

4th Conference on
Interdisciplinary Approaches to
Language Teaching, Literature
and Translation Studies



چهارمین همایش
رویکردهای میان رشته‌ای به آموزش
زبان، ادبیات و مطالعات ترجمه

Book of Abstracts

4th Conference on Interdisciplinary
Approaches to Language Teaching,
Literature and Translation Studies

Edited by
Dr. Rajabali Askarzadeh Torghabeh

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4th Conference on Interdisciplinary Approaches to Language Teaching, Literature and Translation Studies (LTLTS4-IA)

Tuesday & Wednesday, 17-18 May 2022

Organized by
Department of English
Faculty of Letters and Humanities
Ferdowsi University of Mashhad



Acknowledgements

Without the help of my dear colleagues, the task would never be successfully accomplished. I appreciate the members of the Literature Subcommittee, Teaching Subcommittee and Translation Subcommittee. I also appreciate the help and guidance of the previous and the present deans of the faculty, Dr. Radmard and Dr. Hasani. The kind assistance and support of Dr. Reza Pishghadam and Dr. Masoud Khoshsaligheh, are duly acknowledged.

Dr. Reza Pishghadam, the former Vice-Chancellor for Education at Ferdowsi University of Mashhad, the chair and organizer of the first conference LTLTS1, generously offered a great deal of help and encouragement. Dr. Masood Khoshsaligheh, Vice-Dean for Research of the Faculty of Letters and Humanities, and the Chair of LTLTS2, was really a great source of information from the very beginning and shared the experience of the previous conference with us unsparingly. Dr. Mahmoud Reza Ghorban Sabbagh, the Chair of LTLTS3, was also a great help and shared his information with us. I greatly appreciate their kind cooperation.

Last but not the least, I should admit that I could not have managed the whole affairs of the conference without the selfless and unreserved support of Ms. Zahra Shirzad, who patiently and persistently tackled many of the problems. I greatly appreciate her hard work and wish her success.

Rajabali Askarzadeh Torghabeh,
LTLTS4 Conference Chair,
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About LTLTS4-IA

Interest in interdisciplinary studies has been turned into one of the top priorities at Ferdowsi University of Mashhad. It has also been the focus of many of the scholarly discussions here at the Faculty of Letters and Humanities as well. The main objective has been to cross the conventional boundaries of existing academic disciplines to open up new horizons in interdisciplinary research and to promote cooperation between different departments.

In the past few years, Department of English at Ferdowsi University of Mashhad, has hosted four seminal academic events in the fields of translation, language, literature and interdisciplinary studies. In 2012, the department organized the 1st Conference on Language Teaching & Learning: An Interdisciplinary Approach (LLT-IA). In 2015, the 2nd Conference on Interdisciplinary Approaches to Language Teaching, Literature and Translation Studies (LTLTS2-IA) was organized. In 2017, the 3rd Conference on Interdisciplinary Approaches to Language Teaching, Literature and Translation Studies (LTLTS3-IA) was also held. Our department is now honored to hold the 4th Conference on Interdisciplinary Approaches to Language Teaching, Literature and Translation Studies (LTLTS4-IA) in 2022.

The LTLTS4-IA secretariat received a host of abstracts covering a wide range of interdisciplinary studies centering on the core fields of the conference, i.e. literature, language teaching, and translation studies. After the review of the abstracts, about 71 were selected for oral presentations. Presentations in the teaching category (totaling to 26). Literature-related topics (up to 26). Translation studies (19 in all). The purpose has been to introduce a thematic focus to the lectures presented in each session. The question-and-answer time, considered at the end of each session would give a chance to the audience to pose their questions and further discuss the theme of the session dealt with in each presentation.

I would like to express my sincere gratitude to Dr. Hamid Reza Shairi, and Dr. Behrouz Mahmoudi Bakhtiari, Dr. Alireza Jalilifar, Dr. Ali Derakhshan Hesari who kindly accepted our invitation and delivered their insightful keynote lectures during the two days of the conference. The great zest of our dear panelists and workshop presenters to create a vibrant atmosphere is greatly appreciated.

We hope that the present conference would create a congenial atmosphere for university professors, researchers and students to share their findings and to promote a common understanding in language-related fields.

Rajabali Askarzadeh Torghabeh,
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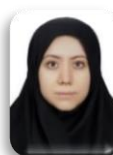
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Plenary Presentations



نشانه‌شناسی فرهنگی و ترجمه

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نشانه‌شناسی فرهنگی یوری لوتمان ما را با سپهر نشانه‌ای مواجه می‌سازد که از یک مرکز، یک مرز و یک حوزه پیرامونی شکل گرفته است. مرکز جهان درونی، پیرامون جهان بیرونی و مرز جهان بینابین را ترسیم می‌کند. از طریق مرز است که جریان فرهنگی متعلق به دیگری به جهان خودی انتقال می‌یابد. مرز بین سپهرها یکی از عناصر بسیار مهم انتقال زبان و فرآیندهای گفتمانی است. اما بسیاری از این فرآیندهای گفتمانی از مسیر ترجمه از یک سپهر به سپهری دیگر منتقل می‌گردند. مرز برای جهان ترجمه حکم وضعیت حایلی را دارد. یعنی فضایی که مانند فیلتر عمل می‌کند و یک سپهر را به سپهر دیگر منتقل می‌نماید. نکته مهم این است که مرز از نظر زمانی یک وضعیت تعلیقی است که در آن با تردید مواجه می‌شویم نوعی ناترجمه مواجه می‌شویم. شاید بهتر باشد این وضعیت بینابین و حایلی را برای جهان ترجمه وضعیت «نه-این و نه-آن» بنامیم. وضعیتی که هویتی در حال شکل‌گیری دارد و شاید هم در انتظار شکل‌گیری است. به همین دلیل مرز مهمترین عامل در جهان ترجمه است چون درون همین مرز است که قرار است چالش، برخورد، تردید و گاهی حتی آشوب شکل گیرد و نتیجه همه اینها عبور به وضعیت بعدی یعنی هویت‌یافتگی باشد که محصول آن بوشی جدید با ویژگی‌های خودی است. اینک پرسش این است که چگونه این جهان حایلی که سپهری برای چالش‌های متعدد است به سمت ثبات حرکت می‌کند؟ و چگونه جهان حایلی بینابین مسیر تغییریافتگی را به مثابه جنبش سپهری ترجمه طی نموده و به یک تصمیم هویتی منجر می‌گردد؟ با توجه به این پرسش‌ها، هدف این پژوهش بررسی نظام گفتمانی ترجمه از دیدگاه سپهر فرهنگی لوتمان و تبیین نقش جهان حایلی در عبور از وضعیت ناترجمگی به وضعیت ترجمه‌یافتگی است.

