



زبان‌های خارجی ۱۳۱

رشد آموزش

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● سند تحول بنیادین
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مشخصات انواع مقالات

■ مقالات علمی-پژوهشی، حداکثر در ۳۵۰۰ تا ۴۰۰۰ کلمه نگاشته و شامل بخش‌های مقدمه، پیشینه تحقیق، شیوه پژوهش، ارائه نتایج، بحث و نتیجه‌گیری باشد. در مقالاتی که براساس تحقیق آزمایشی و شبه‌آزمایشی نگاشته می‌شوند، لازم است درخصوص نحوه تدریس یا به‌کارگیری متغیر مستقل توضیحات کافی و دقیق داده شود. عنوان جدول به‌صورت روشن بالای آن‌ها ذکر شود و چنان‌چه اقتباسی است، زیر آن توضیح داده شود. عنوان نمودار در پایین نمودار ذکر گردد.

■ مقالات تجربه تدریس در ۱۵۰۰ تا ۲۰۰۰ کلمه و شامل مقدمه، طرح درس و نتیجه‌گیری باشد. در مقدمه، وضع موجود تدریس و مسئله مورد نظر عنوان شود و سپس در مورد تغییر آن با استفاده از منابع مرتبط، استدلال شود. در انتها نیز هدف مقاله ذکر گردد. در ادامه، روش آموزشی پیشنهادی به شکل طرح درس ارائه شود و به دنبال آن، در چند سطر نتیجه‌گیری به عمل آید.

مقالات مروری در ۳۰۰۰ تا ۳۵۰۰ کلمه و شامل بخش‌های زیر باشد:

- مقدمه، که در آن موضوع مورد بحث معرفی، تحولات آن بیان و در انتها هدف مقاله مطرح می‌شود.
- پیشینه، که در آن سیر تاریخی تحولات موضوع با اشاره به کارهای انجام شده مرور می‌شود.
- نتیجه‌گیری، که در آن سمت و سوی تحولات آینده در زمینه موضوع مورد بحث بیان می‌شود.

نکات عمومی

- در ابتدای مقاله عنوان، نام نویسنده (نویسندگان)، سازمان وابسته و آدرس پست الکترونیکی نویسنده درج نمود.
- نویسندگان شاغل در وزارت آموزش و پرورش مشخصات سازمان آموزش و پرورش و منطقه محل کار خود را ذکر نمایند.
- مقاله همراه با چکیده فارسی و انگلیسی، هر یک در ۱۰۰ تا ۱۵۰ کلمه، ارائه شود و حداقل سه کلیدواژه زیر چکیده اضافه شود.
- سعی شود منابع تحقیق تا حد ممکن به روز باشند و به ترتیب حروف الفبا و به شکل زیر ارائه شوند.

ضمناً مرجع ارجاع‌گذاری و تهیه کتاب‌نامه، روش APA است:

Abbeduto, L., & Short- Myerson, K. (2002). Linguistic influences on social interaction. In H. Goldstein, I. Kaczmarek, & K. English (Eds.) *Promoting social communication* (pp. 27-54). Baltimore: Paul H. Brookes.

Fraser, C. A. (1999). Lexical processing strategy use and vocabulary learning through reading. *Studies in Second Language Acquisition*, 21, 225- 241.

Holmes, A. J. (2005). Weblogs in the post-secondary writing classroom: A study of purposes. Retrieved June 10, 2008, from <http://www.lib.ncsu.edu/theses/available/etd-03222005-205901/unrestricted/etd.pdf>

هویت حرفه‌ای معلمان در سند تحول بنیادین

فرا رسیدن سال نو را که نوید بخش تازه شدن و بازنگری در گذشته است به همکاران فرهنگی تبریک و تهنیت عرض می‌کنیم. آنچه پیرامون این جشن باستانی بوقوع می‌پیوندد نشان دهنده هماهنگی نوروز با سنت‌های الهی است. با استعانت از آفریدگار جهان و با شکرگزاری این نعمت الهی به استقبال رستاخیز طبیعت می‌رویم و امید داریم که در سال جدید با بهره‌گیری از توانمندی‌های خود به دستاوردهای بیشتری نسبت به سال گذشته نایل شویم.

در شماره حاضر سعی می‌کنیم با مراجعه به سند تحول بنیادین آموزش و پرورش جایگاه معلم در این سند را، از بعد هویت حرفه‌ای، مورد بررسی قرار دهیم. باشد که همکاران عزیز را به پاره‌ای از آنچه تاکنون مغفول مانده است رهنمون سازیم. در فصل اول این سند تحت عنوان «بیانیه ارزش‌ها» دو گزاره مهم به شرح زیر آمده است:

گزاره ۷. نقش معلم به عنوان هدایت‌کننده و اسوهٔ امین و بصیر در فرایند تعلیم و تربیت و مؤثرترین عنصر در تحقق مأموریت‌های نظام تعلیم و تربیت رسمی کشور [از اهمیتی بسزا برخوردار است].

گزاره ۱۲. [به] منزلت علم نافع، هدایت‌گر و توانمندساز و مقام و جایگاه عالم و معلم باید بیش از پیش توجه شود. با توجه به دو گزاره فوق، که ارزش‌های زیربنایی هویت

حرفه‌ای معلم را بیان می‌کنند، معلم در نظام تعلیم و تربیت کشور به‌عنوان مؤثرترین عنصر که نقش هدایت‌گری و الگوسازی دارد معرفی شده است. همچنین هویت حرفه‌ای معلم بر منزلت شغلی و علمی وی استوار گشته است. در سند تحول، برای رسیدن به چنین جایگاهی، راهکارهایی پیش‌بینی شده که در زیر به اهم آن‌ها اشاره می‌کنیم. بعضی از این راهکارها ناظر بر مأموریت‌هایی است که به نظام تعلیم و تربیت واگذار گردیده است، از جمله:

راهکار ۱۱/۱. استقرار نظام ملی تربیت‌معلم و راه‌اندازی دانشگاه ویژه فرهنگیان با رویکرد آموزش تخصصی و حرفه‌ای تربیت‌محور توسط وزارت آموزش و پرورش، با همکاری دستگاه‌های ذی‌ربط؛

راهکار ۱۱/۲. طراحی و ارتقای نظام تربیت حرفه‌ای معلمان در آموزش و پرورش با تأکید بر حفظ تعامل مستمر دانشجو معلمان با مدارس و نهادهای علمی و پژوهشی در طی این دوره و فراهم آوردن امکان کسب تجربیات واقعی از کلاس درس و محیط‌های آموزشی؛

راهکار ۱۰/۲. استقرار نظام سنجش صلاحیت عمومی، تخصصی و حرفه‌ای، تعیین ملاک‌های ارزیابی و ارتقای مرتبه (نظام رتبه‌بندی) علمی و تربیتی معلمان و تقویت انگیزه ارتقای شغلی در آنان براساس نظام معیار اسلامی؛

راهکار ۱۱/۳. ایجاد سازوکارهای لازم برای جذب و نگهداشت استعدادهای برتر و برخوردار از صلاحیت‌های دینی، اخلاقی، انقلابی و شخصیتی به رشته‌های تربیت‌معلم و با تأکید بر تقویت انگیزه‌های معنوی و مادی معلمان از قبیل برقراری حقوق و دستمزد در دوران تحصیل، ارتقای سطح آموزشی و تجهیزاتی مراکز ذی‌ربط، ایجاد نظام بازآموزی مستمر علمی و تسهیل در ادامه تحصیل با توجه به رتبه‌بندی معلمان؛

راهکار ۱۸/۲. تأمین تسهیلات و امکانات و ایجاد سازوکارهای کارا و اثربخش در آموزش‌های ضمن خدمت معلمان و تقویت انگیزه و مهارت حرفه‌ای برای یادگیری مداوم؛

یکی از دغدغه‌های نظام تعلیم و تربیت جذب و نگهداشت استعدادهای برتر در حرفه معلمی است که در راهکار ۱۱/۳ مطرح شده و راه این کار نیز تقویت انگیزه‌های معنوی و مادی معلمان دانسته شده است. در این راستا ایجاد نظام تربیت‌معلم کارا از طریق ایجاد دانشگاه واحد فرهنگیان با رویکرد تخصصی و تربیت حرفه‌ای از طریق ارتباط ارگانیک دانشگاه و مدرسه پیش‌بینی شده است. مسیر ارتقای شغلی و حرفه‌ای معلمان نیز در راهکار ۱۰/۲ به استقرار نظام رتبه‌بندی معلمان منوط گشته است. در مسیر ارتقا، به آموزش‌های ضمن خدمت معلمان و ادامه تحصیل آن‌ها در دوره‌های بالاتر نیز اشاره شده است. علاوه بر بسترسازی کسب دانش و مهارت‌های حرفه‌ای اقداماتی نیز در جهت ایجاد محیط مناسب رشد هویت حرفه‌ای در محیط‌های

آموزشی پیش‌بینی شده است. از جمله در راهکارهای زیر، ایجاد زمینه برای مشارکت دادن معلمان در برنامه درسی در سطح مدرسه از لوازم ارتقای هویت حرفه‌ای محسوب شده است.

راهکار ۱۱/۶. استقرار سازوکار ارتقای توانمندی‌های معلمان برای مشارکت مؤثر آنان در برنامه درسی در سطح مدرسه، به‌ویژه سازوکارهایی که به تقویت هویت حرفه‌ای آنان می‌انجامد؛ در همین راستا در راهکار زیر، توسعه زمینه پژوهشگری با اختصاص اعتبارات خاص فعالیت پژوهشی مطرح شده است:

راهکار ۱۱/۷. توسعه زمینه پژوهشگری و افزایش توانمندی‌های حرفه‌ای به شکل فردی و گروهی میان معلمان و تبادل تجارب و دستاوردها در سطح محلی و ملی و ایجاد فرصت‌های بازآموزی مستمر علمی و تحقیقاتی و مطالعاتی و برگزاری جشنواره‌های الگوی تدریس برتر و اختصاص اعتبارات خاص برای فعالیت‌های پژوهشی معلمان.

تغییر در نوع نگاه برنامه درسی به مقوله کتاب و حاکم کردن برنامه‌محوری به جای کتاب‌محوری را هم، که در راهکار ۲۱/۹ بیان شده، می‌توان در همین جهت ارزیابی کرد.

راهکار ۲۱/۹. حاکمیت برنامه‌محوری به جای کتاب‌محوری و تولید بسته آموزشی در برنامه‌های درسی با رعایت اصل معلم‌محوری.

همان‌گونه که در بالا اشاره شد هویت حرفه‌ای از یک‌سو به کسب شأن علمی و تربیتی وابسته است که به راهکارهای آن در بالا اشاره شد و از سوی دیگر وابسته به جایگاه و منزلت اجتماعی فرهنگی معلم است که به نوعی با وضعیت معیشتی معلمان ارتباط دارد. در راهکارهای زیر این نکات مورد توجه قرار گرفته و راه‌های پرداختن به آن‌ها نیز پیش‌بینی شده است.

راهکار ۸/۲. ایجاد سازوکارهای لازم برای تقویت جایگاه و منزلت فرهنگی و اجتماعی معلمان؛

راهکار ۱۰/۱. برنامه‌ریزی و به‌کارگیری امکانات و فرصت‌های اجتماعی برای اعتلای فرهنگ عمومی در تکریم و پاسداشت مقام معلم با تأکید بر استفاده از ظرفیت رسانه ملی؛

راهکار ۱۲/۳. ایجاد سازوکار قانونی برای افزایش انگیزه معلمان و مربیان با ساماندهی مناسب خدمات و امکانات رفاهی و رفع مشکلات مادی و معیشتی آنان.

با مرور آن بخش از سند تحول بنیادین آموزش و پرورش که به نقش و جایگاه معلم در نظام تعلیم و تربیت مربوط می‌شود می‌توانیم این‌گونه نتیجه‌گیری کنیم که جایگاه پیش‌بینی شده و راهکارهای رسیدن به آن با دورنمای ترسیم شده در افق ۱۴۰۴ مطابقت دارد. گرچه در حال حاضر هویت حرفه‌ای معلمان با آنچه در این سند پیش‌بینی شده فاصله زیادی دارد، اما امید می‌رود با قدم‌هایی که تاکنون برداشته شده و در آینده پیگیری خواهد شد در فرصت باقی‌مانده تا افق ۱۴۰۴ این مهم محقق شود.

سند تحول بنیادین آموزش و پرورش و زبان خارجی

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چکیده

سند پشتیبان برنامه درسی ملی آموزش و پرورش، یعنی سند تحول بنیادین آموزش و پرورش، در زمره مهم‌ترین اسناد تعلیم و تربیت نظام آموزش رسمی کشور، و نیز با اهمیت‌ترین سند برای آگاهی از سمت و سو، سطح و عمق، و نحوه هدایت آموزش زبان خارجی در نظام آموزش و پرورش کشور است. واکاوی پیش‌رو، با هدف استخراج میزان اهمیت و توجه به تعاملات بین‌المللی در سند فوق‌الذکر، عبارات و اشارات صریح و ضمنی به مقوله زبان خارجی را مورد تحلیل واژگانی قرار داده است. بخش‌های استخراج شده نشان می‌دهد سند مزبور می‌تواند برای بحث پیرامون ضرورت آموزش زبان خارجی در نظام آموزشی به کار آید و در پیاده‌سازی قسمت زبان خارجی در برنامه درسی ملی نیز مؤثر افتد.

کلیدواژه‌ها: سند تحول بنیادین آموزش و پرورش، زبان خارجی، هدف‌های عملیاتی و راهکارها، عبارات زبانی صریح و ضمنی، ضرورت آموزش زبان خارجی

مقدمه

یکی از مهم‌ترین اسنادی که می‌تواند به‌عنوان قطب‌نمای آموزش زبان خارجی در نظام آموزش رسمی کشور عمل نماید سند تحول بنیادین آموزش و پرورش است. از آنجا که در تنظیم سند مزبور اسناد بالادستی کشور^۱ مدنظر قرار گرفته‌اند بنابراین می‌توان انتظار داشت که در بُعد کلان، در متن سند، زوایا، جهت‌گیری، چشم‌انداز و اهداف تعلیم و تربیت تبیین شده باشد، و تعامل با سایر فرهنگ‌ها، براساس دیدگاه و معیار اسلامی، صراحتاً و ضمناً به زبان آمده باشد. در همین راستا می‌توان از روی بسامد زبانی و محتوایی ارتباط و تعامل با فرهنگ خارجی، به ضرورت آشنایی و تسلط به زبان خارجی در سند مذکور پی‌برد. نوشته پیش‌رو سند تحول بنیادین آموزش و پرورش را با به شیوه متن کاوی واژگانی از منظر اشارات ضمنی و صریح به مقوله زبان خارجی^۲ مورد بررسی و تحلیل قرار داده است و بر آن است تا با سلسله بررسی‌ها و فراهم نمودن بستری آماری و محتوایی، زمینه تعمیق بحث پیرامون سطح، بُعد و عمق اهمیت پرداختن به زبان خارجی در آموزش رسمی کشور را فراهم آورد.

سند تحول بنیادین آموزش و پرورش

سند تحول بنیادین آموزش و پرورش، که در برنامه درسی ملی از آن به مثابه «قانون اساسی برای تحولات همه‌جانبه و درازمدت» (برنامه درسی ملی جمهوری اسلامی ایران، ۱۳۹۱، ص. ۳) یاد می‌شود، ابتدا در شورای عالی آموزش و پرورش تدوین و مورد تصویب اولیه قرار می‌گیرد و سپس در ۱۵ جلسه شورای عالی انقلاب فرهنگی^۳ بین سال‌های ۱۳۸۹ تا ۱۳۹۰ در «حلقه‌های کارشناسی- پژوهشی با مشارکت صاحب نظران حوزوی و دانشگاهی و مدیران و کارشناسان مجرب آموزش و پرورش و سایر دستگاه‌های ذیربط» (سند تحول بنیادین آموزش و پرورش، ۱۳۹۰، ص. ۹) مورد بحث قرار گرفته و در تاریخ ۱۳۹۰/۰۷/۰۵ به تصویب نهایی می‌رسد. از عبارت فوق چنین بر می‌آید که چهار بخش حوزه، دانشگاه، وزارت آموزش و پرورش و سایر دستگاه‌های ذیربط در تدوین سند مزبور همکاری داشته‌اند. هم چنین در انتهای بخش مقدمه و کلیات آمده است که سند مزبور «به دیدگاه‌های حضرت امام خمینی (ره) و نظرات مقام معظم رهبری در باره تحویل بنیادین نظام آموزشی» پایبند است، با «اسناد فرادستی، از جمله سند چشم‌انداز بیست ساله کشور^۴، همسو، و «با الهام از وضعیت پایبند آرمانی انعکاس یافته در رهنامه^۵ تعلیم و تربیت رسمی عمومی و تحت تأثیر چالش‌ها ترسیم شده است» (همان، ص. ۹ و ۱۴).

همان گونه که در سند آمده است «در تهیه سند ... کوشش شده است تا با الهام‌گیری از اسناد بالادستی و بهره‌گیری از

ارزش‌های بنیادین آنها و توجه به اهداف راهبردی نظام جمهوری اسلامی ایران، چشم‌انداز و اهداف تعلیم و تربیت در افق ۱۴۰۴ هجری شمسی تبیین شود. ... لیکن هنوز آموزش و پرورش با چالش‌های جدی روبرو است و برون داد آن در طراز جمهوری اسلامی ایران و پاسخگوی تحولات محیطی و نیازهای جامعه نمی‌باشد» (همان، ص. ۸) و عدم حصول اهداف تعلیم و تربیت تا زمان تصویب سند مورد اشاره قرار می‌گیرد و پاسخگو نبودن اقدامات به تحولات محیطی و نیازهای جامعه به‌عنوان یکی از اصلی‌ترین ضعف‌های آموزش و پرورش گوشزد می‌گردد.

در بخش انتهایی و سوم سند مزبور آمده است «فرآیند ترمیم سند تحول بنیادین آموزش و پرورش رسمی عمومی جمهوری اسلامی ایران در افق چشم‌انداز در بازه‌های زمانی پنج ساله از تاریخ تصویب آن و مطابق با بنیان‌های نظری سند ملی (فلسفه تعلیم و تربیت در جمهوری اسلامی ایران، فلسفه تعلیم و تربیت رسمی عمومی در جمهوری اسلامی ایران، رهنامه نظام تعلیم و تربیت رسمی عمومی در جمهوری اسلامی ایران) پس از تصویب شورای عالی آموزش و پرورش به تصویب نهایی شورای عالی انقلاب فرهنگی خواهد رسید» (همان، ص. ۶۲).

سند تحول بنیادین آموزش و پرورش در سال ۱۳۹۰ توسط رئیس جمهور وقت^۶ جهت اجرا به وزارت آموزش و پرورش ابلاغ می‌شود. شایان ذکر است عنوان سند مزبور در متن به طور یکسان به کار نرفته و از آن گاه، از جمله روی جلد و در متن سند، با عبارت «سند تحول بنیادین آموزش و پرورش» (همان، ص. ۸) یاد می‌شود و گاه نیز در قالب «سند ملی تحول بنیادین آموزش و پرورش» از آن نام برده می‌شود (همان جا).

