direction of discussion and the important concepts. Previewing activates thinking and brings to mind what the reader already knows about the subject; new information can be then integrated into the reader's existing knowledge structure (Shih, 1991).

Providing background information and previewing are particularly important for the less proficient language students (Hudson, 1982).These readers are more word-bound and meaning tends to break down at the word level. Thus, less proficient students tend to have vocabulary acquisition emphasized, and are encouraged to do a lot of specific word-by-word processing. More proficient readers tend to receive content previews because they are no longer susceptible to vocabulary and structure difficulties in reading (Carrell & Eisterhold, 1983). Finocchiaro (1986) proposes "previewing vocabulary of a reading selection by discussing new or difficult vocabulary with the students; giving numerous examples of its use in authentic contexts; providing key word/key concept activities such as word association tasks (antonyms, synonyms, definitions, connotations, circumlocutions, paraphrases); placing new words on the board; giving several examples of them"(p.78). Pacheco(2005) states the impact of pre-reading direct instruction on using selected affixes to form new words and the use of these words in context.

Method
Participants

The participants in this study were undergraduate male students majoring English who had passed more than 40 credits in Islamic Azad University, Tehran-

While some researchers put emphasis on previewing vocabulary of a reading selection before it is going to be taught (Finocchiaro, 1986; Stanovich (2000); Ringlerand & Weber, 1984;Omanson & Perfetti, 1985; Kamil & Hiebert, 2005; Read,2004), some other researchers disagree on vocabulary previewing (Wilson, 1973; Garfinkel and Hamilton,1976; Morgan & Rinvolucri,1986; CelceMurcia, 2001). They argue that pre-text work on vocabulary focuses students on details in the text, which is not useful in terms of reading strategies. So, the role of previewing vocabulary is in need of empirical investigation.

The purpose of the current study was to determine whether previewing vocabulary of a reading selection yields more reliable results than lack of previewing vocabulary in terms of learners'reading comprehension and their receptive and productive use of vocabulary. Owing to the mentioned conspicuous problems, the following research questions were posed:

1. Is there any significant difference between the reading comprehension mean scores of those students for whom vocabulary was previewed and those for whom vocabulary was not previewed?

2. Is there any significant difference regarding the receptive use of vocabulary by those students for whom vocabulary was previewed and those for whom vocabulary was not previewed?

3. Is there any significant difference concerning the productive use of vocabulary by those students for whom vocabulary was previewed and those for whom vocabulary was not previewed?

Review of related literature

Vocabulary has been a topic of interest for many years. As Baumann (2005) states "future research needs to explore this phenomena in more authentic instructional environments" (p, 127). The importance of vocabulary to reading success cannot be overstated. Indeed, the National Reading Panel (2000) has named vocabulary one of the five essential elements of reading. Numerous research studies have been conducted in the area of reading, vocabulary, and comprehension instruction. These studies have established that there is a strong connection between reading comprehension and vocabulary (Watts, 1995).

Moreover, There is an abundance of research concluding that vocabulary instruction is critical to reading comprehension (Bauumann,Kame'enui & Ash, 2003; Becker, 1977; National Reading Panel, 2000). The National Reading Panel (2000) also concluds that comprehension development cannot be developed fully without a critical examination of the role played by vocabulary knowledge and instruction. Nagy (2003) emphasizes the importance of having knowledge of words, what words mean, how words are used, and how to use strategies to aid learners in sounding out words. Anderson and Freebody (1979) hypothesize that there are three reasons why vocabulary knowledge is a good indicator of reading success: (a) understanding words enables readers to understand passages, (b) verbal aptitude underlies both word and passage comprehension, and (c) vocabulary knowledge might be related to a person's store of background information.

Introduction

In a literate society, word knowledge has particular significance for students. It leads significantly to academic achievement, as well as to formal and informal speaking and writing (Biemiller, 2004). The National Reading Panel (2001) stated that vocabulary development was one of the five essential components of effective reading instruction in the early grades (Nagy, 2003). Also, The National Institute for Literacy (2001) noted that, "students who are not successful have difficulty recognizing words and comprehending what they read" (p. 34).

Vocabulary plays an important role in learning how to read. Scientific research about vocabulary instruction revealed that (a) most vocabulary is learned indirectly, and (b) some vocabulary must be taught directly (Put Reading First, 2001). There is a high correlation in research literature of word knowledge with reading comprehension that indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected (Chall & Jacobs, 1990).The strong relation between vocabulary knowledge and reading comprehension has been powerfully demonstrated in both L1 and L2 contexts. (Nation, 2005; Read, 2004). Researchers, teachers, and students have long recognized the importance of vocabulary development as a foundation for second language reading.

To equip students to read, teachers should provide strategies to assist them in determining word meaning when they hear and read new words (Armbrister, Lehr, & Osborn, 2001). Educators should equip students with skills and strategies that are necessary for lifelong vocabulary development (National Reading Panel, 2000).