واژگان کلیدی: سپهر فرهنگی، مرکز، مرز، پیرامون، ناترجمه، ترجمه



The Role of Positive Psychology in Teacher-Student Interpersonal Communication in Language Education

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The impact of positive psychology (PP) in enhancing teacher-student interpersonal communication and learners' success has gained great momentum in education; nevertheless, it is still in its infancy in language education. Consequently, the present paper, drawing on the PP movement, the rhetorical and relational goal theory, and broaden-and-build theory of positive emotions, aims to acquaint language education researchers, practitioners, instructors, and learners with the main tenets of PP and their application in second/foreign language (L2) education research. I argue that positive teacher interpersonal communication behaviors are facilitators of a wide range of desirable student-related academic outcomes. Then, to support this argument, I capitalize on the three pillars of PP (i.e., positive emotions, positive personality traits, and positive institutional tendencies) to provide instances of positive teacher interpersonal communication behaviors, namely teacher care, clarity, credibility, rapport with students, stroke, immediacy, and confirmation, and expound how they positively predict academic outcomes such as motivation, learning, engagement, involvement, class attendance, willingness to communicate, performance, and success in students. Subsequently, the critical role of teacher interpersonal variables in the foreign/second language classroom context is highlighted. The paper suggests some pedagogical implications and avenues for future research with the potential to enlighten the practice of key educational stakeholders.

Keywords: broaden-and-build theory, rhetorical and relational goal theory, teacher interpersonal communication, positive psychology, second/foreign language education.



Academic Discourses, Academic Disciplines, and Disciplinary Cultures: A Panorama of Professionalism

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The purposes of this talk are manifold: My primary intention is to explain academic disciplines and disciplinary cultures. I try to define the concept of an academic discipline by reference to the state of the art and address some of the complexities involved in drawing a line around its territory, hoping that my explanation can contribute to distinguishing traditional and interdisciplinary fields. I will relate the existence of disciplines to their subject areas, methodologies, discourses, forms arguments, and ways of looking at the world through their disciplinary prisms, not to mention aptness of the content, intellectual affluence, and disciplinary cultures. Further, I will try to discuss how knowledge is framed in a discipline by the attitudes, activities, and cognitive styles of the discourse community members. In addition, I will continue that, as knowledge becomes more and more specialized, disciplines begin to introduce branches with members who may have little in common. I will additionally argue that academic professionalism is closely allied with one's knowledge of the subject area, adherence to one's community and conventions of the discipline, and one's practical engagement in the disciplinary activities. This implies that one's belonging to a discourse community is defined by his observation of the disciplinary conventions in constructing knowledge and effective participation in the activities of the discipline. Trespassing on those norms breeds disagreement that hampers the construction of disciplinary knowledge.

Keywords: academic community, academic cultures, disciplines, disciplinary norms, social constructivism



Current Trends and Prospects in Legal Translation Studies

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Legal Translation Studies (LTS) started to emerge as a separate discipline in the mid-1970s and, as documented by Prieto Ramos, currently experiences the phase of consolidation and expansion (2014). The last decade (the 2010s) has observed an intensification of research activity in terms of individual publications, edited volumes and special issues of journals, as well as regular conferences and large funded research projects (see e.g. Biel et al. 2019). The field is mature enough to deserve a metareflection on its research activity. The objective of this talk is to survey and categorise publications on legal translation to identify key research trends and publication patterns, on the one hand, and niches / gaps, on the other hand. The research landscape will be sketched through a bibliometric and bibliographic analysis (cf. Rovira-Esteva, Orero, and Franco Aixelá (2015), Zanettin, Saldanha, and Harding (2015)) of key journals indexed by the Journal Citation Reports (Web of Science) and Scopus, as well as the translation-studies bibliographical databases (BITRA, TSB). I will address questions of LTS presence and visibility, geographical trends, thematic expansion and methodological diversification. Research trends will be mapped against the multi-perspective LTS research framework (Biel (2017), Biel (2022)), adapted from Saldanha and O'Brien's "orientations" of translation research (Saldanha and O'Brien 2013) to the specificity of legal translation and covering: (1) context of production; (2) participants; (3) process; (4) product; and (5) reception of legal translations.



