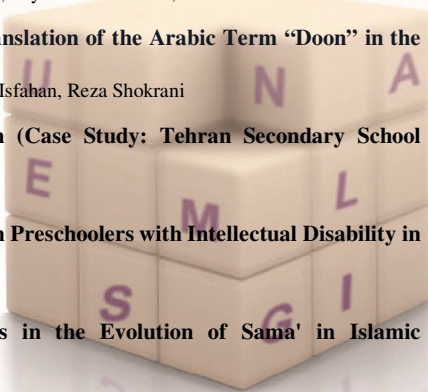


Language Related Research

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Presence and Interaction System of Discourse in *Blind Owl*: Semio-ontological approach

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By adopting the insights of phenomenological approach since late 80th century we easily observe the passage from classic narrative scheme to the semiotics with sensible and existential landscape. This approach is called semiotics with ontological foundations in which the reading and interpretation is no more related to the simple coding of a text, but it involves in movement towards the live experience of signification process in the world. In the discourse of *Blind Owl* by Sadeh Hedayat , we encounter with this manner of presence and interaction of subject with the world; that is to say , the perception of character from the world , himself and other (alterity) depends on sensible and dynamic presence of subject with his constant interaction with phenomena. Therefore, the aim of this study is to analyze by referring to Landowski and Greimas's theories and ideas, the presence of the subject and his relationship with himself and others. Then, we study how the interaction with the "other" creates new systems such as the transcendental or ecstasy discourses and how the being of subject is determined in interaction with others.

Keywords: Existential subject, Other, Ontological interaction, Semio-ontological, Blind Owl.

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Offering a Model for Teacher Quality from the Perspective of the Stakeholders in ELT

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One of the most important issues in the realm of education is assurance regarding the quality and effectiveness of teaching and teachers. In this regard, it is essential that models and instruments be developed in order to describe and assess them. It is one of the subjects creating a lot of interest in learners is English. Therefore, it is crucial to develop a model as well as a measuring instrument for describing quality of teachers and teaching in English. The present study was an attempt to develop such a model and instrument in a qualitative and a quantitative phase. In the qualitative phase, seven factors were identified as the underlying structure of teacher quality on which basis a 48-item questionnaire was developed. Then, in the quantitative phase, using Exploratory and Confirmatory factor Analyses, the reliability, and the validity of the model and the questionnaire were obtained. Based on the findings, both the model and the questionnaire are acceptable and valid and can be utilized.

Keywords: Teacher quality 'model', ELT, English Language Teaching, Questionnaire.

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Analyze and evaluate the actions of Sura Al-Baqara, with approach "Analysis of all the words"

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Componential Analysis of Words is a branch of semantics in which all words of a text are analyzed to their roots and semantics components in order to rearrange them to achieve a semantic whole at the level of the word. Any attempt in this theoretical framework to reconstruct them in target language would result in a precise and cogent translation of the source language. Thus, the present study by adopting a descriptive –analytic and critical research methodology aims at analyzing semantic components of Sūrat al-Baqarah's verbs whose eleven well – known contemporary translations including Ayati, Arfa', Elahi Ghomshei, Searaj, Safarzadeh, Fouladvand, kavianpour, Garmaroudi, Mojtabavi, Meshkini and Makarem shirazi's translation have been the focus of several challenges. The results of this research showed that the translators have ignored the componential analysis of words at the level of the verb and have just considered the primary and basic meaning of each word. In addition, the translation of Meshkini, Elahi Ghomshei and Mojtabavi is more accurate and reliable than for instance that of Arfa'.

Keywords: Holy Quran, Famous Contemporary Translations, Sūrat al-Baqarah's Verbs, Componential Analysis.

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The Study of Evidentiality in Persian: A Typological Approach

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Evidentiality is defined as Speaker's attitude toward her/his statement and the manner he / she determines the source of information in order to prove the authenticity of his /him utterance. Aikhenvald (2004) presented a model for evidential in about 500 languages around the world. She introduces 2 types of evidentiality. Grammatical evidentiality includes obligatory affixes and clitics and ungrammatical evidentiality consist of optional syntactic and lexical strategies. Aikhenvald refers to direct and indirect evidentials from a semantic view point. The purpose of this study by adopting an analytic –descriptive research methodology is to determine the place of evidentiality in Persian. This study shows that there aren't any grammatical evidentials in Persian and like the other Indo-European languages , Persian has linguistic items which fulfill evidential function in addition to their first roles in language. Some of evidential structures in Persian include impersonal passive forms, modal expressions, tense- aspect features, reports and quotations and sensory and perception verbs. These formal structures include semantic frames of direct and indirect evidentiality and determine the main source of information.