Christen and Murphy (1991) argue that research has clearly emphasized that for learning to occur, new information must be integrated with what the learner already know. They believe that teaching vocabulary as a pre-reading step is an instructional intervention that should be considered when readers lack the prior or background knowledge to read in a content area. In order to provide a reader with the necessary background to organize the activity and to comprehend the material, prereading activities are considered to be certain types of "enabling activities" (Ringler&Weber, 1984). "They provide a reader with the necessary background to organize the activity and to comprehend the material. These experiences involve understanding the purposes for reading and building a knowledge base necessary for dealing with the content and the structure of the material"(p.70).

Prereading activities should have two purposes; to build new background knowledge and to activate existing background knowledge. Chastain (1988) states that the purpose of prereading activities is to motivate the students to read the assignments and to prepare them to be able to read it. These activities can be affected in several ways. One of these ways is previewing vocabulary-discussing new or difficult vocabulary with the students, giving numerous examples of its use in authentic contexts, and providing some word association tasks (antonyms, synonyms, definitions, connotations, circumlocutions, paraphrases).

Vocabulary Previewing in EFL Reading Comprehension Class: A Classroom-Centered Research

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چکیده

مطالعۀ حاضر دربارۀ تأثیر یکی از فعالیت‌های قبل از درک مطلب یعنی پیش مرور لغت، روی درک مطلب، و استفادۀ فعال و غیرفعال از لغت انجام شـــده اسـت. به‌منظور این‌که پاسخی منطقی به سؤالات تحقیق داده شود، یک جامعۀ آماری ۱۰۰ نفره که در نهایت به ۸۰ نفر کاهش داده شـد، از طریق پیش آزمون و به صورت تصادفی انتخاب شـد. افراد تحت مطالعه به‌صورت تصادفی به دو گروه آزمایش و گواه تقسـیم شدند. یک دورۀ هشت جلسـه‌ای درک مطلب به آزمایش اصلی تخصیص یافت. در طول آموزش، لغت‌های هشت متن درک مطلب در هشـت جلسـۀ درس که هر یک شامل پنج سـؤال چهارگزینه‌ای درک مطلب، پنج سؤال چهار گزینه‌ای تشخیص لغت (استفادۀ غیرفعال لغت) و پنج سؤال چهار گزینه‌ای کاربرد لغت (استفادۀ فعال لغت) برای گروه آزمایش، پیش‌مرور شد. در این مطالعه از سه ابزار اندازه‌گیری، یعنی آزمون توانش زبانی میشیگان، آزمون استاندارد درک مطلب و آزمون برگزیدۀ درک مطلب استفاده شد. نتایج تحقیق نشان داد که بین درک مطلب گروه گواه و گروه آزمایش تفاوت آماری معنی داری وجود دارد. نتایج هم‌چنین نشان داد که فعالیت‌های پیش‌مرور لغات در بهبود درک مطلب فراگیران زبان انگلیسی در ایران و نیز تقویت دانش لغوی آن‌ها بسیار مؤثر است. کلیدواژه‌ها: پیش‌مرور لغات، درک مطلب، فراگیران زبان انگلیسی

Abstract

The present study focused on the impact of one of the pre-reading activities; i.e., vocabulary previewing on the 1) reading comprehension, 2) word recognition, and 3) word production. In order to arrive at a logical answer to the research questions, a sample population of 100 participants which was finally reduced to 80 participants was chosen randomly through a pre-test. Three testing instruments were utilized in the study, namely Michigan Proficiency Test, a standard test of reading comprehension, and a reading selections test. The findings revealed statistically significant difference between reading comprehension of those participants for whom vocabulary was previewed and those for whom vocabulary was not previewed. The results also showed that vocabulary previewing activities were far more effective in improving reading comprehension of EFL Iranian learners as well as their word knowledge, both receptive and productive.

Key Words: vocabulary previewing, reading comprehension, EFL Iranian learners

étudiants sont assez fortement d'accord avec l'idée que lire aide à écrire. Cependant, d'autres dimensions de la relation lecture-écriture, telles que les similitudes cognitives entre les processus de compréhension et de production écrite ainsi que les transferts d'attitudes possibles entre le lire et l'écrire, sont moins bien reconnues par les répondants. En fait l'interaction en tant qu'élément organisateur est faiblement retenue dans l'apprentissage de la compétence écrite.