این سند در ۶۳ صفحه تنظیم و حاوی یک مقدمه سه صفحه‌ای، و هشت فصل تحت عناوین «کلیات» در پنج صفحه‌ای، «بیانیه ارزش‌ها» در پنج صفحه، «بیانیه مأموریت» در یک صفحه، «چشم‌انداز» در سه صفحه، «هدف‌های کلان» در دو صفحه، «راهبردهای کلان» در سه صفحه، «هدف‌های عملیاتی و راهکارها» در ۳۱ صفحه و «چارچوب نهادی و نظام اجرایی تحول بنیادین» در سه صفحه است.

فصل هفتم سند با عنوان هدف‌های عملیاتی و راهکارها طولانی‌ترین قسمت را تشکیل می‌دهد و خود شامل ۲۳ هدف عملیاتی و هر یک شامل تعدادی راهکار، و در مجموع در بردارنده ۱۳۱ راهکار است. از منظر ارائه راهکار، سیزدهمین هدف^۷ حاوی کمترین راهکار (دو مورد) و یازدهمین هدف^۸ در بردارنده بیشترین راهکار (۱۲ مورد) است.

در لایه اول بررسی، یعنی کاوش سطحی، عبارات صریح و ضمنی و اقلام مربوط به مقوله زبان خارجی استخراج شد. «زبان و یا فرهنگ (خارجی)»^۹، «تعامل (نقدانه) با سایرین»^{۱۰} و «دستاوردهای علمی و تجربه‌های بشری»^{۱۱} دارای صراحت

بیشتری نسبت به سایر عبارات مورد کنکاش بودند. در این راستا مقدمه، کلیات (فصل اول)، بیانیه مأموریت (فصل سوم)، هدف‌های کلان (فصل پنجم) و فصل هشتم (چارچوب نهادی و نظام اجرایی تحول بنیادین آموزش و پرورش) سند فاقد اشارات صریح (یا ضمنی نزدیک) به مقوله زبان خارجی هستند. در بخش‌های ذیل خواننده سطور خود می‌تواند به ارزیابی میزان صراحت یا ابهام اشارات به مقوله دانشی یا مهارتی زبان خارجی بپردازد و نیاز به تحلیل بیشتر یا تفسیر وجود ندارد.

اولین اشاره ضمنی به زبان خارجی، از طریق ابزار تعامل با سایر فرهنگ‌ها، که اصلی‌ترین و ساده‌ترین آن زبان خارجی است، در فصل دوم سند (بیانیه ارزش‌ها)، صفحه ۱۸، گزاره شماره ۲۲ و در ذیل گزاره شماره ۲۱ که به «تقویت گرایش به زبان و ادبیات فارسی به‌عنوان زبان مشترک» (همان، ص. ۱۸) پرداخته، آمده است. در گزاره شماره ۲۲ نیز می‌خوانیم «استمرار فرهنگ اسلامی - ایرانی از طریق ارزیابی آگاهانه آن و تعامل نقادانه با سایر فرهنگ‌ها براساس معیار اسلامی» (همان جا). در فصل چهارم، تحت عنوان چشم‌انداز، آمده است «نظام تعلیم و تربیت رسمی عمومی در افق ۱۴۰۴، با اتکا به قدرت لایزال الهی، مبتنی بر نظام معیار اسلامی، فرهنگ و تمدن اسلامی - ایرانی و قوام بخش آن‌ها و زمینه‌ساز جامعه جهانی عدل مهدوی و برخوردار از توانمندی‌های تربیتی ممتاز در طراز جمهوری اسلامی ایران در سطح منطقه، الهام‌بخش و دارای تعامل سازنده و مؤثر با نظام‌های تعلیم و تربیتی در سطح جهان» (همان، ص. ۲۱) و «دارای پیوند مؤثر با موضوعات و

مسائل جامعه در مقیاس محلی، منطقه‌ای و ملی با حضور فعال در حیات اجتماعی» (همان، ص. ۲۳).

در فصل ششم (راهبردهای کلان) سند در گزاره شماره ۱۴ قید شده است «توسعه ظرفیت‌ها و توانمندی‌های آموزشی و پرورشی برای حضور فعال و سازنده در صحنه‌های بین‌المللی و منطقه‌ای در راستای تحقق اهداف و مأموریت‌های مندرج در قانون اساسی و سند چشم‌انداز و سیاست‌های کلی مقام معظم رهبری و برنامه‌های پنج ساله» (همان، ص. ۲۸).

در فصل طولانی هفتم با عنوان هدف‌های عملیاتی و راهکارها، قسمت اول (پرورش تربیت یافتگان)، بند سوم و هفتم به ترتیب آمده است «... با روحیه مسئولیت‌پذیری و تعالی‌خواهی و برخوردار از مهارت‌های ارتباطی، در حیات خانوادگی و اجتماعی (در سطوح محلی تا جهانی)» (همان، ص. ۳۰)، «برای حفظ و تعالی میراث فرهنگی، تمدنی و هنری در سطح ملی و جهانی براساس نظام معیار اسلامی» (همان، ص. ۳۱). در سومین راهکار قسمت اول همین فصل نیز می‌خوانیم «توسعه فرهنگ و سواد قرآنی با اصلاح برنامه‌ها و توانمندسازی معلمان در راستای تقویت مهارت روخوانی و روان‌خوانی در دوره ابتدایی، آشنایی با مفاهیم کلیدی قرآن در دوره متوسطه اول و آموزش معارف قرآنی در متوسطه دوم براساس منشور توسعه فرهنگ قرآنی». در همین راهکار به بُعد مهارتی زبان به‌عنوان یکی از اهداف آموزشی زبان غیر فارسی، و به تعبیر دقیق‌تر در اینجا یعنی زبان دینی، پرداخته شده است.



بارزترین اشاره به زبان خارجی در همین قسمت اول فصل هفتم و در راهکار شماره پنج با عبارت «ارائه آموزش زبان خارجی در چارچوب بخش انتخابی (نیمه تجویزی) برنامه درسی، با رعایت اصل تثبیت و تقویت هویت اسلامی - ایرانی» آمده است. در اینجا، اولاً به صراحت به زبان خارجی اشاره می‌شود، ثانیاً اهمیت و ارزش ماده درسی زبان مورد اشاره قرار می‌گیرد (انتخابی به معنی نیمه تجویزی) و ثالثاً این انتخاب و ارائه ماده درسی مشروط به تقویت هویت اسلامی - ایرانی می‌شود.

اشارات واژگانی به زبان، فرهنگ، تعامل، انتشار، مقیاس منطقه‌ای و سطح جهانی، دسترسی به دستاوردهای علمی و تجربیات بشری، که هر یک در بخش‌هایی از سند، در قالب عبارات مفهومی و جهت دهنده به کار رفته است، می‌تواند چارچوبی قابل استناد و راهنمایی اعتناپذیر برای تنظیم برنامه‌های اجرایی آموزش و تقویت زبان خارجی باشد

در قسمت یازدهم^{۱۲} فصل هفتم، راهکار شماره ۱۱ می‌خوانیم «مشارکت فعال در تعاملات بین‌المللی، با اولویت جهان اسلام و انعکاس نظریات و تجربیات موفق داخلی در محافل و مراکز علمی جهانی» (همان، ص. ۴۸). از عبارت مزبور بُعد تولید مهارت زبانی نیز استنباط می‌شود و به نوعی جهت‌گیری آموزش زبان خارجی در مدارس را نیز نشان می‌دهد.

در قسمت بیست و سوم^{۱۳} فصل هفتم، راهکار سوم آمده است «حمایت‌های مادی و معنوی از طرح‌های موفق و نوآوری‌های بومی، مستندسازی و انتشار یافته‌های پژوهشی در داخل و خارج از کشور و ایجاد بانک اطلاعاتی فعال و کارآمد» (همان، ص. ۵۹). در اینجا نیز بعد تولیدی زبان خارجی با هدف انتشار فعالیت‌ها در مقیاس جهانی مورد اشاره قرار گرفته است که این مهم، اگرچه جز از طریق زبان خارجی میسر نمی‌شود، اما نیازمند تحلیل گسترده‌تر و دقیق‌تر است، زیرا بعید است با آموزش رسمی زبان خارجی در مدارس به چنین سطحی، حداقل با ابزارها و امکانات موجود، دست یافت.

نتیجه

اگرچه در نگاه اول و از منظر آماری، اشارات صریح و ضمنی

به زبان و فرهنگ غیر فارسی یا به عبارتی خارجی در سند تحول بنیادین آموزش و پرورش با بسامد بالا نیامده است، اما ضرورت توجه به بُعد ابزاری و مهارتی زبان خارجی را می‌توان در قسمت‌های گوناگون سند مزبور مشاهده کرد. اشارات واژگانی به زبان، فرهنگ، تعامل، انتشار، مقیاس منطقه‌ای و سطح جهانی، دسترسی به دستاوردهای علمی و تجربیات بشری، که هر یک در بخش‌هایی از سند، در قالب عبارات مفهومی و جهت‌دهنده به کار رفته است، می‌تواند چارچوبی قابل استناد و راهنمایی اعتناپذیر برای تنظیم برنامه‌های اجرایی آموزش و تقویت زبان خارجی باشد. بررسی حاضر با استخراج عبارات و نشان دادن جایگاه اقلام زبانی می‌تواند در پژوهش‌های بعدی به کار آید و راهنمای مناسبی برای تحلیل‌های بعدی باشد.

پی‌نوشت‌ها

۱. از قانون اساسی، سیاست‌های کلی نظام، سند چشم‌انداز بیست ساله، فلسفه تعلیم و تربیت در جمهوری اسلامی، نقشه جامع علمی کشور و ... به‌عنوان اسناد بالادستی یاد می‌شود.
۲. شایان ذکر است مقوله زبان خارجی صرفاً به ظهور دقیق عبارت مذکور در سند اشاره ندارد و واژه‌های هم خانواده و هم ردیف، از جمله جغرافیای فعالیت، عرصه روابط بین‌المللی، فرهنگ خارجی، مقیاس منطقه‌ای و ... را نیز دربرمی‌گیرد.
۳. این شورا عالی‌ترین نهاد حکومتی سیاست‌گذار در حوزه علمی و آموزشی و فرهنگی کشور است که پس از انقلاب اسلامی و در سال ۱۳۶۳ تأسیس شده است.
۴. سند چشم‌انداز بیست ساله جمهوری اسلامی ایران در افق ۱۴۰۴ هجری شمسی در تاریخ ۱۳ آبان ۱۳۸۲ توسط دفتر مقام معظم رهبری به سران قوای سه‌گانه ابلاغ گردید.
۵. عبارت رهنامه معادل واژه دکترین (doctrine) است و واژه مزبور در اسناد مربوط به مطالعات نظری فلسفه تعلیم و تربیت جمهوری اسلامی و مبانی نظری تحول بنیادین در نظام تعلیم و تربیت رسمی و عمومی جمهوری اسلامی ایران، که بین سال‌های ۱۳۸۶ تا ۱۳۸۹ منتشر شده است، نیز به همین معنی به کار رفته است.
۶. محمود احمدی‌نژاد (۶ آبان ۱۳۳۵ -) از سال ۱۳۸۴ تا ۱۳۹۲ در دو دوره متوالی رئیس‌جمهور ایران بوده است.
۷. عنوان این هدف «افزایش نقش شوراهای آموزش و پرورش استان، مناطق و مدارس در تقویت فعالیت‌های تربیتی استان و منطقه و مدرسه در چارچوب سیاست‌ها و برنامه‌های ملی» است.
۸. این هدف تحت عنوان «باز مهندسی سیاست‌ها و باز تنظیم اصول حاکم بر برنامه درسی تربیت معلم با تأکید بر کارورزی و انطباق سطح شایستگی‌های حرفه‌ای معلمان در سطح ملی و جهانی با مقتضیات الگوی برنامه درسی در نظام تعلیم و تربیت و طراحی سیاست‌های مناسب برای ارتقای شیوه‌های جذب، تربیت و نگهداشت معلمان در آموزش و پرورش» در سند قید شده است.
۹. بیانیه ارزش‌ها گزاره ۲۱ سند.
۱۰. بیانیه ارزش‌ها گزاره ۲۲ سند.
۱۱. بیانیه ارزش‌ها ۲۵ سند.
۱۲. باز مهندسی سیاست‌ها و باز تنظیم اصول حاکم بر برنامه‌های درسی تربیت معلم با تأکید بر کارورزی و انطباق سطح شایستگی‌های حرفه‌ای معلمان در سطح ملی و جهانی با مقتضیات الگوی برنامه درسی در نظام تعلیم و تربیت و طراحی سیاست‌های مناسب برای ارتقای شیوه‌های جذب، تربیت و نگهداشت معلمان در آموزش و پرورش (همان، ص. ۴۶).
۱۳. «توسعه ظرفیت پژوهش و نوآوری، نظریه‌پردازی و مستندسازی تجربیات تربیتی بومی» (همان، ص. ۵۹).

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۴۰۰ سال و ۲ زبان

گزارشی از همایش چهار قرن آموزش زبان فارسی و فرانسه در فرانسه و ایران

سیده یاسمین سجادی

اشاره

همایش بین‌المللی «چهار قرن آموزش زبان فارسی و فرانسه در کشورهای فرانسه و ایران» در مهرماه ۱۳۹۵ در دانشگاه علامه طباطبائی به کوشش گروه مترجمی زبان فرانسه و با همکاری مؤسسه ملی زبان‌ها و تمدن‌های شرقی (INALCO)، مرکز مطالعات و تحقیقات ادبیات جهان (CERLOM) و با مشارکت استادان زبان فرانسه و اعضای هیئت علمی دانشگاه‌های تهران، شهید بهشتی، تربیت مدرس و سایر دانشگاه‌های ایران و همچنین با حضور پژوهشگران و دانشجویان زبان فرانسه در تهران برگزار شد. حدود ۱۲۰ چکیده مقاله به این همایش ارسال شده بود که پس از داوری اعضای کمیته علمی ۷۰ مقاله از بین آن‌ها جهت ارائه شفاهی در روزهای برگزاری این نشست برگزیده شد.

سپس **اوبشو**، مشاور همکاری فرهنگی سفارت فرانسه در ایران، سخن گفت و از برگزاری چنین نشست‌هایی در دانشگاه‌های ایران ابراز خرسندی کرد. او همچنین خاطرنشان ساخت که: «در این تبادل نظرها در حوزه آموزش زبان است که روابط فرهنگی، انسانی و علمی ما توسعه می‌یابد. پس ما باید از طریق زبان به بررسی فرهنگ‌هایمان بپردازیم و در همین تبادلات زبانی می‌توانیم تفکرات خود را، به‌ویژه تفکرات انسانی خود را، تغییر دهیم».

حضور **پروفسور ذات‌علیان**، به‌عنوان مهمان ویژه این همایش اهمیت این نشست را دوچندان کرد. استاد ذات‌علیان به ایراد سخنان خود در حوزه ترجمه شعر فارسی به فرانسه پرداخت و ابیاتی از اشعار فارسی سروده شده توسط شعرای نامی

در صبح نخستین روز گردهمایی که در روز شنبه یازدهم مهرماه برگزار شد، پس از قرائت آیاتی چند از کلام پروردگار و اجرای سرود ملی کشورهای ایران و فرانسه و خوش‌آمدگویی به مهمانان و پژوهشگران، **دکتر مصلح**، رئیس دانشکده ادبیات و زبان‌های خارجی دانشگاه علامه طباطبائی این همایش را با سخنرانی خود و با بیان تشابهات فرهنگی موجود بین ایران و فرانسه به طور رسمی آغاز کرد. وی متذکر شد که مراودات فرهنگی باید متکی بر سوابق تاریخی و متکی بر دانایی در درک واقعیت‌ها باشد. او در ادامه افزود: «گذشته را نمی‌توان انکار کرد، و ما اگر به گذشته خود نگاه کنیم می‌بینیم که از طریق این مراودات زبانی توانسته‌ایم به انتقال فرهنگ‌ها علی‌الخصوص بین ایران و فرانسه بپردازیم».



مولانا بر اشعار ارمان رنو»، «نقش ترجمه بر خلق آثار شخصی مترجم» و «بررسی چگونگی ترجمه عناصر فرهنگی و زبان شناختی رمان نو» و ... پرداخته شد.

در ادامه همایش، خانم **ژولی دووینیو**^۲ درباره مبحث «ترجمه، نقد و درک ادبیات فارسی قرن ۲۰ و ۲۱» برای شرکت کنندگان همایش سخنرانی کرد. ایشان بیان داشت: «ترجمه آثار ادبی فارسی به فرانسه در چند دهه اخیر پیشرفت زیادی داشته است و حتی، و به نوعی، به پیشرفت ساختار ادبیات فرانسه کمک کرده و آن را به شکوفایی رسانده است». در نهایت در نخستین روز این همایش به بررسی مشکلات ترجمه شفاهی در ایران پرداخته شد و حسن ختام نخستین روز از همایش نمایش تئاتر «اوسکار» نوشته **کلود مانیر** بود که توسط دانشجویان رشته مترجمی فرانسه دانشگاه علامه طباطبائی برگزار شد.

محور دومین روز همایش، یکشنبه ۱۱ مهرماه ۱۳۹۵ - آموزش زبان فرانسه و فارسی بود. در این روز آقای **سرج بورگ**^۳، مدیر گروه زبان فرانسه دانشگاه بزرگونی بوزانسون، سخنرانی خود را با موضوع «سیاست‌های زبان شناسی - آموزشی در فرانسه و نشر زبان فرانسه در جهان» ایراد کرد. طبق گفته‌های ایشان، در فرانسه علاوه بر زبان فرانسه زبان‌های محلی دیگری نیز وجود دارد که در استان‌های مختلف متفاوت است، اما سیاست دولت فرانسه همواره بر این بوده که تنها زبان فرانسه را در این کشور نشر دهد، با این حال هرگز نتوانسته است سایر زبان‌های محلی را کم اهمیت کند. وی افزود: «انتخاب یک زبان به عنوان زبان رسمی به عوامل زیادی بستگی دارد و با توجه به قدرت زبان شناختی یک زبان است که زبان رشد می کند یا راکد می ماند. این قدرت زبان شناسی، در زبان فرانسه به زیبایی این زبان، به کامل بودنش و به غنای ادبی آن برمی گردد».

در ادامه دومین روز همایش پژوهشگران و دانشجویان حوزه آموزش زبان فرانسه به ارائه مقالات خود پرداختند و نظر خود را در محورهای گوناگون آموزش زبان با هم به اشتراک گذاشتند. در این بین می توان به موضوعاتی از قبیل «بررسی

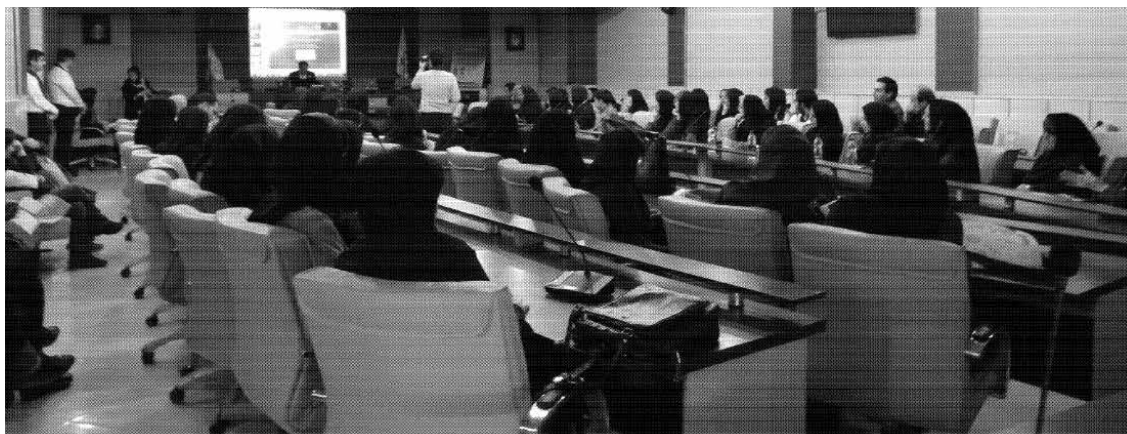
ایران همچون شفیع کدکنی را به زبان فرانسه برگرداند.