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Dubbing Varieties in the Iranian Mediascape: Typology Revisited

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Dubbing has the longest of history of audiovisual translation in Iran. It emerged over seven decades ago and stayed in Iran due to a variety of reasons including the dominant illiteracy of the time when the first foreign films were localized for the Iranian audiences, and later its versatile potentials for cultural gatekeeping and appropriations, in addition to the national habitus developed for this mode of multimedia fiction translation. Since the early days of dubbing, which was primarily used for professional localization of foreign motion pictures, new varieties have manifested in the mediascape of the country. In 2015, Nord, Khoshsaligheh and Ameri explored and classified the various common dubbing practices into Persian. The results revealed a map including two branches of a professional dubbing and non-expert dubbing, which the latter further extends to sub-branches of quasi-professional dubbing, fandubbing and fundaubbing. This study is an attempt to revise and present an updated version of the map of dubbing typology in the Iranian mediascape, inspired by the technological, cultural, regulatory, and professional developments in dubbing practice in Iran on the one hand, and the growing body of academic research on the topic on the other hand. The study discusses a revised map (Figure 1) including three branches of non-professional, quasi-professional, and professional dubbing. A significant extension to the revised map entails the professional dubbing at the private sector by studios overseas and VOD service providers. The features and quality of the practice in each category are described and the relevant implications are discussed.

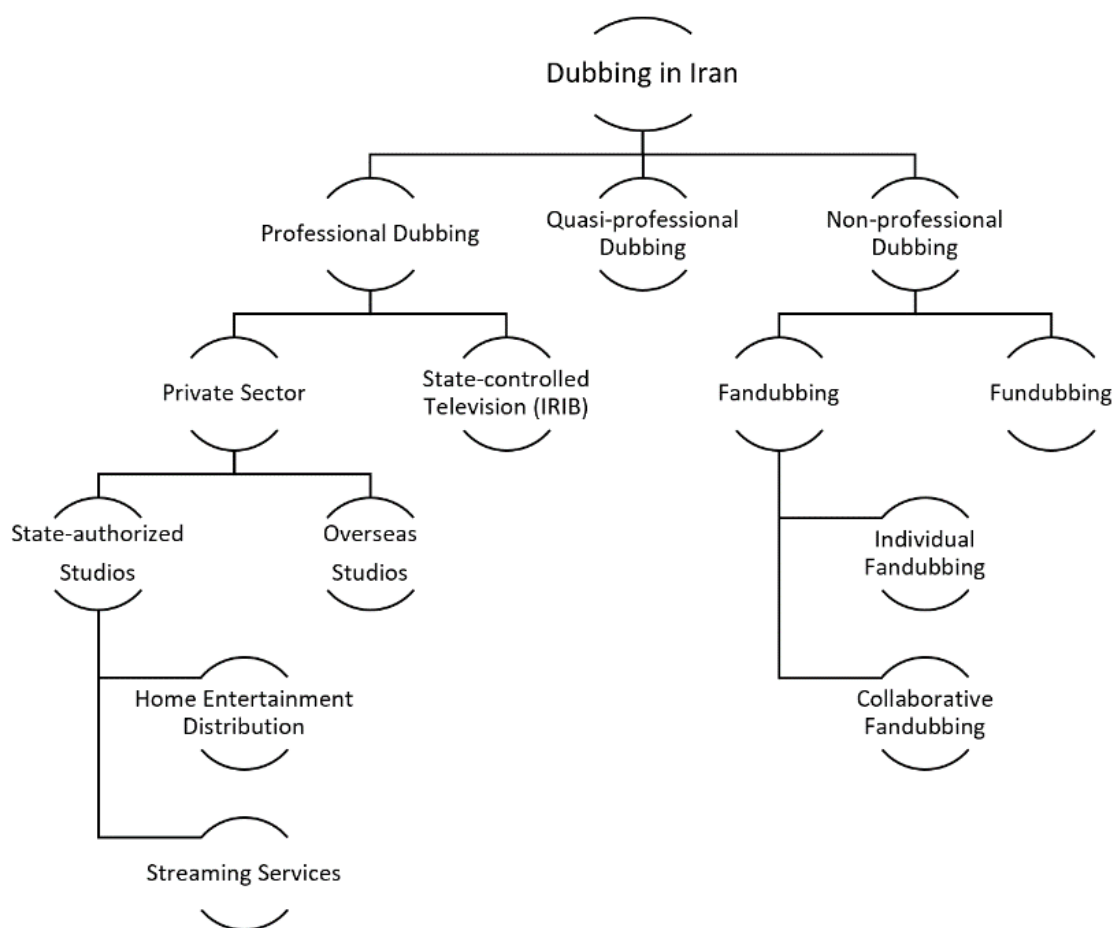


Figure 1. Dubbing typology in the Iranian mediascape

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Roundtable



Translator Competence vs. Translation Competence: Implications from Futures and Systems Thinking

Fatemeh Sarvghadi, Azadeh Eriss, Mohsen Askary, and Amir Arsalan Zoraqi, Fatemeh Ghaderi, Elmira Soleymanirad

PhD Candidates, Ferdowsi University of Mashhad

In the past few years, there have been discrepancies between scholars as to which one is the umbrella term, translation competence or translator competence. Although some research groups, including PACTE (2000 to the present), considered translation competence to play a more significant role in translator education, some scholars, such as Kiraly (2013), published in favor of translator competence. In the current roundtable, the researchers present their views which are closer to that of Kiraly, and argue that if there are no translators, there would be no translation. Translator competence, which is more likely to enhance translation quality, is arguably a prerequisite to translation competence. With a systems and futures thinking approach, researchers propose a model of translator competence and its subcomponents. In this model, three major competences, namely Communicative, Translation, and Professional competence are included with their respective subcomponents. A quick look at the Iranian translator education system indicates that translation competence is the significant component offered in this context. As a result of this system, some practical courses that are crucial for training prospective translators have been missed out from the syllabus. In spite of having many translator education programs in Iran, it does not seem that these programs adequately prepare students to enter the translation market. During this talk, the application of this proposed model is presented in the context of Iran with a glimpse to the old and new translator education syllabi.

Keywords: translator competence, translation competence, translation education system, system thinking, future thinking.



