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● نقش توانش زبانی
در موفقیت دوره‌های
تربیت معلم
زبان‌های خارجی

● نقش ارزشیابی
در بهبود اثربخشی
آموزش زبان

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نقش توانش زبانی در موفقیت دوره‌های تربیت معلم زبان‌های خارجی

با توجه به جایگاه زبان‌های خارجی در ارتباطات بین کشوری، برنامه‌های تربیت‌معلم زبان در سراسر دنیا برگزار می‌شوند و در همه آن‌ها آنچه بیش از همه مورد توجه قرار می‌گیرد فرایند آموزش و تربیت معلمان زبان می‌باشد. در این راستا به موضوعاتی نظیر ماهیت دروس تربیت‌معلم، رویکردهای متفاوت تربیت‌معلم و روش‌های آموزش تربیت‌معلم اشاره می‌شود که در منابع نوشتاری و همایش‌های مربوط به تربیت‌معلم مورد بحث قرار می‌گیرد. برنامه‌های تربیت‌معلم زبان در سراسر دنیا چند مؤلفه را در بر می‌گیرند که عبارت‌اند از دانش محتوایی، دانش آموزش محتوا، آشنایی با فرهنگ، ساختار مدارس و برنامه درسی و بالاخره آشنایی با پیشینه زبان‌آموزان. پایه دانشی مؤلفه‌های فوق به مجموعه مهارت‌ها، اطلاعات و نگرش‌هایی اطلاق می‌شود که معلمان نیاز دارند تا بتوانند به وظایف خود در کلاس درس عمل کنند. آنچه در برنامه‌های تربیت‌معلم زبان مایه نگرانی است عدم کفایت دوره‌ها در برطرف کردن نیازهای حرفه‌ای معلمان زبان است. به‌عنوان مثال برخورداری از توانش ارتباطی زبان که انتظار می‌رود در بخشِ محتوایی دوره‌های تربیت‌معلم به آن پرداخته شود معمولاً مورد غفلت قرار می‌گیرد. وضعیت موجود با توصیه‌های مؤکد مراجع آموزش زبان خارجی[1] در این خصوص مغایرت دارد. همه آن‌ها بر این نکته تأکید دارند که دوره‌های تربیت‌معلم زبان باید فرصت‌هایی را فراهم کند تا توانش دانشجومعلمان در چهار مهارت سخن گفتن، گوش دادن، خواندن و نوشتن رشد کند و زمینه‌ای فراهم

شود که با سطح‌بندی در طول دوره رشد مهارت‌ها تضمین شود. در دوره‌های تربیت‌معلم، رشد مهارت‌ها باید در همه بخش‌ها دنبال شود. دروس دوره را می‌توانیم در بخش‌های زیر طبقه‌بندی کنیم که گرچه سمت و سوی متفاوتی دارند ولی همه در کمک به رشد مهارت‌های زبانی مشترک‌اند. این طبقه‌بندی بخش‌های زیر را شامل می‌شود: دروس مربوط به زبان‌آموزی، دروس مربوط به حوزه‌های محتوایی زبان، دروس مربوط به حوزه تعلیم‌وتربیت، و تمرین معلمی. از طریق دروس ارائه شده انتظار می‌رود توانش‌های زیر در دانشجومعلمان رشد کند: توانش زبانی و فرهنگی، توانش گفتمانی و فرهنگی حاکم بر مدارس، توانش طراحی و اجرای برنامه درسی، و توانش کار با ابزارهای فناوری اطلاعات. در حقیقت توانایی معلمان زبان در انتقال دانش و مهارت‌ها را می‌توان با عنایت به توانش‌های فوق و چگونگی انتقال آن‌ها به دانشجومعلمان در دوره‌های تربیت‌معلم مورد بررسی قرار داد. دروس ارائه شده باید طیف وسیعی از حوزه‌های محتوایی مربوط به یادگیری و آموزش زبان خارجی را شامل شود که مهم‌ترین‌شان عبارت‌اند از: ساختار زبان، فراگیری زبان دوم، روش‌های آموزش زبان در حال و گذشته، تحلیل مواد آموزشی، سنجش و ارزیابی، روش‌های تحقیق و پیش‌نیازهای توانش زبانی برای معلمان زبان غیربومی زبان خارجی. در دوره‌های کارشناسی زبان‌های خارجی، وزن دروس محتوایی زبان بسیار اندک است. در سال اول و دوم، دروس عمدتاً به زبان‌آموزی اختصاص دارند و در دو سال باقیمانده بیشتر دروس

به ادبیات و ترجمه مربوط می‌شوند. دروس محتوایی زبان که به ساختار زبان (ساختار آوایی، واژگانی، نحوی، معناشناسانه، و منظورشناسانه) و فراگیری و آموزش آن می‌پردازند تنها بخش کوچکی از محتوای دوره کارشناسی را به خود اختصاص می‌دهند. بدیهی است با برنامه‌ای که بخش کوچکی از محتوای آن مستقیماً به رشد توانش ارتباطی زبان و آموزش مربوط می‌شود نمی‌توان انتظار داشت فارغ‌التحصیلان از توانش‌های شغل معلمی برخوردار شوند. این واقعیت که در دوره کارشناسی زبان‌های خارجی شرط توانش زبانی بالاتر از سطح متوسط برای ورود به دوره‌های کارشناسی رعایت نمی‌شود و حتی در زبان انگلیسی که ورودی‌های دوره کارشناسی به مدت شش سال در دوره متوسطه به زبان‌آموزی پرداخته‌اند اکثریت ورودی‌ها از سطح مطلوب توانش ارتباطی زبان برخوردار نیستند به نگرانی‌ها در این زمینه می‌افزاید. به علاوه در دوره کارشناسی نیز که ساختار دانشگاهی دارد دروس زبان‌آموزی در ارتقای توانش ارتباطی در حد انتظار عمل نمی‌کنند. بنابراین گرچه حداقل ۳ نیم‌سال متوالی دانشجویان دروسی با ماهیت زبان‌آموزی را می‌گذرانند شواهد پژوهشی وجود ندارد که نشان دهد آیا همه یا اکثریت دانشجویان به سطحی از توانش زبانی دست می‌یابند که بتوانند در دروس محتوایی موفق ظاهر شوند. در طول دوره و هنگام فارغ‌التحصیلی نیز توانش زبانی دانشجویان مورد سنجش قرار نمی‌گیرد. در ورود به حرفه معلمی نیز سنجش توانش زبانی استاندارد با حد نصاب از پیش

تعیین شده وجود ندارد. در چنین شرایطی به احتمال زیاد معلمان زبان بدون خودآموزی و یا برخوردار شدن از دوره‌های ضمن خدمت ناظر بر ارتقای توانش زبانی موفق نخواهند شد در مهارت‌های ارتباطی مورد نیاز حرفه معلمی زبان در حد مورد انتظار عمل کنند. شواهد تجربی به خوبی نشان داده است که بنیان اعتمادبه‌نفس حرفه‌ای معلمان زبان را توانش ارتباطی زبان تشکیل می‌دهد و معلمان خود نیز در نظرسنجی‌ها این مؤلفه را مهم‌ترین نیاز حرفه‌ای معلمی زبان ارزیابی کرده‌اند. مشکل توانش زبانی در دوره‌های کارشناسی زبان خارجی و در بین معلمان شاغل در کشورهایی که فرصت ارتباط با خارجی زبانان بسیار کم است شکل حادتری به خود می‌گیرد. در این کشورها به دلیل عدم استفاده ارتباطی از زبان خارجی در کلاس درس این احساس به دانش‌آموزان منتقل می‌شود که زبان از طریق انجام فعالیت‌های کتاب درسی آموخته می‌شود. ایجاد چنین احساسی را می‌توان بزرگ‌ترین مانع در موفق شدن زبان‌آموزی در برنامه درسی به حساب آورد. با عنایت به نکات فوق می‌توانیم نتیجه بگیریم که با اتخاذ رویکردی ارتباطی در برنامه درسی زبان خارجی انتظار می‌رود با بازنگری در دوره‌های تربیت‌معلم زبان پیش از خدمت و ضمن خدمت، موجبات ارتقای توانش ارتباطی معلمان زبان فراهم شود.

پی‌نوشت

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نقش ارزشیابی در بهبود اثربخشی آموزش زبان

مقدمه

ارزشــیابی زبان‌آموزان در کلاس زبان یکی از مسائل مهم در آموزش و یادگیری زبان خارجی است و موضوعی بسیار گسترده و پراهمیــت در این حوزه به حســاب می‌آید. به این منظور در این مقالــه و مقالات آتی بــه این موضوع خواهیــم پرداخت. به‌طــور معمول معلمان زبــان در دوره‌هــای تربیت مدرس با موضوع ارزشیابی و شیوه‌های گوناگون آن آشنا می‌شوند. یکی از روش‌های رایج ارزشــیابی در مدارس و دانشگاه‌ها ارزشیابی پایان نیم‌ســال اســت که براساس شــیوهٔ نمره‌دهی[1] بنا شده است؛ شیوه‌ای که تنها به نمره یا دریافت مدرک موردنظر ختم می‌شــود. در این روش از پیشــرفت زبان‌آموزان در طول دورهٔ یادگیری چشم‌پوشی می‌شــود و پیشرفت و توانایی‌های زبانی آن‌ها تنها در یک روز و براساس یک امتحان مورد ارزشیابی قرار

می‌گیرد. علاوه بر این شیوه، شیوه‌های دیگری نیز برای ارزشیابی پیشرفت و توانایی زبان‌آموزان وجود دارد که به آن‌ها نشان می‌دهد تلاش‌ها و توانایی‌هایشــان در یادگیری و پیشرفتشان در فراگیری زبان قابل احترام و با ارزش است. بنابراین بسیاری از متخصصان در حوزهٔ آموزش زبان بر این باورند که می‌بایست یادگیری زبان‌آموزان را براســاس روش‌های گوناگون دیگر، نه فقط بر مبنای سیســتم نمره‌دهی، مورد ارزشیابی قرار داد. در مقالهٔ پیش رو به بررســی تعدادی از شیوه‌های ارزشیابی که در بهبود اثربخشی آموزش زبان نقش دارند می‌پردازیم.

کلیدواژه‌ها: آموزش زبان خارجی، ارزشیابی، پیشرفت زبانی، سیستم نمره‌دهی

۱. دو حوزهٔ اصلی ارزشیابی در کلاس زبان

هنگامی که ســخن از ارزشیابی به میان می‌آید می‌بایست دو حوزهٔ اصلـی را از هم تفکیک کرد که عبارتند از: بررسی آموخته‌هـای زبان‌آمـوزان در کلاس، یا ارزشـیابی نهایـی[2]، و ارزشـیابی‌هایی که به‌منظور به‌دست آوردن اطلاعات[3] از میزان پیشـرفت زبان‌آموزان صورت می‌پذیرد و هدف آن بهبود شیوهٔ تدریس و اتخاذ رویکردهای مؤثرتر یاددهی- یادگیری توسط معلم و زبان‌آموزان اسـت. در ادامه به توضیح موارد ذکر شــده می‌پردازیم.

● بررسی آموخته‌های زبان‌آموزان

به منظور بررسـی آموخته‌های زبان‌آمـوزان در کلاس زبان و به‌دسـت آوردن ارزشیابی نهایی می‌بایسـت استانداردهایی را مدنظـر قرار داد که عبارتند از: دسـتور زبان، واژگان زبانی، سیستم آوایی و عناصر فرهنگی و ارتباطی. بنابراین معلم زبان تولیدات کتبی و شفاهی زبان‌آموزان را براساس میزان انطباقشان با اسـتانداردهای زبانی (دستور زبان، واژگان و ...) مورد بررسی قرار می‌دهد. در طول دورهٔ فراگیری زبان، سـعی معلم زبان بر این است که زبان‌آموزان استانداردهای زبانی را براساس سطح زبانی‌شان فراگیرند و تا آنجایی که ممکن است این استانداردها را در بیان کتبی و شفاهی خود به درستی به کار برند.

در سـال هـای ۱۹۶۰ **پیرون** و دیگر پژوهشــگران حوزهٔ آموزش سیسـتم نمره‌دهی را ابداع کردند. طبق نظر ایشـان سیستم نمره‌دهی می‌تواند به بیان کتبی یا شفاهی زبان‌آموزان نمره‌ای دقیق بدهد به‌گونه‌ای که نشان‌دهندهٔ ارزش واقعی آن باشد. در اینجا این سؤال به ذهن خطور می‌کند که اگر می‌توان به بیان کتبی یا شــفاهی زبان‌آموزان نمره‌ای دقیق داد چرا در برخی موارد شاهد اختلاف نمره بین چند مصحح هستیم؟ که در پاسـخ باید گفت راه حلی که می‌توان برای کاهش خطا در نمره‌دهی ارائه داد این اسـت که در وهلهٔ اول، ارزشیابی بیان کتبی و شــفاهی زبان‌آموزان براسـاس چارت ارزشیابی[4] انجام شود. چارت ارزشیابی استانداردهای زبانی در هر سطح زبانی را شامل می‌شود. دومین راه‌حل برای کاهش خطا در نمره‌دهی، با استفاده از چارت ارزشیابی، ارزیابی مجدد توسط دو یا سه نفر اسـت. این شیوه می‌تواند برای ارزیابی تولید کتبی زبان‌آموزان به‌کار برده شود. با وجود این، باید دانست که سیستم نمره‌دهی

برای ارزشـیابی‌ها و امتحاناتی که شامل سؤالات چندگزینه‌ای یا سؤالاتی با جواب‌های مشخص اسـت ابزاری دقیق به شمار می‌رود، اما برای ارزشیابی عملکرد زبان‌آموزان در بیان کتبی و شـفاهی به‌عنوان ابزاری برای تخمین زدن براساس معیارها و اسـتانداردهای زبانی کاربرد ندارد. باید به این نکته نیز اشاره کرد که در برخی مواقـع نمره می‌تواند تأثیر مثبت یا منفی بر زبان‌آموز بگذارد و نشان‌دهندهٔ تمامی تلاش‌ها و فعالیت‌های او در کلاس زبان نباشد. بدین منظور بهتر است که نمره همراه با توضیحات و گزارشـی باشـد در مورد پیشرفت فردی و گروهی زبان‌آمـوزان و فعالیت‌هایی که هـر دانش‌آموز در کلاس انجام داده است.

● ارزشیابی به‌منظور به‌دست آوردن اطلاعات

برای اینکه ارزشیابی بتواند نقشی در بهبود عملکرد آموزشی ایفا کند باید نقش *آگاهی‌بخش* و *اطلاع‌رسـان* داشـته باشد. اطلاعاتی که معلم از طریق نمرهٔ امتحان حاصل می‌کند بسیار جزئی و ناچیز است به‌گونه‌ای که این اطلاعات نمی‌تواند آگاهی دقیقی را به منظور بهبود عملکرد آموزشی در اختیار معلم قرار دهد. بنابراین معلم به ارزشیابی دقیق‌تری برای به‌دست آوردن اطلاعات دقیق و کاربردی‌تر نیاز دارد. در کلاس زبان، معلم بعد از تحقق برنامهٔ آموزشـی مورد نظر که اهداف آموزشی خاصی را دنبال می‌کند، بر عملکـرد زبان‌آموزان در انجام فعالیت‌های کلاسـی مرتبط با برنامهٔ آموزشی نظارت می‌کند. هدف از این نظارت، ارزشیابی میزان یادگیری محتوای درس و تحقق اهداف آموزشــی مشخص‌شده توسط زبان‌آموزان است. به این منظور، نقش معلم زبان در طی فرایند آموزشی در کلاس زبان، رساندن زبان‌آمـوز از وضعیت و نقطهٔ اولیـه (الف) به نقطهٔ موردنظر در برنامه و اهداف آموزشـی (ب) است. در این راستا برای تعیین برنامهٔ آموزشـی و محتوای درس می‌بایست سطح زبانی اولیهٔ زبان‌آموز را مورد ارزشیابی قرار داد. بعد از مشخص شدن سطح زبانی اولیه و شـروع فرایند آموزشی، جهت اطـلاع از میزان یادگیری در حین فرایند آموزشی، ارزشیابی‌های متناوبی توسط معلم زبان انجام می‌شـود. این ارزشیابی‌ها می‌توانند در قالب تمرین‌هــا و فعالیت‌های متفاوت زبانی، اعم از فردی یا گروهی، انجام شوند. در آخر نیز، ارزشیابی نهایی در پایان دورهٔ آموزشی برای اطلاع از آنچه که زبان‌آموزان فراگرفته یا که فرانگرفته‌اند انجام می‌شود.