در روز افتتاحیه این همایش **خانم دکتر عشقی**، عضو

هیئت علمی دانشگاه علامه طباطبائی، در مورد نقش سفرنامه‌های فرانسویان در پیدایش «مکتب زبان‌های شرقی» سخنرانی کرد. وی گفت تماس با زبان فرانسه در ایران به سیصد و پنجاه سال پیش و به زمان صفویه برمی گردد. ایشان اضافه کرد: «در کل، با در نظر گرفتن تاریخچه سفرنامه‌های فرانسوی که درباره ایران نوشته شده اند نکته مهم این است که تمام فلاسفه فرانسوی زبان نظیر مونتسکیو، ولتر، روسو و حتی نویسندگان دایره المعارف‌ها از این منابع به عنوان منابعی واقعی برای غنی کردن تفکرات خود و به منظور رسیدن به اهدافشان استفاده کرده اند».

پس از آن خانم **دکتر میرزا ابراهیم طاهری**، عضو هیئت علمی دانشگاه علامه طباطبائی درباره موضوع مهم آموزش ترجمه در ایران سخنرانی کرد و خاطرنشان ساخت که این مهم نیازمند بررسی‌های بیشتر و عمیق تری از جانب متخصصان و پژوهشگران است؛ چراکه، از نظر ایشان، ما در ایران متخصص ترجمه تربیت نمی کنیم و فقط دانشجویان را با زبان مقصد آشنا می کنیم. در حالی که برای ترجمه باید با هر دو زبان موجود در روند ترجمه آشنایی کامل داشته باشیم. وی در ادامه گفت: «در آموزش مترجمی زبان فرانسه این نوع تدریس انجام نمی شود و در بخش مترجمی، ما به جای پرورش مترجم به یاددهی زبان فرانسه می پردازیم چراکه کسانی که به این رشته می آیند در ابتدا زبان فرانسه را نمی دانند و بخش اعظم آموزش آن‌ها به یادگیری اصول زبانی می گذرد».

در بعدازظهر نخستین روز همایش که حول موضوع فرهنگ، ترجمه و ادبیات بود پژوهشگران طبق برنامه همایش به ارائه مقالات و بیان نظر خود پرداختند. در این سخنرانی‌ها به موضوعاتی نظیر «تاثیر ترجمه نمایشنامه‌های مولیر بر روند شکل گیری ادبیات نمایشی در ایران»، «بازتاب جهان بینی



قواعد دستوری در کتاب‌های آموزش زبان فرانسه مورد استفاده در ایران»، «به کارگیری روش کنش‌گرا در آموزش زبان فرانسه» و «بررسی آموزش زبان فرانسه در بافت جامعه ایرانی، جایگاه کنونی و چشم‌انداز آینده آن» و ... اشاره کرد.

در صبح روز یازدهم مهرماه، دومین و آخرین روز همایش، خانم **دکتر نوارچی**، عضو هیئت علمی دانشگاه الزهرا درباره مفهوم جدیدی از کتاب‌های آموزشی زبان نظر خود را بیان کردند. براساس نظر ایشان مسائل فرهنگی در یادگیری یک زبان خارجی اهمیت زیادی دارد و به این دلیل است که هم‌سان‌سازی کتاب‌های آموزش زبان فرانسه با فرهنگ ایرانی اهمیت می‌یابد. وی در ادامه بیان کرد: «مدرس‌ان زبان می‌توانند با توجه به سن زبان‌آموزان خود محتوای آموزشی خود را انتخاب کنند و متناسب با فرهنگ موجود روند یادگیری زبان را برای آن‌ها ملموس‌تر سازند».

در ادامه این نشست **دکتر عبداللهی**، عضو هیئت علمی دانشگاه تهران، به بیان اهمیت روش آموزش زبان فرانسه در جامعه ایرانی پرداخت و خاطرنشان ساخت که به‌طور کلی

هنگامی که آموزش زبان را در یک جامعه خاص شروع می‌کنیم، به ناچار آن را در یک بافت خاص قرار داده‌ایم، مثلاً هنگامی که زبان فرانسه را در ایران انجام می‌دهیم آن را در بافت فرهنگی ایرانی قرار داده‌ایم. وی در ادامه افزود: «باید این بافت آموزشی را مد نظر قرار دهیم و از خود بپرسیم که تحت چه شرایطی می‌توانیم آموزش زبان را متناسب با بافتی که در آن قرار می‌دهیم به خوبی پیش ببریم و برای این کار می‌توان آموزش زبان را با بافتی که در آن اتفاق می‌افتد سازگار کرد و این امر از ابتدای آموزش زبان فرانسه در ایران مد نظر بوده است. وی، به‌عنوان شاهدی بر این مدعا آموزش زبان فرانسه که برای ایرانی‌ها که در سال ۱۸۸۲ توسط ژول ریشارد نوشته شده اشاره کرد».

در آخر همایش با **خانم دکتر فرجاه**، عضو هیئت علمی دانشگاه علامه طباطبائی، و پیشنهاددهنده و دبیر علمی این همایش گفت‌وگویی ترتیب داده شد. و در این گفت‌وگو نظر ایشان را درباره انگیزه برگزاری این همایش جویا شدیم. خانم

دکتر فرجاه در پاسخ به این سؤال گفت: «مدت‌ها بود که به فکر برگزاری همایش فراگیر درباره آموزش زبان فرانسه و ترجمه بودم. همین‌طور به مدت چهارسال خزانه‌دار انجمن ایرانی زبان فرانسه بودم و در همان مدت هم به فکر برگزاری چنین همایشی بودم اما شرایط عملی کردن این ایده پیش نمی‌آمد تا اینکه در شهریور ماه ۱۳۹۴ با INALCO یک تفاهم‌نامه امضا کردیم و در فرایند انجام تدارکات لازم برای امضای تفاهم‌نامه به این ایده رسیدیم که مشترکاً با هم این همایش را برگزار کنیم». در ادامه طی یک گفت‌وگوی کوتاه با سرج بورگ، نظر ایشان را درباره همایش پرسیدیم. بورگ در پاسخ گفتند: «در ابتدای حضورم در ایران، مشاهداتی کردم که متوجه شدم زبان فرانسه در ایران جایگاه خوبی دارد. من به یک مدرسه ابتدایی رفتم و دیدم که زبان فرانسه در این مدرسه به کودکان تدریس می‌شود و این آموزش زود هنگام از کودکی باعث می‌شود که افرادی با فرهنگ و با سواد در جامعه رشد یابند. لذا این همایش از نظر من اتفاقی بسیار مهم است چراکه افق‌ها و چشم‌اندازهای جدیدی را برای ما به وجود می‌آورد». ایشان در ادامه، به تفصیل، به اهمیت برگزاری این نوع گردهمایی‌ها پرداخت و افزود: «من می‌توانم با توجه به آنچه در این همایش مشاهده کردم بگویم که ایران سیاست آموزشی مناسبی را در چارچوب آموزش زبان به کار گرفته است و شاهد حرفم همین دانشجویان زبان فرانسه و استادان هستند که به جرئت می‌توان گفت زبان فرانسه را با نگاهی علمی آموخته‌اند. حال ما باید به این فکر باشیم که جایگاه زبان و ادبیات فارسی در فرانسه را بیشتر مورد مطالعه قرار دهیم».

در نهایت نقطه نظر خانم دووینیو را در مورد ترجمه آثار فارسی جویا شدیم. خانم دووینیو در این باره اظهار داشت: «در طی قرن‌ها شاهد پیشرفت زیادی در این امر بوده‌ایم، حتی خیلی قبل‌تر از اینکه ایرانی‌ها متون فرانسه را به فارسی برگردانند، فرانسوی‌ها متون فارسی را به فرانسه برگردانده بودند؛ بنابراین این تجربه‌ای است که از قرن ۱۵ و ۱۶ میلادی شروع شده و تا امروز خیلی پیشرفت داشته است. اصلاً می‌توان گفت اولین کسانی که متون ادبی و علمی فارسی را به فرانسه ترجمه کردند به این دلیل این کار را انجام دادند که ادبیات خودشان به بن‌بست رسیده بود و احتیاج داشتند که از ادبیات و شعر مشرق‌زمین الهام بگیرند». ایشان در ادامه افزود: ترجمه متون ادبی به سایر زبان‌ها به‌طور اعم امری مهم است و به‌طور اخص ترجمه آثار فارسی



خانم دکتر فرجاه



وزارت آموزش و پرورش
سازمان پژوهش و برنامه‌ریزی آموزشی
دفتر انتشارات و تکنولوژی آموزشی

با مجله‌های رشد آشنا شوید

مجله‌های دانش‌آموزی

به صورت ماه‌نامه و نه شماره در هر سال تحصیلی منتشر می‌شود:

رشد کودک برای دانش‌آموزان آمادگی و پایه اول دوره آموزش ابتدایی

رشد نوآموز برای دانش‌آموزان پایه‌های دوم و سوم دوره آموزش ابتدایی

رشد دانش‌آموز برای دانش‌آموزان پایه‌های چهارم، پنجم و ششم دوره آموزش ابتدایی

مجله‌های دانش‌آموزی

به صورت ماه‌نامه و هشت شماره در هر سال تحصیلی منتشر می‌شود:

رشد نوجوان برای دانش‌آموزان دوره آموزش متوسطه اول

رشد پرهان برای دانش‌آموزان دوره آموزش متوسطه اول

رشد جوان برای دانش‌آموزان دوره آموزش متوسطه دوم

رشد جوانان برای دانش‌آموزان دوره آموزش متوسطه دوم

مجله‌های بزرگسال عمومی

به صورت ماه‌نامه و هشت شماره در هر سال تحصیلی منتشر می‌شود:

رشد آموزش ابتدایی • رشد تکنولوژی آموزشی • رشد مدرسه فردا • رشد معلم

مجله‌های بزرگسال و دانش‌آموزی تخصصی

به صورت فصل‌نامه و سه شماره در هر سال تحصیلی منتشر می‌شود:

رشد آموزش قرآن و معارف اسلامی • رشد آموزش زبان و ادب فارسی
رشد آموزش هنر • رشد آموزش مشاور مدرسه • رشد آموزش تربیت بدنی
رشد آموزش علوم اجتماعی • رشد آموزش تاریخ • رشد آموزش جغرافیا
رشد آموزش زبان‌های خارجی • رشد آموزش ریاضی • رشد آموزش فیزیک
رشد آموزش شیمی • رشد آموزش زیست‌شناسی • رشد مدیریت
مدرسه • رشد آموزش فنی و حرفه‌ای و کار دانش • رشد آموزش پیش دبستانی

مجله‌های رشد عمومی و تخصصی برای معلمان، مدیران، مربیان، مشاوران و کارکنان اجرایی مدارس، دانش‌جویان دانشگاه فرهنگیان و کارشناسان گروه‌های آموزشی و ... تهیه و منتشر می‌شود.

● نشانی: تهران، خیابان ایرانشهر شمالی، ساختمان شماره ۴ آموزش و پرورش، پلاک ۲۶۶.

● تلفن و نمابر: ۰۲۱ - ۸۸۳۰۱۴۷۸

● وبگاه: www.rosdmdmag.ir

به فرانسه جالب است به‌ویژه اگر این آثار عرفانی هم باشند؛ چراکه در حال حاضر مسائل معنوی بیشتر از گذشته مد نظر قرار می‌گیرند، در واقع، استقبالی که از متون عرفانی ترجمه شده صورت می‌گیرد نشان‌دهنده احتیاج غرب به معنویت است. چراکه در عرفان عمقی وجود دارد که امروزه در غرب نبود آن حس می‌شود و ترجمه متونی مانند متون مولوی، عطار و سایر عرفای ایرانی می‌تواند برای فرانسوی‌ها یک نوع رهیافت عرفانی به حساب بیاید. خانم دووینیو همچنین از برگزاری چنین نشست‌هایی در جامعه دانشگاهی ایران ابراز خوشنودی کرد و در ادامه افزود: «این نشست از همه نظر برای من بسیار جالب توجه بود به‌ویژه که وقتی با اساتید حوزه‌های آموزش زبان و ادبیات به تبادل نظر می‌پردازیم می‌توانیم از لحظه به لحظه این تبادلات یادگیری داشته باشیم و دانش خود را در زمینه‌های گوناگون بالا ببریم».

ترجمه شعر به کجا چنین شتابان / شفيعی کدکنی توسط پروفسور ذات‌علیان

- Où tu fuis si en hâte?

Demanda l'astragale à

la brise

- Ça m'ennuie de vivre en ce coin-là

Tu n'as pas envie de te

sauver

De ce désert saturé de la

poussière?

- Je brûle de déguerpir au

plus vite,

Mais que puis-je faire ? Je me trouve pié et

poigne liés

- Où tu fuis si en hâte?

Partout ailleurs où je trouve un arbi autre que celui-ci

- Bon voyage mais je te fais jurer selon notre amitié et par le ciel !

Une fois que tu es sortie saine et sauve de ce désert de terreur

Transmet mes salutations à la pluie salutaire et aux fleurs

پی‌نوشت

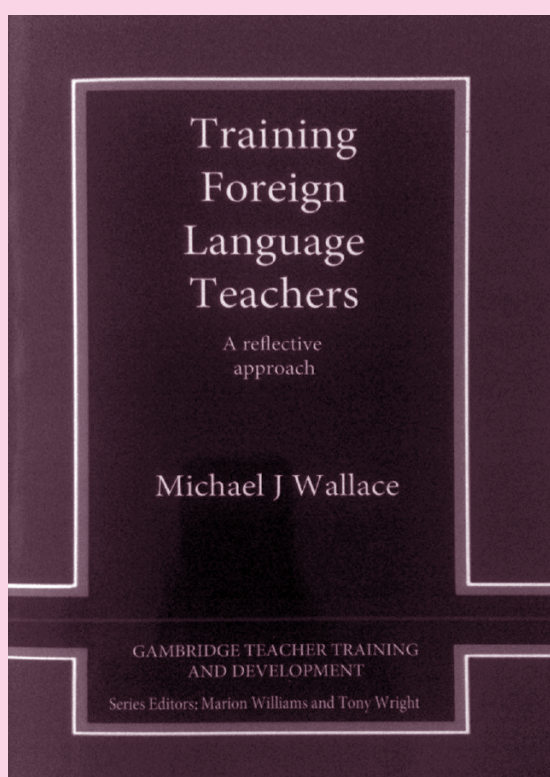
1. M. OBECHOU

2. Mme Julie DUVIGNEAU

3. M. Serge BORG

Wallace, M.J. (1991). *Training Foreign Language Teachers*
Cambridge: Cambridge University Press. 168 pp.

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In the introduction to *Training Foreign Language Teachers*, Wallace states that the purpose of the book is to help all those who are involved in professional activities in the area of foreign language teaching. For Wallace, these activities include teacher education courses, in-service training programs, supervision/inspection programs for teachers, advisory programs for teachers, management and

administration posts, and professional self-development programs. While the book aims to provide a practical guide for any individual who, in one way or another, may participate in teacher education programs, its aim is not to advocate a

particular approach to the domain of teacher education. The book begins with introducing some models in teacher education and continues to clarify issues on modes of teaching and learning in teacher education courses. Additionally, a chapter on the reflective model attempts to give a framework for

thinking about the relationship between theory and practice in the teacher-training domain. In chapter five, the author explains why observation of teachers' activities in the classroom is necessary. He divides classroom observation into recall and analysis stages, and states that note taking, videotaping and audio recording could be utilized for recalling



classroom activities. For the interpretation stage, as the author suggests, a fixed system-based approach and an open-ended ethnographic approach can be manipulated. He goes further to suggest an eclectic approach to classroom observation, as well. Other chapters include microteaching (chapter six), supervision and practical experience (chapter seven), and assessment in teacher education (chapter eight). The closing chapter is dedicated to providing a checklist of issues, which should be considered when designing courses for training foreign language teachers. The highlight of the book is its second chapter through which the author argues that learners' learning styles are crucial in selecting teaching strategies. The author provides numerous examples regarding the issue and proposes a focus on learning strategies. The argumentation is that students have different attitudes and possess personalized ways for learning. Thus, teacher trainers should select a variety of teaching strategies to meet trainees' learning styles. Also, the author advocates that teacher trainers should reflect on their own learning strategies in a variety of tasks to improve their teaching strategies. Each chapter has subsections entitled personal review, which pose a variety of questions relating the chapter's content with the reader's personal experience.

توضیح و پوزش

در مجله شماره ۱، پاییز ۱۳۹۵، صفحه ۶۴، نام نویسنده مقاله، خانم Nazanin Khavari اشتباه درج شده بود که ضمن پوزش از ایشان، بدین وسیله اصلاح می شود.



وزارت آموزش و پرورش
سازمان پژوهش و برنامه ریزی آموزشی
دفتر انتشارات و تکنولوژی آموزشی

روش دانش

نحوه اشتراک:

پس از واریز مبلغ اشتراک به شماره حساب ۳۹۶۶۲۰۰۰ بانک تجارت، شعبه سهراب آزمایش کد ۳۹۵، در وجه شرکت افست به دروش زیر، مشترک مجله شوید:

۱. مراجعه به وبگاه مجلات رشد به نشانی: www.roshdmag.ir و تکمیل برگه اشتراک به همراه ثبت مشخصات فیش واریزی.
۲. ارسال اصل فیش بانکی به همراه برگ تکمیل شده اشتراک با پست سفارشی یا از طریق دورنگار به شماره ۸۸۴۹۰۲۳۳ لطفاً کپی فیش را نزد خود نگه دارید.

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امضا:

● نشانی: تهران، صندوق پستی امور مشترکین: ۱۱۱۵۵/۴۹۷۹
● تلفن بازرگانی: ۰۲۱-۸۸۸۶۷۳۰۸
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- هزینه اشتراک سالانه مجلات عمومی (هشت شماره): ۳۵۰/۰۰۰ ریال
- هزینه اشتراک سالانه مجلات تخصصی (سه شماره): ۲۰۰/۰۰۰ ریال



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Guidelines for Publishing in Action Research

We have recently specified a special column in Roshd FLT Journal for publishing small-scale research studies that teachers conduct in their own classes. We intend to publish at least one action research report in each issue of Roshd FLT Journal. Thus, we encourage you to submit the reports of your classroom research to be published in our "Action Research Column".