Les apprenants qui écrivent bien sont souvent des apprenants qui lisent bien, et ceux qui lisent bien écrivent souvent bien. Lire et écrire sont deux modalités comportementales d'un même processus. Il semble donc y avoir un lien certain entre l'apprentissage de la lecture et celui de l'écriture qu'il faudrait exploiter plus systématiquement. Ces éléments demanderaient à être davantage travaillés en classe. Aussi est-il essentiel que les enseignants réalisent le rôle qu'ils ont à jouer en vue d'aider leurs apprenants à prendre conscience des interactions lecture-écriture. Trop d'enseignants croient à tort que les transferts lecture-écriture s'effectuent naturellement, tandis que la lecture et l'écriture nécessitent la mise en œuvre d'un grand nombre de nos facultés. Souligner les ressemblances peut cependant aider les apprenants à mieux comprendre les deux processus, les motiver dans leur apprentissage et intégrer les habiletés des deux domaines d'utilisation de la langue. Ainsi il est nécessaire d'équilibrer des activités de la lecture et celles d'écriture

en classe. Afin d'amener les apprenants à approfondir leurs représentations des liens lecture-écriture, des discussions métacognitives au sujet des similitudes entre ces deux pratiques langagières, de leurs effets mutuels positifs, des conditions susceptibles de favoriser ou non ces effets, etc., pourraient être bénéfiques. C'est pourquoi il s'avère nécessaire que les enseignants servent de modèles aux apprenants, leur montrent à l'aide d'exemples concrets comment utiliser la lecture pour mieux écrire et l'écriture pour mieux lire, et leur proposent différentes activités ou ils pourront exploiter les interactions lecture-écriture.

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		2ᵉ année de licence	4ᵉ année de licence	Master	Moyenne générale

Tableau n°2 : Présentation détaillée des résultats :

		2ᵉ année de licence	4ᵉ année de licence	Master	Moyenne générale
Ressemblances entre la lecture et l'écriture	1-il existe des liens entre la lecture et l'écriture.	3.27	3.43	3.63	3.44
	2-la lecture et l'écriture se ressemblent.	2	2.08	2.27	2.11
	3-Il ya une interaction entre la lecture et l'écriture.	3.03	3.08	3.45	3.18
	4- quand je lis et quand j'écris, je procède de la même façon.	2.5	2.39	1.81	2.23
	5-un apprenant fort en lecture et aussi fort en écriture.	3.2	3.08	1.9	2.73
Effets de la lecture sur l'écriture	6-on transfère en écriture ce qu'on apprend en lecture.	3.03	3.3	3.09	3.14
	7-lecture des textes littéraires a une influence positive sur l'écriture.	3.4	3.4	3.36	3.38
	8- la lecture me permet de trouver des idées.	3.09	3.43	4	3.5
	9-la lecture me permet d'apprendre des mots nouveaux.	3.6	3.6	3.9	3.7
	10- la lecture me donne des idées pour écrire.	3.03	3.6	3.9	3.51
	11- la lecture me fait découvrir de nouvelles tournures de phrases.	3.5	3.56	3.54	3.53
	12-la lecture m'aide à apprendre comment s'écrivent les mots.	2.75	3.56	3.09	3.13
	13-quand je lis, cela m'aide à mieux écrire.	3.5	3.47	3.27	3.41
	14-la lecture m'aide à apprendre comment bien construire mes phrases.	3.5	3.52	3.54	3.52
	15-la lecture m'aide à apprendre comment bien utiliser la ponctuation.	3.4	3.43	3.63	3.48
	16-pour être fort en écriture, il faut lire beaucoup.	3.25	3.62	3.45	3.44
	17-quand je lis des contes, j'apprends comment écrire.	2.75	3.17	3.18	3.03
	18- la lecture m'aide à apprendre mettre les mots au féminin ou au pluriel.	2.5	3.52	2.9	2.97
	19-si je suis capable de lire un mot, je suis capable de l'écrire sans erreur.	2.75	2.6	2.09	2.48
	20-quand je lis, j'observe la façon d'écrire de l'auteur.	2.8	3.2	2.81	2.93
	21-quand je lis, j'observe l'orthographe des mots.	3	3.2	3	3.06
	22-quand j'écris, je reprends des mots, des tournures de phrases de mes lectures.	2.5	3.1	2.9	2.83
	23-la lecture me donne le goût d'écrire.	3.3	3.34	3.36	3.33
Effets de l'écriture sur la lecture	24-écrire m'aide à mieux comprendre les textes.	3	3.04	3.27	3.1
	25-On transfère en lecture ce qu'on apprend en écriture.	2.5	2.56	2.81	2.62
	26-plus j'écris des textes littéraires plus je suis porté(e) à observer comment les auteurs écrivent	3	3	3	3
	27-si j'écris des contes, cela va m'aider à mieux comprendre les contes que je lis.	3.2	3	2.8	3
	28-quand j'écris, je reprends des idées des textes que j'ai lus.	3	3.2	3.18	3.13
	29si j'écris beaucoup, je vais être meilleur(e) en lecture.	2.75	3.1	2.9	2.91
	30-quand j'écris cela me donne l'envie de lire.	3	3.08	3.45	3.18
	31-l'écriture m'aide a mieux lire.	3	3	2.9	2.97
	32-écrire sur un sujet m'aide à comprendre d'autres textes sur ce sujet.	3.2	3.26	3.63	3.36
	33-écrire m'aide à comprendre la signification des mots.	2.25	3.39	3.27	2.97
	34-utiliser des techniques d'écriture m'aide à les comprendre.	2.25	3.17	3.72	3.04

sur l'écrire, les étudiants n'établissent pas toujours de liens entre ces deux pratiques langagières lorsqu'ils sont en situation de compréhension et de production écrite.