ارزشیابی اولیه جهت دریافت اطلاعات از سطح زبانی زبان‌آموز قبل از شروع دورهٔ آموزش زبان	ارزشیابی‌های متناوب در حین فرایند آموزشی به منظور بهبود فرایند آموزشی	ارزشیابی نهایی جهت اطلاع از موارد فراگرفته شده و موارد فراگرفته نشده
وضعیت اولیه و واقعی زبان‌آموز	فرایندهای آموزشی + فرایندهای یادگیری	وضعیت نهایی

مؤثر است. این عملکرد ارزشیابی در جست‌وجوی شناخت سطح واقعی زبان‌آموزان جدید است که هم به زبان‌آموز و هم به معلم برای شناخت این سطح کمک می‌کند. با کمک آزمون‌های مشخصی که به این منظور طراحی شده می‌توان سطح توانایی زبانی را، که زبان‌آموز می‌تواند در طی دورهٔ آموزشی به آن دست

۲. سه عملکرد مهم ارزشیابی

براساس نظر لاندشیر (۱۹۸۴)، این سه عملکرد که به آن‌ها خواهیم پرداخت، ابزار ارزشـــیابی آموزشی به حساب می‌آیند و می‌توان آن‌ها را براسـاس زمانی که در فرایند آموزشـی ظهور می‌کنند تقسـیم‌بندی کرد: قبـل از دوره، در طول دوره و بعد از دورهٔ آمـوزش. در این بخش به میـزان تأثیر هر یک از این عملکردها در دو حوزهٔ اصلی ارزشیابی که در ابتدای مقاله از آن سخن گفتیم می‌پردازیم.

● پیش‌بینی[5]

این مرحله از ارزشیابی در راهنمایی و جهت‌دادن به زبان‌آموز

یابد، پیش‌بینی کرد. روش‌های متفاوتی برای شناخت و بررسی سـطح واقعی زبان‌آموزان وجود دارد کـه عبارتند از: (۱) خود ارزشیابی، که توسط خود زبان‌آموز انجام می‌شود. در این راستا چارچوب مشترک اروپایی‌زبان‌ها[6] جدول خود ارزشیابی برای هر یک از مهارت‌های زبانی را پیشـــنهاد داده است. (۲) همچنین می‌توان از آزمون‌های تعیین سـطح استفاده کرد. این آزمون‌ها آزمون‌هایی استاندارد و درجه‌بندی‌شده بر مبنای سطوح زبانی

هســـتند که میتوانند اطلاعات نســـبتاً دقیقی از سطح زبانی زبانآمـــوزان در هر مهارت زبانی را بهطـــور جداگانه در اختیار معلم و یا مؤسســـۀ آموزشـــی قرار دهند. گاهی میتوان آزمون تعیین سطح را یک بار قبل از شروع دوره و یک بار بعد از اتمام دوره انجـــام داد که بهعنوان آزمون مقدماتی و آزمون نهایی در نظر گرفته میشوند. در این صورت دو عملکرد ارزشیابی شکل میگیرد: پیشبینی و دریافت اطلاعات نهایی.

مرحلۀ پیشبینی میتواند بهعنوان ابزاری بهکار رود که معلم زبان را در چگونگی پیشـــبرد اهداف آموزشـــیاش یاری کند. شناخت وضعیت اولیه میتواند برای زبانآموز نیز مفید باشد. این شـــناخت به او امکان میدهد تا بداند در کجای مسیر آموزشی قرار گرفته اســـت و به او کمک میکند تا تلاش و انگیزهاش را بـــرای اتخاذ تصمیمهایی که در پیشـــرفت او در یادگیری زبان خارجی مؤثر است بهطور مستقل تقویت نماید.

شناخت وضعیت اولیه میتواند برای زبانآموز نیز مفید باشد. این شناخت به او امکان میدهد تا بداند در کجای مسیر آموزشـــی قرار گرفته است و به او کمک میکند تا تلاش و انگیزهاش را برای اتخاذ تصمیمهایی که در پیشرفت او در یادگیری زبان خارجی مؤثر است بهطور مستقل تقویتنماید

● تشخیص

این مرحله از ارزشیابی که دومین عملکرد محسوب میشود در تمام طول دورۀ آموزشی انجام میشود. این عملکرد مدرس همانند عملکرد پزشـــکی اســـت که بعد از نخستین معاینات و تشخیص اولیۀ بیماری داروهای لازم را تجویز مینماید و بعد از مصرف داروها با معاینات بعدی تأثیر داروها و روشهای درمانی را مورد بررسی قرار میدهد تا در صورت نیاز روشهای دیگری را بـــرای درمان و ترمیم بعضی از اختـــلالات بهکار گیرد. معلم زبان همانند پزشـــک روشها و محتوای آموزشـــی را براساس سطح اولیه زبانآموز و با در نظر گرفتن نیازها و اهداف آموزشی خود تدوین میکند. باید در نظر داشت که هر زبانآموز سرعت یادگیـــری و روشهای یادگیری خاص خـــود را دارد. بنابراین معلم زبان، بدون ارزشـــیابی تمام موارد مربوط به هر زبانآموز، میبایست اهداف اصلی دورۀ آموزشی را مشخص و براساس آن پیشرفت زبانآموزان را در طول دوره، ارزشیابی کند. ارزشیابی زبانآموزان در طول دورۀ آموزشـــی امکان بررسی آموختههای زبانآمـــوزان را مرحله به مرحله فراهم میکند و به معلم اجازه میدهـــد تا در صـــورت نیاز به عقب برگردد و موارد آموزشـــی

گفتهشده را با زبانآموزان مرور نماید و تکنیکها و راهبردهای آموزشیاش را براساس ارزشـــیابیهای انجام شده تغییر دهد. عملکرد تشخیصی[7] همچنین به زبانآموز این فرصت را میدهد تا بر روند یادگیری خود آگاه شود و برای بهبود ضعفها تلاش نماید.

● دریافت اطلاعات نهایی

دریافت اطلاعات نهایی در پایان دورۀ آموزشی انجام میشود. این مرحله میتواند اطلاعاتی را برای شروع یک دورۀ آموزشی جدیـــد در اختیار معلم زبان قرار دهد که براســـاس معیارها و اهداف آموزشـــی انجام میشود. مرحلۀ پایانی میتواند بهعنوان مرحلۀ ابتدایی برای شـــروع دورۀ آموزشی بعدی در نظر گرفته شود. ارزشیابی نهایی[8] میتواند بهصورت کمّی، براساس سیستم نمرهدهی، و یا به شـــکل کیفی، در قالب گزارشـــی از عملکرد زبانآموزان، ارائه شود. همچنین ارزشیابی پایانی میتواند برای اعطای مدرک و گواهی آموزشی به زبانآموزان استفاده شود.

۳. نتیجهگیری

در این مقاله به اختصار از اهمیت ارزشـــیابی در کلاس زبان و نقش آن در بهبود اثربخشـــی آموزش زبان ســـخن گفتیم و به بررســـی دو روش و ســـه عملکرد مهم ارزشیابی در حوزۀ آموزش و یادگیری زبان خارجی پرداختیم. ارزشیابی جزئی از اصلیترین موارد آموزش و یادگیری زبان است که هم به معلم و هم به زبانآموز در پیشبرد اهدافشان کمک میکند. ارزشیابی موضوعی بسیار گسترده اســـت و کوشش ما بر این است تا در مقالات آتی به نکات دیگری در این حوزه بپردازیم.

پینوشتها

1. Docimologie
2. Evaluation sommative
3. Evaluation formative
4. Grille d'évaluation
5. Pronostic
6. CEFR
7. Diagnostic
8. Inventaire

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greater than that of the control group due to the instructional focus on content-related support as a teaching procedure. Therefore, it can be said that the content-related instruction can positively affect reading comprehension of Iranian EFL learners.

Conclusion

The findings of the present study indicate that content- related support has a significant effect on reading comprehension. Providing the learners with background knowledge provides learners with the necessary information to facilitate reading comprehension on an unfamiliar topic. One implication of the results is that content- related support is an important procedure in improving reading. The background knowledge of the students bring which is enhanced through content-related support can help them comprehend the text more successfully. The enhanced background knowledge helps the learners match new information with what they already know about the topic. This study can be significant for English teachers in institutes and private schools as the findings of the study can help them improve their teaching techniques in reading comprehension. In addition, Iranian EFL learners, can benefit from the findings of this study as they are made aware of the significance of background knowledge in reading comprehension.

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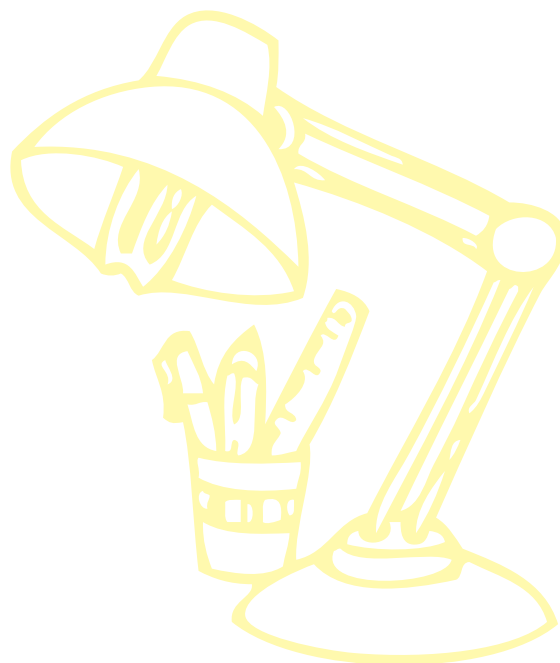
Discussion

The present study aimed to examine the effect of content- related support on reading comprehension of Iranian EFL learners. After analyzing the data through descriptive statistics and applying a t-test on the experimental and the control groups' mean scores, the results revealed that the experimental groups' outperformed the control group. Therefore, it can be concluded that the training program based on content-related support could have positive effects on the experimental groups' reading comprehension.

Webb (2009) investigated the effect of pre-learning vocabulary on reading comprehension and writing of Japanese EFL learners. The findings suggest that pre-learning FL vocabulary may be an effective method of improving reading comprehension. In the same vein, Jamalipour and Farahani (2015) investigated Iranian EFL learners' L2 reading comprehension ability after receiving vocabulary instruction and background knowledge instruction. The results of a repeated measures one-way ANOVA showed that there were significant differences between the experimental and control conditions. The participants of both the vocabulary and background instruction groups outperformed their peers in the control group. In another related study, Ehsanjou and Khodareza (2014) analyzed how pre-listening activities (preview of questions & studying unfamiliar vocabularies) could be useful in developing listening comprehension. The results indicated that preview of questions as an pre-listening activity can be effective in teaching listening comprehension. The findings of the present study support the results of the above- mentioned studies. The findings of the study confirm that the experimental group's mean score was

> **Iranian students usually gain low scores in reading comprehension so, there is a necessity to find a solution to this problem**

According to Table 2, the mean differences between the two groups was not significant p>.05. This shows that the students in the two groups were at the same level of reading comprehension.

● *Results of the Post-test*

The same statistical procedure was used for the post-test results. The statistical analysis of the post-test for the experimental and the control group is presented in Table 3.

The background knowledge of the students bring which is enhanced through content-related support can helps them comprehend the text more successfully

Table 3 *Descriptive Statistics of the Participants' reading Performance in post-test*

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
	experimental group	25	16.0800	1.44106	28821.
	control group	25	12.5200	1.78232	35646.

Based on the Table 3, the mean scores of the experimental group in the post-test was higher than the mean scores of control - group in post-test. To see if the difference between the participants' performance after the treatment was statistically significant or not, a t-test was conducted. The results are shown below in Table 4.

Based on Table 4, it can be argued that there is a significant difference between the groups ($t = 7.76$. $p < .000$). In fact, the group which was instructed through content-related had significantly performed better than the group instructed through traditional methods. These results support the positive effect of using the content-related support in teaching reading.

Table 4 *T-test Results for the Participants after Treatment*

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.613	.438	7.766	48	.000	3.56000	.45840	2.63832	4.48168
Equal variances not assumed			7.766	45.984	.000	3.56000	.45840	2.63727	4.48273

● Data Analysis

The data were collected through a pre- and post-test in order to answer the research questions. The results of both tests were analyzed using the SPSS program. First, the data of the pre-test for each group was inserted and analyzed separately in order to find the mean and standard deviation of the scores of each group. The same procedure was followed for the scores of the post-test of each group. An independent sample t-test was used and the hypothesis was tested at 0.05 level of significance.

Results

● Results of the Pre-test

To answer the research question addressing the effectiveness of content related support on participants' reading comprehension, two t-tests were run; one on. The scores of experimental and control groups in the pre-test and the second one on the post-tests of the control and experimental groups. The descriptive statistics of the pre-test are presented in Table 1.

Table.1 *Descriptive Statistics of the Participants' reading Performance* in pre-test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
	experimental group	25	12.0400	1.59374	.31875
	control group	25	11.4800	1.91746	.38349

According to the table above, the mean of the experimental group was higher than the control group 12.04 > 11.48 and the standard deviation of two groups were also different 1.59 and 1.91. After collecting the data, an independent sample t-test was performed using SPSS to analyze the possible differences between the two groups' scores. The results are presented in Table 2.

Content - related support is one of the best methods to teach reading. It invokes students to make themselves prepared for taking the challenges of reading text

Table 2. *T- test Results for Participants' reading performance*

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.476	.494	1.123	48	.267	.56000	.49866	-.44263	1.56263
Equal variances not assumed			1.123	46.447	.267	.56000	.49866	-.44350	1.56350

meaning retention lasted for two weeks, the effect of topic familiarity decreased over time. Also, think-aloud protocols were used to identify the main reasons leading participants to make incorrect inferences. The findings imply that lexical inferencing should be practiced in texts with adequate cues. The present study aimed to address the following question.

1. Does practice of content- related support have any significant impact on students' reading comprehension?

Method

● *Participants*

The participants of the study were 80 intermediate female students studying in a language institute in Shahrekord. Then, based on their performance on OPT, 50 intermediate participants were selected. All of the participants were native speakers of Persian.

● *Instrumentation*

The instruments in this study was a reading comprehension test including four passages accompanied with 20 multiple-choice items. The validity of the test was confirmed by two experienced teachers, and the reliability of the test was measured through KR-21.

● *Procedure*

First, a test of reading comprehension was administered to 50 participants studying at a language Institute in Shahrekord, in which four English passages accompanied with 20 multiple questions were given to the participants. Each item received one point. After making sure of their homogeneity in the knowledge of reading comprehension, one group was taught the reading skill

through content- related support. In the experimental group, before starting to teach the passage the teacher talked about the topic, asked questions about the topic and presented some pictures about the topic. The content- related support was in the form of statements, picture, talking about unfamiliar words and giving some information about the content of the forthcoming reading. This pre-reading activity was aimed to activate the readers' pre-existing knowledge and offer a general view about the forthcoming data.

In the other group, students learned through traditional method of reading. The instruction lasted three months, and the two groups attended the class twice a week. At the end of the semester, there was a reading comprehension post-test for two groups. The items were 20. Each answer received one point. Wrong responses were not given penalties. In all test administrations, the instructor was presented to clarifying the ambiguities to the examinees. To score the tests, the following steps was followed. No answer or wrong answer was scored 0; if the correct answer was given, the item was scored 1. To scores ranged from 0 to 20 for each participant. After the required data was collected, they was analyzed statistically.

> **Reading is greatly valued by students and teachers alike since it increases the process of language acquisition and helps students read for different purposes**

Literature Review

Background knowledge which is also referred to as subject knowledge or topic familiarity of learners about the reading text has been investigated in L2 literature for years. Content related support is one of the best methods to teach reading. It invokes students to make themselves prepared for taking the challenges of reading text. The followings are some related studies about pre-task activities and reading comprehension and pre-task activities and other skills.

> **Alptekin (2006) defined reading as interaction between the reader's text-based and knowledge-based processes**

Jamalipour and Farahani (2015) investigated Iranian EFL learners' L2 reading comprehension ability after receiving vocabulary knowledge and background knowledge instruction. In the experimental conditions, the pre-reading activities of vocabulary and background knowledge were used to practice the reading skill; while, in the control condition traditional methods of language teaching were utilized. The results of a repeated measures one-way ANOVA showed that there were significant differences between the experimental and control conditions, with the participants of both the vocabulary and background instruction groups outperforming their peers in the control group. Maghsoudi (2012) investigated the effects of schema activation through three pre-reading activities – pictorial context, pre-teaching, and previewing – on reading comprehension of cultural texts

among Iranian EFL learners. The results showed that the students' comprehension of cultural texts was improved as a result of the two training sessions of schema activation via the three pre-reading activities. Webb (2009) investigated the effects of pre-learning vocabulary on reading comprehension and writing of Japanese EFL learners. Specifically, the study was designed to investigate the effects of receptive and productive learning of word pairs. The findings suggest that pre-learning of FL vocabulary may be an effective method of improving reading comprehension. Ehsanjou and Khodareza (2014) analyzed how pre-listening activities (preview of questions and studying unfamiliar vocabularies) could be useful in developing listening comprehension and which one is more effective and helpful as pre-listening. The results indicated that preview of questions as pre-listening activity was effective in teaching listening comprehension and studying unfamiliar vocabulary items had no significant effect on improving learners' listening comprehension. Kaivanpanah and Rahimi (2017) examined the effect of contextual clues and topic familiarity on L2 lexical inferencing success and retention. To this end, 67 Iranian EFL learners read stories (cue-adequate contexts varying in degree of familiarity) and single sentences (cue inadequate contexts) including unknown lexical items and inferred the meaning of unknown words. Subsequently, they were tested on those words once immediately and once after two weeks. Results revealed an inferencing success rate of 55.76%, with success being significantly affected by the amount of contextual clues and topic familiarity. Moreover, it was found that although the effect of context on word

Introduction

According to Birch (2002) reading is a complex cognitive process because it involves a lot of precise knowledge structures and many processing strategies which must be practiced until they become automatic. The common view of reading considers this skill as consisting of decoding/word recognition and general comprehension (Alderson, 2005). Understanding the process of reading is important to an understanding of the nature of reading. Reading which is defined as practically synonymous with reading comprehension is a complex behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended (Johnston 1983). According to Alderson (2005), the process of reading is what we mean by 'reading' proper: the interaction between the reader and the text. The process is silent, internal, private, dynamic, variable, and different for the same reader on the same text at a different time or with a different purpose in reading. Several methods are used to investigate the reading process such as miscue analysis, which analyses the mistakes readers make when reading aloud and introspection through think-aloud protocols or verbal retrospection elicited through an interview schedule.