Keywords: Evidentiality, Direct evidential, Indirect evidential, Persian.

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Study of axiological System of Discourse in Hafez Qalandari Poems

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Qalandari lyric that appears on the basis of fighting against hypocrisy (Riya) in Persian literature is associated with artistic delicacies in Hafez poems. Moreover, the concepts related to the realm of roguery (Rindi) and Qalandari causes to dynamism of Hafez poems. In these lyrics, Hafez creates the different type of value with changing the common and popular values of society. The change of common values leads to the process of production and transformation of meaning. In this way, Hafez follows an ideological and moral tendencies and criticizes the society advocating the Sufism. At first, Rindi and Qalandari are considered as value to reach the superior goal. This superior goal is a basic value. Undoubtedly, Researchers who have focused in superficial meaning of Qalandari poems, have not paid attention to this basic value. In addition, the process of creation of values in Hafez poems leads to the formation of an aesthetic space. In this way, Hafez uses inter subjective and intra subjective methods. According to dynamic values of Hafez Qalandari poems, in this research, we will survey the axiological system of Discourse and the process of creation of meaning through values.

Keywords: Basic value, Value: Hafez, Qalandari lyric, Axiological system of discourse.

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The Representation of Persian Language Functions and Notions in LET'S LEARN PERSIAN and PERSIAN LANGUAGE Series

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The notional-functional approach is one of the most influential theories in the field of foreign language teaching and almost all English, French, German, Italian, Spanish and even Arabic, Hebrew and Turkish language teaching resources, have considered the principles of this approach, in order to produce educational contents. The key principle of this approach is to create purposeful and communicative based balance between the language notions and functions and the real situations. Nevertheless, regretfully not much attention to this approach is paid in the authentic teaching Farsi to the foreigners' resources. In this study, first the notional-functional approach and the foremost language notions and functions in the framework of this approach are presented. Then, the representation rate of these notions and functions in *let's learn Persian* (Zolfaghari & Etal., 2002) and *Persian language* (Safarmoqadam, 2007) teaching series were evaluated. This evaluation have been made through a self-developed checklist. This checklist consists of 10 basic questions on the content of courses and 6 default responses: **at all**, **very low**, **low**, **medium**, **high** and **very high** with respectively **0**, **1**, **2**, **3**, **4** and **5** points assigned to each question. According to the results, the *let's learn Persian* series gained 35 and the *Persian language* series gained 16 points out of 50. Although the overall result of this project suggests the superiority of the *let's learn Persian* series, but the rate of language notions and functions diversity and distribution in both series, lead us to purposeful planning for teaching Farsi based on language notions and functions.

Keywords: Teaching Persian to non-Persian speakers, the Notional-Functional Approach, Let's Learn Persian Series, Persian Language Series, Language Functions, Language Notions.

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The Study of Grounding of Aspect and Voice of Verb in Persian-Speaking Children's Narrative Discourse

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This study aims to investigate and analyze the realization of grounding in the form of foregrounding and back grounding in Persian-children's narratives according to linguistic devices of aspect (perfective/imperfective) and voice of verb (active/passive) and also the effect of age on using these devices.

To investigate how foregrounding and back grounding are accomplished in Persian-speaking children's narratives by linguistic devices of aspect (perfective/imperfective) and voice of verb (active/passive) two Hickmann's (2004) pictorial stories were used. Three groups of school monolingual Persian-speaking children of age 7, 9, 11 and a control group of adults, at age 30 (each group consisting of 10 female subjects) took part in this study. The subjects were tested individually. They were asked to narrate two pictorial stories for one of the researchers. All the narratives (80 narratives, from two pictorial stories) were recorded by a voice recorder. Then, they were transcribed, described and analyzed by SPSS software.