Workshops



روایشنامه: نمایشنامه به مثابه روایت

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این کارگاه به مدت ۶۰ دقیقه در دو بخش «نظری» و «عملی» برگزار می‌شود. در بخش نخست، دو گونه نمایشنامه و روایت در روند تحول نظریه ادبی به عنوان دو ژانر مجزا به صورت گذرا بررسی می‌شود. سپس به پاره‌ای از مهمترین نظریه پردازان پساساختارگرا در دهه‌های پایانی قرن بیستم و دو دهه آغازین قرن حاضر اشاره می‌شود که تقابل دوگانه بین نمایشنامه و روایت را به چالش می‌کشند. این نظریه‌پردازان نشان می‌دهند که طیف وسیعی از مولفه‌هایی که به طور سنتی در تحلیل آثار روایی به کار می‌رود در بحث درباره نمایشنامه هم قابل طرح است و شباهت‌هایی اساسی بین ماهیت روایی این دو ژانر وجود دارد. بخش عملی کارگاه به بررسی اجمالی گزیده‌ای از نمایش‌نامه‌های فارسی و انگلیسی می‌پردازد و تلاش می‌کند برخی از این ویژگی‌های مشترک روایی را در این آثار با حضاران به بحث بگذارد.



**Translation Assessment Practices:
Performance-based Assessment as an Alternative for Evaluating Students' Academic
Translations**

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Evaluating students' academic translations by assigning grades is an activity of vital concern in the context of translator education to decide whether the instructional objectives are achieved. Research shows that the dominant translation evaluation methods currently and commonly practiced by Iranian university teachers in undergraduate English Translation Program is mainly based on the theoretical principles of conventional testing paradigm. Accordingly, this workshop is an attempt to "address the 'problem' of evaluative practices provoked from the challenges and criticisms levelled against principles and procedures of Classical True Score Measurement Theory. Performance-based assessment is introduced as a potential solution which may help fill the gaps left by traditional testing.



Parallel Sessions in English



Language Teaching



Examining the Interrelationships among Active and Passive Motivation, L2 Willingness to Communicate, and Foreign Language Achievement: Insights from the Dual Continuum Model of Motivation

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Motivation is acknowledged as a determinant factor in the process of second/foreign language (L2) learning. However, being a multidimensional construct, it includes some aspects which have not been explored yet. Hence, considering the newly proposed dual continuum model of motivation, this study set out to first, examine the relationship among active/passive motivation, L2 willingness to communicate (WTC), and foreign language achievement (FLA); second, evaluate the power of active/passive motivation to predict L2WTC and FLA; and finally, find the mediating role of L2WTC in the prediction of FLA by active/passive motivation. To achieve this, the L2WTC and active/passive motivation scales (APMS) were administered to 216 public high school English as a foreign language (EFL) learners aged from 14 to 19 years old. The construct validity of the modified version of APMS (for high school EFL learners) was revalidated by conducting a confirmatory factor analysis (CFA). Using structural equation modeling (SEM), the correlational analyses indicated significant relationships among active/passive motivation, L2WTC, and FLA. Additionally, six models were proposed for the active/passive motivation prediction of the learners' L2WTC and FLA. The findings demonstrated that active motivation for socio-cultural and sensory-perceptual concepts as well as passive motivation for cognitive and sensory-perceptual concepts significantly predicts learners' L2WTC. The results also revealed that only active motivation for cognitive concepts predicts FLA, whereas passive motivation is capable of predicting FLA in all the sub-constructs namely, cognitive, socio-cultural, and sensory-perceptual.



Finally, it was found that active motivation is a negative predictor of FLA if it is mediated by L2WTC. In the end, the findings of the study are discussed and the implications and suggestions for further studies are presented.

Keywords: active motivation, passive motivation, L2 willingness to communicate, foreign language achievement, dual continuum model of motivation



The Association of Immunity with Self-Regulation and Self-Efficacy Among Iranian EFL Teachers: Evidence from Public and Private Sectors

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Teacher immunity has been conceptualized as a contextual and defensive mechanism that protects language teachers from job-related hurdles. Despite the crucial role of immunity in keeping their professional equilibrium, scant research attention has been given to its predictors across public and private sectors in the EFL context of Iran. The current study aims to explore the relationship among teacher immunity, self-regulation, and self-efficacy among Iranian English as a Foreign Language (EFL) teachers ($N = 109$). The data were collected through Google Forms and then were analyzed through multiple regression via SPSS version 26. The results showed that both public- and private-sector EFL teachers' immunity could be significantly predicted by their self-regulation and self-efficacy. While self-efficacy was a stronger predictor of teacher immunity among public-sector EFL teachers, self-regulation was found to be a better predictor of EFL teachers' immunity in the private sector in the context of Iran. This study accentuates the importance of contextual factors in forming teacher immunity among Iranian EFL teachers who teach in different settings. The findings suggest that stakeholders should pave the path for developing an adaptive form of teacher immunity in both public and private schools. Finally, suggestions for future research are offered.

Keywords: language teacher immunity, self-efficacy, self-regulation, EFL teachers, private sector, public sector



Critical Reasoning Through Humor: A Mixed-Methods Study on Iranian EFL Learners' Criticality Using Situation Comedy

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The present study utilizes a mixed-methods approach to explore the effect of sitcoms on Iranian English learners' critical reasoning. The nested sampling was used to choose the participants. Therefore, for the first phase of the study that involved the quantitative phase, 40 female language learners studying at language institutes who were at the intermediate level were selected. These learners were randomly assigned to a control and an experimental group. Furthermore, the participants selected for the second phase of the study, that is, the qualitative phase included a subset of the learners in the experimental group. In the quantitative phase, the Watson Glaser Critical Thinking Appraisal (Watson & Glaser, 1964) was used to assess the participants' critical reasoning skills before and after the treatment. This instrument enjoys adequate reliability and validity (El Hassan & Madhum, 2007). Moreover, for the qualitative phase of the study, in-depth interviews were utilized to examine the participants' attitudes toward using sitcoms to improve their critical reasoning. The quantitative data were analyzed using SPSS Version 16.0 software. Also, the qualitative data were analyzed using thematic analysis. The findings showed that sitcoms could significantly enhance Iranian EFL learners' critical reasoning. Moreover, it was revealed that sitcoms challenge the learners to think critically, evaluate issues from various aspects, and act to change the status quo as they generate critical awareness and consciousness in learners.