Alptekin (2006) defined reading as interaction between the reader's text-based and knowledge-based processes. In processing texts, readers combine literal comprehension, based on lower-level cognitive processes of reading such as lexical access and syntactic parsing, with inferential comprehension, based on higher-level cognitive processes

such as the text base of comprehension (to understand what the text says) and the situation model of interpretation (to understand what it is about). Based on Behjat, Bagheri and Yamini, (2012), reading comprehension is the ability of perceiving a written text in order to understand its contents. The essence of reading is 'comprehension'. Reading is greatly valued by students and teachers alike since it increases the process of language acquisition and helps students read for different purposes. In Iran, English is a foreign language and reading English is important for academic purposes. Although English is learned as a subject at school, it continues to be important for university education. Iranian university EFL students are required to learn reading in the classroom in order to successfully gain access to new information for academic purposes. In addition, Iranian students usually gain low scores in reading comprehension so, there is a necessity to find a solution to this problem. So, the purpose of this study is to investigate the effects of content- related support on reading comprehension of Iranian EFL learners.

Reading is a complex cognitive process because it involves a lot of precise knowledge structures and many processing strategies which must be practiced until they become automatic

The Effects of Content- Related Support on Enhancing Reading Comprehension Ability of Iranian EFL Learners

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چکیده

این تحقیق به‌منظور بررسی استفاده از پوشش محتوایی در تدریس خواندن و درک مطلب در میان زبان‌آموزان ایرانی صورت گرفت. به این منظور آزمون تعیین سطح برگزار شد و از میان ٦٠ دانش‌آموز دختر ٥٠ نفر انتخاب شدند که سطح یکسانی داشتند. منتخبان به دو گروه آزمایش و کنترل تقسیم شدند. در ابتدای مطالعه، یک پیش آزمون اجرا شد و بعد از آن گروه آزمایش از طریق پشتیبانی محتوا آموزش دیدند؛ در حالی که گروه کنترل از طریق روش‌های سنتی لغت آموزش می‌دیدند. سپس یک آموزش سه ماهه بین پیش‌آزمون و پس‌آزمون صورت گرفت. و هنگامی که سه ماه آموزش به پایان رسید، آزمون درک مطلب دیگری به عنوان پس‌آزمون روی شرکت‌کنندگان هر دو گروه برای ارزیابی درک مطلبشان اجرا شد. سرانجام با استفاده از «تی‌تست» مشخص شد که پشتیبانی محتوا تأثیر بیشتری نسبت به روش‌های سنتی تدریس لغت داشت. یافته‌های این مطالعه دستاوردهای بسیاری برای وزارت آموزش‌وپرورش ایران، سازندگان محتواهای درسی، مدرسه‌های زبان و دانشجویان دانشگاهی خواهد داشت.

کلیدواژه ها: درک مطلب، پشتیبانی محتوا، یادگیرندگان زبان‌های خارجی

Abstract

This research aimed to find out whether using content- related support in teaching reading comprehension is effective on reading ability of Iranian EFL learners. To this end, Oxford Placement Test (OPT) was administered and out of 60 students 50 female students who were at the same level of proficiency were selected as the control and the experimental groups. A pre-test was also administrated to check their knowledge at the beginning of the study. Then, the experimental group was taught through content- related support; while the control group members were taught through conventional method. There was a three month treatment between the pre-test and the post-test. After instructions, another reading comprehension test, was administered to assess participants reading comprehension. Independent samples t-tests showed that using content- related support was more effective than the traditional method of teaching reading on the Iranian EFL learners reading comprehension. The findings of this study have implications for EFL curriculum developers, language schools, and EFL learners.

Key Words: reading comprehension, content- related support, Iranian EFL learners

ordering various exercises as "knowledge, comprehension, analysis, synthesis, and evaluation" (Richards & Schmidt, 2010, p. 59). But the work book exercises are repetition of the exercises in the student book. This objective is rated by the students even lower than the teachers. Students preferred to have ten shorter lessons with various topics, vocabularies, and grammatical points instead of four long lessons in the book. They also preferred learning diacritical marks for pronunciation rather than sentence intonation.

> **Sheldon (1988) observes that success or failure of a selected course book is determined during or after its classroom use**

The seventh or the least mean score was received by *Vision1* pack. The teachers (2.55) (68% negative answers) gave even lower score than the students (2.68) (67% negative answers) to this pack. No CDs or DVDs accompanied the book in the beginning of the scholastic year. In the second term, a CD with a poor quality was sent to schools. The schools did not provide any facilities for playing the files. The teachers' book was not available in time. There were no slides or video clips to be used as teaching aids. There were no communicative test models given to the teachers.

Final Remarks

Materials development follows specific steps; if not observed, it causes problems. The first step is performing a needs analysis. It is not possible to predict the new generation's needs and interests without careful study. When the book is

going to be used all over the country, paying attention to the needs and interests of both girls and boys should not be considered trivial.

Another problem was hasty preparation and use of Vision 1. The book was not piloted before use so that the problems could be identified. When the course book came to the market and a little later to schools, it was not really a pack. The only part of the pack which was available in time was the student book and the work book. The other parts of the pack like teachers' guide and audio files were probably available in some schools, and some parts of the pack, like test models, related films or slides were not accessible.

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the difficulty level of the reading materials either. They believed that the difficulty level of the reading materials did not increase smoothly.

The third high score was given to the first objective by the students (3.09) (42% positive answers). Although this objective which is attending to four language skills simultaneously was not believed to be fully achieved by the students, it was a good step forward in this area. Students try to listen, imitate, copy, and use English, of course to a very limited extent. Teachers (2.97) (42% positive answers), on the other hand, spend a lot of time and energy on listening and speaking, but they do not receive the necessary feedback from the students because the teacher is usually the only model in the class and there are no teaching aids like films, clips, and slide shows. Writing activities are also very limited in the course book. Students unscramble letters to make words. They also put given words in correct order to make sentences. However, teachers believe more writing is needed.

According to Nunan (1988), students who know the objectives will learn faster than those who do not know them

The fourth high mean score was given to the book layout and physical make-up. This objective received a rather acceptable mean score by teachers. (3.03) (45% positive answers).They believed that the type size is appropriate for the learners, the texts are attractive and appealing to the intended students, and the material is clearly organized. They also believed that the pictures, colors, and graphic devices were helpful to the learners. However, students (2.96) (63% negative answers) gave lower score to the book layout. For example, considering grammar, students believed one grammatical point is enough for each lesson. They did not like the inductive way of teaching grammar either. They preferred to learn the rules and then go through the examples deductively. Also, they liked to have one book instead of two (student book and work book). They believed that the work book must be colorful, instead of black and red, and include puzzles and games to motivate learners to work on. The book cover is very much like their other course books, and it happens that students make a mistake while preparing their school bag.

The fifth high mean score was given to the third objective that is experiential learning activities by the teachers (3.01) (41% positive answers). The teacher guide asks teachers to provide some questions before playing the audio files of the conversations or reading texts to engage students in manipulating and using the materials. The students are also asked to talk about their personal experiences using the book topics or grammatical points. However, the students (2.80) (68% negative answers) gave a lower score to this objective because they thought the book texts and activities did not familiarize them with the culture of the native speakers of English and introduce artificial conversations and dialogues to them.

The sixth objective which is rated below three both by teachers (2.98) (55% negative answers) and students (2.85) (63% negative answers) was the variety of activities in the language learning process. For example, teachers believed that in grammatical exercises the authors should have considered Bloom's taxonomy in

students (%46) (Mean 3.21) believed that activities and exercises included in the course book encouraged cooperative learning to some extent. These findings may result from the fact that *Vision1* did include some cooperative learning and pair work activities which seemed to be engaging for the students.

Concerning objective 6 - providing a complete and accessible pack - the results indicated that neither teachers (%70) (Mean 2.55) nor students (%68) (Mean 2.68) believed that the course book was available as a complete pack and contained the necessary components. This is not surprising. The audio CDs were not distributed attached to the book itself. Furthermore, there were no accompanying test models, no self-study CD-ROM, and no companion updated website.

In relation to the seventh objective -providing a suitable layout and physical appearance - both teachers (%44) (Mean 3.03) and students (%36) (Mean 2.96) believed that the physical layout and appearance of the textbook was suitable although students' ratings were a little lower. It is evident for every user that the book is not appealing considering the color and picture quality of the cover and some pages inside the book. For example, the picture on the cover page is somewhat irrelevant, misleading, and unattractive.

Tomlinson (2011) believes that materials evaluation refers to the systematic evaluation of the materials in relation to the course objectives to see how much success has been gained in achieving these objectives

Conclusion

The results are summarized as follows: The mean scores based on Likert scale range from 2.55 to 3. 21. These figures showed that although the results of the research did not show a great success for achieving the mentioned objectives, they did not show a total failure either.

The first high mean score was allotted to the fifth objective by the students (3.21) (46% positive answers) which was learning in a cooperative manner. Doing exercises or answering the questions on their own is a stressful activity for teenagers in the tenth grade, especially if they were going to receive grades for their answers. In cooperative learning activities, students could share ideas to compensate for their own or other members' lack of knowledge and achieve success. Teachers (3.00) (40% positive answers) also scored this objective highly since it helps students find the related answers more quickly, and the class can move at a faster pace in the learning activity.

The second high mean score was given to the fourth objective by the teachers (3.19) (49% positive answers). They believed that the materials were rich, meaningful, and understandable. Of course, the recently-published book with updated topics on daily themes like nature, tourism... should be interesting for teachers. However, they criticized some unnecessary vocabulary, such as the name of many animals, which usually children learn in pre-school English classes or the reading-like conversations with artificial sentence structures that do not encourage students to use language. On the other hand, students (2.96) (61% negative answers) who seemed to be poor in grammar, nagged about learning a lot of ambiguous grammatical points in one lesson. They were not satisfied with

Results and Discussions

The results in percentages and mean scores achieved by 100 teachers and 1000 students are presented and discussed below:

The results concerning the first objective -attending to four language skills simultaneously -revealed that both teachers (%58) (Mean 2.97) and students (%58) (Mean 3.09) believed that language skills were not well-attended separately or in integration in the course book. In fact, their ratings were around the mid-point. These findings might be justified with reference to the results of the interviews. Some students expressed that language skills do not support each other, and, consequently, they found it difficult to deal with each skill separately. It seems that listening, speaking, and reading activities, as well as grammar exercises, were not integrated appropriately.

If we agree on the importance of ELT course books and the importance of language teachers' attitude toward them, we understand how important it is for the language teacher to be aware of how to evaluate the course book he/she is using

In relation to the second objective -using a variety of activities -both teachers (%58) (Mean 2.98) and students (%67) (Mean 2.85) believed that the book had failed to enhance the learning process through the incorporation of varied and interesting activities and tasks. These findings were justified on the account that most students preferred shorter lessons with various texts, dialogues, tasks, and activities, rather than few long lessons. Teachers expected more various exercises, activities, puzzles, and games to consolidate learning and add to the learners' enjoyment.

Concerning the third objective -promoting experiential learning -teachers' ratings were at the midpoint. That is to say, teachers (%41) (Mean 3.01) believed the book helped the students eaperience the language use, to some extent. While students (%69) (Mean 2.80) rated this objective negativity suggesting that they believed opportunities for experiential learning were not abundant as the authors claimed. The lack of experiential learning opportunities might originate from the fact that only some students considered the listening, reading, speaking, and writing activities genuine, while others believed that these activities did not provide them with real experience.

Findings in relation to the fourth objective -using understandable, rich, and meaningful materials- showed that, in contrast to teachers (%49) (Mean 3.19) who had a somewhat positive view, students (%62) (Mean 2.96) believed that the course book did not include highly understandable, rich, and meaningful materials, that is, material is coming in a familiar context based on learners' prior knowledge, experience, feelings, and interest. As reflected in the interviews, students believed the pronunciation part, as well as the grammatical points, listening/speaking activities, and quizzes did not make good sense, and that the texts were highly difficult for them to understand.

Analysis of data on the fifth objective -facilitating cooperative learning - showed that both teachers (%40) (Mean 3) and

Sciences, and Humanities. The students were studying *Vision1* for three hours a week, for nine months in a scholastic year. The selected eight public high schools were located in the north, south, east, and west of Tehran, four boy schools and four girl schools. The total number of students was 1000. They were asked to fill out the questionnaires. The teachers were one hundred male and female high school English teachers, teaching the tenth graders all over the country.

Instrument

The instruments used in this research were two questionnaires, and the interview. Vision 1, the textbook selected for investigation, is the first book from the senior high school English book series. *Vision1* consists of two books, the student book and the work book. The student book contains four lessons ordered based on situations and topics. The work book includes exercises related to different parts of the book.

Two questionnaires were used in this study. The student questionnaire, developed based on the authors' objectives, consisted of 26 questions. It was first piloted with 30 students so that the researchers could remove the probable problematic items. The teacher questionnaire, a translation of the Skierso checklist (Celce Murcia, 1991, pp. 445-8) included 76 questions. The items were carefully analyzed and modified based on the selection of words and item classifications. Then, it was filled out by some colleagues to check face validity of the questionnaire. Both questionnaires were in Likert scale format ranging from strongly disagree to strongly agree.

An interview schedule was used as the second instrument for data collection in the present study. A total number of 30 students were interviewed. The interview included topics related to the seven mentioned book objectives. In fact, the interview was used to triangulate the results of the research.

Design

The study had a descriptive quantitative design. It is quantitative because the researchers used two different questionnaires which were answered by 1000 students and 100 teachers to understand attitudes toward the book. It is descriptive because the researchers used the quantitative data gathered and the interview results to describe whether the course book has achieved the objectives of the authors or not. The sampling used in this study was convenient sampling. Almost every accessible tenth graders or teachers of *Vision1* that accepted to take part in this research were welcomed to participate in this study.

Data Analysis

The data gathered in this research through student and teacher questionnaires were studied separately. In the student questionnaire, the items related to each objective were identified, and the reliability of the questionnaire was measured using Cronbach's Alpha. The reliability ranged from .74 to .84 which is acceptable. The teacher questionnaire, on the other hand, was studied many times, and its different items were classified into the seven mentioned objectives. The reliability of items for each objective was again measured using Cronbach's Alpha which ranged from .65 to .92. As the lowest alpha was achieved only by eight items of the seventy-six questionnaire items, this is also acceptable.

it is crucial both for teachers and students to be aware of course objectives to know what each of them should do to meet the course requirements, get involved in the course, and appreciate the teaching/learning experience they are engaged in. According to Nunan (1988), students who know the objectives will learn faster than those who do not know them.

Tyler (cited in Nunan, 1988) who was the predecessor of objective oriented evaluation defines objectives as "what the learner should be able to do as a result of instruction" (p. 63). Through a phone call to the head of the group of *Vision1* authors, the writers of the present paper realized that there were no approved objectives set by the Ministry of Education for this book. Therefore, the objectives or the approaches mentioned by the materials developers in the preface of *Vision1* were considered as the set objectives. They are as follows:

1. Attending simultaneously to four language skills
2. Using a variety of activities in the language learning process
3. Emphasizing experiential learning
4. Using rich, meaningful, and understandable texts in the book
5. Increasing cooperative learning situations
6. Providing suitable corrective feedback to learner errors
7. Paying attention to the importance of students' emotions in the class (From the above list, numbers six and seven depend on teachers' performance and cannot be considered as the objectives of the book. Instead the researchers added two other objectives which are crucial for any course book).
8. Providing a complete and an accessible pack

9. Ensuring that the textbooks have a suitable layout and acceptable physical appearance

The following research question was formulated to guide the present study:

Does *Vision1* fulfill the objectives specified by the authors of the course book?

> **If we agree on the importance of ELT course books and the importance of language teachers' attitude toward them, we understand how important it is for the language teacher to be aware of how to evaluate the course book he/she is using**

Method

To investigate this research question, the researchers first studied different syllabuses and came to the conclusion that the syllabus used in *Vision1* is situational and topical, a syllabus in which different lessons are ordered based on specific topics and situations in which they happen. Later, a number of ten book evaluation checklists were studied and among them Skierso checklist edited by Celce Murcia (1991) was considered suitable for this purpose. A translated version of the checklist was used for the evaluation of Vision 1.