We accept papers on the basis of their relevancy to our readers, simplicity, readability, and freshness of viewpoint. Your papers do not have to follow the standards of scholarly, academic research papers. We do not use complicated statistical analyses, technical terms or footnotes. Thus, write in a simple, plain and easy to understand manner. Please cite all of your sources within the text, and provide a list of references at the end of your article. When writing your paper, please include the following information in your report:

- Your research questions and your plan for answering the research questions
- The actions that you did over a period of time in order to answer the questions
- Your evaluation of the effects of the actions and any evidence that support your evaluation
- Your conclusion and suggestions for other teachers

To be accepted for publication, your articles need to:

- Be maximum 2500 words, including references
- Be on a topic of relevance or interest to Iranian language teachers
- Include an abstract of no more than 200 words, and a list of references

We are looking forward to your action research reports. Should you have any inquiries about how to prepare a report of your action research, you can send an email to Dr. Mehrani at the following address: meh.mehrani@gmail.com

Improving Listening and Speaking Skills through Controlled and Liberal Techniques

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Abstract

This action research project intends to evaluate the eclectic method practiced in an English conversation class in Neyshabur. The method included a repetition drill method which started with role-play of the exact dialogue and repetition of the structures distancing the learners gradually from the context by encouraging them to move from drills to more free drills and ultimately free production of their own structures based on the real situation. The results showed that repetition of the predesigned structures positively influence the short-term memory extension and fluency of the learners. The comparison of the scores of the two sample groups, Group 2 following the method of the author and Group 1 practicing the normal common methods followed in most language institutes, supports the conclusion that repetition of the drilled patterns by Group 2 improved their listening and speaking skills more than Group 1. This reveals the significance of repetition in improving the speaking skills in general.

Introduction

Traditionally, in the Iranian context, English learners are expected to speak fluently to be considered successful English speakers (Mehrani & Farhady, 2016). However, experience shows that, compared to reading and writing, listening and speaking skills take longer struggles for students to gain enough of the skills in designated time limitations. Students with acceptable listening ability are usually more enthusiastic and committed learners in comparison with those who have weaker listening competence. Consequently, they are not sufficiently involved in speaking activities. The main aftermath of this vulnerability is their overall underdeveloped language skills and lack of confidence in real-world

communications.

In this article, I am going to report on the results of an action research that I conducted in my own conversation class in order to help my students develop their speaking and listening skills. In doing so, I relied on the basic assumption that the "audio memory extent" and "oral muscular capability" are two determining factors affecting language learners' listening comprehension and speaking fluency (Randall, 2007). In fact, empirical research has revealed that auditory abilities influence students' language acquisition outcomes (Tsao, Liu, & Kuhl, 2004). In real situations, language learners often try to imitate the surrounding, while attempting to produce new sentences based on the already memorized structures. These

structures can be learnt only by listening to and decoding correct examples (Friederici, Mueller & Oberecker, 2011). I translated this assumption into a practical technique of prompting the students to listen and repeat the exact structures within the conversation context. Thus, throughout this article, I explain how I attempted to implement this technique in my class with the goal of developing my students' oral skills.

Planning

The context of the study was an English conversation class in a private language institute in Neyshabur. The learners participating in this research project were 10 adult language learners, 19-25 years old, attending the conversation class for 1.5 hours twice a week. The students' proficiency level was pre-intermediate as measured by the institute's placement test. The choice of this class as the focus of the study was motivated by the students' characteristics, mainly because they were considerably reticent in speaking sessions. They had sufficient vocabulary and grammatical knowledge to be able to handle most communicational situations. However, their listening and speaking limitations hindered them from getting fully involved in the interactive environments. Therefore, I decided to use a number of various strategies to encourage my students to improve their oral skills in English. By improving these two skills, they were expected to develop their linguistic autonomy and confidence too.

Action

Prior to the initiation of the project, all of the participants were given a pre-tests on listening and speaking and their scores were registered for comparison with the

results of the post-tests that I decided to take at the end of the project. Table 1 and Table 2 show students' initial scores for listening and speaking skills. Then, class members were randomly divided into two groups of five (Group 1 and Group 2 each of 5 members), and then were asked to follow different procedures designated by the author to improve their listening and speaking skills. Group 1 was given enough liberation to perform listening and speaking activities similar to a panel discussion. In doing so, they were allowed to freely use various grammatical structures, and different sets of vocabulary. They could initiate their talks in different ways, participate in discussions whenever they wanted to say anything, and terminate their contribution as they wished.

Group 2 was asked to follow a relatively controlled, three-step procedure. It included an initial round of listening to and repeating the sentences from the textbook and role playing the conversation with a partner. For the second round they were asked to replace the keywords of dialogues with new ones from their memories and finally repeat a similar conversation with their books closed. Finally, the students were supposed to role play, using the same grammatical structures but in a context different from the original one. This way the learners were expected to gradually develop autonomy by building up the correct structures based on the original ones. In designing this technique, I was inspired by the way infants gradually develop linguistic independence in the process of acquiring their first language in a natural context.

The project lasted one educational semester with 18 sessions, including 16 sessions of instruction and two sessions of midterm and final examination which

were taken in the 9th and 18th sessions respectively. The educational materials that I used throughout the term included Top-Notch series, plus a handout that I personally prepared. The evaluation materials in each round of testing included a standardized listening test and a set of interview questions designed based on students' textbooks that students were asked on a one-at-a-time, individual basis.

Observation

In order to compare the effectiveness of each technique and to evaluate students' progress, I basically relied on a comparison of students' initial and final scores. In addition, at the end of the course, I asked my students to write a reflective paragraph, and explain their attitude toward the effectiveness of each technique. It is worth to note that the obtained results merely represent the sample groups involved in the project. I had already employed the same techniques in one of my French conversation classes too. Although the French class was not involved in the present research, the activities yielded similar results. Results of the tests can be seen in Table 1 and Table 2 below:

scores followed an ascending trend for both groups. Group 1 had 1.7 points of increase in their average score, while Group 2's average score increased 1.9 points. This difference was more visible in speaking skill since listening could reveal its influence in improvement of speaking which, in turn, included more active performances such as role-play. Table 2 below shows the results of the speaking scores for each group separately.

Table 2 displays the differences in the

Table 2: Speaking scores before and after the project for Groups 1 and Group 2

Students	Group 1: liberal procedure		Group 2: controlled procedure	
	Before	After	Before	After
1	12	14	13.50	17.50
2	9	14	11	15.50
3	11.50	15.50	12	17
4	14	17.50	12	15.50
5	11.50	13	13.50	16
Average	11.54	14.80	12.34	16.30

Table 1: Listening scores before and after the project for Group 1 and Group 2

Students	Group 1: liberal procedure		Group 2: controlled procedure	
	Before	After	Before	After
1	13	15	14.50	16.50
2	12.50	13.50	17	18
3	14.50	17.50	15	16
4	16.50	17	12	15
5	16	18	11	13.50
Average	14.50	16.20	13.90	15.80

scores students achieved after following the procedures for one semester. Members of Group 1 who were involved in free discussion sessions gained 3.26 extra points after the project, while Group 2 raised their average score from 12.34 to 16.30, gaining 3.96 more scores after the project. Group 2 performed listening and repetition and practiced speaking sections based on the listening formats while gaining gradual distance from the textbook during the same session.

Analysis of students' reflective paragraphs also showed that they were generally very positive about both techniques and the classroom procedures. Students also appreciated my attempts to set goals at the beginning and to hold regular assessment sessions. Statistically speaking, almost two thirds of learners expressed that they spoke more English in the class setting because educational goals for speaking were set. Some others also believed that speaking activities helped them feel more confident about using English. Though not directly related to the focus of this study, a few students, admired the teacher in their comments for giving them more confidence which made them try hard and improve their interactive abilities.

Reflection

Although, arguing for the importance of repetition seems to be outdated, as repetition is associated with the Audio-lingual method (Richards & Rodgers, 2000), the results that I obtained from this study support the significance of repetition of the patterns in improving the speaking and listening skills of the learners. Repetition of the predesigned structures seems to have both mental and physical rehearsal benefits for the students. It seems that classroom drills and memorizing dialogues could extend the capacity of the students' short-term memory which is involved in the comprehension of listening materials on the spot even in real situations. I believe that repetition also helped the learners develop their articulatory system for producing sounds and intonation as well as structures and sentences. The outcome was the general improvement of the performance of the learners in both listening and speaking skills and more confidence in real situations when they face new people speaking the target language. I suggest that the effects of the procedures used in the current study be investigated further by other teachers. Specifically, they can consider the outcomes and students' feedbacks in their classes in order to see if they obtain similar or different results.

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Translation Index or Manual Revisited

A Meeting With Noam Chomsky

July 22, 2015 (Mordad 1st, 1394)

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اشاره

در این شماره گزارش ملاقات دکتر حسین وثوقی، عضو هیئت تحریریه رشد آموزش زبان‌های خارجی با پروفسور چامسکی در دانشگاه MIT در شهر بوستون آمریکا به نظر خوانندگان محترم مجله می‌رسد. ملاقات با این هدف انجام گرفت که یافته‌های پژوهشی ایشان در زمینه تبدیل‌ها، راهکارها و هنجارهای ترجمه‌ای به‌عنوان فرایندی ذهنی که در هنگام ترجمه در ذهن مترجم اتفاق می‌افتد با پروفسور چامسکی مورد بحث قرار گیرد. نتایج یافته‌های دکتر وثوقی در زمینه ترجمه نشان می‌دهد که هنجارها یا به‌عبارتی قواعد ترجمه اگر کشف، رمزگشایی و بازسازی شوند می‌توانند در کلاس‌های ترجمه در سطح دانشگاه مورد استفاده قرار گیرند. جزئیات ملاقات و تبادل نظر در متن گزارش آمده است.

Introduction

On Wednesday July 22, we drove from our lodging place (Park View Inn) in the city of Salem, New Hampshire (NH) to Boston at one pm. It took about 40 minutes to get to the Cambridge region of Boston. We (I, my wife and my son Ardan) had our lunch in Kabab Club of an Iranian owner called Hossein and we enjoyed his Persian food. This restaurant was located on the Cambridge Street of the same region not very far from MIT. We drove towards MIT at about 3 pm and my son was successful to find a parking place which was not an

easy job. We entered the university from the entrance at 77 Massachusetts Ave. and first of all referred to one of the ladies in the information office on the right to get a map and the route to the location of linguistics department and ultimately the Chomsky's office. She explained the route and the position very vividly to make sure that we had got the address. Incidentally, we understood that many communities and tourists came to visit MIT from different parts of the country or from other countries and many tour guides were available to take tourists to different

areas, departments, research centers and all types of scientific activities which went on there and perhaps to the historical museums or inventions and research findings of this world known institute. I regretted that we didn't have the chance and time to take part in one of those tours.

It took us about 30 minutes to walk slowly and observe the vicinity curiously as we were approaching our destination in the Stata Center of Driphus Buiding, D 808, 6th floor. This building seemed very complicated, rather old and of dark brown color, but not similar to the typical historical New England buildings of brown bricks. In the ground floor, there seemed to be an art center of many amazing drawings and huge pieces of artistic crafts with a lot of visitors roaming around or relaxing in the cafeteria having coffee or drinking beverages.

We got the right lift on G32, entered the 6th floor and found the linguistics and philosophy departments. We met a gentleman there and asked for Chomsky's office. He explained that he was not in his office at that time but his assistant was there and he was responsible for his appointments and timetable. He pointed to an area and we slowly proceeded towards that building section.

Meeting Chomsky

As soon as I opened the door to go to the office of the assistant, all of a sudden my look fell upon an old man, at the end of a long aisle, sitting in the center of his office at a small square table and was busy studying from the monitor of his lap top. "Oh, my God! He is Prof. Chomsky himself!" I said astonishingly. He heard me and looked up at me, then I said, "Hello." As I was getting nearer to him. I introduced myself, "this is Hossein, I have already e-mailed you for an appointment."-- "Vossouki, from Iran." He

explicated very solemnly and calmly, as he shook his head with a very affectionate and mild smile. I asked him if he had time for a short discussion.

Chomsky explained that he had just finished an interview on the issue of Iranian atomic deal with the 5+1 group with the Aljazeera Voice, and that he had to take part in another interview within the next 30 minutes when they got prepared to invite him down stairs on phone. And he added, "we can discuss until the telephone rings". I asked him if my wife and son could join us. He replied, "of course" while he moved his stuff from the chair beside him to provide enough seats for his guests.

Negotiation/devising the intended issue

As soon as we were settled on the chairs, I opened the discussion on the special issue on translating process, by introducing my related book and showing a flow chart I had already prepared.

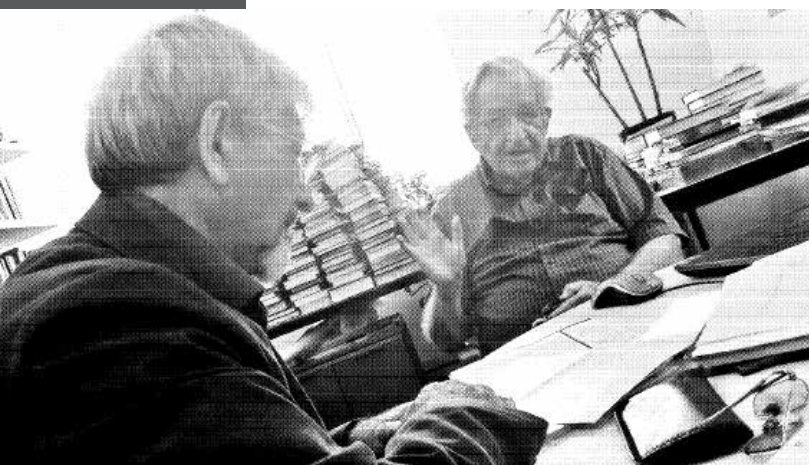


Chomsky simply said that he had not have any theory on translation. I elucidated, "My discussion doesn't have anything to do with translation theories, but with the *linguistic processing* in the *mind* of the translator, or mental processing of the

language by translators."

I showed him the title of my book: "The Descriptive Translation Study on *Shifts*, Strategies and Norms of English and Persian"; and explained, "as it is generally believed and proposed by Catford (1965) and other translation theoreticians, shifts are inevitable in forms and/or meanings of the most linguistic units or categories of the source language while translating them into a target language." I continued:

"The key point is that these shifts are applied to the target language unconsciously in the mind of the translator during the process of translating. If we study these shifts based on the shift-analysis method; we will find out that they can be systematized and classified by a few general strategies that we can call translation strategies."



Chomsky asked, "what do you mean by translation strategy?" – "Generally speaking," I answered, "it is a way through which a translator changes a unit or a category of the TL to establish a textual equivalent for a correspondent ST unit or category." Strategies can be classified into different general types based on the different functions or procedures that they perform. Some of the most frequent and

prevalent of them which have so far been distinguished and defined in translation literature are labeled as:

(1) Adjustment; (2) Adaptation; (3) Amplification; (4) Condensation; (5) Cultural adjustment; (6) Deletion; (7) Diffusion; (8) Domestication; (9) Equation/matching; (10) Expansion; (11) Explicitation; (12) Foreignization; (13) Gain/over translation; (14) Grammatical adjustment; (15) Implication; (16) Infusion; (17) Intrasystem; (18) Lexical adjustment; (19) Loss/under translation; (20) Modulation/changing the semantic viewpoint of SL unit; (21) Naturalization; (22) Normalization; (23) Reduction/simplification; (24) Reordering; (25) Substitution; (26) Transfer/borrowing; (27) Transposition; etc.

On the basis of the already provided flow chart that I showed Chomsky, I could establish a link between (a) source language elements/categories, (b) mental processing or strategies and (c) translation shifts as displayed in the following link:

SL units or categories Undergo mental strategies Result in various shifts translation norms of high frequency

Linguistic units or categories

Linguistic elements can be used as translation units or categories. They are related to the different levels (Catford 1965) or components of language. They can be summarized here as follows:

1. Morphemes such as inflectional, derivational, free, bound, lexical, etc.
2. Words such as noun, verb, adjective, adverb, preposition, conjunction, auxiliary, article, etc.
3. Phrases/groups such as, N P, V P, Adj P, Adv P, Prep P, Inf P, Ger p, part P, fixed expressions, etc.
4. Clauses such as main clauses,

subordinate clauses of temporal, spacial, conditional, reason, purpose, comparison, etc. 5. Sentences such as simple, compound, complex and compound complex.

Translation units and mental processing

If any one of the elements or constructions of the above linguistic forms is independently considered and dealt with in translation, it can be taken as a *unit of translation* (Hatim & Munday 2004) and can be studied for the translation process as it would undergo one or more translation shifts by the translator. Based on the observable shift that we can detect from the product of translation, we can explain what type of unobservable translation strategy has been applied to the TL unit. On the basis of the Descriptive Translation Studies (DTS) (Toury 1995, cited in Munday 2012: 170) a textual analysis research can be done on any translation product to comparatively analyze and describe the observable TT shifts and detect and explain the unobservable strategies which go on in the mind of translator in rendering a ST into the TT.

Results of shift analysis and translation norms

Theoretically speaking, any translation unit may undergo (i) 0, (ii) one or (iii) a number of shifts in translating an ST into a TT. These three cases assign the *degree of consistency of translation shift* of one unit in the translation process. For instance the word *epistemology*, usually or in most cases (we can experimentally say 90% of times) is translated to Persian as _____ and in a few occasions as _____ so its consistency in translation is very high. However, in a

case study which has been done on the translation of the English determiner any into Persian, we could have eleven variables of Persian counterparts as follows:

هر: 21.05% هیچ: 15.78% ی: 10.52%
همه: 10.52% بدون: 5.26% هرگونه: 5.26%
هیچگونه: 5.26% سراسر: 5.26% جای: 5.25%
کوچکترین: 5.25%

If one SL unit is translated into more than one equivalent in the TL, each equivalent is referred to as a *variable* or *variation*. The variable which characterizes the highest frequency of the distribution in the data (TT), is considered to be the translation *norm* of that SL unit provided that its related ratio number is not less than 51%. The norms extracted from the shift analysis of the three competent translators and the average percentage of their ratio numbers amount to at least 51% can be taken as a *law* of TT translation equivalent for that specific SL unit. Each *translation law* provided in this way can be used as an entry of a long inventory of laws the collection of which can establish and be kept as a set of laws and be used as guidelines for future translators and translating from the related SL to its corresponding TL.

Index of translation and teaching manual

I explained to Chomsky that, "I have conventionally and unprecedentedly assumed and proposed that the collection of these translation norms or laws (if adopted on the basis of the average uses by at least three competent translators) can be systematically presented as an index of translation and can be codified in a translator manual." And I added that my key question from Chomsky was that, "Can such a manual of translation index be

used in teaching and learning translation in classes at university levels in the same way that grammar rules and books are used for teaching and learning a foreign language."—He replied, "I believe yes, it can be helpful."

Epilogue

As soon as I got my pleasing answer and his confirmation I collected my book and flow chart and other stuff and got up to say goodbye to him and leave him alone but in the meanwhile I said, "I have three very short questions that I wish to have your opinion on them." as we all were standing. He showed his approval by shaking his head down. I asked,

"What is the most mysterious aspect of human language?"—He promptly gave a twofold answer, "words and communication." Then I was in the midway of asking my second question which was, "What is the most difficult problem of/ in linguistic studies?" that the telephone rang and he asked the caller to hold the line for one minute to shake goodbye with us and in this short time we tried to offer him our deepest appreciation for devoting his precious time to spend on the discussion with us. It is worthwhile

mentioning that the third question I had in mind was, "what has so far been the most amazing fact or valuable finding of linguistic science about human language?"

At that night, when we had got back home and I was checking my new e-mails, I found an e-mail from Chomsky who had assigned our appointment time at 11 am of the following day and that I had not checked it the night before, and since then I am always ashamed of my untimely calling on him while he was awfully busy preparing himself for the next interview but not only he never mentioned that, but he very kindly and patiently conversed with us until the telephone rang.