Keywords: critical reasoning, humor, sitcoms, sociolinguistics, mixed-methods study



Investigating the Relationship Between Iranian EFL Teachers' Immunity, Autonomy, and Foreign Language Teaching Enjoyment

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With the burgeoning of positive psychology within the domain of foreign language teaching education, the notion of foreign language teaching enjoyment has been recently introduced as a positive emotion that emerged as a result of student appreciation, personal happiness, and social enjoyment. Despite the crucial role of enjoyment in increasing language teachers' psychological growth, little is known about its correlates. Therefore, the present study aims to explore the relationship between immunity, autonomy, and foreign language teaching enjoyment among English as a Foreign Language (EFL) teachers ($N = 120$) in Iran. The participants completed three scales, and the data were analyzed through standard multiple regression. The results indicated that immunity and autonomy significantly explained the variance of foreign language teaching enjoyment. Additionally, teacher immunity was found as the stronger predictor of foreign language teaching enjoyment among Iranian EFL teachers. The findings implied the significance of developing adaptive teacher immunity among EFL teachers in order to maintain their happiness during the career. Teacher educators can also design programs to increase EFL teachers' autonomy to help them develop their teaching repertoire and enjoy their job. Finally, new directions for future research are offered.

Keywords: foreign language teaching enjoyment, teacher immunity, teacher autonomy, EFL teachers



Graphical Kernel Smoothing Item Response Theory Analysis for Rater Monitoring: The Case of Writing Assessment

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This study aims to use Kernel smoothing item response theory (KS-IRT; Ramsay, 1991), as a non-parametric IRT model, to evaluate the quality of scoring patterns of raters. To this end, the writing performance of 217 English as a foreign language (EFL) students marked by two experienced raters was analyzed. The essays were evaluated using an analytical scoring rubric measuring four writing traits – task achievement (TA), coherence and cohesion (CC), lexical resource (LR), and grammatical range and accuracy (GA) on a five-point scale (0 to 4). The analysis of rater characteristic curves (RCCs) showed that Rater 2 is more severe than Rater 1 in rating students' writing, and the monotonicity assumption for both raters was violated in some parts of RCCs. The analysis of triangles and RCCs also revealed that rating category 2 is not effective, and raters could not distinguish between 4 rating categories. It turned out that one effective way is to merge categories 1 and 2. Furthermore, differential item functioning (DIF) analysis at the test level showed that there is no significant difference between rating patterns of the two raters across female and male groups. However, DIF analysis at the item-level indicated significant differences between the rating patterns of two raters across the groups. Finally, the results suggest that the KS-IRT model can serve as a useful addition to classical test theory (CTT) item/test analysis and parametric IRT models to examine rating quality from rater-mediated assessment.

Keywords: Kernel smoothing item response theory, non-parametric model, rating patterns, scoring validity



**Beyond Mathematical Computations: The Necessity of Adopting a
Practical Approach to Teaching Statistical Concepts and Data-Related
Skills to TEFL Students**

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Education is generally about making and implementing policies on student achievement, and statistics is about providing data to assist and encourage informed decision-making. Hence, doing statistics is not equivalent to understanding it. The number one career goal for TEFL (Teaching English as a Foreign Language) students who are academically perusing their studies is to teach English as an additional language. Not necessarily as academics, they want to help learners improve their English to get admission to the programs of their choice. In so doing, they will need to use standardized tests and carry out frequent evaluations and formative assessments. Statistics provide educators with an objective approach to best doing so. Consequently, all the hopes of a TEFL teacher are pinned on measurement skills and statistical analysis that he once, probably first at high school and then at the tertiary level, learned. This article, while briefly examining the traditional common trend in teaching statistics to TEFL degree students in Iran, stresses the



necessity of the addition of one or two modules or courses in statistics to the national curriculum for TEFL. It also sheds light on how pedagogy in introductory statistic courses may be tailored to help students relate to and connect with statistical concepts. This way, it is hoped that the statistical education of TEFL students will improve.

Keywords: statistics, practical teaching, skills training in statistics, TEFL (Teaching English as a Foreign Language)



A Closer Look at the English Language Learning Needs of the Iranian Shiite Cleric-Missionaries: A Qualitative Analysis

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The rise of English as an international language for communication and education has resulted in an increase in demand for specialized English courses all over the world. With the expansion of such courses, it was felt that the language needs of each group of learners should be taken into account separately. Accordingly, numerous studies have been conducted to address the language learning needs of learners in different disciplines. None of them, however, have explored the type of language needed by the Iranian Shiite Missionaries who take English courses in order to be equipped to introduce Islam in general and Shia Islam in particular in the international context. Against this background, this study will be undertaken to investigate the views of a group of ten language learners who took English courses at the International Institute for Islamic Studies and Jami'at al-Murtaza in Qom, a major city in Iran. The participants will be selected according to purposive sampling. To gain a depth understanding of the views and perceptions of the participants, this study will adopt a qualitative approach methodology using semi-structured interviews. The qualitative data obtained from the interview sessions will be analyzed by using the thematic content analysis approach proposed by Braun and Clarke (2006). The present study will be concluded with implications for the decision-makers based on its findings.