Participants

The participants of this study were composed of two groups, students and teachers. The students were sixteen-year-old high school boys and girls. The participants were studying English at such disciplines as Mathematics, Natural

will affect the success or failure of a course book in practice. Wette (2010) provides empirical support for the view when he asserts "making instructional curriculum is a dynamic process in which teachers draw on their professional knowledge to construct the curriculum by synthesizing and acting on feedback from their learners' needs within what is feasible in a particular teaching context" (p. 577).

If we agree on the importance of ELT course books and the importance of language teachers' attitude toward them, we understand how important it is for the language teacher to be aware of how to evaluate the course book he/she is using. Huchinson and Waters (1987) consider evaluation as the assessment of appropriateness and suitability of materials for a special purpose. Byrd (2001) explains the appropriateness as "the fit between the materials and (1) the curriculum (2) the student (3) the teacher" (p. 416). Following the same line of thought, Tomlinson (2011) believes that materials evaluation refers to the systematic evaluation of the materials in relation to the course objectives to see how much success has been gained in achieving these objectives.

Since teachers spend a lot of time using the school course books, materials developers should pay attention to teachers' expectations of the course book and be aware that their attitude toward it will affect the success or failure of a course book in practice

Review of the Related Literature

The previous studies carried out to evaluate course books have different dimensions. The study done by Alimorad (2016) concluded that the cultural values hidden in the imported textbooks has a negative cultural effect on students and, as a result, emphasized the importance of modifying or producing a local course book for school English education. In two other studies by Jahangard (2008) and Rashidi and Kehtarfard (2014), the previous high school books were analyzed and studied. They mentioned that those school textbooks did not cover students' needs. They further added the shortcomings of those textbooks and the necessity of a change in them. In a different approach, Talebinezhad and Mahmoodzadeh (2011) evaluated internationally and locally developed ELT materials and concluded the superiority of international materials in terms of authenticity and meaningful contexts.

Although many studies have been conducted to investigate school EFL textbooks, none of them has paid enough attention to the objectives of textbook developers and whether they have been successful in achieving their objectives or not. Sheldon (1988) observes that success or failure of a selected course book is determined during or after its classroom use. He argues that as language learners are supposed to follow some educational goals, course books should be evaluated in terms of their integration with and contribution to these long-term goals.

The purpose of this study was to investigate whether *Vision1* fulfils the objectives mentioned by the textbook developers or not. Curriculum objectives provide guidelines for the development of texts, activities, and exercises. Therefore,

Evaluation of Vision 1, The New High School English Textbook

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چکیده

اهمیت ارزیابی کتب درسی مدارس، با توجه به مطالعات زیادی که در این زمینه انجام گرفته مورد تأکید سیستم آموزشی قرار گرفته است. با وجود این، هیچ‌کدام از این مطالعات به کتاب «ویژن۱» (۱vision)، کتاب جدیدالتألیف زبان پایۀ دهم دبیرستان، نپرداخته است. علاوه بر این، در ارزیابی کتب درسی از رویکردهای مختلفی استفاده شده که در بین آن‌ها ارزیابی با این رویکرد که «آیا مؤلفین کتاب به اهداف از پیش تعیین شده خود دست یافته‌اند یا نه؟»، خالی می‌باشد. این مطالعه، به‌عنوان پاسخی به این کمبود، سعی دارد به این سؤال که آیا کتاب «ویژن۱» (۱vision) توانسته است به اهدافی که مؤلفان کتاب در نظر گرفته‌اند دست پیدا کند یا نه پاسخ دهد. به این منظور، ۱۰۰۰ دانش‌آموز پایۀ دهم و ۱۰۰ دبیر زبان شاغل در وزارت آموزش‌وپرورش به دو پرسش‌نامه پاسخ داده‌اند. نتایج به‌دست آمده از این پرسش‌نامه‌ها با مصاحبه‌هایی که از ۳۰ دانش‌آموز این پایه انجام گرفته تأیید شده است. این نتایج نشان می‌دهد که کتاب از نظر هر دو گروه دبیر و دانش‌آموز از ارزش تقریباً متوسطی برخوردار است.

کلیدواژه‌ها: ارزیابی کتاب، اهداف، ویژن ۱

Abstract

The importance of textbook evaluation in our educational system has been reinforced through many studies done in this regard. However, none of them has focused on Vision 1, the new tenth grade high school English course book. In addition, the studies done had different orientations in their evaluation, but evaluation based on authors' mentioned objectives is missing. To fill the gap, the present study attempted to investigate whether Vision1 has fulfilled the authors' objectives or not. To this end, 1000 high school students and 100 school English teachers filled in two questionnaires. The results of the questionnaire data were triangulated by student interviews. The results showed that the course book received almost a mid-point evaluation both by the teachers and students. The student interviews also supported the results.

Key Words: textbook evaluation, objectives, Vision 1

Introduction

In a foreign language class, there are many important factors including the teacher, the student, the course book, and the teaching aids. Among these, course books play a crucial role. Sheldon (1988) considers course books as "the visible heart of any [English Language Teaching (ELT)] program and as a universal element of ELT teaching" (p. 237).

Since teachers spend a lot of time using the school course books, materials developers should pay attention to teachers' expectations of the course book and be aware that their attitude toward it

pronunciation is learned, the audio files can be very beneficial. They are available in different speeds and accents. So you can choose the one that best fits your needs and interests.

- **Every two days** it is **updated** and you can find the real news in the provided sources.
- The **context** is very rich here. The words, discussion, writing, etc. are all based on the established context and the learners are supposed to use them and communicate in a meaningful context.
- The **challenge** of reading and **understanding news** which is really difficult to meet, can be **facilitated** through this website.

Weaknesses

- **No feedback on learners' production.** This website provides the answers to most of the activities, but as far as the learners' production is concerned, it seems that some modifications are required. For better results, the presented news must be studied in a class under the supervision of a teacher so that the students can receive appropriate feedback based on their performance.
- **Little attention to grammar.** Even though language skills and components are dealt with, grammar is not attended to a large extent here. Perhaps, it is because the main purpose is to understand the news. However, if grammar seems to be important, further explanation and practice might be required which must be provided by the teacher (Scrivener, 2011). This decision is to be made based upon the major aims of the course and the learners' needs.
- **Hard to understand (at times).** Because the content of the lessons are provided through news texts, chances

are that the learners are not able to understand the news. This can happen due to the learners' inadequate cognitive knowledge or linguistic competence. To overcome this problem, teacher's explanation of key words, a discussion about the theme of that particular news may be helpful.

Conclusion

In sum, the present article made an attempt to introduce a useful website that presents one piece of news every other day. The news can be accessed in mini lessons and also comprehensive lessons. The mini lessons appear in two pages including a number of different activities. It can offer useful exercises regarding different aspects of language.

Besides, it can satisfy some learners' need for reading and understanding news and providing lots of opportunities to practice English in a meaningful context. Used individually or in a class, the two-page lessons have a lot to offer to the interested learners.

Acknowledgement

References
Dornyei, Z. (2009). *The psychology of second language acquisition*. Oxford: OUP.
Gavin, D. & Hockly, N. (2007). *How to teach English with technology*. Essex: Pearson Education.
Harmer, J. (2007). *The practice of English language teaching*. Essex: Pearson Education.
Scrivener, J. (2011). *Learning Teaching*. Oxford: Macmillan

Online Sources
www.breakingnewsenglish.com
www.englishagenda.britishcouncil.org/events/eltons/previous-eltons/2014

In order to get more involved with the text and do more exercises, another part of this website can be used which is shown in Figure 3. There are a variety of activities regarding different language skills and components which mostly deal with vocabulary (e.g. use, meaning and spelling), listening and speaking, and reading. It is noteworthy that the activities presented here are exactly the ones which will be accessible throughout the comprehensive lessons. Therefore, in mini lessons nothing is deleted. The point is that the items are presented in different sections and users can use any of them based on their needs and interests.

What follows takes the strong and weak points of this website into account very briefly.

• Generally, it can be claimed that this website and particularly the PDF file and also its accompanying audio files can provide the learners (or the readers) with a variety of opportunities to practice language. **Different areas of language**, namely speaking, reading, listening, writing and vocabulary can be practiced.

• To make sure the correct

Figure 3. More Activities

To ensure the correct pronunciation, there are different audio files, both in American English and British English to feed different tastes for popular accents of English. Moreover, as Figure 4 illustrates, the files are accessible in various speeds to meet the needs of different learners. To access the audio files, one must click on the news title and go below the downloadable PDF version. In "More Activities" section, under the subtitle "Listen", one needs to click on "MP3s" and here is what they will see.
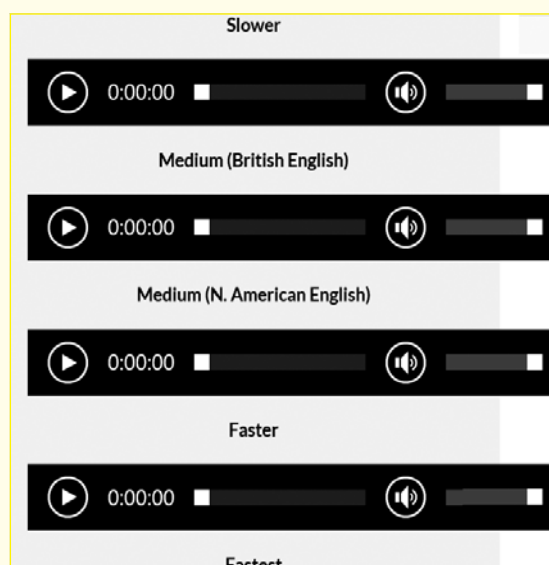

Figure 4. The audio files

Figure 2. Different Parts and PDF Fill

- **Title, Date, Picture:** The first thing that catches our eyes when the PDF file is open is the title of that piece of news, followed by a date and a related picture.
- **Text:** The main part of the news is the text which appears afterwards. The text is organized in two paragraphs containing about 250 words.
- **Sources:** At the end, you can see the sources to further study or verify the news.

* All the following sections are activities dealing with different language skills and components which are introduced below:

- **Writing:** A topic is provided and you are asked to develop the topic.
- **Chat:** This part contains a number of key words from the text to be checked and talked about.
- **True/False:** Around ten sentences are to be checked if they are true or false.
- **Synonym Match:** Ten words are given from the passage and are to be matched with the provided words in the second list as synonyms.
- **Discussion Student A and Student B:** There are two lists of about 10 questions that make students think and talk about different aspects of the news.
- **Phrase Match:** In order to practice collocation and get familiar with this concept, the readers can do this activity and match the halves and make complete meaningful phrases using their gained knowledge from the text.
- **Spelling:** To practice writing of the main words, this part can be very helpful. Each word appears in a sentence in the form of underlined scrambled letters and the readers are instructed to put them in order.
- **Role Play:** Four cards are given with a title and each card assigns a particular role to its reader and together the readers are going to discuss the topic based on their roles.
- **Speaking:** As the last activity based on what has been done so far, the readers are expected to speak together and do different tasks, e.g. ranking, selecting, and organizing (Harmer, 2007).
- **Answers:** Finally, there are answers to **synonym match** and **true/false** items.

Media details

Publisher: Sean Banville
Product type: website
Language(s): English
Level: different
Operating systems: Windows, Macintosh, Android, IOS, etc.
Hardware requirements: connection to the Net, headphones or speakers
Price: free

Introduction

Understanding news in English in a foreign language has always been a long-lasting dream for language learners (Dornyei, 2009). However, it does not seem to be manageable for many language learners. Different attempts have been made to bring the news to language classes through various media such as websites, textbooks, and applications. One of these news-oriented programs which is offered via a website can be accessible through the following link:

www.breakingnewsenglish.com.

In this website, the learners can enjoy reading and listening to the news and do lots of activities about the theme of that news. Here the learners can feel very confident because even the beginners can understand at least the main parts of it. Because it contains different language skills, it can offer a lot of learning opportunities to the learners. It was created by Sean Banville in 2004 and was one of the nominees for the ELTon prize in 2014 for "innovations in learner resources" in the great field of English language teaching (www.englishagenda.britishcouncil.org, n.d.).

Description

This helpful website can offer a variety of services. The one that is the main concern of this review, however, has to do with news. It is updated every two days. The main lesson appears in 6 levels and in 30 pages. If you select the comprehensive lesson, you will find a large number of activities which will be available on a very long page. But it is very convenient to go directly to "mini-lessons" which are published only in two pages. Clicking on the "mini-lessons" tab will navigate you to a long list, with a picture, title, date and level (i.e. easier or harder) for every single piece of news (Figure 1).
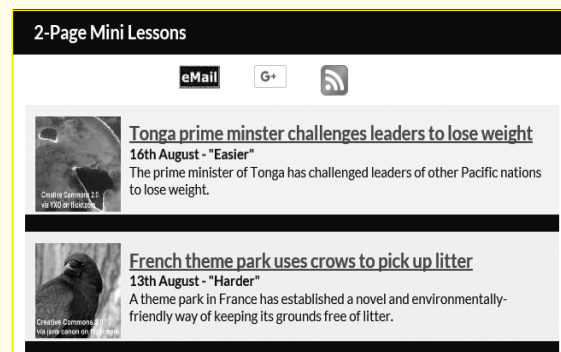
Figure 1. List of the pieces of news

The PDF version of the news can be downloaded and used on the phone, tablet, and computer. Besides, it can be easily printed and used everywhere. It must be noted that copying or downloading from the website causes no copyright violation as the website itself allows the users to freely use and reuse the materials online via the website or offline (Gavin & Hockly, 2007).

The parts of a two-page lesson are depicted in Figure 2:

A News-Oriented Website for Learning English

www.breakingnewsenglish.com

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چکیده

درک اخبار به زبان انگلیسی برای بسیاری از افراد آشنا به این زبان، علی‌رغم علاقه‌مندی آنان، سخت و دست‌نیافتنی است. در این شرایط، استفاده از ابزاری که این مسیر را تسهیل کند و در کنار آن، به تقویت و تمرین مهارت‌های زبانی نیز بپردازد می‌تواند خیلی جذاب باشد. در این نوشته، تلاش شده یک تارنمای جامع، مفید و روزآمد در این زمینه معرفی شود و بخش‌های مختلف آن، و نیز کاربردها و نقاط قوت و ضعف آن به بحث گذاشته شود. طراح این تارنما آقای سان بنویل است که با مدرک کارشناسی ارشد آموزش زبان انگلیسی، به‌عنوان یک زبان خارجی/ دوم، در زمینۀ تدریس و طراحی محتوای آموزشی دیجیتال فعالیت دارد. لازم به ذکر است که موضوعات اخبار برگزیده، عموماً بسیار متنوع و گسترده است به‌طوری که دانش‌آموزان براساس علاقه و معلمان براساس ملاحظات فرهنگی و سیاسی خاص خود، می‌توانند اخبار مناسب را انتخاب نمایند..

کلیدواژه‌ها: اخبار انگلیسی، تمرین، زبان خارجی

Abstract

Due to the fact that understanding the news, despite being desirable, seems to be very challenging, having a tool that can facilitate reaching this objective would be quite appealing. The present paper is intended to introduce a useful, comprehensive and up-to-date website with its different sections and their uses. The strengths and weaknesses are also pinpointed. Mr. Sean Banville who has a master's degree in TEFL/TESL is the creator of this website and has been involved in teaching and producing digital learning materials for a long time. It must be noted that the website covers a wide range of topics and learners can select the news based on their own interests and teachers can choose the appropriate pieces of news according to cultural and political considerations.

Key Words: breakingnewsenglish, news, foreign language, practice

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Media Review Template

Title plus author's full name and affiliation

Abstract (not more than 200)

The abstract is a crucial element of any academic article; it not only summarizes your paper but also helps it reach the right audience. Your abstract should be written in both English and Persian; it should appear in block format, single spaced and justified. The abstract should include: 1) a brief (one or two sentence) introduction; 2) the media selected for the review and the significance/ purpose of the review/ selection; 3) major findings and; 4) recommendations.

Media/Application details

The authors should list the product details including:

Publisher:

Product type:

Language(s):

Level:

Media format:

Operating systems:

Hardware requirements:

Supplementary software:

Price:

Introduction (approximately 450 words)

The introduction should give a broad view of the field of educational technology with a focus on the role of technology in second/ foreign language education. It then narrows the focus on the media selected for the review and how and why the review can contribute to second/ foreign language learning and teaching.

Description (approximately 550 words)

The authors need to describe the media tool as accurately as possible, preferably using photos and graphics that make the description engaging and interesting to read. The description should tell the readers about where they can find/download the media, what its different sections are and what the features and purposes/functions of each section are, etc.

Evaluation (approximately 350 words)

In this part the overall value of the media review and its contribution to second/ foreign language is given, followed by its strengths and/or possible weaknesses. The authors can offer their own and research-supported suggestions on how those shortcomings can be removed or taken care of.

Conclusion (Approximately 250 words)

The review ends with a conclusion that summarizes the main points and make specific recommendations on the use of the media for second/ foreign language learning and teaching.

References

References should be up to date and written in APA style. The number of references should not exceed 10.

all these aspects in a team, generated a lot of data to construct their project more creatively and efficiently. It also helped them to enrich their knowledge theoretically and practically and to be more skillful even in their future lives.

