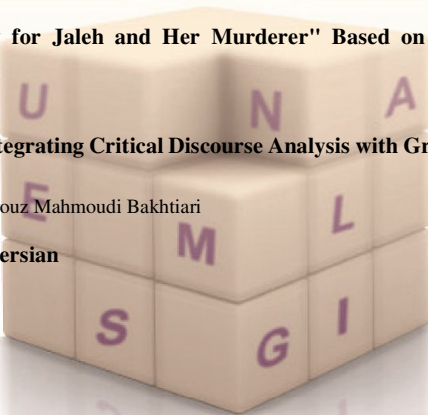


# Language Related Research

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c) Other pages: Introduction (problem definition, queries, hypotheses, methodology), Results, Discussion and References.

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## **Effects of Explicit Teaching of Some Derivational suffixes to L2 Learners of Persian**

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Teaching L2 vocabulary through different techniques, plays an important role in the enhancement of vocabulary knowledge. This study investigated teaching derivatives through explicit and incidental approaches. Explicit approach, has specifically focused on word part strategy and the roles and meanings of suffixes. In incidental approach, some texts included derivatives, were taught to L2 learners. Two hypothesis were considered: 1. teaching affixes explicitly would help guess the meaning and part of speech of words and this kind of instruction affects learners' comprehension positively. 2. More exposure to derivatives would influence on understanding unfamiliar words and vocabulary knowledge effectively. After a pilot experiment, 40 Persian learners of Dekhoda institute in intermediate 1 level were selected and examined for this investigation. They were divided into two groups, the controls and the experimentals . During the instruction, those suffixes were selected that were more frequent in core vocabulary. Suffixes such as /-gar/ which makes job names (in /bazigar/ that means *actor*) or suffixes which make a new grammatical category such as noun making /-eʃ/ (in /daneʃ/ that means *knowledge*), were selected for teaching and testing. 4 texts, included unfamiliar derivatives, were taught to control group. There were two reading comprehension questions after each text. In contrast, the meaning and usage of affixes were instructed to experimental group and then some exercises were given to them. The subjects participated in one test which was administered twice as pretest and posttest before and after the treatment. The result of data analysis showed that the experimental group who received explicit teaching of suffixes and word formation, improved significantly in comparison with the control group who received some texts. Therefore, the first hypothesis was confirmed. Furthermore, it was proved in another analysis that the posttest result of two groups outperformed the pretest significantly. Hence, the second hypothesis was proved out. However, incidental teaching of derivatives can affect vocabulary knowledge, the result of explicit teaching is still more meaningful.

**Keywords:** Persian Derivatives, Derivational Suffixes, Explicit Teaching, Incidental Teaching, Word Part Strategy.

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## **Semio stylistics: Existential Style of Presence in the Children Story “*The White Crow*”**

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In the present study, the author tries to shed light on the positive and strong points of semiotics of discourse in stylistics studies. This approach claims that literary creation is the product of mass culture and thus its explicit position has been considered as a kind of obstacle on the way to perceive the original identity of style and uniqueness or individuality of the writer. To this end, the child story entitled “white crow” by Vatan Parast (1380), has been selected as the corpus of the study in order to scrutinize the stylistic components. It is worth mentioning that little attention has been paid to this genre. In this study and according to semiotic approach to literary studies, by style, we mean the semiotic flow in interactive process of enunciation. At first, semiotic regimes based on programming and accident have been adopted as the criterion to recognize different kinds of style. Based on accident regime of discourse, existential style presence was defined and its features like imperfection , risk, negation / assertion transcendence of sign , discontinuity and finally challenge have been investigated. One of the results of this study in this genre showed that existential style plays a key role to develop the imagination and creativity of child. The factors like (Nane – sarma and smart crow) who change suddenly the Dasein of subject reinforce the aspects of fantasy in the story. By leaving Dasein , the co –enunciator has the possibility to free him or herself from referential/ closed / and realistic style of presence and takes path beyond the lived present . In determining the genre of children books, the main consequence of this study is that, it is necessary to focus on the stylistic features of the story as a key factor to select signification processes, experience, simplicity or complexity of the text more precisely.