Keywords: language needs, needs assessment, English for specific purposes, English for occupational purposes, Shiite missionaries



Examining the Language Needs of Medical Students: The Case of Tehran University of Medical Sciences

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Similar to many academic majors, the MD (AKA general medicine) program in Iran does not enjoy more than a limited number of general and specific English language academic credits which, to exacerbate the situation, have to be offered only during the basic sciences phase. Accordingly, in the current curriculum, medical students do not have any courses or credits for English language learning after the second year of an almost 7-year program, and their formal English language learning through their curriculum grinds to a halt. Therefore, their future and yet-to-come English language needs may remain unanswered. The aim of this study is to identify the language needs of MD students during their studies at the largest and oldest medical university in Iran – Tehran University of Medical Sciences. Instructors of general and specialized English courses ($n = 7$), instructors of the content ($n = 9$), MD students studying at different levels (basic sciences, physiopathology, clerkship, and internship) ($n = 12$), and graduates ($n = 2$) participated in the study. Data were collected through semi-structured interviews a focus group and were analyzed through content analysis. The results showed that the language needs of students encompass all four language skills and that the needs are not limited to the stage of the basic science and a considerable part is related to the success ding stages of the program (i.e. physiopathology, clerkship, and internship). Based on the results, and to meet the needs of students during their whole course of study, English language teaching integrated into the educational curriculum (longitudinal English language teaching for MD students) is recommended.

Keywords: needs analysis, EAP, English language needs, English language teaching, longitudinal English language teaching



Iranian EAP Stakeholders as Scattered Islands: A Critical Appraisal of "Community Policy" from EAP Specialists' Perspectives

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On the basis of "community policy", as one of the eight dimensions of Kaplan and Baldauf's (2008) Language-in-education Policy and Planning evaluation framework, achieving the goals and objectives set for any language program involves the stakeholders' systematic interrelationships from policy to practice levels. Conceiving the fact, the researchers attempted to critically evaluate the current status of English for Academic Purposes (EAP) in the Iranian education system from the perspective of the specialists. In doing so, six EAP specialists were interviewed and the data were analyzed and codified qualitatively to present their views especially on the shortcomings and problems of the current EAP program in Iran. In the participants' views, the main problem may lie in the absence of any defined interconnection between the stakeholders. According to the results, lack of any channel in the program to let the stakeholders at the micro-level (i.e., teachers, students) convey their ideas and feedback to the ones at the macro-level (i.e., policy makers, syllabus designers and textbook developers) as well as the absence of any channel from the macro to micro-level in order to define the rationale for their decision-making and goal-setting has turned the Iranian EAP program into an island in which any stakeholder acts independently of others. Based on the findings which are described and analyzed in the paper, it is suggested that the first step toward the success of the Iranian EAP program would be bridging the gaps between the stakeholders at the policy and practice levels.

Keywords: English for academic purposes, language policy and planning, community policy, EAP specialists, evaluation



Evaluation of EFL Materials Taught at Iranian Young Language Learners Classrooms

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The main objective of the current study was to explore the common materials employed by young language learners' teachers in Iran's nursery schools. This study also addressed the extent to which the employed materials are beneficial in three selected factors, including motivation, interaction and education. To this aim, twelve nursery schools were randomly chosen from different parts of Tehran, the capital of Iran. From each nursery school, two intact classes were selected through random selection. The data was gathered through close observations of every class and while the data was compiled, the content analysis technique was used. Results illustrated that although the variety of materials used in all selected schools was limited, they were quite effective in those mentioned items. The findings also have implications for the importance of having a proper material syllabus for young language learners' foreign language teaching classrooms and shed light on the significance of syllabus designers' roles in the process of young learners' language learning.

Keywords: material syllabus, nursery schools, motivation, interaction, education



Analyzing Gender Roles in Family and Friends Series: A Critical Discourse Analysis (CDA)

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Utilizing a Critical Discourse Analysis (CDA) approach over hidden social actors with regard to gender, a study was projected on Family and Friends 2 and 5 mapped on two theories, including the representational framework by Van Leeuwen's (1996) and Transitivity Theory Model by Halliday and Matthiessen's (2004). The overall data gathered from two textbooks revealed that the general tendency of the authors is toward getting more social roles for women throughout the books. Their difference was in mental ($M = 12\%$, $F = 17\%$) and relational processes ($M = 8\%$, $F = 14\%$). The results of this study can be helpful for EFL teachers, curriculum and material developers, and decision-makers to be aware of equality/inequality issues in textbooks.

Keywords: critical discourse analysis, derogation, gender bias, textbook, representation, social actors, transitivity



Attitudes Towards English as an International Language in English Major Freshmen Students

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The notion of English as an International Language (EIL) recognizes that different norms exist for the use of English around the world. These norms include different accents when speaking the language, as well as the acceptance of all cultures. EIL perceives the English language as belonging to all countries around the world and is against the concept of nativespeakerism. The purpose of this qualitative study was to delve into the attitudes of freshmen students majoring in English about the notion of EIL, including the acceptance of various accents and cultures outside Inner Circle Countries. Thereby, a group of students of English Language and Literature studying in their first year were interviewed. The number of participants was not set a priori, and with 18 students, the saturation point was gained. Due to the COVID-19 pandemic, virtual interviews were held. The interviews were semi-structured and investigated the attitudes of the participants towards EIL in terms of accent and culture. The themes extracted from the interviews included the following: Superiority of American/British accents, Superiority of American/British cultures, and Disagreement with the localization of ELT. The findings overall revealed that freshmen students of English do not agree with EIL and are very much in favor of nativespeakerism. Thus, the results demonstrated that freshmen students' way of thinking is not in line with the current trends of English learning around the world. University instructors and material designers should take this into account, especially for conversation classes, which are usually in the first two semesters of the B.A. curriculum. They can be good opportunities to practice the principles of EIL and pave the way for a change of attitude in the students' forthcoming years of study.