They also admitted working with their groups was enjoyable and exciting, because the projects were divided into different parts and each member of the group was responsible for one part, this made them more competative. This also led them to finish the projects easier, quicker and even with higher quality. They also had a chance to express their points of view, transfer their skills and knowledge, share their efforts and attitudes and even solve each other's problems. They also learned to take care of each other by recognizing their points of view and even be more patient and tolerant towards each other's shortcomings.

Conclusion

According to scholars, active learning makes a meaningful connection between the newly learned lessons and the lessons learned before. It also makes learners understand the facts in real environments better and deeper. When the students succeed in translating theoretical concepts into practice, they change passive learning to active learning.

In order to implement active learning, we should provide the right opportunity for the learners to be somehow involved in the production of concepts. In fact, the handiworks facilitate the movement from inactive learning approach to active and innovative approach in learning.

Two heads think better than one: this is true in handiworks construction. Since every individual cannot have all of the skills to do everything, some people are good at giving

new ideas, some are good at executing the plans, so the key point is that when a team works together, there is a huge range of skills available that can be utilized in order to enrich the students' skills, knowledge and abilities, while putting together a proposition, financing it, implementing it and finally delivering it in the best way possible.

If the same task were to be performed by an individual it may take months to be finished. By splitting up the project, work can move forward in parallel and thus the ultimate goal is achieved faster.

When the teacher and the students are involved in the construction of various projects, this will strengthen the emotional relationships between them, and as a result, their self-confidence and mental health will be strengthened.

Finally, this kinds of exhibitions in schools create novelty in learning and teaching situations, which leads to active learning.

Suggestions

Finally, I can share some useful points based on may experience as follow:

First, students in secondary schools, even in the eleventh and twelfth grades, are very eager to make handiworks based on their lessons, just opposite to many colleagues' views including mine. In order to achieve the goals efficiently, they need a counselor teacher constantly during the process.

Second, as creating handiworks is accomplished by the group members, the positive effects will benefit all members.

Finally, during the creation process, not only the students but also the supervisor teachers are constantly looking for ideas and concepts, searching the net, books and everywhere they can, in order to offer a superior job, which in turn increases their knowledge and improves their skills.

Some examples of respectable colleagues' comments
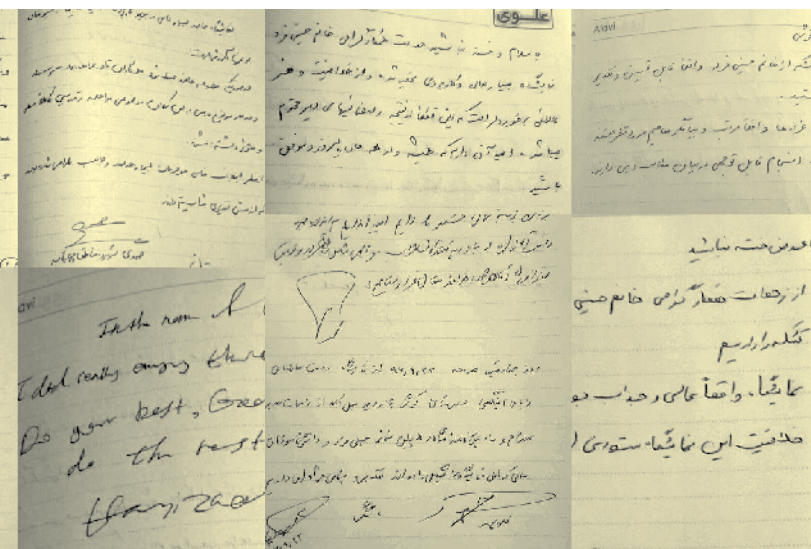
Finally, with the approval of the principals and even the students, it was decided that all handiworks would be transferred to a vacant room to be called English lab, like physics, chemistry, and biology laboratories, in order to be used by English teachers during their teaching process even in the coming years. It was suggested that this would make their teaching attractive and would facilitate students' learning.

They also said that their motivation toward studying and learning of the lesson was increased, in a way that they could understand and learn the points easier and better because they had searched about their project in different ways and each time they had learned something new about their topics

Students' comments and achievement

The students mostly stated that their participation in construction of handiworks reduced their fear and anxiety towards the English lesson and it also increased their interest and knowledge about the lesson they had worked on. They also said that their motivation toward studying and learning of the lesson was increased, in a way that they could understand and learn the points easier and better because they had searched about their project in different ways and each time they had learned something new about their topics. They also claimed that, they had more communication and interaction with their teacher during their projects, which helped them to be more friendly, intimate, and more motivated. They had more energy and enthusiasm to do their job and study their lessons. Finally, they claimed that the process helped them to be more successful in their final exam.

They also stated that making their handiworks with their groups, improved their creativity and knowledge, since everybody had different skills, qualifications and personal attributes, making use of

exhibition, in which the head of the English language department and the officials who had been invited by the school principal officially a few days before were present. Thanks God all works were very much appreciated. The exhibihon went on for two weeks and many students and colleagues from other schools and even from other districts came down to visit it.

Fortunately all agreed on the point that all handiworks were very creative, attractive and were made in a specific order based on the books topics, and in a principled way.

Fortunately all agreed on the point that all handiworks were very creative, attractive and were made in a specific order based on the books topics, and in a principled way

adjectives (simple, comparative and superlative)
Handiworks about wonders of creation and types of adjectives

Lesson 3:
Topic: The Value of Science and Knowledge; (no grammar topic)
Handiworks about the scientists of Iran and the world and their works and inventions

Lesson 4:
Topic: Traveling Round the World; (no grammar topic)
Handiworks on historical sites, places of interest in Iran and the world

Book 11: Including 3 lessons:

Lesson 1:
Topic: Understanding and Communicating with People; Types of Nouns: (Countable and Uncountable)
Handiworks on a variety of languages, greetings in different languages, sign language and traffic signs

Lesson 2:
Topic: Healthy Lifestyle; (no grammar topic)
Handiworks on healthy life styles, health pyramid, healthy, unhealthy, foods

Lesson 3:
Topic: Arts and Culture; (no grammar topic)
Various types of handiworks of different cities of Iran and a *Haftsin* handiwork showing a famous part of Iranian people culture)

Book 4:
Topic: Recent Earthquake Occurred in Iran; I asked my students of fourth grade to work only on the subject of their fourth lesson, the earthquakes. Two wallpapers and two great handiworks were made by several groups on the layers of the earth and what should be done when an earthquake occurs.

Procedure:
After writing my plan and identifying the number of topics and items needed and considering the number of groups, I suggested a topic for each group and the required items for that topic to choose from and make it the subject of their handiworks.

At first, they were supposed to share their choices, their designs and the details of their works with me for approval. The procedure of choosing the topic, designing, consulting and approving their works lasted about two weeks.

The next step was the process of creating the handiworks which was completed in two stages. At first, all wallpapers were delivered and installed on the walls of the school hall in order and according to the lessons of each book, and at the second stage, two days later, all the handiworks were delivered and put on the tables against the wallpapers of each lesson. To make the goals clear to the visitors, papers showing book grades, topic of the lessons and the subject of the handiworks, were also installed on the walls beside the wallpapers.

The next day, was the opening day of the

Exhibition of Students' Handiworks in English

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Introduction

As the research week was getting closer, the school principal suggested that all teachers and students who were interested in holding an exhibition in the school hall could make arrangements for developing some handiworks related to their school subjects. I thought, as the final term exams were approaching and we had just one month left to the final exams, it would be a source of motivation for students, specially for those who were interested in doing some handiworks and for students who were struggling and were willing to do something to compensate for their shortcomings.

As everyone knows motivation is a very important factor and one of the essential requirements of learning. Motivation is closely related to learning, because learning is an active process that involves deliberate and conscious efforts. Without motivation, learning is not possible and where there is no learning there is no teaching. unless a student is motivated, one cannot use his/ her intellectual abilities and talent for learning. I decided to create a situation to break the ice of traditional spirit of learning concepts. So I asked all my students to consult their groups and choose a topic from their English books to work on (group work is well-stablished classroom arrangement in my classes).

But without having a plan the probability is that things would get out of hand. I was in need of a plan that would lead to a regular, unique and thematic organization in a way that handiworks would cover all the topics of the newly written English books of the tenth and eleventh grades including the main reading topics and even the grammar sections and the rest.

My plan:

Book 10: Including 4 lessons:

Lesson 1:
Topic : Saving Nature, Grammar: types of nouns (people, animals, objects, places and abstract concepts)
Handiworks on how to save nature and its solutions

Lesson 2:
Topic : Wonders of creation: Types of
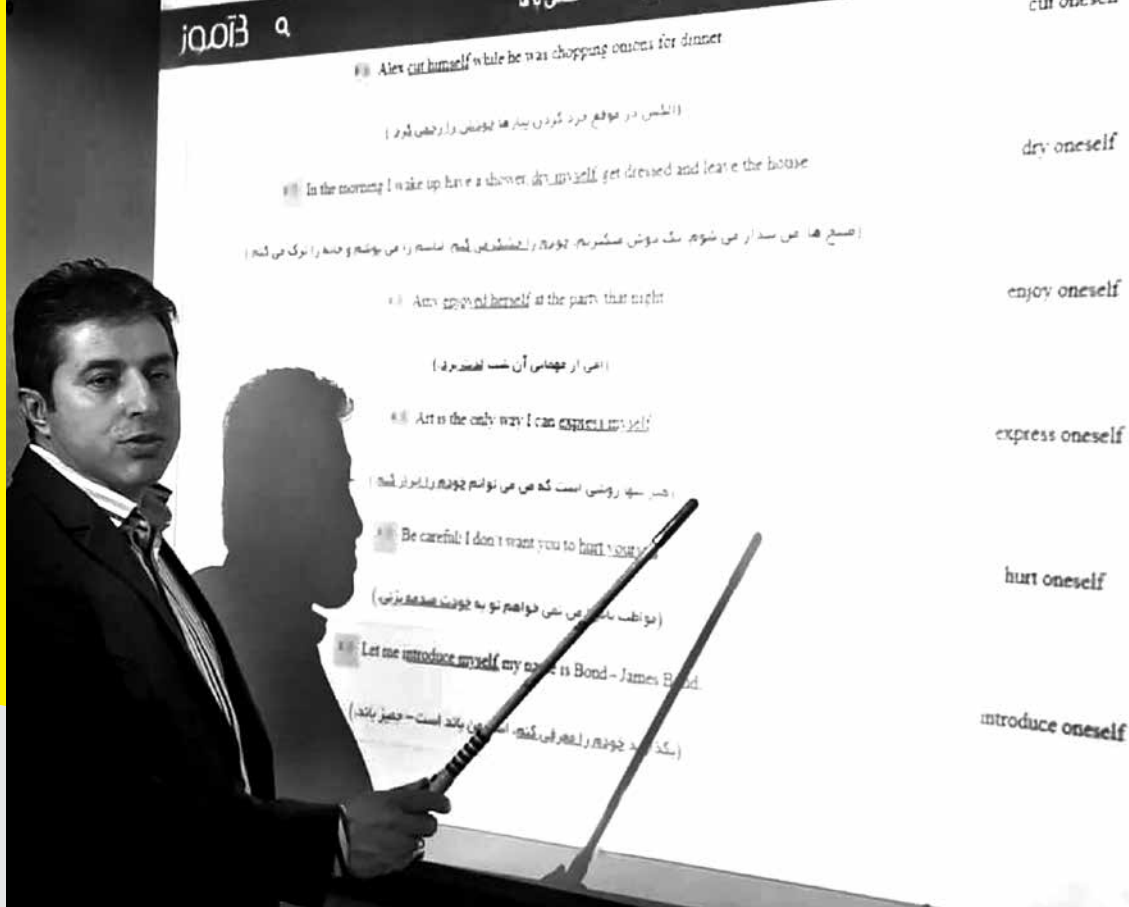
the meaning of the new words from the context, etc.), it is time for a communicative task in the post reading phase of the reading lesson. Students are put in groups of four or five (depending on the number of the students).

Step 2: Each group will be assigned a role. For example, group A will be TV reporters, group B will be environment guards and protectors, group C will be police officers, group D will be family members of the guards, group E will be endangered animals, etc.

Step 3: After assigning or naming the groups, each group will be instructed to form a discussion group with the aim of making a conversation/report based on its title. For instance, the police group will report the message of the text as if a police officer is warning the hunters of endangered animals. The endangered animals group will talk to human beings as if the animals are talking and complaining about how they are treated in the nature and so on with other groups. This process might take 15 – 20 minutes since

students are preparing themselves for a conversation or talk for the rest of the class.

Step 4: Each group will select a representative as if it is a talk or will select two candidates to do a role play before the class. Students perform or give a talk followed by the teacher's comments. The group will be evaluated and praised for their performance.

An important factor here is teacher's monitoring. The teacher monitors students' group work and provides help and assistance where necessary. S/he also makes a list of students' mistakes for a delayed-feedback.

Conclusion

This post-reading task helps students to practice fluency and have fun. It also helps them experience working in groups and doing a role play. Based on the context, also, the importance of protecting the environment will be accentuated.

Different Narratives

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Quick guide

Key Words: post reading activity, fluency practice, role-play, dramatization

Proficiency level: grade 10 and above

Preparation time: 5 – 10 minutes for giving instructions and explaining the task

Activity time: 30 - 45 minutes

Materials: Students' course book, board, marker

Introduction

Post reading is either ignored in English classes or reading aloud or vocabulary and grammar practice which is necessary but not enough. What I am going to introduce here is a post reading task which engages students fully in terms of speaking fluency, role-play, and dramatization of the reading text.

In this post-reading task, based on the content and purpose of the passage, students will be given different roles to play. For instance, one person will be a reporter to report the message of the passage to his/her audience. Another student might be one of the characters in the text and will be asked to narrate the text to his/her classmates. Even students can be put in groups of two or more to practice and do a role-play task based on the content and message of the reading text. The lesson procedure presented below is based on the reading text entitled: "**Endangered Animals**" on page 22, grade 10.

Procedure

Step 1: After all the pre-reading (brainstorming, guessing/predicting the content of the passage, etc.) and while reading tasks (skimming, scanning, guessing

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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 appendixes;
- 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.

CROSSWORDS:

COMPUTERS AND INTERNET
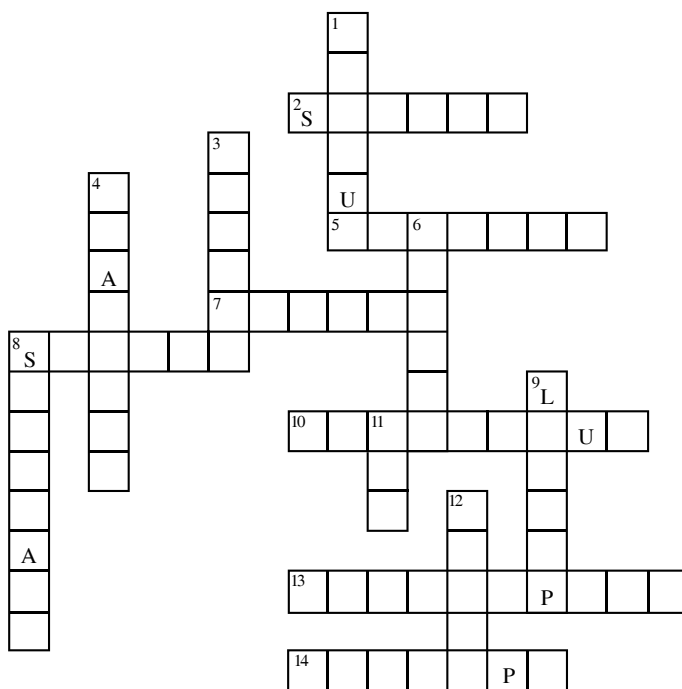
ACROSS
1. the part of computer that you look at
5. instructions for a computer to follow
7. a type of communication systems that sends messages via internet
8. a person who is always using the net online
10. a person who uses the Internet
13. the imaginary place where electronic messages, etc. exist while they are being sent between computers
14. Encode computer data

DOWN
1. (making a) copy of a file, program, etc.
3. a person who secretly finds a way of looking at and /or changing infomation on somebody else's computer without permission
4. an area on the Internet where people can communicate with each other
6. on the Internet
8. computer programs
9. a portable personal computer
11. Someone who is specilist in the practice of a science
12. data structure

References:
Quotable Quotes: https://www.brainyquote.com/topics/internet
Caricature: https://www.cartoonstock.com/directory/w/web_log.asp
Teaching Tips: https://esol.britishcouncil.org/content/teachers/staff-room/teaching-articles/blogging-elt
Jokes: http://iteslj.org/c/jokes-short.html
Funny Riddles: http://eslmobi.com/3i/a_riddles.htm
Crossword: https://busyteacher.org/15932-computers-and-internet-crossword-puzzle.html

Answers to the *Funny Riddles*:
1. A book!
2. A piano!
3. A nail in a horseshoe!
4. An egg!
5. Your name!

Flickr (http://www.flickr.com) makes publishing photographs to blogs easy. If you want to make photographs central to the blog, however, it is better to use a blogging tool such as Buzznet (http://www.buzznet.com), which is a photo publishing tool and blog rolled into one.