Il est cependant intéressant de constater que, dans le questionnaire, les étudiants expriment un point de vue modéré envers l'énoncé "Si je suis capable de lire un mot, je suis aussi capable de l'écrire sans erreur." ce qui tend à indiquer que les apprenants ne pensent pas nécessairement que le transfert lecture-orthographe se produit dans toutes les circonstances.

La fréquence modérée à laquelle les étudiants disent réutiliser en situation d'écriture des éléments puisés dans des lectures antérieures est peut-être liée au fait que certains sujets craignent de copier les auteurs. Cette crainte de copier s'explique probablement en partie par certains discours véhiculant l'idée que l'écriture consiste à s'exprimer de façon personnelle et originale.

Impact du niveau universitaire:

Le tableau n°1 nous montre que tous les trois niveaux ont obtenus des moyennes générales proches. En fait les points de vue des étudiants sur les interactions lecture-écriture demeurent assez semblables d'un niveau universitaire à l'autre. Ce peu d'évolution dans les représentations pourrait s'expliquer par un manque d'articulation des activités de lecture et d'écriture en classe. Le tableau n°2 nous indique que la moyenne obtenue pour l'item "il existe des liens entre la lecture et l'écriture" augmente en progressant dans le niveau universitaire.

Les résultats de cette recherche tendent à indiquer que les étudiants plus avancés et les plus habiles sont plus conscients de l'effet de l'écriture sur la lecture .Ainsi les étudiants moins avancés établissent davantage de liens entre la lecture et l'écriture sur le plan du décodage et de l'orthographe alors que les plus avancés semblent davantage préoccupés par les idées et les techniques d'écriture. Ces différences entre les niveaux reflètent en partie les types d'apprentissages réalisés par les étudiants aux diverses étapes de l'acquisition du langage écrit. Les données du questionnaire suggèrent par ailleurs que plus les étudiants sont forts en français écrit, plus ils sont portés à affirmer que la lecture leur donne le goût d'écrire et que l'écriture leur donne le goût de lire.

Malheureusement la moyenne obtenue pour l'item "un apprenant fort en lecture et aussi fort en écriture" a diminué pour les niveaux avancés ! Cela prouve que la corrélation entre le processus cognitif de lecture et d'écriture n'est pas bien définie pour eux.

Conclusion:
La présente recherche permet de dresser un portrait détaillé des représentations des relations entre la lecture et l'écriture chez les étudiants de F.L.E en Iran. Le fait que les étudiants les plus habiles perçoivent plus positivement les rapports entre ces deux pratiques langagières s'avère très intéressant, puisque cela tend à confirmer l'existence d'un lien entre les représentations de la relation lecture-écriture et la réussite en français écrit.

Les données de l'étude révèlent que les

que les étudiants entendent et les exercices qu'ils pratiquent à l'université. Le fait qu'à l'université les activités de lecture précèdent généralement celles d'écriture et que le temps consacré à l'écriture soit souvent moindre que celui consacré à la lecture pourraient également expliquer pourquoi les étudiants ont plus de difficulté à percevoir les effets bénéfiques de l'écrire sur le lire.

Présentation détaillée des résultats:

Le tableau numéro 2 montre les moyennes obtenues pour chaque énoncé. Premier énoncé concernant l'existence des liens entre la lecture et l'écriture a obtenu la moyenne 3.44 ; Cela atteste que les étudiants connaissent l'existence de ce lien. Parmi les énoncés que les étudiants approuvent le plus, on retrouve ceux traitant des effets positifs de la lecture sur l'enrichissement du vocabulaire, sur la découverte d'idées, de tournures de phrases et de construction des phrases. Les points de vue des étudiants concernant l'influence de la lecture ainsi que la lecture des textes littéraires sur l'écriture et l'influence de la lecture sur la ponctuation sont positifs.

> **Les énoncés portant sur l'observation du vocabulaire, des tournures de phrases et de l'orthographe des textes lus, ainsi que sur la reprise, en situation d'écriture, d'idées, de mots et de tournures de phrases inspirés de lectures antérieures obtiennent des moyennes plutôt modérées**

Les étudiants adoptent des opinions plus modérés envers l'énoncé selon lequel la lecture favorise l'apprentissage de l'orthographe et l'effet positif de la lecture des contes sur leur écriture .Il en va de même pour l'énoncé qui indique que la lecture leur donne le goût d'écrire. Parmi les énoncés relatifs aux représentations des effets de l'écriture sur la lecture, l'item indiquant qu'écrire sur un sujet aide à comprendre d'autres textes sur ce sujet a obtenu la moyenne la plus élevée. Leurs points de vue sont modérés envers les items "écrire m'aide a mieux comprendre les textes.", "quand j'écris, je reprends des idées des textes que j'ai lus.", "quand j'écris cela me donne envie de lire.". Ils sont en désaccord avec l'affirmation relative aux similitudes cognitives entre les processus de lecture et d'écriture et l'existence de ressemblance entre la lecture et l'écriture.