I always feel that his human attitude has impressed me more than his linguistic theories and knowledge that had deeply impressed me within the last 58 years in my academic life, i.e. since 1957.

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Guidelines for Publishing in My Contribution

The column entitled *My Contribution* is a recent initiative which is intended to be a forum for sharing lesson plans and procedures for classroom activities. Our assumption is that all teachers have original ideas for running their lessons which work for them. We welcome a contribution which reflects an original idea. Ideas taken from teachers' guides can be of no help unless they are sufficiently modified. The sign of an original idea is that it is a source of excitement and pride to the originator to the extent that he/she would like to tell others how it works. You can imagine yourself telling your colleague in a very simple clear language how you carry out the activity in your class in a stepwise manner. As your account is procedural it follows a certain structure which is different from the structure of a research article. The column includes instructions which tell the reader how to carry out the teaching activities like the ones one can find in a recipe. In some cases specially in the conclusion part you might want to provide a rationale for the activity by referring to the literature but this needs to be kept at a minimum.

It should be noted that a lesson plan is the blueprint of those teaching activities that are to be done in the classroom to teach the textbook content with the aim of achieving its objectives. Every teacher tries to plan the content in his/her own style so that he/she can teach systematically and effectively. You can see the detailed guidelines for writing *My Contribution* in in the box below.

Your "My Contribution" should include:

- A title, your name, affiliation, and email address;
- A "Quick guide" to the activity or teaching technique;
- No more than 700 words excluding the appendices;
- An introduction (i.e. overview) followed by preparation and procedure steps and a conclusion.

It should be:

- In Microsoft Word format;
- Double-spaced with an extra space between sections.

Online Short Stories

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اشاره

ستون «My Contribution» با هدف انتقال تجربه‌های موفق تدریس، براساس برنامه درسی جدید زبان انگلیسی طراحی شده است. تصور رایج بر این است که آموزش، به‌طور کلی، براساس محتوای کتاب درسی و راهکارهای ارائه شده در کتاب معلم شکل می‌گیرد، در عین حال لازم است به این نکته توجه کنیم که هر طرح درسی از سبک آموزشی طراح خود نیز تأثیر می‌پذیرد. از همین رو، تبادل تجربه‌های آموزشی که می‌توانند مبتکرانه و تا حدودی شخصی باشند به مدرسان کمک می‌کند کیفیت تدریس خود را ارتقا بخشند. از مدرسان محترم زبان انگلیسی تقاضا می‌شود تجربه‌های آموزشی موفق خود را در قالبی مناسب این ستون، به نشانی پیام‌نگار (E-mail) مسئول ستون، ارسال نمایند. این تجربه‌ها پس از بررسی و تأیید به چاپ خواهند رسید.

Quick Guide

Many researchers have shown the positive effect of Short Stories as an extensive reading program on improving the learner's language knowledge. It aims "to develop good reading habits, to build up knowledge of vocabulary and structure, to encourage a liking for reading" (Richard & Schmidt, 2002: 193-194), and to increase reading speed and comprehension (Manson & Krashen, 1997). Short Stories as an extensive reading program can be administered in

English classes to achieve these goals.

Proficiency level: Any level from beginners to advanced

Preparation time: 30 minutes needed to explain the whole reading program and its aims

Activity time and place: Any place at students' convenience during the weekends as an extra activity

Materials: A computer connected to the internet average speed

Introduction

To meet the needs of all the students in multi-level classes, teachers can utilize online short stories as a great tool to stretch the class time to a few extra hours outside of class in order for some interested students to read authentic materials and present them to the class as an extra activity assessed and scored by the teacher. Online Short Stories provide the students with a variety of interesting stories consistent with their level. The teacher can observe the students' progress via reading logs handed in each week by the students as well as the lectures presented to the class.

Procedures

Step 1: The teacher familiarizes the students with the plan of the course and

the work on short stories as an extensive reading program and chooses the interested students.

Step 2: The links to short story websites (<http://web2.uvcs.uvic.ca/courses/elc/studyzone/>) are introduced to the students either online or via pictures taken by the teacher beforehand.

The students can access more online short stories or fables via these links, as well:

<http://www.umass.edu/aesop/fables.php>

<http://www.englishiseasy.ir/>

Step 3: The teacher demonstrates how to choose the level and reading topic.

Step 4: The students select the level and topic of their interest before they start reading the story, which is followed by some comprehension check exercises.



Step 5: When they are done with the short story, the students work on tasks consisting of various types of writing a summary, recreating the story, gap-fill and multiple choice comprehension questions.

Step 6: The students hand in their completed "Reading Log" including the summary of the story by the next class session. (See appendix 1).

Step 7: Following the teacher's timetable, each student makes a short presentation on the summary of the story as his/her part of the class participation.

Conclusion

Short Stories as an extensive reading program can be a promising instructional tool that may strengthen the students' reading skill. It offers them the opportunity

to be exposed to authentic reading materials. The time is extended beyond the English class time and the students choose the stories of their own interest based on their reading level.

In order for students to benefit from this very online program, they should be reading at an appropriate difficulty level with the aim of practicing the skill of reading for pleasure. The teachers should be facilitators to let the students experience this online reading outside the classroom.

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Appendix

Student's Reading Log

Name:

Title of the Story:

Level:

How did you like the story?

Great ☐

Good ☐

OK ☐

Boring ☐

How do you see your progress in reading?

Terrific ☐

Good ☐

Need more practice ☐

Write the summary of the story.

Models of Communicative Competence:

Implications for Language Teachers and Teacher Educators

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چکیده

با اجرای سند تحول بنیادین آموزش و پرورش، بر اساس سند برنامه درسی ملی، هدف آموزش زبان‌های خارجی در ایران عبارت است از: آموزش و رشد مهارت‌های چهارگانه زبانی از طریق رویکرد ارتباطی آموزش زبان. می‌دانیم که آموزش زبان از طریق رویکرد ارتباطی که در پی پرورش توانش ارتباطی می‌باشد خود به معلمانی با مهارت‌ها و توانایی‌های خاص نیاز دارد. لذا این مقاله به بررسی مدل‌های مختلف این توانش می‌پردازد و برخی از انتظاراتی را که از معلم زبان می‌رود متذکر می‌شود. همچنین این مقاله به بیان مشکلات معلمانی می‌پردازد که به روش‌های تدریس سنتی خو گرفته‌اند و ممکن است در تدریس با رویکرد ارتباطی مواجه شوند. بالاخره آموزه‌های تغییر در رویکرد آموزش زبان به رویکرد ارتباطی برای دست‌اندرکاران دوره‌های پیش از خدمت و ضمن خدمت آموزش معلمان نیز در این مقاله مورد بحث قرار می‌گیرند.

کلیدواژه‌ها: توانش ارتباطی، رویکرد ارتباطی آموزش زبان، مدرسان زبان، تربیت معلم

Abstract

With the implementation of the Fundamental Reform in Education in Iran, and development of the National Curriculum, foreign language education in Iran aims to develop four language skills through Communicative Language Teaching (CLT). However, CLT, which aims to develop communicative competence, make certain demands on teachers in terms of teaching skills and competences. This papers reviews the major models of communicative competence in the literature of CLT, and in the light of these models, clarifies some of the expectations from CLT teachers. It also pinpoints the difficulties teachers accustomed to traditional methods may have. Implications of the change in the system of language education are also highlighted for teacher educators in pre-service and in-service programs.

Key Words : communicative competence, CLT, teachers, teacher educators

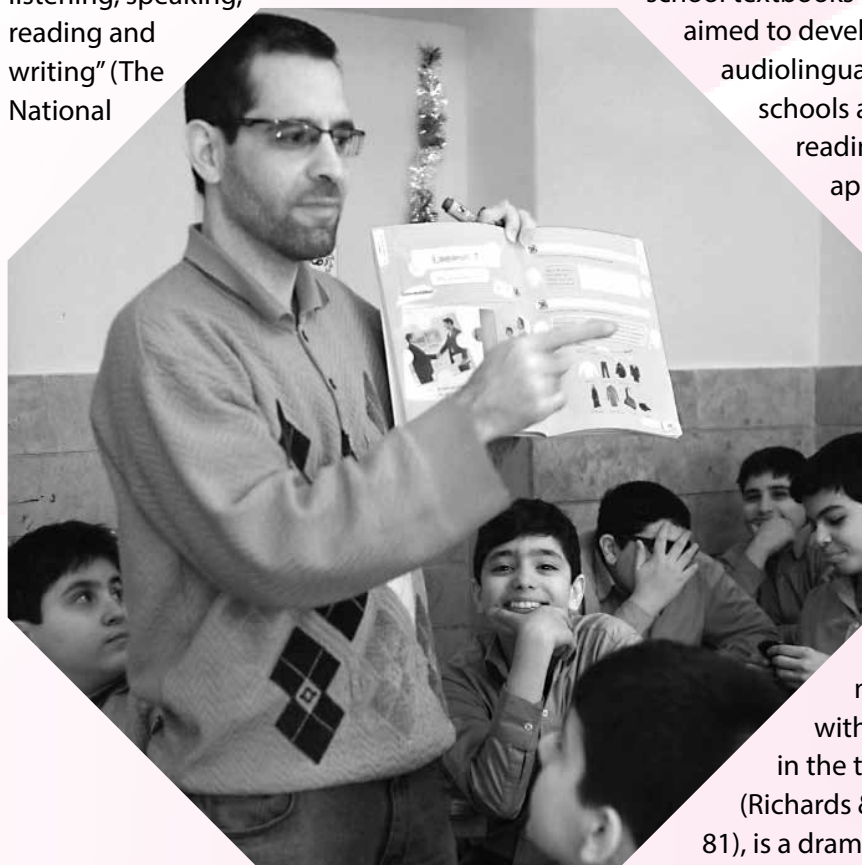
Introduction

One of the turning points in the history of foreign language teaching in Iran is the development of the National Curriculum (2012), based on the Fundamental Reform Document in Education, in which foreign language teaching has found a position. It is a turning point because while previously the goals and objectives of foreign language teaching had never been stated in any formal document (Safarnavadeh, Asgari, Moosapour & Anani Sarab, 2009), in the National Curriculum, two pages (pages 37 and 38) have been devoted to the domain of foreign language teaching and learning. There, it is clearly stated "Language teaching lays emphasis on communicative ability and problem solving so that after instruction, the individual is capable of conveying and interpreting meaning using all language skills including listening, speaking, reading and writing" (The National

Curriculum, p. 37), or on page 38 it is stated "The approach of foreign language teaching is an active and self-relying communicative approach". And based on these guidelines of the National Curriculum, the Bureau of Textbook Compilation has developed an 88 page curriculum framework for the Foreign Language Teaching Program at High School which is yet to be formally approved.

Although the aim of the previous language teaching program was not stated clearly in formal documents, content analysis of the textbooks implies that the aim was to teach language components or structures (Safarnavadeh et al. 2009) or these components and the skill of reading comprehension (Vosoughi, 1992). In a recent interview, Birjandi, who was the main author of the Iranian school textbooks maintained that he aimed to develop books based on audiolingualism for junior high schools and books based on reading comprehension approach for high schools (Anani Sarab, 2012).

Therefore, it can be claimed that the change toward a Communicative Approach Program or Communicative Language Teaching (CLT), which "marks the beginning of a major paradigm shift within language teaching in the twentieth century" (Richards & Rodgers, 2014, p. 81), is a dramatic change, which



demands different responsibilities from the teachers and students.

Communicative Approach or Communicative Language Teaching seeks to help learners develop and operationalize the notion of communicative competence in the foreign or second language (Brown, 2014; Kumaravadivelu, 2006; Richards & Rodgers, 2014) and to accomplish this aim, teachers are first and foremost required to be familiar with the core concepts of communicative competence.

Models of Communicative Competence

The phrase “communicative competence” was first coined in 1967 by the American sociolinguist and anthropologist Dell H. Hymes (1927-2009) in reaction to Chomsky’s notion of linguistic competence. He defines communicative competence as what “enables a member of the community to know when to speak and when to remain silent, which code to use, when, where and to whom, etc. (Hymes, 1967, p. 13). Since then, the concept has developed over years and different models of communicative competence have been offered by different scholars. Major models of communicative competence can be listed as follows:

- Hymes’ model (1967, 1972)
- Canale and Swain’s model (1980)
- Canale (1983)
- Bachman’s model (1990)
- Celce-Murcia, Dornyei, and Thurrell’s model (1995)
- Littlewood’s model (2011)

In what follows, each of these models is described and in the rest of the paper, the implications of these models for language teachers and teacher

educators are stated.

Hymes’ model of communicative competence

Before explaining the concept of communicative competence as presented by Hymes, the word “competence” itself requires some clarification. The word competence or linguistic competence was first used by Chomsky (1965) to refer to knowledge of language as different from performance which he sees as the actual use of language. Although this dualism between knowledge and use of language was not new and it was already noticed by the Swiss linguist Ferdinand de Saussure (1817-1913), who distinguished *langue* “the linguistic competence of the speaker as a member of a speech community” and *parole* “the actual phenomena or data of linguistics” (Robins, 1997, p. 225), Chomsky is known for “reinterpreting in a psychological context the comparable sociological distinction that de Saussure had drawn between *langue* and *parole*” (Howatt, 1986, p. 270).

One of the turning points in the history of foreign language teaching in Iran is the development of the National Curriculum (2012), based on the Fundamental Reform Document in Education, in which foreign language teaching has found a position

More explicitly, Chomsky’s competence is concerned with “an ideal speaker–listener, in a completely homogeneous

speech community who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors" (Chomsky, 1965, p. 3). In other words, Chomsky's competence is a decontextualized notion and the ideal speaker-hearer he is talking about, is

"an artificially constructed idealized person; not an actual language user" (Kumaravadevilu, 2006, p. 6).

Hymes (1972), while accepting the superiority of Chomsky's terminology over de Saussure's, contends:

"Such a theory of competence posits ideal objects in abstraction from sociocultural features" (p.271).

A linguistically competent person, who is master of fully grammatical sentences, is at best a bit odd because "some occasions call for being appropriately ungrammatical" (p.277). Hymes adds, in addition to knowledge of grammatical sentences, a person should acquire the knowledge of appropriate sentences that is, he or she should know "when to speak, when not, and as to what to talk about with whom, when; where, in what manner". He continues, "There are rules of use without which the rules of grammar would be useless" (p.277). Grammatical competence described by Chomsky, Hymes believes, is only one sector of communicative competence, the other ones mentioned by Hymes are the

psycholinguistic (i.e., implementational feasibility), sociocultural (contextual appropriateness) and de facto (i.e., actual occurrence) sectors. In summarizing Hymes' model, Munby (1978) maintains the goal of the model is "to show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret actually occurring cultural behavior" (p. 16).

Canale and Swain's model of communicative competence

Another model of communicative competence was presented by the two Canadian applied linguists, Michael Canale and Merrill Swain in 1980 in the first issue of *Applied Linguistics*. Referring to the weak or neural and strong versions of Chomsky's competence recognized by Campbell and Wales (1970), Canale and Swain agree with Hymes' criticism of Chomsky's notion of competence –performance distinction in that it "provides no place for consideration of the appropriateness [emphasis is original] of sociocultural significance of an utterance in the situational and verbal context in which it is used" (p.4). Furthermore, referring to two views regarding the relationship between grammatical competence and communicative competence, they advocate Munby's (1978) stance which sees grammatical competence a subpart of communicative competence and not something separate from it. They emphasize: "Just as Hymes (1972) was able to say that there are rules of grammar that would be useless without rules of language use, so we feel that there are rules of language use that would be useless without rules of grammar" (p.5). However, they believe their notion of communicative competence is different



from that of Hymes because first, unlike Hymes, they do not incorporate the notion of ability for use into their definition of communicative competence.

The word competence or linguistic competence was first used by Chomsky (1965) to refer to knowledge of language as different from performance which he sees as the actual use of language

Reviewing theories of basic communication skills, sociolinguistic perspectives on communicative competence, and integrative theories of communicative competence, Canale and Swain, suggest five guiding principles for a communicative approach. These include:

1. Communicative competence is composed minimally of grammatical competence, sociolinguistic competence, and communication strategies, or what we will refer to as strategic competence.
2. A communicative approach must be based on and respond to the learner's communication needs.
3. The second language learner must have the opportunity to take part in meaningful communicative interaction with highly competent speakers of the language, i.e. to respond to genuine communicative needs in realistic second language situations.
4. Particularly at the early stages of second language learning, optimal use must be made of those aspects of communicative competence that the learner has developed through acquisition and use of the native language and that are

common to those communication skills required in the second language.

5. The primary objective of a communication-oriented second language programme must be to provide the learners with the information, practice, and much of the experience needed to meet their communicative needs in the second language. (pp. 27-28)

Then, taking these principles into account, Canale and Swain propose a model of communicative competence which includes three main competencies of grammatical competence, sociolinguistic competence, and strategic competence.

Grammatical competence includes "knowledge of lexical items and



of rules of morphology, syntax, sentence-grammar semantics, and phonology". Sociolinguistic competence is made up of sociocultural rules of use as well as rules of discourse. Sociocultural rules of use help language users to produce and understand appropriately language data based on the speaking components of communicative events outlined by Hymes (1967). Rules of emerging discourse include cohesion and coherence principles which focus on communicative functions of the combination of utterances.

Strategic competence also is made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.

Reviewing the major models of communicative competence in the literature shows that despite some slight terminological differences, they share the same general concepts and with the passage of time, researchers have tried to enhance and develop the models proposed by previous scholars

Canale's model of communicative competence

Three years after the communicative competence model proposed by Canale and Swain, Canale (1983), based on the work carried out at the Ontario Institute for Studies in Education (OISE), revised the

model and proposed a four-component framework.

Prior to introducing his new model, Canale reminds the reader that in the communicative competence model, communication is meant to be "the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension processes" (p.4). The four components of the revised framework are grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

Grammatical competence, as in the previous model, is concerned with "features and rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics" (p. 7). Sociolinguistic competence in this model, unlike the Canale and Swain's model, which addressed both sociocultural rules and rules of discourse, "addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction" (p. 7), appropriateness of both form and meaning. Appropriateness of meaning also includes kinesics and proxemics.

Discourse competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres, achieved through cohesion and coherence. Strategic competence in this model has expanded to include mastery of verbal and non-verbal communication strategies that may be called into action

not only to compensate for breakdowns in communication but also to enhance the effectiveness of communication.

Canale believes this theoretical framework is not a model of communicative competence, because a model “implies some specification of the manner and order in which the components interact and in which the various competences are normally acquired” (p.12).

Bachman’s model of communicative competence

Another model of communicative competence or a “theoretical framework of communicative language ability” as he puts it, is the one proposed by Bachman (1990), which has been presented for measurement purposes. This framework includes three components of language competence, strategic competence, and psychophysiological mechanisms. Language competence includes organizational and pragmatic competences. Organizational competence, in turn includes grammatical and textual abilities or competences, which are involved in producing and comprehending language. In other words, textual competence correspond to discourse competence in Canale’s model. Pragmatic competence is concerned with “the relationship between utterances and the acts or functions that speakers (or writers) intend to perform through these utterances” (Bachman, 1990, p. 89). Pragmatic competence in Bachman’s model encompasses illocutionary competence and sociolinguistic competence. Illocutionary competence entails knowledge and skill in using language functions proposed by Halliday (1970) such as ideational, manipulative,

heuristic, instrumental, regulatory and imaginative functions. Similar to Canale’s conceptualization, sociolinguistic competence, as Bachman puts it “is the sensitivity to, or control of the conventions of language use that are determined by the features of the specific language use context; it enables us to perform language functions in ways that are appropriate to that context” (p.94), and it includes sensitivity to differences in dialect or variety, to differences in register and to naturalness, and the ability to interpret cultural references and figures of speech.