Keywords: attitude, culture, English as an international language, freshmen students, qualitative study



A Neurological Perspective into Anglo-Emotionality

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Anglo-emotionality, a new concept introduced in light of the idea of sapio-emotionality, deals with the degree of positive emotions one may exhibit when meeting an English native speaker. This explicitly implies how emotional and happy individuals become when they interact with English native speakers. Hypothetically, when the level of anglo-emotionality is high, individuals are more motivated to learn English as a second/foreign language. In fact, when English native speakers generate happiness and joy in language learners, they may experience flow and immersion while learning English. Apart from its psychological aspect, one significant aspect of anglo-emotionality could be linked to the neurophysiological processes that occur in the brain when its level is high and low in language learners. Neurologically speaking, it is of paramount importance to study two groups of individuals with a high and low level of anglo-emotionality and examine different types of brainwaves that are more or less activated in them during a certain language-related task. It seems that this type of analysis can substantiate the validity of psychological findings and shed more light on the second/foreign language learning conundrum. At the end, some suggestions are made on how to employ anglo-emotionality in teaching and learning English as a second/foreign language.

Keywords: anglo-emotionality, English, neurology, language, brainwaves



Vocabulary Items Used in Iranian High School Versus Commercial Textbooks: A Corpus-based Study

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Vocabulary frequency as a facet of vocabulary knowledge has been highlighted as an essential contributing factor in vocabulary learning in a natural context. However, in a foreign language learning context, learning a large amount of vocabulary through natural text in a short period of time is infeasible. Besides, the superiority of those who attend private institutes over high school graduates is evident. Therefore, the researcher compared the vocabulary included in the high school textbooks with those included in Touchstone textbooks via New-GSL as a criterion wordlist. To do so, both groups of textbooks were prepared as a corpus and analyzed by AntConc software. The words, along with their frequencies, were illustrated in separate wordlists for each group of textbooks as well as for common words, proper nouns, people's names, and non-lexical conversational sounds. The results showed the superiority of the Touchstone series over the High School textbooks in terms of providing more vocabulary items as well as text coverage. Moreover, proper nouns were also examined, and it was revealed that proper nouns contained in the High School textbooks were mostly localized by educational authorities. The most significant implication of the study is the necessity of a systematic criterion for vocabulary selection and presenting a well-developed wordlist by textbook designers for language teachers and learners.

Keywords: vocabulary, corpus, English, texts, commercial



From Pre-intermediate to Upper-intermediate: How Do the Linguistic Dimensions of L2 Writing Grow?

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While L2 writing development is a long-standing concern within different traditions of SLA research (Rosa, 2012), recent developments in learner corpus studies have shed new light on how L2 learners acquire the various dimensions of writing as realized in their essays. Adopting a developmental corpus-based approach (Granger, 2021), this study compares the lexical, syntactic and discoursal features of pre-intermediate and upper-intermediate Iranian L2 writers' essays. To this end, 400 argumentative essays, 200 at pre-intermediate and 200 at upper-intermediate levels, were analyzed using the Coh-metrix software (Graesser et al., 2011). While syntactic complexity was measured through 7 indices, lexical sophistication and cohesiveness were measured through 9 and 10 indices, respectively. MANOVA was employed to explore how the two learner groups differed on the three linguistic dimensions. Our findings revealed that while there is a significant development in all the three linguistic dimensions of L2 writing from pre-intermediate to upper-intermediate level, the extent of this development is not comparable across the dimensions. Our further analysis revealed that development from pre-intermediate to upper-intermediate level of writing competence is better realized in syntax and cohesion than in the lexical aspects of the texts.

Keywords: L2 writing, lexical sophistication, syntactic complexity, cohesion, writing development



The Effect of Online Quizlet Flashcards and Student-Created Online Quizlet Flashcards on Learning and Retention of Productive and Receptive Vocabulary Knowledge of Elementary Iranian EFL Learners

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Learning vocabulary seems to be a major focus of language instruction. The role of vocabulary knowledge in language learning has been studied by many researchers. The present study was conducted to investigate the effect of using online Quizlet flashcards and student-created Quizlet flashcards on learning and retention of receptive and productive vocabulary knowledge. Sixty Iranian elementary high school students who were randomly divided into 3 groups (twenty subjects per group) participated in this study. The materials and data collection instruments included the Quick Placement Test (QPT), the students' textbook, Top Notch 1 from which the vocabulary items were selected, a pre-test, an immediate post-test, and a delayed post-test. It should be mentioned that the control group was taught the words through the conventional method while the first experimental group received the words using teacher-created flashcards and the next experimental group worked on developing their own Quizlet flashcards. The results showed that in terms of receptive vocabulary knowledge learning, the student-created flashcards and teacher-created flashcards groups as experimental groups were found to significantly outperform the control group. On the other hand, the learners of the control group performed significantly better in learning productive words than the other two groups. The results on vocabulary retention revealed that the rates of forgetfulness in both receptive and productive parts, after a two-week interval, were significantly lower in both experimental groups than the control group. These findings will be advantageous for English language teachers to choose the teaching techniques which can facilitate the process of language teaching and learning.