Trois items "lecture des textes littéraires a une influence positive sur l'écriture.", "Quand je lis des contes, j'apprends comment en écrire.", "si j'écris des contes, cela m'aide à mieux comprendre les contes que je lis." ont des nuances littéraires et tous ces énoncés ont obtenus plus de 3 comme moyenne.

Les énoncés portant sur l'observation du vocabulaire, des tournures de phrases et de l'orthographe des textes lus, ainsi que sur la reprise, en situation d'écriture, d'idées, de mots et de tournures de phrases inspirés de lectures antérieures obtiennent des moyennes plutôt modérées. Cela prouve qu'en dépit de leurs déclarations très positives concernant l'influence du lire

entre la lecture et l'écriture varient en fonction du niveau universitaire.

Méthodologie

L'étude du terrain a été réalisée auprès de 65 sujets, repartis sur trois niveaux universitaires, soit 20 étudiants de 2e année de licence, 23 étudiants de 4e année de licence, 22 étudiants de 2e année de master. Tous les sujets sont des étudiants de langue et littérature française de l'université d'Ispahan.

Instrument

L'instrument utilisé dans l'étude est le questionnaire. Le questionnaire consiste en une série de 34 énoncés, les étudiants indiquent leur opinion sur une échelle de type quatre points. Les choix de réponse sont les suivants : tout à fait d'accord (4 points), plutôt d'accord (3points), plutôt en désaccord (2 points), pas d'accord du tout (1 point). Les énonces du questionnaire ont été élaborés en fonction de trois thèmes principaux: ressemblances entre la lecture et l'écriture (5 items), effets de la lecture sur l'écriture (18 items), effets de l'écriture sur la lecture (11 items). Les questions posées concernent la nature globale du lien lecture-écriture ainsi que les effets réciproques du lire et de l'écrire.

Procédure

Le questionnaire a été administré collectivement en classe. Les sujets ont rempli le questionnaire de façon individuelle, après que les consignes leur ont été transmises oralement. La durée de passation du questionnaire a été d'environ 20 minutes.

-Résultats du questionnaire (Résultats globaux):

Le tableau numéro 1 montre les moyennes générales obtenues par l'ensemble des sujets aux 34 énoncés du questionnaire repartis sur trois thèmes : ressemblances entre la lecture et l'écriture, effets de la lecture sur l'écriture, effets de l'écriture sur la lecture. On trouve aussi dans ce tableau les résultats spécifiques à chacun des niveaux. Comme on le constate à la lecture du tableau 1, les énoncés envers lesquels l'ensemble des étudiants se montrent le plus d'accord concernent les effets de la lecture sur l'écriture. Les énoncés envers lesquels ils se montrent le moins d'accord concernent les ressemblances entre la lecture et l'écriture. Ainsi les résultats du questionnaire confirment que les étudiants perçoivent plus positivement l'influence de la lecture sur l'écriture que celle de l'écriture sur la lecture. Il est possible que cette représentation qui met l'accent sur les transferts allant de la lecture vers l'écriture plutôt que l'inverse soit un reflet des discours

Tableau n°1 : Résultats globaux	Moyenne obtenue par les étudiants de 2e année de licence	Moyenne obtenue par les étudiants de 4e année de licence	Moyenne obtenue par les étudiants de Master	Moyenne générale
Ressemblances entre la lecture et l'écriture	2.8	2.81	2.62	2.74
Effets de la lecture sur l'écriture	3.09	3.37	3.28	3.24
Effets de l'écriture sur la lecture	2.83	3	3.17	3
	2.90	3.06	3	2.98

mots. La conceptualisation de l'écrit s'acquiert par la pratique. Toutes situations d'écriture provoquent des nécessités de relecture, entrer dans les textes avec un projet de recherche favorise la mémoire visuelle et auditive intériorisée: sens, mot, recherche. La mémoire de travail est très importante dans l'acquisition de la lecture." (Renard, 2007, p.37)

Apprendre à écrire des mots aide à les lire vite, c'est à dire à les reconnaître et à comprendre à quoi ils réfèrent. On peut utiliser l'orthographe comme un outil au service de la lecture. Brissiaud rappelle que " pour de nombreux psychologues, l'orthographe n'est pas seulement importante pour écrire, elle l'est également et même surtout pour lire." (Brissiaud, 2006, p.20). Ecrire aide à mieux maîtriser la langue (grammaire, syntaxe, etc.), ce qui permet une lecture plus fluide**.** En ayant à "penser" leur texte, les apprenants prennent conscience de l'enchaînement des idées, de l'organisation et des contraintes linguistiques (système verbal, types de phrases, ponctuation, ...) des différents types de textes. La prise de notes ou la rédaction d'un résumé aussi peut favoriser la compréhension de texte. Ainsi dans les niveaux plus avancés, écrire peut aider à mieux comprendre le travail effectué par les auteurs en vue de transmettre un message, peut inciter à lire dans le but de repérer comment d'autres textes sont construits. Écrire motive à lire pour rechercher des idées, des structures et incite à porter plus attention à la construction des textes quand on les lit. La pratique de l'écriture a une

grande influence sur l'incitation à la lecture et sur l'appréciation des textes.