The second major component of communicative competence in Bachman’s framework is strategic competence. Unlike Canale and Swain’s and Canale’s model, where strategic competence is at the same level as grammatical and sociolinguistic competences, in Bachman’s model, strategic competence is a major component at the same level as language competence. The reason, as Bachman states, is that previous models imply that communicative strategies are necessarily linguistic or verbal ones but his model shows that strategic competence is a competence at the level of language competence not a subpart so it may include strategies which are not linguistic. Moreover, he believes strategic competence is “an important part of all communicative language use, not just that in which language abilities are deficient and must be compensated for by other means” (p. 100).

Celce-Murcia, Dornyei, and Thurrell’s model

Celce-Murcia, Dornyei and Thurrell (1995) propose another model of communicative competence, which as they maintain, is the continuation of

Canale and Swain's (1980) and Canale's (1983) work. Their model includes five competences of linguistic competence, strategic competence, sociocultural competence, actional competence and discourse competence. This

CLT teachers need to have good knowledge of grammar and vocabulary as well as good pronunciation. In other words, a CLT teacher needs to be a skillful proficient teacher who can serve as a model of communicatively competent speaker for the learners

addition to morphology and syntax. The second difference is their use of the term "sociocultural competence" instead of "sociolinguistic competence" so that they can better distinguish it from actional competence. The reason they give is that Hymes used the term "communicative competence" to challenge Chomsky's (1965) notion of "linguistic competence" from a sociolinguistic perspective, and therefore "originally the sociolinguistic dimension of language proficiency was associated with everything that was missing from linguistic competence" (p.

model intended to elaborate sociolinguistic competence, which was separated from discourse competence and Celce-Murcia et al. divide it into two competences of sociocultural and actional competence.

As Celce-Murcia et al. indicate, there are two terminological differences between their model and Canale and Swain's. The first is that they prefer the term "linguistic competence" to "grammatical competence" to indicate clearly that this component also includes lexis and phonology in



10). So, all other competences are derived from sociolinguistic dimension.

Linguistic competence comprises the basic elements of communication i.e.,

the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed to realize communication as speech or writing.

Discourse competence concerns the selection, sequencing, and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text with components such as cohesion, deixis, coherence, generic structure, and the conversational structure inherent to the turn-taking system in conversation, which is believed to be highly relevant to communicative competence and language teaching.

Actional competence is defined as competence in conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force (speech acts and speech act sets). Celce Murcia et al. emphasize that their conceptualization of actional competence is mainly restricted to oral communication; rhetorical competence would be the parallel of actional competence in written communication. They maintain the motivation for adding actional competence to the Canale & Swain's model was the fact that they were not able to include the functional taxonomies developed by CLT theoreticians logically under any of the four traditional constituent competencies. In their view, actional competence is divided into two main components, knowledge of language functions and knowledge of speech act sets.

Sociocultural competence refers to the speaker's knowledge of how to express messages appropriately within

the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use.

Strategic competence in this model is the knowledge of communication strategies and how to use them. This conceptualization follows that of Canale and Swain (1980); but the focus of this model is on communication strategies because these have been described most explicitly and also because they are most relevant to communicative language use and CLT.

Littlewood's model of communicative competence

The final and the most recent framework or model of communicative competence reviewed here is the one presented by Littlewood (2011). He also takes Canale and Swain's (1980) and Canale's (1983) model as the initial model and develops it by adding a fifth component as well as adapting the terminology. The components of communicative competence in Littlewood's model are as follows:

- Linguistic competence includes the knowledge of vocabulary, grammar, semantics and phonology that have been the traditional focus of second language learning.
- Discourse competence enables speakers to engage in continuous discourse, e.g. by linking ideas in longer written texts, maintaining longer spoken turns, participating in interaction, opening conversations and closing them.
- Pragmatic competence enables second language speakers to use their linguistic resources to convey and interpret meanings in real situations, including those where they encounter problems due to gaps in their knowledge.

■ Sociolinguistic competence consists primarily of knowledge of how to use language appropriately in social situations, e.g. conveying suitable degrees of formality, directness and so on.

■ Sociocultural competence includes awareness of the cultural knowledge and assumptions that affect the exchange of meanings and may lead to misunderstandings in intercultural communication.(p.547)

This last component introduces psycholinguistic aspects of second language proficiency that are not included in the Canale and Swain's framework but are fundamental to communicative language use.

Implications of Communicative Competence Models for Teachers and Teacher Education

Reviewing the major models of communicative competence in the literature shows that despite some slight terminological differences, they share the same general concepts and with the passage of time, researchers have tried to enhance and develop the models proposed by previous scholars. One of the competences which is shared by all models is grammatical or linguistic competence. While in Canale and Swain's (1980), Canale's (1983) and Bachman's (1990) models it is called grammatical competence, Celce-Murcia et al. name it linguistic competence "to indicate unambiguously that this component also includes lexis and phonology in addition to morphology and syntax" (p.11). Littlewood also uses the term linguistic competence. The important point is that all models agree that communicative competence includes a grammatical or linguistic component, which entails knowledge of syntax, morphology,

phonology and vocabulary or lexis. Therefore,

a CLT teacher who aims to help learners develop communicative competence, should first and foremost have already developed these components of his or her communicative competence. That is to say, CLT teachers need to have good knowledge of grammar and vocabulary as well as good pronunciation. In other words, a CLT teacher needs to be a skillful proficient teacher who can serve as a model of communicatively competent speaker for the learners. This is important because there exists a misconception among some teachers that CLT deals only with speaking and the focus is no meaning not form, and therefore, grammar is not important in CLT (Thompson, 1996; Wu, 2008). In addition to grammar knowledge,





CLT teachers are required to have a good command of vocabulary. This is something felt by many teachers and some, despite admitting the necessity of wide storage of vocabulary, believe they need help to do it in in-service training courses (Hassanabadi, 2013). Some other studies

have also shown that teachers feel they need general English in-service classes to improve their language competence (Birjandi & Derakhashan, 2010; Hashemian & Azadi, 2014; Kazemi & Ashrafi, 2014; Razi & Kargar, 2014). Littlewood (2011) also refers to various

studies done in the Asian context and maintains that among common themes in all studies are “teachers’ own lack of confidence in using English” (p. 551). This also has an implication for pre-service teacher education programs in that they need to take this necessity into account and design and handle general English courses of prospective teachers more seriously.

Another common feature of these models of communicative competence is that they all include a discourse or textual component. This textual or discourse component implies that a CLT teacher should have the ability to produce and comprehend cohesive and coherent texts both oral and written and should help his students to develop such a competence too. This is important again, because another misconception among some teachers is that CLT is about speaking and listening (Thompson, 1996; Wu, 2008) and therefore reading and writing are not important. This is at odds with what, Widdowson (1978) has mentioned “What the learners need to know how to do is to compose in the act of writing, comprehend in the act of reading, and to learn techniques of reading by writing and techniques of writing by reading” (P. 144, cited in Wu, 2008). Moreover, paying attention to discourse competence means that teachers should provide opportunities for learners to develop unified coherent texts in the form of creative and innovative dialogs or in higher levels, write creative compositions. This is important because some teachers even in CLT classes emphasize memorizing the dialogs as an end in itself. This, in addition to ignoring the development of discourse competence leads to students’ dissatisfaction (Hasanabadi, 2013).

Another common feature of these models of communicative competence is that they all include a discourse or textual component. This textual or discourse component implies that a CLT teacher should have the ability to produce and comprehend cohesive and coherent texts both oral and written and should help his students to develop such a competence too

Sociolinguistic or sociocultural competence is another common competence in different models. This competence requires CLT teachers to possess a high level of cultural awareness of both L1 and L2 cultural norms and rules, so that they can help learners to develop such competence. This competence implies that a good CLT teacher is not one who only possesses a good grammatical and discourse competence. A CLT teacher needs to have good intercultural competence too. The National Curriculum also emphasizes that the purpose of foreign language education is to enable learners “to communicate with other communities at regional and international levels” (The National Curriculum, 2012, p. 37). The point is how CLT teachers in a foreign language context can develop their sociolinguistic and sociocultural competence. This is an issue which should be taken into consideration by teacher education programs.

Strategic competence which has been named differently in different models is another component of communicative competence. Literature on learning and communicative strategies also indicate the significant role of strategy instruction in helping learners to be good strategy users. Therefore, CLT teachers themselves also need to know and be familiar with a range of active communicative strategies, which are essential to the communicative competence.

These requirements are in addition to other roles which a CLT teacher should adopt such as needs analyst, counselor, group process manager (Richards & Rodgers, 2014). All these indicate that CLT teachers have numerous responsibilities which might be overloading for teachers who are accustomed to teach through

traditional methods. Shifting from teacher-centered to student-centered CLT pedagogy is in fact a “quantum leap”, as Littlewood (2011) calls it using Chow and Mok-Cheung’s (2004) words. He summarizes the changes that CLT teachers in Asian contexts are expected to comply with as follows:

- change their views about language teaching from a knowledge-based one to a competence-based one;
- change their traditional role as a knowledge transmitter to a multi-role educator;
- develop new teaching skills;
- change their ways of evaluating students;
- develop the ability to adapt the textbooks;
- use modern technology; and
- improve their own language proficiency. (p. 551)

Sociolinguistic or sociocultural competence is another common competence in different models. This competence requires CLT teachers to possess a high level of cultural awareness of both L1 and L2 cultural norms and rules, so that they can help learners to develop such competence

Concluding Remarks

Teaching CLT requires certain capabilities and skills. Teachers who have taught through traditional teacher-fronted methods, most often a form of modified grammar translation method, need to develop many competences to

teach CLT effectively. Therefore, teacher education programs should also undergo a change to prepare prospective teachers for the hard task they have ahead of them and inservice programs also should be designed more judiciously taking into account the needs of CLT teachers and support these teachers in teaching through the newly adopted paradigm in the country. If this is not taken into account, the experience of other eastern countries might be repeated where teachers report they “comply with government recommendations while continuing to practise examination-oriented classroom instruction” (Shim and Baik, 2004, p. 246, cited in Littlewood, 2011).

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Anxiety Is a Double-Edged Sword!

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Preface

Hi Everyone!

Many of us have started teaching for the first time. Many of the students have started learning it for the first time. Many do learn quickly, many don't! The latter can be due to several factors among which 'anxiety' is a notorious one.

We have studied all about "debilitative" and "facilitative" anxiety (Brown, 2000), but how can we really put it into practice!? Have you considered that? Especially with regard to our crowded classes and the young generation with their emotional and behavioral delicacies.

I invite everyone to double-check their perspectives and plans of dealing with anxious students so as to reduce its negative side and increase the positive one! Good luck, then! 😊

Quotable Quotes

"Anxiety is the dizziness of freedom."

Soren Kierkegaard

"If you want to conquer the anxiety of life, live in the moment, live in the breath."

Amit Ray

"Our anxiety does not empty tomorrow of its sorrows, but only empties today of its strengths."

Charles Haddon Spurgeon

"Man is not worried by real problems so much as by his imagined anxieties about real problems."

Epictetus

"Anxiety is a thin stream of fear trickling through the mind. If encouraged, it cuts a

channel into which all other thoughts are drained."

Arthur Somers Roche

No Comment!



"WE'D LIKE TO FORM A SUPPORT GROUP FOR HOMEWORK ANXIETY."

Share your ideas with us: azimi.hz@gmail.com ☺

Teaching Tips 1: Three Ways To Decrease Anxiety

- Attack negative thoughts

One of the most effective ways to help your students to deal with anxiety is to attack their negative thoughts. Many anxious students actually provoke their anxiety by setting unreasonable standards for their performance. Teachers can help students simply by identifying perfectionist tendencies that keep them from recognizing their language learning successes. In fact, the teacher should help anxious students to focus less on what they are doing wrong and more on what they are doing right.

- Student-centered lessons

Teachers should plan their lessons from the students' perspective. In other words, teachers should ask themselves whether an activity may be embarrassing or anxiety-provoking for students.



- Create opportunities to discuss anxiety

Many students find it tremendously helpful to know that their teacher acknowledges the reality of their anxiety. Anxious students almost always benefit from finding out that they are not alone in their struggles. Therefore, teachers are encouraged to discuss language anxiety openly with their students.

Quick Tips

1. Use group work to give students practice saying new phrases before asking them to perform individually.
2. Acknowledge students' anxious feelings and help them realize that anxiety is a widespread phenomenon.
3. Encourage students to concentrate on communicative success rather than formal accuracy.
4. Ask yourself how it must feel to be a student in your language classroom from time to time.

Teaching Tips 2: Seven Tips For Helping Learners Minimize Anxiety In Speaking


Since anxiety is most observed in language classes during speaking practice, we have decided to provide another section so “Teaching Tips” exclusively for the speaking skills. Hope you like it:

If you have students who seem to need

some help in overcoming the kind of anxiety that does not require professional intervention, then you might consider sharing these strategies with them.

1. Allow for planning, preparation, and practice time: In the confidence-building stage, adequate planning time enables learners to become familiar with what they want to say and build success. Try the pyramid approach; that is, build in opportunities for learners to work individually, in pairs, and in small groups before proceeding with speaking in a whole class, so that learners can rehearse and modify what they want to express.
2. Take a few deep breaths: This tip needs a bit of elaboration to be useful. If you have taken a voice training course, you know that breathing is fundamental to speaking. To release tension and slow down the heart rate, try relaxing the shoulders and breathing through





the nose (noting the expansion of the diaphragm); holding the breath and tightening your stomach muscle, fists, and toes; and counting one-one thousand, two-two thousand, three-three thousand, four-four thousand, and five-five thousand. Then exhale through the mouth and release all tension. Repeat this a few times.

3. Know the first 60 seconds like the back of your hand: This enables learners to start talking and feeling confident because the opening is usually the most nerve-wracking phase. After a smooth start, the butterflies start to dissipate, and the process usually gets much easier as they move along.

4. Think positively: Remind your students that no one wants to spend time listening to an insubstantial talk or engaging in a bad conversation. Encourage learners to see themselves as fluent and confident speakers and to remember that listeners want them to succeed.

5. Warm up the “gears:” In addition to drinking some water for dry mouth, encourage students to exercise the mouth muscles, much like a warm-up that one would do before a sports game, by exaggerated voicing “wee-woo-wee-woo” or “wow” a few times to loosen the facial tension. In situations of dry mouth when water is inaccessible, gently chewing the tongue a few times will create some saliva to moisten the mouth.

6. Start speaking after inhaling:

Shortness of breath can exacerbate the nervousness or anxiety associated with speaking, so speak after inhaling a full breath.

7. Experience builds confidence: Create opportunities for your students to build successes. At the same time, encourage your students to gain experience and to practice wherever and whenever they can by trying to respond to what their interlocutors say to them.

Teaching Tips by You!

Mr. Jahanban had sent us his ideas on teaching, remember? Since his letter was a bit long, we published half of the letter in the previous ETFun. Here is the second and final section:

As a(n) (English) teacher, I have learnt that:

9. If I am to enjoy teaching, people like Henry Ford can be a good example for me, because this man (1863-1947), who created the Ford car and changed the motor industry by introducing new ways of making cars in large numbers, believed that he had never worked in his life, since he had enjoyed his work on the grounds that he did his work enthusiastically and wholeheartedly, and like him, if I enjoy what I do and take no account of this fact that teaching is not financially rewarding, I will seldom feel bored, tired or frustrated. Of course, the last but not the least point in this regard is that “we cannot do great things, only small

things with great love" (Mother Teresa).

10. Expecting my students to listen attentively and silently to me for an hour and sometimes more is not a realistic and practical expectation and I myself have experienced this repeatedly during my school years and some in-service training classes, especially when, one way or another, the class has been boring, so in order to make my teaching effective, I should make use of timely strategies to let students say something related to what is being taught and in fact make teaching an interactive process rather than a lecture class.

11. I should not presume that my students behave and think similar to when I myself was a student. It is taken for granted that everything changes continuously and without a break in this world and my students are not an exception to this rule, so I should admit that this generation is probably, on average, more intelligent than the previous one, as the next generation will have IQs higher than those of the present one (at least I think so!). On the other hand, they live in a world more developed than that I spent my childhood in and they have access to technologies that were non-existent in those days; hence, I should be flexible and adopt appropriate methods and strategies for such learners. Also, I should always be ready to change and never forget the word 'CHANGE'.

12. A teacher can change the world, but how can I be such a teacher? If I am

to change the world, first I have to change myself, because this is the most practical thing I can do and one that brings about many changes in others and in particular, my pupils. In other words, I should practice what I preach!

13. Every student is a potential high performer provided that I leave no stones unturned in order to pave the way for them to actualize their full potentials. As a case in point, it happens that a student does not learn the vocabulary items included in his English book, and because of this I may regard him lazy, unintelligent, slow, dull, and empty-headed, but that same student knows English words like send, exit, a.m., p.m., silent, message, select, setting, and many others as easy as ABC. Why? Who is to blame here? I myself, the learner, both of us, or none of us? Maybe the latter words are interesting because they are of practical use for that student or maybe practice makes perfect in this regard, the reason being that he sees and uses these words when he is making use of his cell phone!!

14. I will be disappointed if I expect all my students to be excellent in English. I should remember that my students are not the same with regard to their IQs, aptitudes, interests, social classes, and many other influential variables. In fact, some of them may not be so good at learning languages, but be second to none when it comes to learning mathematics, for instance, and such knowledge leads me to be realistic and flexible in my expectations.

15. I shouldn't make any judgement about my would-be students. It goes without saying that making judgements is detrimental not only in teaching but also in all the aspects of life; therefore, I should be very careful, optimistic, and sanguine unless there are some evidence to the contrary.

Hasan Jahanban Isfahlan, the 5th educational district, Tabriz, East Azerbaijan Province

Jokes

1. They say people are more afraid of public speaking than they are of snakes. It doesn't seem to make sense. I mean, you don't see someone walking through the desert, suddenly shouting, "Watch out! A podium!!"
2. - Teacher: "John, why are you doing your math on the floor?"
- John: "You told me to do it without using tables!!"
3. - Teacher: 'Craig, you know you can't sleep in my class.'
- Craig: 'I know. But maybe if you were just a little quieter, I could!!'
4. - Headmaster: I've had complaints about you, Johnny, from all your teachers. What have you been doing?
- Johnny: Nothing, sir.
- Headmaster: Exactly!!

Funny Riddles

1. What's the name of a six-sided polygon?
2. What has hands but cannot clap?
3. What word looks the same backwards and upside down?