Pitfalls to watch out for

• Unwanted comments. To avoid unwanted comments, you can always restrict comments to people in the class or to registered bloggers.

• Correction. It is difficult to use a blog for correcting students. Student written work can always be corrected before being posted to the blog, or you can do class correction sessions using work published in the blogs.

• Privacy. By their very nature, most blogs are public. Anyone with access to the Web can find and read a blog, and write comments (if this feature has been turned on). If privacy is an issue, then you will be better off using a blogging tool that allows different levels of access rights. Live Journal http://www.livejournal.com is a good choice, and is particularly popular with teenagers. Live Journal allows the setting up of a closed community, which could be restricted to the members of a class or to a wider circle including other classes, parents, etc.

Well! Good Luck!

JOKES

1

Teacher: Tell me a sentence that starts with an "I".
Student: I is the....
Teacher: Stop! Never put 'is' after an "I". Always put 'am' after an "I".
Student: OK. I am the ninth letter of the alphabet!

2

A man receives a phone call from his doctor.
The doctor says, "I have some good news and some bad news."
The man says, "OK, give me the good news first."
The doctor says, "The good news is, you have 24 hours to live."
The man replies, "Oh no! If that's the good news, then what's the bad news?"
The doctor says, "The bad news is, I forgot to call you yesterday!"

3

If vegetarians eat vegetables, what do humanitarians eat?!

4

My boss is so unpopular even his own shadow refuses to follow him!

5

Patient: Doctor, I think that I've been bitten by a vampire.
Doctor: Drink this glass of water.
Patient: Will it make me better?
Doctor: No, but I'll be able to see if your neck leaks!

FUNNY RIDDLES

1. What teaches without talking?
2. What has many keys but can't open any doors?
3. What walks all day on its head?
4. What can't be used until it's broken?
5. What belongs to you but others use it more than you do?
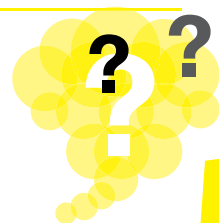
(Check below for the answers.)

have made during a course.

- *To help build a closer relationship between students in large classes.* Sometimes students in large classes can spend all year studying with the same people without getting to know them well. A blog is another tool that can help bring students together.

Where to start

There are lots of sites where you can set up a blog for free, but perhaps the best known and one of the most reliable and simple blogging tools to use with students is Blogger (http://blogger.com). Also, famous Iranian sites include:

1. **https://persianblog.ir/**
2. **http://mihanblog.com/**
3. **http://www.blogsky.com/**
4. **http://www.blogfa.com**/

It takes only fifteen minutes from setting up an account to publishing the first post using this valuable tool. The teacher sets up the tutor blog or a class blog. With a class blog, students will need to be invited to participate by e-mail. Learner blog accounts can either be set up beforehand by the teacher, or done at the same time with a whole class in a computer room. The former gives the teacher more control over student accounts, but some advantages of the latter is that learners are given more choice (of username, design of the blog, etc) and a greater sense of 'ownership' of their new virtual writing space.

Keeping students interested

Many teachers who start to use blogs find out quickly that the novelty factor is enough to create student interest in starting to use them. However, blogs work best when learners get into the habit of using them. If learners are not encouraged to post to their blogs frequently, then they can quickly be abandoned. A failed experiment. Here, the teacher in the role of facilitator is vital for maintaining student interest. Here are some ideas about how this can be done:

- Respond to student posts quickly, writing a short comment related to the content. Ask questions about what the learner writes to create stimulus for writing.
- Students should be actively encouraged to read and respond (through the commenting feature of the blog) to their classmates.
- Writing to the blog could be required, and it may form part of the class assessment. Students should be encouraged to post their writing homework on the blog instead of only giving it to the teacher.

Some ideas for activities

- Mystery guest. Invite another teacher or someone from another school or country as a mystery guest to your blog. Ask the students to engage him or her in dialogue and guess their identity.
- Project work. A blog is an ideal space for developing a project, especially if the project is a shared one between several classes or even classes in different countries.
- International link-ups. Contact another educational establishment to see if they are interested in a joint blogging project. Students can write about their lives, culture, interests, etc, and be encouraged to read about the other class and respond by writing comments.
- Photoblog. If you plan on using photographs in your blog, there are lots of tools available to help you.

involvement than with the tutor blog.

- *The Learner Blog* is the third type of blog and it requires more time and effort from the teacher to both set up and moderate, but is probably the most rewarding. It involves giving each student an individual blog. The benefit of this is that this becomes the student's own personal online space. Students can be encouraged to write frequently about what interests them, and can post comments on other students' blogs. Of course, teachers who decide to use blogs often use a combination of Tutor or Class blog and Learner blogs, with hyperlinks connecting them.

Why blog?

So, why should you blog with your students? There are many reasons why you may choose to use weblogs with students. One of the best reasons is to provide a real audience for student writing. Usually, the teacher is the only person who reads student writing, and the focus of this reading is usually on form, not content. With weblogs, students can find themselves writing for a real audience that, apart from the teacher, may include their peers, students from other classes, or even other countries, their parents, and potentially anyone with access to the Internet. Here are some other reasons for using blogs:

- *To provide extra reading practice for students*. This reading can be produced by the teacher, other students in the same class, or, in the case of comments posted to a blog, by people from all over the world.
- *As online student learner journals that can be read by their peers.* The value of using learner journals has been well

documented. Usually they are private channels between teacher and student. Using a blog as a learner journal can increase the audience.

- *To guide students to online resources appropriate for their level*. The Internet has a bewildering array of resources that are potentially useful for your students. The problem is finding and directing your learners to them. For this reason, you can use your tutor blog as a portal for your learners.
- *To increase the sense of community in a class.* A class blog can help foster a feeling of community between the members of a class, especially if learners are sharing information about themselves and their interests, and are responding to what other students are writing.
- *To encourage shy students to participate*. There is evidence to suggest that students who are quiet in class can find their voice when given the opportunity to express themselves in a blog.
- *To stimulate out-of-class discussion*. A blog can be an ideal space for pre-class or post-class discussion. And what students write about in the blog can also be used to promote discussion in class.
- *To encourage a process-writing approach.* Because students are writing for publication, they are usually more concerned about getting things right, and usually understand the value of rewriting more than if the only audience for their written work is the teacher.
- *As an online portfolio of student written work.* There is much to be gained from students keeping a portfolio of their work. One example is the ease at which learners can return to previous written work and evaluate the progress they

The Internet, in general, I find troubling. The anonymity has made us all meaner and dumber. This thing that was supposed to bring us closer together, I see it doing the opposite.
Aaron Sorkin

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

TEACHING TIPS: BLOGGING FOR ELT
What is a blog?

A blog (short for *weblog*) is a frequently updated website that often resembles an online journal. It's so easy to create and update a blog - it requires only basic access to the Internet, and a minimum of technical know-how. Because of this, it is one of the easiest ways to publish student writing on the WWW. It's almost as easy as sending an email. Nowadays, blogs can also display photos and some people are using them with audio and even video, but this article will concentrate on the basics, showing how a simple text-based blog can be used to great effect with your English language learners.

Types of blogs used in language teaching

We can think of three types of blogs for use with language classes:

• *The Tutor Blog* is run by the teacher of a class. The content of this type of blog can be limited to syllabus, course information, homework, assignments, etc. Or the teacher may choose to write about his or her life, sharing reflections about the local culture, target culture and language to stimulate online and in-class discussion. In this type of blog, students are normally restricted to being able to write comments to the teacher's posts.

• *The Class Blog* is a shared space, with teacher and students being able to write to the main area. It is best used as a collaborative discussion space, an extra-curricular extension of the classroom. Students can be encouraged to reflect in more depth, in writing, on themes touched upon in class. Students are given a greater sense of freedom and

Blogs open the dialogue!

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PREFACE

Hi there!

How many of you have experienced using blogs for your classes? Nowadays, cellphones and using different apps have become common among students. Interestingly and logically, it happens that students are impressed and excited when they see their teachers are technologically up-to-date! One way is using weblogs. Basically, weblogs can be used as a subsidiary means of making and keeping the students more interested by providing online extra materials and activities. They are also used as a shared space to share comments and assignments. Weblogs are even co-authored by both the teacher and students to make the job even more interactive. We would be very happy to hear your stories on using weblogs for your English classes. Let us know about your creative class!

(azimi.hz@gmail.com)

QUOTABLE QUOTES

Every time there's a new tool, whether it's Internet or cell phones or anything else, all these things can be used for good or evil. Technology is neutral; it depends on how it's used.
Rick Smolan

The Internet is becoming the town square for the global village of tomorrow.
Bill Gates

The Internet is just another experiment showing us more sides of us.
Frank Ocean

Dear Internet: You are very good at spreading rumors. Truth is more valuable and much harder to come by.
Mark Frost

reflected upon. In the "act" phase, solutions are devised and implemented.

Look   Look   Look

Act   Act   Act

Think   Think   Think
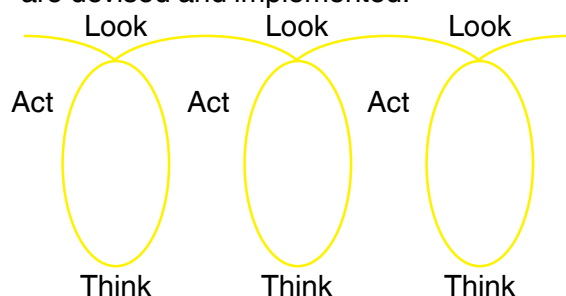
Figure 1: Three step process of action research

Burns (2010, p. 8) summarizes the four step process of action research as follows:

Planning
In this phase the researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context.

Action
The plan is a carefully considered one which involves some deliberate intervention into your teaching situation that you put into action over an agreed period of time. The interventions are 'critically informed' as you question your assumptions about the current situation and plan new and alternative ways of doing things.

Observation
This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

Reflection
At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored

more clearly. You may decide to do further cycles of action research to improve the situation even more, or to share the 'story' of your research with others as part of your ongoing professional development.

Final remarks
Reflection over the process of education and improving the quality of teaching and learning activity is one of the key features of good teachers. There are different tools and forms of reflection, but one of the important means of systematic reflection on the teaching and learning process which aims to change the current status toward a better and more effective one is action research. There are different models of action research which might include three, or four cyclical steps. The important point action researchers need to bear in mind is that these models and steps are forms and containers. You cannot put the applied scientific research gradients into these containers and claim that it is an action research. Action research has certain assumptions and features which need to be observed.

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researchers prefer to collect data through their own experience, and therefore prefer to observe reflectively, to interview participants, and to examine students documents, assignments, files, records, artefacts, etc. This is because, as already stated, being able to generalize is not a primary goal of action research; rather, the primary goal is to understand what is happening in a specific context and to determine what might improve things in that context. Action researchers believe that everything is context-bound and that the goal is not to develop a generalizable statement but to provide rich and detailed descriptions of the context so that others can make comparisons with their contexts and judge for themselves whether the findings might apply (Burns, 2010). In other words, instead of taking measures such as random selection, random assignment of learners into control and experimental groups and adopting an objective stance as prerequisites to guarantee the generalizability of the findings (as applied researchers do), action researchers focus on the context and provide rich descriptions of the context, the participants and the procedure for the reader of their report, so that the reader can compare his or her own context with the research context and decide whether the findings of the action research are generalizable to his or her context or not.

Much of what has been written about analysis in action research also mirrors strategies used in qualitative research (e.g. open, axial and selective coding of the collected data), although, as Ary et al. (2010) warn, the researcher should always remember that appropriate analysis will depend on the question asked and the method of data collection used.

The other difference between applied

Action researchers believe that everything is context-bound and that the goal is not to develop a generalizable statement but to provide rich and detailed descriptions of the context so that others can make comparisons with their contexts and judge for themselves whether the findings might apply (Burns, 2010)

and action research is that, analysis and interpretation of the findings is not the ultimate stage of action research. The goal of action research is to take action based on the findings of the study and therefore, an action plan should be devised to guide the teacher behavior for change and improvement based on the findings.

Stages in action research

With the description of action research presented above, it appears that action research is not a strange and bizarre activity and many good teachers may have always been engaged in a form of action research without referring to their activity as action research. Action research emphasizes a systematic research approach that is cyclical in nature, and involves reflecting, planning, acting, and observing. These steps are not fixed either and some models of action research include three steps (e.g. Stringer, 2008 as cited in Ary et al. 2010) of look, think, act. The "look" phase involves systematically gathering information and data. In the "think" phase, information is analyzed and

Action research and other kinds of research

Some have suggested that action research is a new genre of research, different from the quantitative and qualitative approaches because it may have different purposes, different incentives, and different audiences compared to other forms of research, but the fact that action research puts the emphasis on the local context and aims to solve the immediate problem or improve the practice of the teacher and does not make far-reaching claims for the generalizability of the findings make it much closer to the qualitative mode of research. In other words, in contrast with quantitative research, action research is not intended to create theories or to be generalizable. The procedures of action research are close to qualitative research, too. Action research for example, does not divide the learners into control and experimental groups because it is often focused on one particular class context and the teacher may not have the opportunity to conduct his research in two homogenous classes. More substantially, proponents of action research believe that "assigning a student to a control group when the researcher believes that the treatment is superior is to deny students the best possible instruction" (Cohen, et al., p.517). Burns (2010) also, comparing and contrasting action research with applied scientific research asserts that action research tends to avoid the paradigm of research that isolates and controls variables because contrary to the applied research, action

Burns (2010) also, comparing and contrasting action research with applied scientific research asserts that action research tends to avoid the paradigm of research that isolates and controls variables because contrary to the applied research, action research does not intend to establish a relationship between the treatment and the outcome, but instead it wants to explore the best possible ways of setting up classroom activities

research does not intend to establish a relationship between the treatment and the outcome, but instead it wants to explore the best possible ways of setting up classroom activities. This is a more 'subjective' approach, concerned with exploring different ways of teaching, and as a result of the information collected deliberately changing the conditions that exist in the classroom.

In other words, while applied scientific research wants to make a new contribution to a body of existing 'scientific' evidence about effective teaching and learning, action research intends to improve the practice of the teacher in the context.

Data collection and analysis for action research are also more aligned with qualitative techniques. Instead of relying on tests, scales and questionnaires, action

Background to action research

Action research is part of a movement toward qualitative, interpretive, and participative research paradigms that expanded dramatically during the 20th century. The philosophical underpinnings of action research can be attributed to John Dewey who distinguished three kinds of action including routine action which is usually done as we follow others, impulsive action, which is done hurriedly and without thinking and reflective action which is done after pondering over what to do. Kurt Lewin, however, is considered the father of action research, who coined the term in the 1940s, primarily associated with social change efforts (Cohen, et al., 2000). Action research, however, did not enter the realm of ELT until fifty years later i.e., 1990s (Burn, 2005).

Kumaravadevilu (2006), in talking about postmethod condition, refers to three pedagogical parameters of postmethod era including the parameter of particularity, the parameter of practicality, and the parameter of possibility. The parameter of particularity recognizes the particular features of different contexts and maintains that pedagogy "must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu" (Kumaravadivelu, 2001, p. 538) and it emphasizes the local demands and lived experiences. The parameter of practicality refers to the relationship between theory and practice. Here, a distinction is made between professional theories which are made by experts and personal theories which are "those that are developed by teachers by interpreting and applying professional theories in practical situations while they are on the job" (Kumaravadivelu, 2006, p. 172). Action research plays a role here because it is a means of authorizing teachers to formulate their own theories. In other words, if teachers would like to have a say in pedagogy, and if they want to have the right to modify experts' theories and more importantly to develop their own theories based on their lived experiences, they should attest this through reflection on their action and conducting action research which aims to improve practice rather than to produce knowledge. The Parameter of possibility is related to concepts of critical pedagogy and importance of recognizing teachers' and students' individual identities.

legacy

(of furniture) piede m; (culin: of chicken) coscia; (of journey) tappa; ls 2nd ~ (sport) partita di andata/ritorn legacy ['lɛgəsɪ] n eredità f inv legal ['liːɡl] adj legale; ~ n giorno festivo, festa nazionale; ~ tender n moneta legale; ~ holiday (us) legend ['lɛdʒənd] n leg legislation [lɛdʒɪs

they search for better and more effective ways of doing their job. It may be for the same reason that in the literature on action research, the starting point is not called 'a problem' but 'the focus of research'.

Features of action research

Three key features of action research can be summarized as follows:

1. Action research is situated in a local context and focused on a local issue. Therefore, immediate needs of the teacher are important and the action research should result in a change in an aspect of the local situation and improve the practice of the teacher.
2. Action research is conducted by and for the teacher (or other school personnel). Action research is not the only form of research which is done in classroom contexts. Other kinds of applied research may be conducted by other researchers in the classroom environment or outside

it with implications for the class, or even the teacher may be a partner in the research project, but that activity is called "classroom research" or "classroom-oriented research" and not action research because it does not focus on an individual teacher's problem and does not aim to improve their performance.

3. Action research results in an action or a change implemented by the teacher in the context.
4. Action research is not an individual activity, but it involves the collaboration of the teacher with other parties who may be colleagues, parents or the students.
5. Action research is different from the 'intuitive' thinking that occurs as a normal part of teaching, as changes in practice will be based on collecting and analyzing data systematically (Burns, 2010).