Représentations des étudiants iraniens de différents niveaux universitaires de relation lecture/écriture

Selon le perspectif socioconstructiviste de l'enseignement-apprentissage, les apprenants construisent leurs savoirs et savoir-faire à partir de leurs représentations. Comme l'indique Delforce, "les représentations dont on est porteur concernant les interactions possibles entre lecture et écriture favorisent ou, au contraire, gênent, voire empêchent, la mise en œuvre active de transferts de compétences ou d'apprentissage de l'une à l'autre". (Delforce, 1994, p.319). Dans cette partie de notre étude nous avons pour objectif d'identifier comment des étudiants de différents niveaux universitaires de F.L.E et de différents niveaux d'habileté se représentent les relations entre la lecture et l'écriture. Un questionnaire a été distribué aux 65 étudiants de F.L.E de l'université d'Ispahan repartis sur 3 niveaux universitaires : 2e année de licence, 4e année de licence, 2e année de master. L'analyse de résultats nous montrera la représentation des étudiants de différents niveaux universitaires de relations entre lecture et écriture afin de pouvoir ensuite faire évoluer les représentations initiales des étudiants vers des représentations plus appropriées à l'apprentissage. Ainsi nous poursuivons deux buts bien précis:1) d'identifier comment les étudiants se représentent les relations entre la lecture et l'écriture ; 2) de vérifier si les représentations des relations

de ses buts d'amener les apprenants à mieux comprendre les textes qu'ils lisent, à partir desquels se fait cette pratique. Donc l'enseignant aura deux programmes indissociables pour mobiliser des compétences scripturales des apprenants:

1-développer le savoir lire des apprenants, programme qui comporte deux volets : entraîner à comprendre tous les aspects de la signification d'un texte et à en retenir les informations principales pour pouvoir les réutiliser.

2-développer le savoir écrire, faire transférer les savoirs acquis de la lecture à l'écriture .Ce savoir peut être subdivisé en: savoir décrire, savoir raconter, savoir argumenter.

La lecture intervient à tous les stades de l'écriture avant pendant et après. Offrir à lire avant d'écrire des textes amène les apprenants à considérer que toute écriture est le produit d'un auteur singulier et que sur un même champ thématique, les textes à construire sont d'une variété infinie, pendant l'écriture, lire des textes d'auteurs experts accompagne la réflexion sur les solutions possibles face aux problèmes rencontrés. Cette fréquentation des textes vient répondre aux interrogations des apprenants.

Dans le programme de MENF (Ministère de l'Education Nationale Française) on explique clairement la place importante de la lecture dans le développement de l'imagination et la faculté d'invention :
" Développer l'imagination et la faculté d'invention chez les élèves nécessite non seulement d'élargir, de diversifier les lectures et de multiplier les échanges autour de celle-ci mais aussi de s'habituer à produire des textes originaux."(Ministère de l'éducation nationale française, 1999, p.12) .Une approche pédagogique similaire consiste à commencer par l'étude de courtes nouvelles en langue étrangère pour conduire l'apprenant vers la production d'une écriture personnelle illustrant ce genre littéraire.

Le texte est un tissu de non-dit qui permet à l'apprenant de se construire une identité de lecteur et de scripteur. Elle présente à la classe un protocole de lecture qui permet aux apprenants de s'inscrire en " je" dans l'histoire, de s'y inscrire comme narrateur ou personnage. "Le plaisir du texte, c'est ce moment où mon corps va suivre ses propres idées, car mon corps n'a pas les mêmes idées que moi." (Barthes, 1973, p.30)

Ecrire pour lire
"La lecture est l'apothéose de l'écriture." (Manguel, 1996)

Ecrire est l'activité qui engage, qui mobilise le plus l'attention de l'apprenant. Les compétences de lecture se développent mieux si elles s'appuient sur des pratiques précoces de production de textes :
"L'écriture permet la compréhension progressive du fonctionnement de l'écrit, l'acquisition des notions: textes, phrases,

d'améliorer ainsi leurs compétences dans les deux domaines (Shanahan, 1988, p.636-648).

Lire pour écrire:

Les recherches récentes (Hayes et Flower 1980, Fayol 1997, Piolat et Pélissier 1999…etc.) nous apprennent que la lecture occupe une place très importante lorsqu'on écrit, entre autres parce qu'on lit constamment ce qu'on vient d'écrire. D'autre part la quantité et la qualité de lecture a une influence sur la manière d'écrire. La lecture des textes pendant l'écriture permet soit de repérer des erreurs, des ambigüités soit de prendre connaissance de certaines caractérisations lexicales et sémantiques du premier texte ; ainsi Il ne peut y avoir d'acte de lecture qu'avec le plaisir de lire pour pouvoir écrire. En fait la lecture est l'écriture d'un sous-texte à propos de ce premier texte.