4. What never asks questions but is often answered?
5. What belongs to you but other people use it more than you?



Crosswords

Easy Crossword Puzzle # by Dave Fisher
(puzzles.about.com)

Across

1. Combines
5. Numero uno
9. Classic last night TV
12. Field yield
13. Bow
14. Ornamental pond fish
15. Instrument
16. Uncommon
17. Actor Brynner
18. Water source
20. Pressing
22. It's brewed.
23. Honey maker
24. band
28. Unruly crowds
32. Afire
33. Uses shears
36. Boxing great
37. You walk on them
39. Evicts. in a way
41. "And !" (really)
44. Kind of gun
45. Orb
48. Dynamite units. usually
52. Wrath
53. Computer contents
55. Extinct
56. Average score for Woods

1	2	3	4		5	6	7	8		9	10	11
12					13					14		
15					16					17		
18					19			20		21		
				22				23				
24	25	26					27			28	29	30
32					33			34	35		36	
37				38				39			40	
				41	42	43		44				
45								48			49	50
52					53		54			55		
56					57					58		
59					60					61		

57. Tied
58. Notion
59. Regular, abbrev.
60. Let
61. The latest

Down

1. Behaves
2. Lose hold of
3. Way in or out
4. Shares equally
5. Good buy
6. Two or more periods
7. Prepare for surgery
8. Cry of accomplishment
9. Isle of (largest of the Inner Hebrides)
10. Verb preceder
11. Merry-go-round music
19. Some kitchen staff wear them
21. Jewel
24. Santa's helper
25. Tell a whopper
26. Polished off
27. El (Spanish hero)
29. Boat propeller
30. Kind of sandwich
31. Bro's counterpart
34. Country dweller
35. Roasting rod

38. Definite article
40. Ancestry
42. Command
43. Make a rug
45. Drinks slowly
46. Kind of fall
47. Rancher's concern
49. Secret message
50. Was aware of
51. Seven
54. Millimeters in a centimeter?

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Quotable Quotes:

1. <http://www.goodreads.com/quotes/tag/anxiety>
2. <http://www.healthypace.com/insight/quotes/quotes-on-anxiety>

Caricature: <https://www.cartoonstock.com>

Teaching Tips:

1. <https://coerll.utexas.edu/methods/modules/learners/03/decrease.php>
2. <https://oupeltglobalblog.com/2011/05/03/7-tips-for-helping-learners-minimize-anxiety-in-speaking/>

Jokes:

1. <http://ask.metafilter.com/166563/Jokes-about-Fear>
2. <http://academictips.org/blogs/jokes/>
3. <http://www.teachhub.com/top-20-teacher-jokes>
4. <http://iteslj.org/c/jokes-short.html>

Funny Riddles:

1. <http://www.rd.com/jokes/school-jokes/>
2. <http://www.everythingmom.com/parenting/45-riddles-and-brain-teasers-for-kids>

Crossword:

<https://www.google.com/imgres?imgres=imgurl=http%3A%2F%2Fmichaelshuemaker.com%2Fblog%2Fnew%2Ffree-easy-crossword-puzzles-printable>

Answers to the *Funny Riddles*:

1. Sixagon!!
2. A clock!
3. SWIMS!
4. A doorbell!
5. Your name!!

EFL Teachers' Perception of the Iranian Junior High School English Textbooks: Do the New Books Fill the Gaps?

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چکیده

کتاب‌های درسی نقش مهمی را در کلاس‌های درس ایفا می‌کنند. به همین جهت ارزیابی آن‌ها از لحاظ محتوا، درک بهتری از اهداف آموزشی فراهم می‌آورد. با توجه به این دلایل، در این تحقیق به ارزیابی نسخه جدید کتاب‌های انگلیسی متوسطه اول در مدارس ایران پرداخته شده است و همچنین مقایسه‌ای نیز بین این کتاب‌ها و نسخه‌های پیشین انجام گرفته است. به منظور انجام این کار، محققان از پرسشنامه (Litz, 2001) استفاده نموده و داده‌های تحقیق را از جمعیت آماری متشکل از ۵۵ معلم مرد و ۵۲ معلم زن در مقطع متوسطه اول گردآوری کردند. از ۲۰ معلم نیز مصاحبه به عمل آمد. در فرایند تحلیل داده‌ها، با استفاده از آمار توصیفی (میانگین و انحراف معیار) این نتیجه به دست آمد که دیدگاه معلمان بر موافقت و رضایت از کتاب‌های چاپ جدید تأکید دارد. در کتاب‌های جدید نسبت به نسخه قبلی بهبود قابل ملاحظه‌ای حاصل شده است و به نظر می‌رسد راه برای ایجاد محیطی مناسب برای آموزش به شیوه ارتباطی هموار شده است.

کلیدواژه‌ها: دوره متوسطه اول، ارزشیابی کتاب درسی، کتاب درسی

Abstract

Textbooks play a significant role in language learning classrooms. Therefore, evaluating them in terms of their contents will provide helpful insights into their educational purposes. To this end, this study evaluated Iranian newly designed junior high school textbook series (Prospect 1, 2 and 3) and also provided a comparison between this textbook series and the previous version. For doing so, the researchers employed Litz's (2001) questionnaire and gathered the data from a sample of 55 male and 52 female junior high school teachers. Interview with 20 of the participants was conducted as well. Through data analysis, using descriptive statistics (Mean and Standard Deviation), it was revealed that the participants' viewpoints were positive in the sense that they approved the changes made in the new curriculum. The newly designed textbooks showed improvements over the previous versions in that they seemed to have set the ground for a more communicative - based teaching and environment.

Key Words : textbook evaluation, EFL textbooks, Junior high school

Introduction

One of the crucial elements in English as a Foreign Language (EFL) context is undeniably the textbook. The textbook is considered a global instrument in any English Language Teaching (ELT) context (Hutchinson & Torres, 1994). In fact, the textbooks not only do help to provide the students with awareness of what actually the path of learning would be, but also they can be looked upon as framework providers for the teachers. Through textbooks, the knowledge about the subject is transferred to the students and textbooks have been often considered as the only source of content (Rezaeian & Zamanian, 2014).

Considering the influential role of the textbooks in the classrooms and the important pedagogical role they play, both teachers and students should be aware of the value of their textbooks (Crawford, 2002). When a teacher selects a particular textbook as the primary framework of his/her teaching, there is actually economic, professional and educational aspects to be

concerned about (Sheldon, 1988). In order to make sure that the textbook values are in line with those we care for, we need to evaluate and test the textbook (Nunan, 1991).

According to Soori, Kafipur and Soury (2011) despite the influential pedagogical role the textbooks play, a meager amount of research has been dedicated to their evaluation. This could be mainly due to the fact that today's mostly emphasized teaching approach (Communicative Language Teaching), centers on using authentic and dynamic materials. Even if we agree with this principle, we have to acknowledge the fact that a teacher cannot allocate all his time to collecting materials each session. In other words, the teacher can hardly survive without having access to a textbook as a stable pedagogical framework.

This study attempted to investigate and evaluate Iran's junior high school English textbook series titled, "Prospect (1,2,3)" series which has recently replaced the previous ones. The researchers tried to



elicit junior high school teachers' viewpoints regarding the new series in order to provide insights into the books' pedagogical value and also provide a comparison with the former junior high school English textbooks.

Review of Literature

Textbook has been defined as a set of teaching materials constructed in advance and put together harmoniously with the purpose of having an organized and uniform syllabus in different classrooms (Prabhu, 1987). Textbooks are often made the focus of material evaluation.

Ellis (1997) identifies two different categories of material evaluation; One being predictive and the other, retrospective. In predictive evaluation, attempts are made to decide about the text to be taught in a classroom while retrospective evaluation examines the materials which have already been taught. The former type of evaluation has been the main focus of materials evaluation. Simply put, when the teachers have to decide which textbook or teaching materials will be the most appropriate for their classroom, they have to conduct a predictive textbook evaluation and once they have taught a particular textbook, they will have to conduct a retrospective evaluation to make sure their choice of textbook has been a wise and appropriate one.

Textbook evaluation, as a research genre has been prolific in publication since

a great number of papers focusing on this topic have been published over the last two decades. Fukkink (2010), through a content analysis of the Dutch textbooks used for early childhood education, found out inconsistencies between the textbook content and the educational curriculum. The results showed that the textbooks were lacking in their coverage of content standards consistent with the professional profile of the teachers and the educational profile of their training courses .

In a recent study, Chen (2016) argues that in the evaluation of textbook series little attention has been paid to the appropriateness of text difficulty and proposes quantitative measures for evaluating text difficulty. The first method included corpus-based frequency lists for calculating text difficulty; and the second one drew upon variability neighbor clustering in order to demonstrate the developmental stages in text difficulty. It was argued that regardless of the context of English Language Teaching (ELT), this approach is applicable to textbook evaluation and development .

Textbook evaluation has attracted the attention of Iranian researchers. An investigation of Top Notch English book series carried out by Azizifar and Baleghani (2014) made use of a previously developed questionnaire by Thein (2006). Twenty five male and female teachers filled out the questionnaire. The findings indicated that despite some issues that the teachers should be aware of, the books were highly satisfactory.

In a study, Alemi and Hesami (2013) utilized the questionnaire developed by Litz (2001) in order to evaluate three English language textbooks (Right Path to English) - Iran's junior high school textbook series. Thirty five Teachers completed

the aforementioned questionnaire. The findings reflected the teachers' low level of satisfaction with the textbook series.

Through Bloom's (1956) taxonomy of learning objectives, Riazi and Mosalanejad (2010) explored the types of learning objectives followed in Iranian senior high school and pre-university English textbooks. The results demonstrated that lower-order cognitive skills received more attention than higher order cognitive skills, in all grades. A significant difference was found in the levels of learning objectives taxonomy between the senior high school and the pre-university textbooks .

Textbook has been defined as a set of teaching materials constructed in advance and put together harmoniously with the purpose of having an organized and uniform syllabus in different classrooms (Prabhu, 1987)

Riazi and Aryashokouh (2007) made an effort to understand how lexical items were treated in Iranian high school textbook exercises. In their study, the consciousness-raising model proposed by Willis and Willis (1996) was chosen as the framework. The results of the study indicated that none of the exercises in the first three textbooks of high school which were investigated did raise the students' consciousness. Only 18 exercises in the pre-university textbook were found to be harmonious with the framework. Furthermore, it was also found out that the students normally learned the words out of

context in isolation .

Textbook evaluation, due to the importance of textbooks as indispensable instruments in classrooms, has gained momentum. Previous studies in Iran have focused on evaluation of a wide range of textbooks including those being taught at public schools and those used in private language institutes. Despite the vast number of researches done in this field, very few have focused on the newly designed junior high school textbooks (Prospect series). To this end, the present study aimed at evaluating the aforementioned textbooks in order to identify their values and also compare them with the previous textbooks.


The researchers in this study tried to find the answers to the following questions regarding the textbook series:

- 1) How are the different aspects of the new textbook series organized?
- 2) What are the strengths and weaknesses of the newly developed textbook series?
- 3) How different is the newly developed book series from the previous one?

Methodology

● Participants

One hundred and seven (55 males and 52 females) junior high school English teachers were randomly chosen to participate in this study. The teaching experience of the teachers ranged from 6 to 11 years. They were teaching the high school textbooks (i.e. the Prospect series) across different high schools in Kurdistan at the time of the study. The participants were



fully informed about the purpose of the study and they were also assured that their identities would remain confidential.

● Instrument

In this study, a questionnaire which had already been developed by Litz (2001) and used in South Korea was employed. This questionnaire consisted of 40 items on a Likert type scale. The applied questionnaire evaluates the textbooks in 7 areas including practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion. It is worth mentioning that the original questionnaire had a 10-point scale but the researchers narrowed it down to 5 points (highly agree, agree, neither agree nor disagree, disagree and highly disagree) in order not to confuse the participants by being fussy.

In addition, an interview was conducted with a number of participants (20) so as to provide a more insightful view of the teachers' opinion about the textbook series.

● Data collection and analysis

The questionnaire was given to 107 junior high school English teachers at different times as meeting all the participants in one place was not possible because of their job commitments. At each administration, at least one of the researchers was present to clarify the purpose of the study for the participants and to provide instructions if needed.

To process the information gathered from

the participants through the interview, the researchers transcribed the audiotapes of the interviews into Persian. Inductive analysis was employed in order to categorize the data units into information related to the participants' attitudes towards the textbook series. Subsequent comparison of the sorted transcriptions helped the researchers to identify the common themes.

For the purpose of data analysis, the researchers calculated the mean and the standard deviation for each of the items in the questionnaire.

Results

The mean and SD of the investigated categories are presented in the following table.

Mean & SD for the teacher's questionnaire

Feature	Mean	SD
Practical considerations	4.58	1.94
Layout and Design	4.08	2.33
Activities	3.60	2.01
Skills	4	1.85
Language Type	3.93	2.46
Subject and Content	4.14	1.99
Conclusion	4.05	2.21

As can be seen, the three categories of "activities", "skills" and "language type" have been rated less satisfactorily compared with the other categories. This might indicate that the teachers find the presentation of language skills, the type of activities and the language used in the textbooks less in line with their expectations compared with the topics included, layout and design of the textbooks and the practical considerations of the use of the textbooks in language classrooms. Below, the results of the

different sections of the questionnaire are reported.

A) Practical considerations

As can be seen in the table, the mean for practical considerations which included 5 items was 4.58. The textbooks' prices were found to be reasonable, which can be due to the fact that the public school textbooks in general are not published for commercial purposes and they are subsidized by the ministry.

Regarding the accessibility of the textbooks, the teachers agreed that they are easily accessible. As the series in question contains the officially approved textbooks to be taught in all high schools in Iran; a visit to major bookstores throughout the country will indicate the easy access to the textbooks. Furthermore, through an online search, one can easily find the PDF versions of the textbooks. The textbooks were published in 2015 for the first time, so in terms of being a new publication, it was unanimously agreed that the textbooks met the practical considerations.

An improvement over the previous high school textbooks is the accompanying audio CD. However, it is undeniable that the whole series fell short in terms of including teacher guide for each grade textbook which is considered as a drawback of the newly designed series.

In terms of comparability of the teachers' and author's views on language and methodology, a mean of 3.77 was calculated which confirms the comparability. However, this item in this section received the lowest rate among others and this could be attributed to the teachers' fairly out-of-date views on language and methodology and the fact that the new textbooks have been designed according to CLT principles.

B) Layout and design

This scale refers to the overall organization of the materials and the language elements as well as how the activities are presented in a textbook. The findings of this study indicated that the participants approved of the series' Layout and Design for which a mean of 4.08 was calculated. Each lesson starts with a conversation through which the students have a preview of the lesson's objectives. This is followed by inductive grammar practices, attractive exercises along with a photo dictionary provided at the end of the textbooks which can help the students remember the words associated with the relevant pictures. These are among the noticeable features of the textbooks. One of the shortcomings in the textbooks' layout and design is that they totally ignore reading comprehension except for the meager amount of reading exercise embedded in the dialogues.

C) Activities

The activities in an English as Foreign Language (EFL) classroom can benefit from the idea of using a mixture of both communicative and non-communicative activities (Rao, 2002). The findings inferred from the questionnaire data revealed that most of the participants chose to be in a neutral position regarding the activities in the textbooks.

There is an attempt to incorporate as many communicative activities as possible in each textbook (with respect to the limitations in the hours allocated to English classes). Although

there are a great number of activities in each textbook focusing on pair work, they still fail in providing enough individual and group work activities.

The teachers did not find the presentation of grammar and vocabulary satisfying. They had the same attitude about how the activities promote creative and independent responses elicited from the students. However, the teachers did approve of the activities in terms of the possibility of easily being modified or supplemented.

D) Skills

A mean of 4.00 shows that the majority of the participants had a relatively positive view toward the skills included in the textbooks. As the materials in these textbooks have focused more on CLT and meaningful learning, there also seems to have been an attempt to choose the topic of each lesson based on real-life needs. Therefore, in the light of meeting the students' needs, the presentation of materials seems to have achieved its purpose.

Even though there does not seem to be a fair balance of focus on all the skills, as the reading skill appears to have been almost totally ignored in Prospect 1 & 2 and the minimal attention paid to in Prospect 3 through providing an activity named "Find It", there is a good deal of practice and

a focus on suprasegmental features such as accent, intonation and so on.

E) Language type

The mean of 3.93 demonstrates that the majority of the teachers approved of the textbook's language type. This section of the questionnaire was partly concerned with the authenticity of the language used in the textbooks. Authenticity of materials has been defined "as those [materials] which have been produced for purposes other than to teach language" (Nunan, 1988, p. 99). The mean for the authenticity of the language in the textbooks was 1.97 which indicates that the participants did not find the language authentic. Although there has been a great effort to improve the textbooks, the materials presented still lack the criteria of authenticity. The participants strongly agreed that the materials were consistent with their students' level of English and they found the progression of grammar and vocabulary appropriate. Considering the range of dialects and accents involved, the textbooks failed to gain the teachers' approval.

F) Subject and content

This part of the study investigated the content and the subject of the textbooks in terms of their relevance to the students' needs, how realistic they are, how motivating, challenging and attractive they can be, the amount of variety involved and finally whether the subject and content of the textbooks are culturally biased or not.

The mean calculated for this part of the study was 4.14 which demonstrates the participants' approval and their agreement on this section. It was highly agreed that the subject and content in the textbooks are realistic and also free of any cultural bias. The textbooks are free of any

stereotypes and no race, nationality or culture has been given supremacy over the other. The textbooks' involvement of a wide range of exercises and activities such as puzzles and role plays has made the subject and content attractive. Furthermore, as each lesson deals with a specific topic which would indeed demand variety, an acceptable level of diversity in the subject and content is generated.

Ellis (1997) identifies two different categories of material evaluation; One being predictive and the other, retrospective. In predictive evaluation, attempts are made to decide about the text to be taught in a classroom while retrospective evaluation examines the materials which have already been taught

The data gathered through the interview were analyzed to find out about the general ideas of the teachers toward the new textbooks. The participants' general ideas about the changes made in the textbooks were optimistic and promising. Most of them believed that the activities are more communicative and close to the criteria of the communicative language teaching approaches. They also argued that the audio CDs accompanying the textbooks appear to be helpful and facilitate the teaching of the listening section. Some of the interviewees' opinions are presented in this part (the original interviews were conducted in

Persian which were then translated into English):

We can see a drastic change in the whole method of teaching. I mean it is not like before. In my opinion, one of the most important changes is adding audio CDs to the textbook. It has been made really easy for the students to understand the listening parts. (Teacher A)

Along with the merits ascribed to the new textbook, the participants mentioned some drawbacks as well. Analyzing the interviews, the researchers elicited some of the mostly noted weaknesses. First of all, it should be mentioned that almost all the participants agreed that the development of the new textbooks was an admirable step toward having a more communicative learning context. The problem as they argued, was somewhere else. They all believed that the amount of time allocated to teaching English in junior high school is not enough for achieving the aims set for of the textbooks. An average of two hours a week for learning English would not help fulfilling the learning goals.

There is not a lot the teacher can do in one and half hours each week. We have to consider the EFL situation of learning in our country and this small amount of time would not let the textbooks reach their full efficiency. (Teacher B)

Furthermore, the large number of students in each classroom was among the participants' worries which seem to be an obstacle that might neutralize the improvements made in the new textbook series. They argued that in a communicative context for learning English, every single student should have an equal chance of participation in classroom activities. As in some of the classes the number of the students is even beyond 30, this purpose would not be

achieved.

Finally, a major problem in the way of implementing the communicative principles of the newly developed textbooks was considered to be the diversity in the students' language proficiency.

Some students take private English courses, some others are far behind the schedule. In such heterogeneous classes, teachers are confused by the situation. (Teacher C).

G) Conclusion

This part of the questionnaire primarily makes an attempt to provide insights into whether the textbooks are appropriate for the language-learning aims in small, medium, homogeneous and co-ed classes, if the textbooks raise students' interest in further language learning and also whether the textbooks would be chosen again to be taught.