Results showed that the use of perfective and imperfective aspects had a meaningful relationship in the three groups of children, that is, the use of perfect aspect in foreground decreased while that of imperfect aspect increased with an increase in the age. On the contrary, in adult group, the use of perfect aspect in foreground increased but that of imperfect aspect decreased. The same relationship was observed in background. Moreover, the use of active voice of verb was more dominant than that of passive voice of verb in the narratives. No meaningful relationship was observed between the use of passive voice of verb in foreground and background on one hand, and the participants' age, on the other hand. Based on the results of Chi-square test, there was a significant relationship between perfective and imperfective aspects in foreground and also in background and the age of the narrators ($p < 0.05$). However, there was no significant relationship between the use of passive voice of verb in foreground and background and the age of the narrators ($p < 0.05$). Thus, the first two null hypotheses of the study were rejected, and the third one was accepted.

Keywords: Discourse, Foregrounding, Back grounding, Cohesion, Persian-Speaking children

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An Analysis of the Development of lexical cohesion in Persian -Speaking Students' Written Discourse

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This research aims at analyzing and comparing the development of lexical cohesive devices (repetition, collocation, synonymy, hyponymy, meronymy) in Persian-Speaking students' written discourse at primary level (9 to 12 years old) according to logical meta-function introduced in Halliday and Mathiessen's systemic functional grammar (2004). Descriptive analytical method is used in this study. 45 students (boys) studying at primary school (4th, 5th and 6th grades) in 1393-94 have been selected through random-sampling. Two written tests in the form of picture stories were administered for gathering the written data. Frequency, percentage and pattern of development of using lexical cohesive devices were compared and analyzed. The frequency of lexical cohesive devices in 4th, 5th and 6th grades were, 862, 967, and 1119. Repetition and collocation in all grades are the most frequent and hyponymy and meronymy are the least frequent devices. The percentage of repetition decreases from 4th grade to 6th grade while in hyponymy and meronymy it is increased. According to Kruskal-Wallis test the differences of using synonymy and repetition are not significant although differences of using collocation, hyponymy and meronymy are significant ($p \leq 0/05$). It seems that not only the frequency of different lexical cohesive devices in students' written discourse increases as the grades increase, but also more sophisticated lexical cohesive devices are found in writings of the students in higher grades.

Keywords: Lexical cohesion, written discourse, Functional grammar, Students.

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A Semantic Criticism of the Persian Translation of the Arabic Term “Doon” in the Holy Quran

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Today, syntagmatic and paradigmatic analyses are widely applied by literature researchers and experts as principal methods in understanding and interpretation of religious texts. Taking syntagmatic and paradigmatic analyses into consideration, this research seeks to explore the explicit and implicit meanings of the Arabic term (Doon), literally translated as “other than, instead of, besides, and apart from”, in the Holy Quran. It also aims to determine how much attention Quran translators have paid to the meanings of the term and in transferring them into the target language, namely Persian. The study, conducted based on structural semantics and using descriptive –analytic research methodology, has found that the term "دون" (Doon) has various meanings and functions in the Holy Quran, but in some cases, translators have failed to render them correctly. The original meaning of the term is “other than and inferior” which is seen almost in all phrases and lexical combinations in the Holy Book. Therefore, for instance, the phrase "من دون الله", which has been transplanted as “other than, besides and apart from Allah” in famous translations, can be rendered as “[someone/something] other as Allah that is inferior”. "فروید" (Inferior) or "از فروید" (Inferior to)" have been used as equivalents to "دون" (Doon) in old Persian translations of the Quran which closely correspond with the denotation of the Arabic word ,since they contain both the sense of “other than” and “inferior”. However, "دون" (Doon) can bear different meanings in different contexts.

Keywords: The Holy Quran, Persian translation, The Arabic term “Doon”, Semantics.

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Literary and Lingual Skills Evaluation (Case Study: Tehran Secondary School Students)

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This study was conducted to evaluate the literary and linguistic skills of high school graduates. The authors believe the main problem is the formal evaluation system, failure of the assessment processes, and the lack of accurate and sufficient information from capabilities of users of language.