Les apports de la recherche en didactique du français permettent la mise en œuvre d'une didactique de l'écriture plus innovante que la voie traditionnelle. L'attention se porte sur l'apprenant en tant que sujet et acteur de ses apprentissages et sur la recherche de leurs sens.

L'enseignant s'appuie sur les compétences déjà installées et sur les représentations qu'ont les apprenants de l'écriture. Tout particulièrement l'idée que l'écriture est un don et le fruit d'un esprit inspiré, L'apprenant est renvoyée à ses insuffisances. Les relations et les interactions entre lecture et écriture lèvent ces obstacles.

A travers les différents textes officiels, on voit clair que l'écriture est subordonnée à la lecture.

"La lecture des textes variés permettent aux apprenants de mieux percevoir comment un texte s'inscrit dans des ensembles mais présente aussi des particularités liées à la situation où il est élaboré, au projet de son auteur et aux conditions de sa réception" (Ministère de l'Education Nationale Français, 2001, Bulletin officiel n°28 du 12 Juillet). Donc La mobilisation des compétences scripturales de l'apprenant peut être favorisée par l'articulation lecture-écriture: compréhension et production gagnent à être imbriquées et l'une peut servir de tremplin à l'autre même si la compréhension pourrait être comme une condition préalable à la production écrite. Il s'agit donc d'un apprentissage de l'écriture par la lecture. L'enseignant doit être capable de proposer aux apprenants des activités qui permettent de produire un texte original à partir d'un ou plusieurs textes lus antérieurement et de mettre l'apprenant dans des situations qui le transforment en "ouvrier" de la langue et du texte : "inscrire donc la lecture dans un projet d'écriture, développer ce qu'on pourrait appeler une lecture génétique des textes, lecture inséparable d'un travail de réécriture." (Vigner, 1979, p.162). C'est une forme d'écriture qui contribue à tester l'aptitude de l'apprenant à lire et à comprendre un texte, à en saisir les enjeux, à percevoir les caractères singuliers de son écriture afin d'être capable de les reproduire, de les prolonger, de s'en démarquer ou de les critiquer .L'écriture doit mettre en valeur l'interaction lecture –écriture pour produire. Elle donne comme le premier

et son apprentissage." (Reuter, 2002, p.1)

La majorité des enseignants de la langue française sont d'accord sur le fait que leurs apprenants trouvent des difficultés à écrire en F.L.E. et ils refusent ou résistent à produire un texte. C'est que l'acquisition du savoir écrire nécessite un apprentissage organisée et continue.

Pour arriver à résoudre le problème mentionné nous essaierons, tout au long de cette recherche, de répondre aux questions suivantes:

- Quels sont les rapports entre la lecture et l'écriture ?

-Quelle est la représentation des étudiants iraniens de différents niveaux universitaires de relation lecture et écriture ?

Au cours de notre recherche nous avons constaté que la lecture et l'écriture sont deux moments d'un même processus et peuvent s'influencer mutuellement de façon positive dans l'apprentissage du langage écrit.

Il importe aussi de préciser les grands axes de notre projet. Ce dernier comprend deux parties globales : le premier comprend le cadre théorique de recherche. Dans cette partie de recherche nous étudierons les relations entre lire et écrire pour expliquer comment lire aide à écrire et vice versa. Nous tenterons aussi de montrer comment la lecture propose à l'apprenant un répertoire d'informations et de connaissances qu'il utiliserait dans le processus de production.

La deuxième partie est consacrée à l'expérimentation: nous voulons vérifier les représentations des étudiants iraniens de différents niveaux universitaire de relations entre la lecture et l'écriture, afin d'inciter les apprenants et les enseignants à effectuer de véritables transferts d'apprentissage entre la lecture et l'écriture.

Interaction lecture/écriture:

"On ne peut imaginer un écrivain qui n'aurait jamais lu. Écrire c'est traduire sous forme de livre tout ce qui a été écrit, du moins tout ce qu'on a lu […] Qui écrit a lu. Lire dans ce sens c'est mettre à nu la métamorphose préalable de la langue en nous et de nous en elle .Ecrire dans ce sens, c'est lire sans discontinuer et lire plus fondamentalement que donner à lire." (Quingnard, 1990, p.10)

La lecture et l'écriture constituent les deux grandes activités langagières. Les recherches en domaine de didactique ont démontré qu'il ne faut pas dissocier la lecture de l'écriture et que la mise en relation de ces deux activités conduit le plus souvent à un enrichissement mutuel. Autrement dit Ces deux activités ne sont pas indépendantes et doivent être travaillé simultanément. Françoise Vodoz, du service du français à Genève, note que lire et écrire s'acquièrent désormais en parallèle: "Dès le plus jeune âge, les élèves peuvent être placés dans des situations d'écriture, pour autant qu'elles soient adaptées à leurs compétences."(Revaz, 2001, p.18).