**Keywords:** Semio Stylistics, Existential Style, Child Story, White Story.

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## **Cognitive Teaching: Importance of Cognitive Neuroscience in the Teaching of Foreign Languages**

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For a long time ago, man has sought to understand the mental processes in reasoning, decision making, learning and other mental activities. But the scientific study of the human mind began a few decades ago with the advent of cognitive science. In order to be update and have access to new developments, some sciences tend to cognitive science as the use of the term 'cognitive' shows it and amongst them we can mention 'cognitive psychology', 'cognitive linguistics', 'cognitive neuroscience', and so on. Language teaching, as an interdisciplinary science, should take advantage of contributions from cognitive science to develop and to use them in practice. At first, it may seem a little hard to make a direct link between language teaching and cognitive science. For cooperation and integration of language teaching and cognitive science, the approaches of several subfields such as 'cognitive psychology', 'cognitive neuroscience' and 'cognitive linguistics' sound significant. The passage of the current teaching strategies to learning with cognitive landscape raises the questions that it must clarify them. In this article, based on a descriptive-analytic methodology, we sought to answer two questions: To what extent could cognitive neuroscience provide the theoretical basis for cognitive learning? To what extent could the teaching-learning approach based on the brain be used in language teaching? In this study, it is argued that the implications of cognitive science go beyond theoretical aspects. Language teaching can apply them in several cases including the methodology of teaching. Cognitive science provides a solid basis for practice and language teaching, for example, the knowledge and use of the principles of teaching and learning based on the brain can be very helpful in the process of teaching-learning foreign languages.

**Keywords:** Foreign Language Teaching, Cognitive Approach, Cognitive Neuroscience, Brain-based Approach to Learning and Teaching.

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## **Speech Technology and Effective Semiotic Factors on Its Quality: A Listener-Based Analysis**

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It seems that speech technology is a multidimensional skill which is related to some semiotic verbal and non-verbal issues and is more complicated than the usual and everyday language that native speakers use to communicate. Studies have shown that the power of speech is not any less than magic indeed in many fields.

In this paper, it has been tried to investigate the quality of both speech and speech techniques of 10 Farsi speakers in the viewpoint of 100 Farsi native speakers including 21 verbal, Para-linguistic, non-linguistic, and pro-enunciation factors applying a listener-based method which was done for the first time in Farsi. The Participants have been chosen through stratified sampling to obtain data. The opinion poll has been about the speech quality of the ten Farsi speakers who were speaking spontaneously on TV live programs of Islamic Republic of Iran Broadcasts (IRIB). Hence, 20000 data were gathered from the statistical population. Then, descriptive and inferential statistics were calculated to reveal the most effective factors on speech quality.

Selecting the factors were inspired by principles and theories of Grice (1975), Yule and Brown (1989), Edlund and Gustafson (2010) in the framework of Eco Semiotics (1979). Hence, 21000 data were gathered from the statistical population. Then, descriptive and inferential statistics were calculated. At first, in order to find out the questionnaire reliability, some of the respondents (40 people) were asked to complete the questionnaires again after ten days by watching all the ten one-minute recorded films of speeches through the same process. Consequently, after calculating the data and comparing with the previous questionnaires' results, the reliability of the questionnaire was determined based on intra class coefficient (ICC) procedure. According to the definition of reliability coefficient (Mooner, 2000), the ICC degree for the overall questionnaires was 0.88 that indicates high correlation between both tests with a ten-day time interval. The internal validity of 0.872 was estimated as well.

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Subsequently, among all the observed factors, relatively, para-linguistic and non-linguistic factors have been identified as more effective than linguistic and pro-enunciation factors on speech quality of Farsi speaking skills. As a result, by presenting and identifying the degree and the percentage of the related factors, effective improvement and reinforcement strategies on speech techniques quality for Farsi speakers can be specified and clarified.

**Keywords:** Speech techniques, Semiotic Factors, Non-linguistic, Para-linguistic, and Pro-enunciation.

## **Application of the Abstract Inter-Language Model in the Analysis of the Participants' Errors in the Writing Section of the DELF Exam in Iran**

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In the present article, by analyzing the participants' errors in the writing section of the international DELF exam, the authors try to discuss the evolution and mutation of the Iranian learners' inter-language. The general purpose of this research, accordingly, is to pinpoint the effects of Persian language on learning French, as a foreign language, in such realms as vocabulary, and idiomatic and structural constructions. The research, as well takes into account the way inter-language evolves and changes in four levels of DELF exam based on the common European referent Framework for languages. Due to the fact that the language learners are impressed by their mother language, they, unconsciously, experience linguistic errors in such fields as vocabulary use, syntactic structure, and grammar while writing.