As it is indicated in table 1, the calculated mean for this part is 4.05. The textbooks cover a wide range of topics and they tap into daily life issues and are presented in a meaningful way which would be of great importance to both teachers and students as they meet the students' communicative language learning needs.

The textbooks have been published for a particular age range and specific proficiency level of the students (high school) and in this regard they would not fit university classes. They can, however, be employed as suitable textbooks for co-

ed classes as their educational goals both male and female students.

The diversity of the exercises in the textbooks along with their meaningful way of presentation of the language could be among the reasons why the participants confirmed that the textbooks would spur further learning.

The previous school textbooks were not pedagogically satisfying and did not measure up to the set criteria of a standard textbook and also fell short to expedite the communicative flow of learning (Rezaeian & Zamanian, 2014). More comprehensive research evidence over the past four decades confirms the fact that the previous version of the Iranian junior high school textbooks had certain shortcomings. Communicative drawbacks were found to be more tangible in content criteria and also in appropriateness of context and situation. Furthermore, new findings and improvements in syllabus design had not been taken into consideration in these textbooks (Azizifar, 2009).

The results of the present study support the idea that there has been a significant improvement in the Iranian junior high school textbooks. Some of the shortcomings have been dealt with and steps have been taken toward the elevation of the textbooks to create a more CLT based environment in the language classrooms.

Conclusion and Implications

In this study, there was an attempt to evaluate the Prospect series (1,2,3) which has recently replaced the previous series in junior high schools. For the purpose of evaluation, the researchers used Litz's (2001) questionnaire. This study made an attempt to investigate the strengths and weaknesses of the textbooks. Accessibility

of the textbooks, reasonable price, accompanying audio CDs, adequate exercises and communicative presentation of the language were among the textbooks' strengths; however, there were also some weaknesses to be considered such as the lack of teacher's guide for each grade textbook, uninteresting presentation of grammatical points and marginal attention to reading comprehension skill.

The findings of the current study has also pedagogical implications. Being aware of the shortcomings of the textbooks, teachers can employ supplementary materials in order to compensate for the deficiencies. The study has implications for material developers who can use these results to identify those parts of the textbooks which require revisions so they could improve the future versions of the textbooks.

Further studies could investigate a wider range of teachers' viewpoints about the newly developed textbook series in order to yield more comprehensive results. In this research, Litz's questionnaire was employed to carry out the investigation, future studies might use other available questionnaires so as to triangulate the findings of this research.

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Le casse-tête de l'élision

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چکیده

هدف از پژوهش حاضر کندوکاوی در باب یکی دیگر از مباحث ساختاری زبان فرانسه بوده، و غرض از آن بررسی و تحلیل جایگاه «حذفِ آوایی» در این زبان است. نخست به توصیف و تبیین «حذفِ آوایی» می‌پردازیم و در پی آن به مشکلات حاصل از آن در زمینهٔ دیکته و تلفظ برای زبان‌آموزان، مدرسان و اهل فن خواهیم پرداخت. «حذفِ آوایی» به منزلهٔ فروافتادن و حذف واکه در انتهای واژه‌ای است که قبل از کلمه‌ای واقع شده که با مصوت شروع شده باشد و اینکه این فرآیند تابع چه شرایطی است و تنها منحصر به واکه‌ها بوده و همخوانی چون (h muet) اش غیرملفوظ را نیز شامل می‌شود یا خیر؟ و اینکه آیا هر زمان دو واکه متعلق به دو واژه پشت‌سرهم قرار گرفتند حذفِ آوایی اجباری است یا اختیاری؟ آیا این فرآیند در خصوص اسامی عام و خاص یکسان بوده یا هر دو را شامل می‌شود؟ در باب اسامی خارجی وضعیت به چه صورت است؟ هدف از نگارش این مقاله یافتن پاسخی مناسب به این پرسش‌هاست. به امید آنکه روزه‌ای باشد به روی پژوهش‌های آتی.

کلیدواژه‌ها: حذفِ آوایی، افتادن واکه، مصوت، هاش ملفوظ و غیرملفوظ

Résumé

Doit-on dire: Sous la direction de Anne Dupont ou sous la direction d'Anne Dupont? Fallait-il dire: les poésies d'Hugo ou de Hugo? La ville de Haïti ou d'Haïti?

Autant de casse-têtes embarrassants qu'affronte au quotidien un enseignant de français. Qu'est-ce que l'élision? Effacement d'un élément vocalique final devant un élément vocalique initial, soit dans le compte des syllabes, soit dans la langue écrite ou orale (Petit Robert). L'élision est la suppression d'une voyelle en fin de mot devant la voyelle ou un h muet commençant le mot suivant (Grevisse, 15). C'est un phénomène marqué à l'écrit par l'apostrophe, qui remplace la voyelle éliminée et ne touche que des mots grammaticaux, habituellement courts, et que les voyelles a, e et i. Il y a des cas où l'élision est obligatoire, et parfois facultative et ou encore interdite. Bien qu'en français on procède souvent à l'effacement d'une voyelle en fin de mot devant la voyelle commençant le mot suivant, mais est-ce toujours le cas et faut-il toujours l'amuïssement de la voyelle finale d'un mot devant un autre mot à initiale vocalique? Outre les voyelles est-ce qu'il y a d'autres éléments susceptibles de modifier la fin des mots en lui faisant perdre la voyelle? Le statut de 'h aspiré ou h muet' joue-t-il également un rôle dans l'amuïssement de la voyelle finale? Faut-il de l'élision devant un nom propre ou devant un non étranger débutant par une voyelle ou un h? Où peut-on parler d'une élision facultative, obligatoire et interdite? Autant de casse-têtes aussi bien pour les apprenants de langue que pour les professionnels concernant les règles en la matière. La présente recherche se fixe comme objectif de trouver des réponses à ces questions en apportant des solutions aussi efficaces qu'utiles; en espérant bien ouvrir la voie à des études ultérieures bien plus approfondies.

Mots-clés: amuïssement, voyelle, élision, h aspiré, h muet;

Introduction

Elision, le terme, du genre féminin, provient du latin *élision*, du supin *elisum*, du verbe *elidere* (« ôter »). Le mot dans lequel on a fait une élision est dit "élide". Élider = ne pas écrire, ne pas prononcer, écraser les voyelles "a, e, i, o, u" en les remplaçant par une apostrophe. Effectivement, c'est un cas d'élision classique (remplacement de la voyelle finale de certains mots par une

apostrophe) devant un nom propre de personne commençant par une voyelle ou par un h muet: le fils d'Yves, les romans d'Albert Camus. Mais le fait que «Yves et Albert» soient des noms propres, une question s'impose: Faut-il respecter la règle? On fait normalement l'élision devant un nom propre s'il commence par une voyelle ou un h muet. C'est une forme particulière de synalèphe, c'est-à-dire de prononciation en une seule syllabe de

deux voyelles consécutives appartenant à des syllabes différentes (voyelles dites en hiatus), elle consiste dans la suppression pure et simple de la voyelle du premier des deux mots et sur le plan graphique dans son remplacement par le signe dit apostrophe (Riegel56-57). L'élision est courante, mais non obligatoire, devant les titres d'œuvres. Elle est le plus souvent facultative devant les noms d'entreprises aussi. Cependant, les noms d'entreprises formés d'un élément commençant



par un h suivent la même règle que cet élément, et les noms de marques de commerce qui commencent par une voyelle commandent l'élision. Bien que le sujet ait été déjà abordé dans la plupart de manuels de grammaire, les auteurs de présent article se targuent d'avoir réuni, pour la première fois, un ensemble quasi-exhaustif de règles et principes faisant foi en la matière, tout en écartant toute démagogie rénovatrice.

Effacement d'un élément vocalique final devant un élément vocalique initial, soit dans le compte des syllabes, soit dans la langue écrite ou orale (Petit Robert)

Elision obligatoire

- devant les noms communs et les noms propres

1. Quand, par exemple sur une page frontispice ou sur une affiche, le nom propre et le mot qui précède ne se trouvent pas sur la même ligne:

Sous la direction
de

Yves Rocher

2. Quand le nom propre n'est représenté que par son initiale:

Sous la direction de Y. Rocher

Le cas de h

Enfin, en ce qui concerne proprement les prénoms et les noms propres commençant par un h, il faut savoir qu'il n'existe pas de règle systématique et que l'usage varie considérablement, surtout pour ce qui est des noms étrangers. Par conséquent, pour savoir si le h est aspiré ou muet, il vaut mieux consulter un dictionnaire de

prononciation ou un dictionnaire de langue générale sous l'adjectif correspondant (par exemple, hongrois: de Hongrie). Dans les noms de lieux et de personnes, des pays de langue germanique (allemand, anglais, néerlandais, etc.) ainsi que de ceux de langue espagnole et des pays arabes ou orientaux, c'est le h aspiré qui est en usage, mais il y a des exceptions pour les noms très connus ou d'un emploi courant:

Exemples: Haute-Garonne, Havane, Hiroshima, Hitchcock, Hollande, Honduras, Hongrie, Hull, Huron, etc. L'usage est cependant flottant pour certains mots comme Hambourg, Hegel, Hemming Ford, Henri, Henriette, Heredia, Hitler, Hubert, Hugo, Hugues, Huguette, Hollywood, etc.: Un film de Hollywood (ou d'Hollywood). Les noms commençant par un h aspiré ne s'élident généralement pas. C'est le cas de nombreux mots étrangers d'origine anglo-saxonne ou germanique: la hache, le handicap, la hiérarchie, le héros, le haricot, la hernie, le hors-d'œuvre, de honteuses idées, etc. Les mots commençant par un h muet s'élident: l'hôtel, l'hôpital, l'héroïne, l'héroïsme, l'habit, l'hérédité, l'hippocampe, l'huissier.

En principe, il n'y a pas d'élision devant hyène (féminin), tandis que les mots hameçon, hiatus, handicapé et hier s'élident; l'usage est cependant flottant

Après la conjonction Que

Que conjonction (y compris «que» dans les conjonctions composées tels que lorsque/puisque/quoique, quelque, jusque...) ou relatif peut toujours s'élider:

- le livre qu'Isabelle a lu. – lorsque, puisque, quoique ne s'élident en principe que devant il, elle, un, on et ainsi de suite; mais on les trouve parfois élidés dans d'autres cas: quoiqu'indifférent, lorsqu'avec ses enfants, Quoiqu'un

peu alarmante..., -Puisqu'on me le demande..., puisqu'on veut -Lorsqu'il était endormi... Se rencontrent aussi sans élision: - Puisque aucune accusation n'a été portée contre lui. Jusqu'en 1637... (Acad.) Il s'est plaint jusqu'à minuit. Rempli jusqu'au bord .Jusques à quand (vx et littéraire). Presque ne s'élide que devant île (presqu'île). On n'écrit pas - Presqu'arrivés à la maison, mais -Presque arrivés à la maison. Mais: presque entier. Elle a presque immédiatement réagi (Péchoin, 696). Quelque ne s'élide que devant un (quelqu'un) et une (quelqu'une) mais quelque autre, qui se prononce néanmoins (kelkotR); (Arrivé, 241-242); Ainsi, on écrit quelque ami et quelque autre (Riegel, 57). Il aura été retardé par quelque incident (Péchoin, 696).

Verbes composés avec «entre»

Ces cinq verbes s'élident: s'entr'aimer, entr'apercevoir, s'entr'appeler, s'entr'avertir, s'entr'égorgier. Mais l'Académie, abandonnant, dans les mots suivants l'apostrophe qui marque l'élision de l'e final de entre, a soudé les éléments composants: entrouvrir, entre autres, entracte ,entraide, s'entr'admirer, s'entr'accorder, s'entr'accuser (Grevisse, 16). Mais sans apostrophe: entre eux, entre amis, entre autres etc. (idem.)

Elision facultative

Il est préférable de pratiquer l'élision devant les noms propres de la même manière que devant les noms communs. On fait normalement l'élision devant un nom propre s'il commence par une voyelle ou un h muet. C'est donc la même règle que celle qui s'applique pour les noms communs. Cela dit, il y a dans l'usage une tendance à ne pas faire l'élision devant un nom propre de personne s'il est court

ou s'il a une consonance étrangère:

Exemples: - le bureau d'Alexandre - les livres d'Anne-Marie et ceux d'Alain - les propos d'Isabelle - le poste qu'Yves occupe (ou: que Yves occupe) - le fils d'Anouk (ou: le fils de Anouk); -le théâtre d'Hugo (mais on dit souvent aujourd'hui le théâtre de Hugo) – il ne voit personne d'autre qu'Anne (souvent: que Anne) (Péchoin, 697).

- L'élision est "recommandée" devant les titres d'ouvrages, de films, de pièces et devant les noms d'entreprises (Péchoin, 697):
- L'organisation d'Amnesty International
- Les vols de la compagnie d'Air France
- Les poèmes d'Apollinaire. - l'auteur d'Antigone, celui d'Au bonheur des dames (ou : de Antigone, de Au bonheur des dames) –

L'élision est facultative devant Ouate, on peut dire l'ouate, la ouate, de l'ouate, de la ouate, d'ouate et de ouate, de même pour Ouistiti (Colin, 181).

Les noms commençant par un h aspiré ne s'élident généralement pas. C'est le cas de nombreux mots étrangers d'origine anglo-saxonne ou germanique

L'élision et les lettres de l'alphabet

Avec les lettres de l'alphabet et les mots cités, on peut choisir de faire ou de ne pas faire l'élision, l'absence d'élision est plus fréquente, surtout avec des mots cités d'une ou deux syllabes (Péchoin, 697):

Le r de art, le a de ami (plutôt que l'r d'art, l'a d'ami)

Devant tu

Il n'y a jamais d'élision devant "u" sauf que la langue de la conversation familière admet l'élision de tu devant voyelle: t'as raison - t'iras bien le voir (Riegel, 57); t'es trop gentil! T'as mal à la tête?

Elision interdite

- l'élision est impossible en position tonique: - montre-la à Pierre, - dis-le à Jean (Arrivé, 242).

- Pas d'élision devant les mots "oui" et "ouistiti":

- - Le ouistiti est un primate.

(Et non : l'ouistiti).

Je pense que oui, il suffit de oui, de non (Hugo)- La bonne sœur fit signe que oui (M. Barrès)- Le oui est donné gagnant! - Toutefois on peut dire : je lui fis signe qu'oui (A. France).

- Noms commençant par «y»

- Si l'élision s'effectue généralement devant le y français, elle se fait assez

rarement devant le "y" d'origine étrangère : la Yougoslavie, le Yémen, Le yacht, le yak, le yankee, le yen, le yard, le youyou, le yod, le yoga, le yoyo, le youyou, la hache etc. (Colin, 181). - Ne mange plus de yaourt!

- Cas particuliers: Huit/onze/un

En principe, l'élision ne se fait pas devant les adjectifs numéraux huit, onze et un (ainsi que huitième et onzième) : un poisson de huit pouces; une excursion de onze jours, la messe de onze heures; Le onze de France en football. (Et non : l'onze de France) - La course ne comporte que huit partants; mais (l'onzième volume, A. Thérive) ; par un beau soleil d'onze heures (Sainte-Beuve). Devant "un" adjectif numéral, on ne fait pas l'élision :

- Une table de un mètre quarante - Une table de un mètre.

- Les prix ont augmenté de un à trois pour cent. Une pièce de un dollar; un colis



de un kilo. On peut toutefois faire l'élision devant le chiffre un (ou une): une fissure d'un centimètre (ou de un centimètre) de large. Un retard d'une heure (ou de une heure). On la rencontre également devant le chiffre onze : Il n'est qu'onze heures; il est près d'onze heures; bouillon d'onze heures (expression figée),(Arrivé.242).

• Devant "un" article indéfini, on fait l'élision :

- La disparition d'un ami est toujours pénible à vivre. (Ici on est en présence d'un déterminant, on aurait pu dire : la disparition de mon ami...).

On ne fait pas l'élision lorsqu'on souhaite insister sur l'idée de quantité ou de mesure: - Je pense acheter de un à trois sacs.

- "un, une" adjectif numéral cardinal, et l'on élide suivant le sens. En réalité la règle est assez imprécise:

- Pour le prix de un franc, pour le prix d'un franc - Le un joue et gagne. (L'un joue et gagne!!!) - Le un de cette rue - Pour cette course, c'est le un qui est arrivé en tête. - La première page: la une du journal. L'article est paru à la une du journal - - La première chaîne TV: c'est la Une.

Conclusion: Au-delà d'une connaissance lexicale, une acceptable maîtrise des phénomènes grammaticaux prouve le riche savoir de la langue française au moyen d'un enseignement ad hoc. Ce dernier, qui a beaucoup évolué au fil des années, connaît de notre temps, une nouvelle perspective qui influence la manière de transmission des données primordiales de l'expertise de langue ; la perspective actionnelle qui incite les apprenants à s'activer plus que l'enseignant. D'où une impérative problématique/ réflexion. Nous avons

donc envisagé une démarche basée sur la récente perspective qui est ainsi définie: «La perspective privilégiée ici est, très généralement aussi, de type actionnel en ce qu'elle considère avant tout l'utilisateur et l'apprenant d'une langue comme des acteurs sociaux ayant à accomplir des tâches (qui ne sont pas seulement langagières) dans des circonstances et un environnement donnés, à l'intérieur d'un domaine d'action particulier. Si les actes de parole se réalisent dans des activités langagières, celles-ci s'inscrivent elles-mêmes à l'intérieur d'actions en contexte social qui seules leur donnent leur pleine signification. Il y a « tâche » dans la mesure où l'action est le fait d'un (ou de plusieurs) sujet(s) qui y mobilise(nt) stratégiquement les compétences dont il(s) dispose(nt) en vue de parvenir à un résultat déterminé.

L'élision est courante, mais non obligatoire, devant les titres d'œuvres. Elle est le plus souvent facultative devant les noms d'entreprises aussi

En fin du compte, dans le but d'observer comment aborder ce sujet dans une classe de langue, il serait sans doute pratique de vérifier étape par étape ce qu'un enseignant pourrait appliquer dans son plan d'une unité didactique¹ qui se décompose en trois parties :

1- pré-tâche: mise en situation et repérage

2- tâche: explication de l'élision :
explications exercice

3- post tâche: production

Comme il a été déclaré l'objet du présent article était de passer en revue l'ensemble des règles applicables en matière de l'élision et d'apporter des

solutions appropriées là où cela s'impose; pour ce qui est des élisions facultatives et obligatoires, le choix de l'un ou de l'autre dépend des circonstances bien particulières; enfin pour répondre à la question si le registre de langue saura-il affecter l'élision nous avons dit que cela peut être le cas pour le pronom personnel "tu". Et concernant la lettre "h" il a été dit qu'on recourt à l'élision chaque fois qu'on a affaire au "h muet" ce qui n'est nullement le cas avec le "h aspiré". Alors toute rencontre de voyelles consécutives appartenant à deux mots n'entraîne pas obligatoirement un amuïssement de la voyelle et cela dépend des situations bien spécifiques.

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le- Petit Robert de la langue française

Référence

1. L'unité didactique permet de rompre avec les démarches traditionnelles ponctuelles: la progression thématique, l'analyse littéraire des textes qui focalise essentiellement sur l'aspect thématique et occulte l'enseignement/ apprentissage d'une langue dans sa dimension fonctionnelle.