Table 1 taken from Ary, et al. (2010) displays the differences between what is regarded as action research and what is not.

Table 1

Action Tesearch *Is*	Action Research *Is Not*
A process to Improve education by incorporating change and involves educators working together to improve their own practice	The usual thing that teachers do when thinking about teaching
Persuasive and authoritative because it is done by and for educators	Acceptance of solutions posed by the experts
Collaborative and encourages educators working and talking together in empowering relationships, including educatiors as integral, participating members of the process	Done to or by other people outside of the setting
	Theoretical, complicated, or elaborate
Practical and relevant and allows educators direct access to research findings	A way to provide conclusive evidence
A way to develop critical reflection and open-mindedness	
A planned, systematic, and cyclical approach to understanding the learning process and to analyzing educational places of work	Relying on tradition, gut feelings, and common sense
	The implementation of predetermined answers to educational questions
A process that requires testing of our ideas about education	A fad
A justification on one's teaching practices	

Twenty-first century teachers are expected to be versatile practitioners who can take different roles in the education process, such as a controller, an organizer, an assessor, a prompter, a resource, etc. (Harmer, 2015). But one main role expected of teachers is that of a reflector and a researcher, and the concept of teacher researcher or action researcher has become a buzzword in teacher development literature in recent years.

In Iran, research capability of teachers has also received attention in the recent decades and the high level documents such as Fundamental Reform Document of Education (2011) and the National Curriculum (2012) in different articles and parts have emphasized the importance of research skills for teachers (e.g. guidelines 7-11, 23-1, 23-2, 23-3 in FRDE, and 4-2 in NC).

Along these lines, action research as the main form of teacher research has been under the spotlight in the Ministry of Education and teachers are encouraged to be reflective teachers and action researchers. However, it seems that despite more-than-twenty years of emphasis on action research in the ministry, there are still some misconceptions about action research. This paper aims to review the concept of action research, its theoretical background, its place among other types of research and the main stages of action research.

Defining action research

In the context of education, action research is a kind of research conducted by teachers or other personnel to solve a problem faced in the immediate context to improve practice, and it is a powerful tool for change and improvement at the local level (Cohen, Manion, & Morrison, 2000). To use Ary, Jacobs, Serensen

In the context of education, action research is a kind of research conducted by teachers or other personnel to solve a problem faced in the immediate context and improve the practice, and it is a powerful tool for change and improvement at the local level

and Razavieh's (2010) words, action research is about taking action based on research and researching the action taken. This broad definition implies that action research is not confined to educational contexts and it can be used in a variety of other settings, including hospitals, health clinics, government units, and other environments. As Burns (2005) maintains, action research may be used in almost any setting where a problem involving people, tasks and procedures cries out for solution. She further adds that action research is "a form of self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out" (p.241). The latter note by Burns indicates that, action research is not necessarily problem-focused. In other words, a teacher does not necessarily do an action research because he or she faces a difficulty in the classroom which hinders the education process. Rather, most often, teachers may undertake action research because they want to have a better understanding of different aspects of their jobs and want to develop professionally and because

Action Research in the Classroom:
Key Points to Keep in Mind

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چکیده

بیش از دو دهه از ورود اقدام‌پژوهی به ادبیات پژوهشی آموزش‌وپرورش ایران می‌گذرد. در طول این زمان، معلمان همواره به انجام اقدام‌پژوهی تشویق شده‌اند تا هم برای مشکلاتی که در کلاس درس با آن‌ها مواجه‌اند راه‌حل‌های عینی پیدا کنند و از این طریق عملکرد خود را به‌عنوان معلم بهبود بخشند و هم به واسطهٔ فراهم شدن فرصت تأمل و اندیشه دربارهٔ عملکردشان، به رشد حرفه‌ای خود کمک کنند. با وجود این پیشینهٔ به نسبت طولانی در آموزش و تشویق معلمان به انجام اقدام‌پژوهی، به نظر می‌رسد هنوز نکات مبهم و سوءبرداشت‌هایی در این‌باره و تمایز اقدام‌پژوهی با سایر گونه‌های پژوهشی، به‌ویژه پژوهش‌های کاربردی و کلاس‌محور، وجود دارد. این مقاله بر آن است که مهم‌ترین نکات در مورد اقدام‌پژوهی را مرور و برخی مسائل بحث‌برانگیز در این‌باره را بررسی کند.

کلید واژه ها: تدریس مبتنی بر اندیشه‌ورزی، معلم فکور (اندیشه‌ورز)، آموزش مبتنی بر اندیشه‌ورزی، دیدگاه‌های فرهنگی–اجتماعی

Abstract

It has been for more than two decades that action research has entered the educational settings of Iran, and teachers are encouraged to incorporate action research into their career both as a means to find concrete solutions to the problems they face in the classroom context with the aim of improving their practice and as a means to contribute to their professional development through providing them with opportunities for planned reflection on their practice. Despite this rather long time of focus on action research in the Iranian school context, there still seems to be some misconceptions and vague points about action research and its distinction from other types of research especially applied and classroom oriented research. This paper aims at reviewing some of the issues in action research and shedding some light on its controversial aspects.

Key Words: action research, reflection, applied research

Action
Research

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Guidlines 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

> **A characteristic that distinguishes a reflective teacher from a non-reflective one is the analysis a teacher does over what has been done in the classroom. A reflective teacher considers the probable diary or report of the activities done in the classroom to find the weaknesses and attempts to change them into strengths**

Conclusion

Reflective teaching poses the question, 'who reflects on what?'. It is the rethinking of teachers over what they have done in a classroom situation. They analyze what they have taught and how they can step up what they have done for a better learning outcome. Reflective teaching is learning more about what a teacher has done through reflecting on it. In the practice of reflectivity, the teachers can improve their effectiveness in their classes. However, reflectivity is not possible on the side of a teacher unless s/he possesses some characteristics.

A characteristic that distinguishes a reflective teacher from a non-reflective one is the analysis a teacher does over what has been done in the classroom. A reflective teacher considers the probable diary or report of the activities done in the classroom to find the weaknesses and attempts to change them into strengths. Through doing this, a teacher does not teach in the same way again. In this process, one crucial point a teacher notices and keeps in mind is that not all classes are the same. As people are distinct, the atmospheres where they attend are also different, too. So what might apply in one class might not be practicable in another. A reflective teacher constantly seeks feedback from different sources. These references can include other teachers, managers and administrators, parents, and most importantly classroom students. Finally yet importantly, a reflective teacher knows well that teaching is not an easy job to be done solo. There are factors other than the teacher him/herself that influence the efficiency of whatever is practiced in the class. Reflective teaching is a collection of factors that optimize a teacher's efficiency, and that is what a reflective teacher knows well.

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	5	4	3	2	1
15. I like to take into consideration my past performance and integrate it with what I am doing in the present to help me better prepare for the future.					
Knowledge construction	5	4	3	2	1
16. I am only interested in getting my assigned classes done properly, I basically do not have the time or interest in talking to my colleagues about their strategies and goals for their classes.					
17. I like to know how I do in my teaching, so every opportunity I get I ask for feedback from my supervisors so that I can improve the way I deliver my lessons.					
18. Students learn very differently from when I was in school, I need to look into new strategies to better deliver my lessons so that I can remain relevant now as well as in the future.					
Metacognition	5	4	3	2	1
19. I have a certain way of delivering my lessons that I am comfortable with, I do not know why I do it the way I do it, I just do.					
20. I am always interested in self-discovery so that I can apply the knowledge to how I do things and perhaps hone myself to be a better teacher.					
21. I try to reflect on what I do during my lessons so that I can enrich the strategies I use with new and more effective ones. Sometimes I can get inspirations by talking to my colleagues from other fields.					
Developing Lifelong Learning Skills	5	4	3	2	1
Developing an identity as a learner					
22. Sometimes the feedback I get from my students and supervisor are so confusing I do not know what to make of them, I do not think it is actually going to help me learn anything about the way I conduct my lessons.					
23. I know I am still learning to be a better teacher and the feedback I get from students and supervisors could be helpful in improving my future performance.					
24. I know that I am learning about my profession all the time and I have already a set of practices which I am comfortable with, although the feedback I get from students and my supervisor will help me improve those practices even more.					
Transferring learning to other contexts	5	4	3	2	1
25. I generally get good comments from students so I think I am doing quite well as a teacher overall.					
26. I know that all feedback is just opinions of others about me. There must be some truth in what they see, if not they will not make them. I need to weigh the feedback I get against some of the opinions and assumptions I have about myself.					
27. I know I make assumptions about a lot of things and when others give me their opinions about how I am teaching I must put it into perspective. After all, I can learn from all the feedback I get.					
Understands learning as a lifelong process	5	4	3	2	1
28. I know what I am doing as a teacher and I do not spend much time reflecting on my practices as a teacher.					
29. I know I have my strengths and weaknesses and teaching is a difficult job to carry out. I need to constantly look at my practices in order to be more effective with my lessons.					
30. I know how I present my classes will influence how my students will behave towards the subject. Every time I present a class I need to be cognizant that I need to reflect on how I have taught and made changes the next time if necessary.					
Influence of Belief about Self and Self-Efficacy	5	4	3	2	1
Developing a personal belief system					
31. I believe that I need to take care of my own needs first before I can take care of other people's needs.					
32. I know that what I believe about myself and others will ultimately control my behaviour.					
33. I am aware of my beliefs and know that these beliefs will influence my behaviour towards myself and others.					

teacher sometimes reflects on his or her teaching practices but not on an in-depth level so s/he is an **intermediate** reflective teacher.

• Scores between 121 up to 165 mean that a teacher reflects deeply on his or her practices and is constantly making efforts to improve them so s/he is an **advanced** reflective teacher.

Teachers engage in a continuous cycle of self-observation and self-evaluation for knowing their own reactions to classroom situations

Table 2. Questionnaire for Reflective Thinking for Teachers

Ability to self-assess	5	4	3	2	1
Observing own performance					
1. I always think of what I have done during my lessons so that I can improve on it further.					
2. I tend to follow orders rather than be innovative because I do not want to get in trouble.					
3. I try to think of what I teach my students in terms of my own area of discipline so as to enhance my lesson.					
Using feedback and evidence					
4. I feel very anxious about feedback given to me by students, it is as though they are evaluating and judging me as a person.					
5. I think students' feedback is important as it will help me understand them better.					
6. I feel that students' feedback is important as this would give me an indicator of the areas of my strengths and weaknesses.					
Finding and analyzing patterns					
7. I always think that what and how I did during my lesson is an important indicator of my effectiveness.					
8. I know that in a lesson there are many areas, like content and context that can make or break a lesson.					
9. I always try to look for areas of connectivity between what and how I teach with my life experiences.					
10. Whenever I am faced with a mistake that I have made I try to make connections and learn from my experience and then use it to move forward.					
11. I know I make mistakes but sometimes I feel I cannot do anything about it.					
12. As a teacher, I know that the mistakes I make can have an influence on the lives of my students.					
Awareness of How One Learns	5	4	3	2	1
Concepts and misconceptions					
13. When students give me feedback I do not take it much into consideration because I feel that it is just their opinions anyway. I do not worry about it as long as I feel I am doing my job.					
14. I think that it is important that I take students' feedback into consideration as that will help me improve on what I am doing now so that I will perform better in the future.					

• Teachers can overcome doubts and fears to critically assess their practice and make a meaningful change (Farrell, 2008).

Sociocultural Learning Perspective and Reflective Practice

Sociocultural learning perspective is one of the most significant perspectives on professional development and learning which has relevance to the process of reflective practice. This perspective emphasizes the social nature and social interactions. The central view of this notion is that learners create their own understanding and knowledge by making connections, building their concepts, and mental schemata through collaborative meaning-making. It tries to increase our understanding of the theoretical underpinnings of reflective practice (Mann & Walsh, 2017). There is a relationship between reflective practice and dynamic assessment which results from the collective actions of students and teachers together in the classroom. Dynamic process is the view of coming to know and knowing in practice as a process which is distributed across participants rather than individuals. Knowing in practice is also a constructive process from which those involved remember the experience of participation and form the basis of participants' subjective knowledge in practice. Therefore social practice is the outcome of a dynamic process which relates to reflections of practitioners (Kelly, 2011). Shokouhi, Moghimi, and Hosseinzadeh(2015) indicated that reflective practice is a kind of framework for sociocultural theory and it has great advantages over the other frameworks in which reflective practice is treated as an individualistic and an introspective process.

The Sample Questionnaire for Reflective Teaching

We suggest teachers to use the following questionnaire with a Likert scale for estimating their reflective practice. This questionnaire consists of 33 items where respondents are asked to circle the number that describes the way they think about their teaching practice on a scale of ...1 to 5. (1) strongly agree, (2) disagree with reservations, (3) you are neutral about the statement, (4) agree with reservations, (5) indicating that you strongly agree. This questionnaire is adapted from Choy and Oo (2012) that is published in "*International Journal of Instruction*". The topics of the questionnaire were created based on research by Hamilton (2005) on the development of reflective thinking. The statements cover three major areas of development; that is, ability to self-express, awareness of how one learns, and developing lifelong learning skills.Choy and Oo (2012) added another area, the"influence of belief about self and self-efficacy" (p.173).We have broken down the indicators into sub-sections. The scoring of the questionnaire is calculated by adding the scores that a teacher has gained from each question.

> **Reflective teachers are those who promote reflection as an essential tool in their classrooms and reflective practice is an interactive process between a teacher and students**

• Scores between 33 up to 77 mean that a teacher seldom reflects on his or her practices and would likely just follow orders so s/he is an **introductory** reflective teacher.
• Scores between 77 up to 121 mean that a

teachers often base their choices on what they have learned in their teacher training.

3. Individual values: a teacher has specific educational, political, moral, and social values based on his/her experiences. These values can affect the choices a teacher makes in his/her teaching practices.

Characteristics of Reflective Teachers in Contrast with Non-Reflective Teachers

Teachers should find the new ways of teaching and avoid routine behaviors through reflective practices. Therefore, it is necessary to specify the distinctions between reflective teachers and non-reflective teachers. Table 1 shows the distinctions between the two types of teachers:

Values and Importance of Reflective Teaching

Reflective teaching has a central position in professional education and teachers' experiences signify its role in effective teaching. Thus, three values should be considered regarding the importance of reflective teaching:

• The process of reflective teaching relates to the concept of development, education, and training. By these concepts, we can understand that some skills, instruments, and strategies can be taught to enable teachers to become reflective (Mann, 2005).

• Reflective teaching is the method to deal with classroom barriers. In this process, teachers should not be passive in classroom situations; they should have an active role as an innovator in the classroom (Dewey, 1993).

Table 1. Characteristics of Reflective and Non-reflective Teachers

Reflective teachers:	Non-reflective teachers:
Gather helpful information about students' needs to deal with the problems	Neglect the students' needs
Are manageable and supportive	Are unmanageable and discouraging
Keep themselves up-to-date with relevant issues in teaching subjects	Use old-fashioned techniques in class
Modify their methods for a specific class	Use the same method for all classes
Are effective and creative	Are unimaginative and conservative
Attend many workshops and study more on related materials	Have no interest in participating in workshops
Share information with other teachers	Do not share their information with anyone
Take responsibility for their own professional development	Are irresponsible
Work as members of a team	Sticking to their own authority in class without taking part in the group
Foster positive working relationships	Do not pay attention to positive working relationships
Take part in overall curriculum planning	Do not take part in curriculum designing
Have time set in class	Do not manage their time in class
Focus on strengths and weaknesses of students	Do not accept individual differences among students

Introduction

Reflective practice was introduced in the late nineteenth century by Dewey,followed by other prominent scholars such as Schön, Kolb, and Gibbs (Rushton & Suter, 2012).As Dewey (1933) argued, a reflective process starts with a perceived conflict in a context, continues with the interpretation of classroom activities and ends in making a decision regarding removing the problem.Gore and Zeichner (1991) proposed that reflection is thinking about an action in the context; therefore, teaching as a reflective practice comprises two processes:

1. Self-observation: in this process, teachers must consider their students' needs, goals, interests, habits, lessons, and the time of the class.

2. Self-evaluation: teachers make a decision about their classes. According to Nikolov (2015), self-evaluation is the result of self and peer correction and helps learners to become more reflective in the learning process. In this process both teachers and learners are responsible. Learners evaluate themselves and their peers, and teachers evaluate everyone in the context. They can all gather together and discuss their reflections and the critical comments from the evaluation exercise. In this way, teachers can decide on the classroom context.

Therefore, reflective teachers are those who promote reflection as an essential tool in their classrooms and reflective practice is an interactive process between a teacher and students. It is not only about making the teacher a better educator, but it is also about making the students aware of their learning processes. Teachers engage in a continuous cycle of self-observation and self-evaluation for knowing their own reactions to classroom situations. In reflective teaching, according to Cunningham (2001 as cited in Juhary, 2014, p.141),observing and refining teaching practices on an ongoing process is a vital goal. This goal can help teachers to recover their teaching, and adopt suitable strategies to teach in a particular situation.