The findings of this research revealed that Iranian French-language learners who participate in the international French exams, are basically under the impression of a simplified system of French language, the complexity of which is promoted along with the learners' general level. The analysis of the texts composed by the participants of the DELF exam reveals that the writing errors performed by the learners are mostly rooted in their mother language as well as their false assumptions and predispositions about language and its learning process.

**Keywords:** Inter-language, written language, error, French as a foreign language, DELF exam.

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## **Investigation of Words Ending in Suffixes «-як(а) / -ак(а)» in Russian language with Common Generic Noun of this Language, and compound agentive adjective in Persian**

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This article reviews the nouns ending in suffixes «-як(а) / -ак(а)» in Russian language, having the concept of common generic noun in this language and agentive adjective in Persian, and also analyzes their derivability in terms of derivation and grammar of Persian and Russian. Semantically, these words usually have a wide variety. The aim of this research is to identify all common generic nouns between females and males, or so-called «общий род» ending in suffixes «-ак» and «-як» in Russian language, and their equivalents in Persian, and also to check out the derivative relation of the words in this language. For a closer look at the issue, examples of literary works in Russian were translated and Persian equivalents of the common generic nouns ending in suffixes «-ак» and «-як» were analyzed. Also, for choosing the appropriate Persian equivalents, the contemporary word formation tools were used and roots of words and their derivability and non-derivability were analyzed. Then the author classified semantic components of words ending in these two suffixes. Finally, the relationship between agentive adjectives in Persian language and these words were discussed. The comparative method and insight of this research in analysis of common generic noun equivalents ending in suffixes «-ак» and «-як», and the analytic and translational approach of this analysis in Persian language distinguishes this research from other researches on common generic noun in Russian language.

**Keywords:** Russian language, Persian language, Agentive adjective, «-як(а) / -ак(а)» affixes, Common Generic Noun.

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## **Effect of Ideological Issues on Quality of Translation of Arabic news A Case Study of Aljazeera's Media Network Translation into Fars News agency based on Julian House Pattern**

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One of the important issues in the field of media is the impact of ideological issues on the translation of this type of texts. The Current paper seeks to examine this type of influential effects and discourse affecting the translation process and changes in target language. Therefore, based on Julian House's translation quality evaluation pattern which is characterized by high accuracy to highlight the function of ideological issues on the text, a news text was selected from Aljazeera media network and its translation was evaluated in Fars News agency. The results showed that the translator of the above mentioned news text has been strongly affected by media policies and discourse ruling on the target language and in this way, he had to apply some changes in the original text. In the studied case, the same process has been observed and translator of Fars news agency has translated the Aljazeera news in a way acceptable to his own media discourse and had no attention to the original text and its main role.

**Keywords:** News translation, Modality of speech, Julian House, Ideology, Discourse

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## **Narratology of the Short Story "Elegy for Jaleh and Her Murderer" Based on Greimas' Actantial and Sensible /Stative Models**

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The present study aims at investigating narratology of the short story "Elegy for Jaleh and her murderer" by Abou Torab Khosravi based on Greimas' Actantial and Sensible /Stative Models. It also seeks to investigate narrative structures considered by Greimas in order to explain the gradual evolution of sequences and formation of the story to compare the Sensible /Stative models, and to examine the way of passing through the actantial system into the Sensible /Stative model in this story. The actantial model turns around Lieutenant Kavous actions where in a pre-programmed and prescriptive manner, he wants to affect the object of value with a special order in contractual / executive and disjunctive sequences. Action helpers and anti-actants in turn, facilitate or make difficult the hero's action. However, in the Sensible /Stative Model, we can find how actants and object of value turn into object of value and sensible or stative subject in the cycle of discourse. As well, it is easy to observe that sensible or stative subject without any pre-planned program, finds himself in a new situation by dealing with the object of value after passing through emotional-perceptual processes and other aspects of discourse that can be called "moving toward the beloved". Thus, it can be concluded that in this discursive transmutation, the relationship between actants can be redefined with a gradual transformation in five sequences, and the established actantial discourse reaches doubt and changes into sensible /stative discourse.