Research questions include: 1. the level of achievement of high school graduates in four skills of writing, reading, listening and speaking. 2. Do the variables of gender and field of study make any change in the status of the four skills above? 3. Based on the research hypothesis, at the end of the twelve year period of study, graduates should have achieved the minimum criteria of educational objections in the four skills. It is expected that the field variable, make a significant difference in skill level and it is also expected that students of human sciences according to their specialized courses, have significantly higher linguistic and literary skills.

Research method in addition to library study, includes a cross-sectional survey. The statistical community includes students graduating high schools (at the end of the fourth year) from public and private schools in Tehran(in the districts, one, four, seven, twelve, fourteen, sixteen, nineteen) in the academic year of 92-93 with 49 540 students and the statistic sample of 366 individuals who were selected using multistage cluster sampling method. It was done based on the final exam scores of courses of Persian language 3 and Persian literature 3.

For this particular study, a test with the following three characteristics was designed for the first time in Persian, 1. Considering the international evaluation standards (common reference framework in EU), according to Iran's official goals of education in teaching Persian.2.Internet-based teaching-learning 3. Being four-skilled. Materials and components of the test content were prepared based on the two guiding objectives in the education curriculum and content pattern of official books.

Based on these findings, the mean scores of graduates were significantly lower than the standard level. Between the results of this test and the official results, there was a significant difference in reducing the scores. Considering all the skills, girls' performances have been the most favorable which correspond with the global results. Investigation of the graduates in the three disciplines of mathematics,

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science and humanities shows a better performance in the field of science against the two other academic disciplines. Analysis of the results of this evaluation shows the inability of Ministry of Education in the use of existing capacities; the younger generation turning to oral literature; Incapability of them to understand what they have read and heard. Therefore, because of the correlation between the four skills along with continuing national evaluations, monitoring the educational status of children and teenagers, planned systematic changes, with professionals helps, in order to revise the national curriculum (especially a standardized Persian language and literature curriculum), are suggested.

Keywords: Evaluation; Lingual skills; Literary skills

Estimating Receptive Core Vocabulary in Preschoolers with Intellectual Disability in Tehran

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This article aims at estimating core vocabulary of preschoolers with intellectual disability in Tehran. Stratified matrix sampling was used for choosing and grouping the 90 informants. Three groups (each group 16 boys and 14 girls) were selected among the preschoolers less than 9 years. Based on Nematzadeh et.al (2005) two subtests were modified and developed: Perceptive and Lexical factors which assessed understanding of 694 and 830 words have been respectively evaluated. 14 informants were chosen for filling the lexical subtest among the teachers. Since there were lots of items in perceptive subtest, from different parts of speech (noun, adjective and verb) 1/3 of them were selected and the students have been told to answer them in 2 different sessions. The data were analyzed using descriptive analytic method. If a word was recognized by 80% of the informants, it was decided to be a core vocabulary (24 out of 30 in perceptive subtest and 4 out of 5 in lexical subtest). 219 and 81 words were listed to be among core vocabularies based on perceptive and lexical subtest respectively. 54 words were common in the lists. So, 246 words were estimated to be core vocabulary of educable mentally retarded preschoolers in Tehran.

Keywords: Core Vocabulary, Preschoolers, Intellectual Disability, Perceptive Subtest, Lexical Subtest.

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Influence of Linguistic Presuppositions in the Evolution of Sama' in Islamic Mysticism: From Ghazali to Mowlavi

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Language is considered as the basic material in research on literature & mysticism. For the linguistics can enable researchers to achieve functional approaches. Although the presupposition was accounted in the past issue of the more basic subjects in domain of linguistics and newer approaches have shown little interest about this phenomenon by logical analysis, but reflect on some of these issues can assist in the analysis of invisible aspects of the meaning which was usually neglected in generative grammar. The research methodology is descriptive – analytic. It should consider the presuppositions as the specific kinds of conversational implicatures that, particularly, by means of the connectors of the discourse, such as conjunctions (but, so, in addition, etc) transfer the cognitive value of the propositions to the audience. This paper tries to respond to this question that how the presuppositions can figure the evolution of mystical principles in Sama' through its association with the requirements of ontological, epistemological and cultural context of the subject.

Keywords: Sama', Pragmatics, Presuppositions, Ghazali, Mowlavi.

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