Characteristics of Reflective Teaching

The ability to reflect upon practice is a systematic way which is considered a requirement of professional practice. Some characteristics of reflective teaching are as follows:

• It is a combination of skills and enquiries with attitudes of responsibility and open-mindedness and a cyclical process in which teachers revise their works.

• It is based on self-reflection and teachers' judgment of educational activities.

• Open-mindedness is willingness to listen to more than one side of an issue and to give attention to alternative options.

• According to McKay (2007), three factors contribute to reflective practice:

1.Teachers' experiences: teachers spend many hours in their classrooms; thus they gain many experiences about the role of students, lessons, and curriculum in the context. Reflective teachers draw on these beliefs when they make decisions about what to do in their own classrooms.

2. Sufficient knowledge: Teachers must have sufficient knowledge about students' needs in different classroom situations, learning progress and the content they want to teach, course management, the role of interaction, and the goals of the course. Reflective

The Characteristics of Reflective Teacher and Reflective Teaching

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چکیده

معلمان فکور از ابزارها و راهکارهای متفاوتی برای فهم بهتر شرایط کلاس و حل مشکلات روند آموزش استفاده می‌کنند. در آموزش مبتنی بر اندیشه‌ورزی، معلمان واکنش‌های دانش‌آموزان و نیز نتایج استفاده از یک نظریه یا راهکار خاص در کلاس را می‌سنجند، که در نتیجه با جمع‌آوری تجربیات آن‌ها قادر به تطبیق یا اصلاح نظریه انتخابی هستند. در روند آموزش مبتنی بر اندیشه‌ورزی معلمان باید نظریه‌های آموزشی را در عمل پیاده کنند و برای یافتن راهکارهای مناسب نظریات دانش‌آموزان را نیز مورد توجه قرار دهند. این مقاله بر اهمیت آموزش مبتنی بر اندیشه‌ورزی تمرکز دارد و هدف آن معرفی دیدگاه‌های مختلف این نوع آموزش است.

کلید واژه ها: تدریس مبتنی بر اندیشه‌ورزی، معلم فکور (اندیشه‌ورز)، آموزش مبتنی بر اندیشه‌ورزی، دیدگاه‌های فرهنگی-اجتماعی

Abstract

Teachers use different tools and techniques to gain an understanding of the context in which the class is held in order to resolve problems through the process of reflection. In reflective practice, teachers observe their students' reactions and the results of using a particular theory or technique in class and gather all their experiences in order to adapt or modify the theory chosen. In the process of reflection, teachers must relate teaching theory to teaching practice and observe the students' responses regarding the findings of an appropriate theory or a technique. This paper focuses on the importance of reflective teaching and aims to introduce different perspectives involved in this issue.

Key Words: reflective teaching, reflective teacher, reflective practice, sociocultural perspective

intéressant et c'est le fait qu'il vaut mieux donc d'enseigner certaines collocations dès le niveau débutant. Elle déclare que si la conceptualisation contrastive des collocations qui implique une réflexion métalinguistique sur les différences et les correspondances entre les moyens d'expression de la langue étrangère et ceux de la langue maternelle concernent surtout les apprenants d'un niveau avancé, certaines d'entre elles doivent trouver leur place dès le niveau débutant. Verlinde et Selva considèrent à juste titre qu' « il serait faux de croire qu'il faut commencer par présenter des mots isolés pour passer ensuite aux combinaisons des mots. Certaines collocations et expressions très courantes méritent au contraire d'être introduites dès le début » (2001, 47). Ainsi, certaines combinaisons peuvent être signalées à des apprenants débutants dans le cadre d'une sensibilisation langagière (Language Awareness). Ceci est particulièrement valable pour le cas des combinaisons à verbe support *avoir* et *être* (*avoir faim*, *avoir soif*, *être en colère*) qui font partie de vocabulaire de base, contrairement aux collocations de type *peur bleue*, *fort comme un turc*, qui peuvent faire l'objet d'un enseignement plus avancé » (Novakova et Bouecheva, 2008, 221).

Certaines collocations et expressions très courantes méritent d'être introduites dès le début »

Conclusion

Comme nous avons déjà mentionné, cet article est une simple et concise présentation d'une partie du lexique français, particulièrement les collocations, qu'en dépit de leur importance dans l'enseignement-apprentissage de la langue et l'acquisition de différentes compétences langagières, sont très peu connues de la part des enseignants et ne sont donc pas suffisamment enseignées dans le contexte iranien. Nous avons souhaité que cet article puisse aider le déclenchement de meilleurs travaux en but d'introduire ce vocabulaire de manière plus systématique dans l'enseignement-apprentissage du FLE en Iran.

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de la phraséologie dans les écrits, selon elle, et même dans les discours oraux. Car, le niveau de la compétence en utilisation des unités phraséologiques et notamment les collocations, est un critère important d' avoir une bonne maîtrise de la langue et de distinguer les natifs de non-natifs. Selon Mel'cuk, linguiste canadien : « Un natif parle en phrasème. Si ce postulat crucial est accepté, et nous l'acceptons, il apparaît alors clairement que l'apprentissage systématique des phrasèmes est indispensable dans l'enseignement d'une langue, que ce soit la langue maternelle d'un apprenant ou une autre langue étrangère, et indépendamment de l'âge ou du niveau d'éducation de l'apprenant » (Mel'cuk, 1993, cité in Yu-Jieh LIN, 2015, 1)

Le terme « phrasème » proposé par Mel'cuk ici, peut être conçu avec un terme plus général comme « unité polylexicale ». Selon LIN, *Le CECRL* l'a également inclus dans la description des compétences lexicales attendues pour les apprenants en langue étrangère, surtout pour ceux des niveaux avancés. Dans le livre *Les apprentissages lexicaux*, sous la direction de Grossmann et Plane, il est précisé que :

« Les collocations constituent un domaine du lexique difficile à maîtriser par les apprenants non-natifs. Pour la production des combinaisons libres, il suffit de connaître le vocabulaire et savoir manipuler les règles de la grammaire. Quant aux expressions figées, elles peuvent être apprises par cœur. Les combinaisons semi-figées (collocations), en revanche, nécessitent un travail particulier de la part de l'apprenant. Elles fournissent un accès indispensable à la langue étrangère, d'autant plus qu'elles diffèrent d'une langue à l'autre, ce qui

pose inévitablement des problèmes aux apprenants. Les collocations avec un certain degré de figement (opaque selon la classification de A. Tutin et F. Grossmann, 2002) comme *peur bleue* sont plus difficiles à encoder, alors que les combinaisons telles que *éprouver de la peur* ou *ressentir la peur* (régulières selon cette même classification) semblent être plus faciles à acquérir, car il existe une certaine solidarité lexicale entre la base et le collocatif » (Novakova et Bouecheva, 2008, 220). Dans ce livre, l'auteur, qui a particulièrement travaillé sur les collocations du type avoir ou être + Nom de sentiment, ajoute : « Par ailleurs, la fréquence des collocations est beaucoup plus élevée dans les productions langagières des natifs par rapport aux non-natifs, même ceux qui maîtrisent bien la langue. C'est peut-être une des raisons pour lesquelles l'enseignement des collocations intervient à des stades plus avancés de l'apprentissage. » Mais, selon elle, Il y a aussi la question des erreurs contrastives et les confusions entre le lexique de la langue maternelle et celui de la langue étrangère. C'est pour cette raison qu'elle arrive à un résultat

« éperdument amoureux d'une personne », il est également possible d'entendre « follement » ou « aveuglément » amoureux de quelqu'un.

L'importance des collocations en didactique des langues vivantes

Les collocations sont très nombreuses en français, et elles sont largement employées dans les différents registres de la langue. Les linguistes ont essayé de les classifier en plusieurs grands ensembles. En plus, le degré de maîtrise de ce vocabulaire reflète le niveau des compétences langagières. Pourtant, elles ne sont pas suffisamment étudiées en français et il reste encore beaucoup de travaux de recherche à entreprendre. Cavalla dit : « Nous nous sommes intéressés plus particulièrement aux collocations pour deux raisons, une première d'ordre linguistique : ce sont des structures encore peu étudiées et pourtant complexes au plan morphosyntaxique car variées ; ce ne sont pas des structures spécifiques à un domaine mais à plusieurs domaines d'un même genre (le genre « écrits universitaires ») ; ce sont des structures qui rassemblent toutes les parties du discours, ce qui est intéressant tant en linguistique que pour l'enseignement à des apprenants étrangers »(Cavalla, 2008, 93). Ce propos précise de plus l'importance des collocations en compétences discursives et leur contribution à la cohérence des discours.

Elle ajoute : « Une deuxième raison d'ordre didactique : ce sont des structures qui sont peu enseignées ; la phraséologie est très présente dans ces écrits et sous différentes formes (expressions figées, collocations ...) et reste le reflet d'une certaine maîtrise de la langue » (Cavalla, 2008, 94). Ici, cette linguiste souligne le fait que les collocations sont très peu enseignées, malgré la présence considérable des unités polylexicales

matériel didactique pour l'enseignement des collocations en anglais, les collocations sont définies comme des combinaisons naturelles de mots qui sont Souvent utilisées par des locuteurs natifs de la langue. En français, on trouve également des définitions pareilles. La collocation est un groupe de mots qui se trouvent souvent ensemble comme « rendre visite à quelqu'un », « poser une question », « faire un rêve », « jouer un rôle » et « prendre en charge ».

Cavalla, linguiste française, a défini récemment les collocations dans son essai de recherche dans une vision didactique. Elle mentionne : « Voici une définition résumée de la collocation telle que l'enseignement peut l'envisager dans un premier temps - et la développera dans ses aspects plus spécifiques seulement dans un deuxième temps : après une maîtrise déjà avancée de ces phénomènes de la part des apprenants - : Dans les collocations, l'un des éléments conserve son sens habituel tandis que l'autre est quelque peu métaphorisé, les degrés de métaphorisation varient d'une collocation à l'autre ». Deux exemples pourront éclairer ce propos :

- « J'ai une peur bleue »

Le mot *peur* garde son sens habituel, mais pas *bleue* qui subit une forte métaphorisation puisqu'il signifie alors « très fort » ; *avoir une peur bleue* signifie *avoir une très forte peur* et pas avoir une peur de couleur bleue.

- « Avancer une hypothèse »

Le mot *hypothèse* garde son sens habituel tandis qu'*avancer* subit une métaphorisation puisqu'il signifie « écrire en décrivant et en expliquant » ; *avancer une hypothèse* signifie *rédiger, décrire et expliquer une hypothèse* et pas pousser en avant physiquement une hypothèse qui reste souvent un objet abstrait difficile à pousser.

Unité phraséologique figée versus collocation

Une unité phraséologique est figée et opaque, quand elle ne peut pas subir les mêmes transformations syntaxiques qu'un syntagme libre d'une part, et du point de vue sémantique, elle n'est pas la somme des sens de ses composants. Afin de mieux éclairer cette définition, nous présentons les exemples suivants : « mettre les voiles » est une expression familière qui signifie s'en aller. On ne peut pas dire mettre quelques voiles. Et du point de vue sémantique, le sens de « mettre les voiles » n'est pas la somme des sens de ses composants. Ou par exemple pour exprimer le fait qu'une personne est morte, on peut dire familièrement qu'elle « a cassé sa pipe ». En effet, si on dit : « Monsieur Martin a cassé sa vieille pipe », l'expression n'a plus le sens qu'elle avait auparavant, elle signifie simplement que monsieur Martin a cassé l'objet qui lui servait à fumer. Les collocations ne s'accompagnent pas d'une opacification telle qu'on voit dans les expressions figées. C'est-à-dire, le sens compositionnel reste en quelque sorte la somme des sens de constituants. Leur figement syntaxique est également moins grand. Autrement dit, les collocations sont plus flexibles sur le plan syntaxique. Par exemple, Si on entend que quelqu'un est

> **La collocation est un groupe de mots qui se trouvent souvent ensemble comme « rendre visite à quelqu'un », « poser une question », « faire un rêve », « jouer un rôle » et « prendre en charge ».**

Introduction

Les collocations sont définies d'une manière à peu près pareille dans des plusieurs langues vivantes du monde comme l'anglais, l'allemand, l'espagnole, le russe et le français. Elles ont également attiré l'attention de plusieurs chercheurs linguistes. Ce vocabulaire particulier est une partie de la phraséologie. Cette dernière est une branche de la linguistique qui étudie les combinaisons de mots partiellement ou totalement figées, appelées unités phraséologiques, en opposition avec les combinaisons libres de mots. La phraséologie est une discipline relativement jeune, s'affirmant en tant que telle à partir des années 1970. En effet, avant le XXème siècle, la phraséologie ne semble guère intéresser les linguistes. En France, Michel Bréal dans son Essai de sémantique distingue une série d'expressions appelée « les groupes articulés », « des mots que l'usage a réunis depuis si longtemps qu'ils n'existent plus pour notre intelligence à l'état isolé » (Bréal, 1897, cité in Legallois et Tutin, 2013, 4). Il en souligne l'aspect préconstruit et le caractère idiomatique. Le premier linguiste qu'on peut considérer comme le précurseur de la phraséologie moderne, c'est Charles Bally (1865-1947). Ce linguiste suisse qui était aussi le disciple de Ferdinand Saussure a pour la première fois proposé une typologie détaillée des phénomènes phraséologiques dans le *Traité de stylistique française* (1951). Ensuite, plusieurs linguistes ont repris et poursuivi les travaux de Bally, et des recherches de plus en plus vastes, variées et approfondies sont effectuées sur les unités polylexicales phraséologiques et en particulier sur les collocations.

La délimitation de l'objet d'étude de la phraséologie est également controversée, parce qu'il n'y a pas d'accord total concernant les groupes de mots pouvant être considérés comme des unités phraséologiques. Par exemple, les phraséologues russes de l'ancienne Union Soviétique s'occupaient de combinaisons de mots totalement figées, comme les expressions idiomatiques et les proverbes, tandis que les phraséologues anglophones ont dès le début accordé une grande importance à des combinaisons moins figées, telles les collocations.

Les études et les recherches réalisées par des chercheurs linguistes francophones sur le thème des collocations en français ont été faites d'une manière tardive et plus restreinte que celles des linguistes anglophones, ces derniers ont même procédé à la création de plusieurs dictionnaires de collocations en anglais. Mais depuis quelques années, beaucoup de chercheurs linguistes francophones ont travaillé sur les unités phraséologiques et en particulier sur les collocations et les essais de recherche sur ce sujet ont été de plus en plus augmentés et développés en français.

> **Les collocations constituent un lexique particulier de la langue française. Ce lexique est très souvent fréquent dans la langue courante ainsi que dans les articles et les écrits scientifiques.**

Le cadre conceptuel

En vue d'éclairer le concept de « collocation », nous allons présenter ici quelques définitions nécessaires des collocations avec des exemples. Dans le livre *English Collocations in Use*, un

Collocations
des mots et leur influence sur l'apprentissage du FLE

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چکیده

واژه‌های هم‌آیند بخشی خاص و مهم از مجموعه واژگان زبان فرانسه را تشکیل می‌دهند. تاکنون پژوهش‌های متعددی از سوی زبان‌شناسان دنیا بر روی این دسته واژه‌ها انجام شده و آنچه در این بررسی‌ها و تحقیقات به طور قطعی به دست آمده، آن است که آشنایی و تسلط به آن‌ها کمک بسیاری به ارتقای مهارت‌های گوناگون در زبان فرانسه می‌کند، از جمله مهارت‌های نوشتاری، گفتاری و فهم مطلب. به همین دلیل، در این مقاله تلاش شده است که در ابتدا، این واژه‌ها به صورتی ساده ولی مؤثر معرفی شوند (با ذکر مختصر تاریخچه‌ای از آن‌ها و تعاریف اولیه). سپس به اهمیت آن‌ها در یادگیری زبان فرانسه و چگونگی تأثیر فراگیری و تسلط بر آن‌ها بر آموزش این زبان توسط زبان‌آموزان غیر فرانسوی پرداخته می‌شود.

کلید واژه‌ها

واژه‌های هم‌آیند، مجموعه واژگان زبان فرانسه، آموزش، یادگیری، فرانسه برای غیر فرانسوی‌ها

Résumé

Les collocations constituent un lexique particulier de la langue française. Ce lexique est très souvent fréquent dans la langue courante ainsi que dans les articles et les écrits scientifiques. Des études déjà réalisées sur ce vocabulaire ont confirmé l'influence d'une certaine maîtrise de ce domaine de la langue sur le développement des compétences langagières. En effet, dans cet article notre objectif est d'attirer l'attention des enseignants du FLE en Iran sur l'importance de la prise en considération des mots collocatifs dans leurs pratiques, ce qui peut influencer d'une manière positive les différentes compétences langagières des apprenants. Mais il faut souligner que ce modeste travail est le début d'une réflexion qui pourra s'étendre à un champ plus vaste. Nous allons présenter dans cet article un bref historique de ce vocabulaire et les caractéristiques de base de ce concept que nous jugeons utiles pour l'amélioration de l'enseignement-apprentissage du FLE en Iran.

Mots-clés : Collocations, Vocabulaire, L'enseignement, L'apprentissage, FLE.

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