Une représentation positive des liens entre la lecture et l'écriture est certes nécessaire pour favoriser les transferts entre ces deux pratiques langagières : Shanahan soutient que les apprenants doivent être conscients des liens entre la lecture et l'écriture afin d'être en mesure de tirer profit de ces liens et

Résumé

Aujourd'hui le développement de la compétence écrite est un des défis que doit relever l'enseignant de langue. La majorité des enseignants de la langue française sont d'accords sur le fait que leurs apprenants trouvent des difficultés à écrire en F.L.E. et ils le manifestent par leur refus ou leur résistance à produire un texte. Cette résistance n'est plus le signe d'une inaptitude à l'écrit, mais plutôt une difficulté, un problème à résoudre par la lecture. Nous avons constaté que la lecture et l'écriture comportent des éléments communs et peuvent s'influencer mutuellement de façon positive dans l'apprentissage du langage écrit ; ainsi une représentation positive des liens entre la lecture et l'écriture est certes nécessaire pour favoriser les transferts entre ces deux pratiques langagières. Malheureusement, cette interaction indispensable de lecture/écriture n'est pas bien expliquée et exploitée dans les cours de langue. L'étude des problèmes rencontrés par les apprenants iraniens dans l'apprentissage de la compétence écrite et les représentations des étudiants de différents niveaux universitaires de l'interaction lecture / écriture pourraient être utile pour améliorer la qualité de l'enseignement/apprentissage du F.L.E en Iran.

Mots –clés : compétence écrite, Interaction lecture/écriture, écriture en F.L.E., Motivation, représentation

Introduction:

"Les transferts d'apprentissage qui s'opèrent de la lecture à l'écriture - et réciproquement - sont patents. On observe, en général, que les gros lecteurs sont en même temps de bons scripteurs. Sans être, certes, automatiques - toutes les enquêtes font apparaître une minorité non négligeable de faibles lecteurs qui sont cependant bons scripteurs - ces transferts se révèlent souvent efficaces. On peut donc les considérer comme une donnée de l'expérience empirique." (Delforce, 1994)

Le développement de la compétence écrite est un des défis que doit relever l'enseignant de langue. L'écriture, quoiqu'en ait dit Ferdinand de Saussure n'est pas la simple transcription de la parole mais l'adaptation d'un mode de communication à un autre. En effet : "De toutes les étapes qui jalonnent le parcours d'apprentissage, en langue étrangère comme d'ailleurs en langue maternelle, le passage à l'écrit a toujours été considéré comme la plus délicate à franchir. Pendant longtemps le problème put être contourné dans la mesure où la pratique écrite de la langue à acquérir était indissociable de l'apprentissage lui-même, apprendre c'était aussi et avant tout écrire." (Vigner, 1982, p.3)

L'écriture était pour longtemps considérée comme une activité séparé de la lecture; effectivement, on peut apprendre à écrire sans lire et vice versa. Cette approche domine encore les pratiques enseignantes et ceci implique une absence de l'enseignement efficace de l'écriture, comme l'affirme Yves Reuter : "Cette absence d'enseignement s'articule sans doute à une absence de théorie de l'écriture pendant longtemps, l'absence de recherches sérieuses en France sur l'écriture

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L'étude des représentations des relations entre la lecture et l'écriture chez les étudiants de FLE en Iran

Knowledge Improvement

چکیده

پیشرفت مهارت نوشتاری یکی از چالش‌های پیش روی معلم زبان است. اکثر قریب به اتفاق معلمان زبان فرانسه در ایران بر این باورند که زبان‌آموزان ایرانی در امر نوشتن به زبان فرانسه با مشکلاتی مواجه هستند و معمولاً از نوشتن به زبان فرانسه سرباز می‌زنند. این مقاومت نشــانهٔ عدم توانایی در نوشــتن نیست، بلکه مشکلی است که می‌باید با خواندن متون، و ممارست در نگارش از میان برداشته شود. خواندن و نوشتن عناصر مشترک فراوانی دارند و می‌توانند تأثیر متقابلی در فرایند یادگیری داشته باشند. تصویر ذهنی مثبت زبان‌آموزان از رابطهٔ خواندن و نوشتن، می‌تواند نقش مهمی در رشد این دو فعالیت داشته باشد. متأسفانه در کلاس‌های آموزش نگارش از تعامل ســودمند خواندن متون در جهت نگارش به نحو شایســته و در جهت افزایش خلاقیت زبان‌آموز اســتفاده نمی‌شــود. بررسی این نکته که کاربران زبان فرانسه در ایران در سطوح متفاوت، چه نگرشی نسبت به نقش و ارتباط خواندن متون با نگارش متون دارند و با چه مشکلاتی در امر نگارش مواجه می‌شوند، دربردارندهٔ نکات حائز اهمیتی است.

کلیدواژه‌ها: مهارت نوشتاری، تعامل خواندن و نوشتن، نگارش، خلاقیت، تصویر ذهنی