**Keywords:** Narratology, Elegy for Jaleh and Her Murderer, Sensible/Stative Model, Actantial Model, Greimas.

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## Islamophobia in American TV Series: Integrating Critical Discourse Analysis with Grammar of Visual Design

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According to Sheridan and Gillett (2005), one fundamental form of inequality, being on the rise since 9/11, is religious discrimination. The main source of experiencing and being exposed to such inequalities and discriminations can be television which 'is such an important source of information and entertainment that viewers cannot escape its gradual encroachment into their everyday lives' (Laughy, 2007, p. 20). American TV series are so major and worldly-known entertaining media that many of them have millions of viewers around the world. So, it will be of great importance to make sure if they want to keep and even worsen this picture of Islam and Islamophobia. Therefore, this paper investigates the role of American TV series in promoting Islamophobia in public view. To do so, one has to analyze two main aspects of the TV shows which are the conversations and the picture frames. For analyzing the former, we have chosen Norman Fairclough's (1992a, 1995, 2001) approach to Critical Discourse Analysis, and for the latter, Kress and van Leeuwen's (2006) Grammar of Visual Design. American TV series, named *Homeland* (2011-still on air in 2017), broadcasted by Showtime® in the U.S has been the corpus of the present study. Its story that is mainly connected to the Middle East with lots of Muslim characters explains our choice. Consequently, the present study seeks to answer the following research questions: 1. Do the analyzed sequences of *Homeland* have Islamophobic elements based on Fairclough's (1992a, 1995, 2001) CDA framework? 2. Do the analyzed sequences of *Homeland* have Islamophobic elements based on Kress and van Leeuwen's (2006) Grammar of Visual Design? 3. Are there any combinations of visual and discursive elements to promote Islamophobia in the analyzed sequences of *Homeland* which can be analyzed by an integration of Fairclough's (1992a, 1995, 2001) CDA framework and Kress and van Leeuwen's (2006) Grammar of Visual Design?

Our work has led us to the conclusion that many cases in *Homeland* TV series, either discursive (based on Fairclough's CDA framework (1992a, 1995, 2001)) or visual (based on Kress and van Leeuwen's Grammar of Visual Design (2006)), were Islamophobic. Furthermore, there were cases in which both visual and

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discursive (audio) elements were used to promote Islamophobia. As a result, all of the research questions receive a positive answer. Moreover, it can be concluded that a combination of Fairclough's (1992a, 1995, 2001) CDA framework and Kress and van Leeuwen's Grammar of Visual Design (2006) can create a powerful approach in critical media analysis to expose the real policies of the media and power owners and decode the encrypted messages behind what is shown to the public. It is worth noting that analyzing a greater number of TV series could result in a higher generalization of our results.

**Keywords:** Islamophobia, Critical Discourse Analysis, Grammar of Visual Design, Homeland.

## **Cooptation and the Relative Clauses in Persian**

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This paper sets out to investigate the feasibility of replacement of restrictive and non-restrictive relative clauses at discourse level in Persian. Givon (2001) believes that proper names, pronouns and unique definite nouns cannot be modified by restrictive relatives. On the other hand, it is usually stated that the modification of indefinite nouns by non-restrictive relatives would result in ungrammatical sentences. This study, however, provides examples from the Persian language arguing against such propositions. Furthermore, there are also evidences in Persian showing that the emotive and expositive information, which are usually expressed by non-restrictive relatives, may also be expressed by restrictive relative clauses. The main inquiry will, then, be how such discourse possibilities would be accounted. To this end, the current paper aims to study and analyze the above-mentioned discourse situations within Discourse Grammar (DG) framework, as introduced by Heine and et al (2013). For the analysis, the empirical data are gathered from the different spoken and written sources in Persian as well as some other instances based on the authors' own observations and their intuitions.

In short, on the basis of Discourse Grammar, this paper argues that the discourse situations allowing such possibilities can be explained in terms of Cooptation mechanism, an important notion in Discourse Grammar which explain the interaction between sentence grammar and thetical grammar. Furthermore, unlike Heine and et al (2013), it is shown that Cooptation may be a bidirectional operation. In a sense, the paper provides some examples and explanation for the non-unidirectionality of cooptation mechanism such as appositive phrases and Ezafe constructions in Persian.

**Keywords:** Discourse Grammar, Sentence Grammar; Thetical Grammar, Restrictive Relative clause, Non-restrictive Relative Clause, Cooptation.

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