Keywords: online flashcards, student-created flashcards, receptive vocabulary, productive vocabulary, vocabulary learning, vocabulary retention



Factors Affecting Iranian EFL Students' Willingness to Communicate in Online Classes During COVID-19 Pandemic

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Due to the pandemic and online implementation of classes, it has become paramount to examine students' Willingness to Communicate (WTC). The present study was conducted to investigate factors affecting Iranian EFL students' WTC in general English online classes during the COVID-19 pandemic. In this regard, the following variables were studied: gender, age, language proficiency, motivation, and anxiety. The participants of the study included sixty-three male and female EFL students taking general English at the university. Questionnaires, observations, and multiple interviews were manipulated with the students to collect data. Regression analysis showed the following results: 1) The students' motivation to learn English had a significant relationship with their WTC, 2) There was a significant positive relationship between students' language proficiency and their WTC, 3) There was a significant negative relationship between students' gender and their WTC, 4) A positive relationship was revealed between students' anxiety and their WTC, and 5) A positive relationship between age difference and their WTC was another finding of the present study. Analyses of students' interviews also showed that factors influencing their WTC also affected their self-confidence and increased peer pressure that hindered their WTC.

Keywords: WTC, online classes, anxiety, motivation, language proficiency



A Qualitative Study on University Students' Test Anxiety in Online Assessment

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The spread of the Covid-19 pandemic has forced educational centers all around the world to shift to virtual education and subsequently online evaluation. This novel mode of assessment can cause test anxiety among students in new ways, and may call for new coping strategies. The present qualitative study aimed to explore the causes of anxiety in online exams, the problems students face due to test anxiety, and the coping strategies they apply in online tests. The participants were 16 university students, 9 females and 7 males. To collect data, semi-structured interviews were conducted with the participants. The questions explored the causes of online test anxiety, its effects, and students' coping strategies. The collected data were analyzed through thematic analysis. The findings indicated that the top five causes of online test anxiety were "fear of failure", "fear of being judged by others", "heavy academic workloads", "test administration problems" and "technical issues". In addition, online test anxiety caused "sleep disorders", "heart palpitation" and "sweating" among the participants. It also negatively affected their relationship with their family and friends. The most frequent coping strategies used by the students were "sufficient studying and reviews of the teaching materials", "having an appropriate study plan during the term", "praying", and "listening to music". The findings indicated that online assessment could make students anxious in unique ways which can negatively influence their performance. Therefore, it is incumbent upon educational centers to pay more attention to this issue and help students alleviate their test anxiety in online assessment.

Keywords: online assessment, online teaching, test anxiety, university students, coping strategies



Investigating the Effect of Pictionary Games on Improving Oral Proficiency via Shad Application

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All interactive educational activities in Iran during the worldwide epidemic of Covid-19 have been transferred to internet-based communicative applications. Shad, as one of the educational applications, became quickly compulsive among all learners, while in this application, second language oral proficiency as the prevalent, educational concern has been inconsequential by designers. In the current study, to achieve communicative competence, the teacher aimed to use Pictionary games via Shad application to make the classroom environment funnier. To this end, two pre-intermediate groups including eighteen participants in each, were selected based on availability sampling among 54 students. All learners took a pre-test and a posttest in which they were surveying speaking skills, including target descriptive adjectives. Both tests are designed to aim to assign the students' speaking proficiency. Through Shad application, the first group played an adjective Pictionary game, whereas the second group just played a reading game. After the treatment, both groups progressed in speaking abilities, and an independent t-test shows the Pictionary game group, in comparison to the reading game group in assigning speaking crafts, performed better. The findings of this study suggested that each game can convert classrooms into an enjoyable or comfortable environment and supply students with the courage to be able to facilitate speaking learning.

Keywords: Covid-19, Shad application, oral proficiency, Pictionary game



Relationships Between Self-Regulated Learning Strategies in Online Courses, L2 Learning Motivation and Foreign Language Achievement by Concentrating on Learners' Needs

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This study helps teachers and students to understand the critical role that self-regulated learning strategies and motivation play in L2 learning. This study was accomplished among Iranian EFL Learners. Moreover, the study has analyzed the correlation between different self-regulated strategies and different components of motivation, intrinsic and extrinsic. Based on the methodology and the other facts, these issues have not been examined in much research. Due to the difficulty that students encounter in making them more motivated, the present study has investigated the relationship between self-regulated learning strategies and motivation and between self-regulated learning strategies and language achievement. Exploring these relationships requires two questionnaires of SRL and FLLM. Additionally, a proficiency test was taken from the participants to observe the participants' achievements. Interviews investigated their participants' needs. The findings show that learners who have internal motivations achieve more attainments in online courses through self-regulation learning, and mainly they merely concentrate on language learning. In contrast, those with extrinsic motivations sometimes have their learning dependent on their goals, so by fading their goals, their achievements decrease.

Keywords: L2 learning, self-regulated learning, motivation, needs, language achievement

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Literature



Tracing the Evolution of John Keats' Methods of Managing Fear of Death Through His Poetic Career

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Despite John Keats' short poetic career, a gradual shift of opinions on the notions of death and immortality can be detected in his poems. Surprisingly, this potential shift has not been closely examined. While up to now, the research has focused on Keats' 1819 odes, this study examines his lesser-known early poems as well to investigate how his ideas have evolved over his poetic career (1814-1820). Moreover, while some of the previous studies support that composing poetry can offer a sense of death-transcending significance, they have not investigated how Keats' different belief systems such as national pride could alleviate his death-related anxiety by imbuing his life with a sense of meaning. Drawing on the framework of "terror management theory," this study addresses these research gaps by examining a selection of Keats' poetry. The study concludes that Keats' early poems demonstrate his belief in the possibility of a kind of 'literal immortality' by revealing his belief in an afterlife. In contrast, his later poems imply that the poet is trying to attain a sense of 'symbolic immortality,' or feeling that he is a part of a significant system greater than himself, through wide-ranging methods varying from expressing nationalistic sentiments to seeking the self-esteem one can achieve by producing artistic works. Ultimately, Keats' final poems imply that he has accepted his condition as a mortal human being.

Keywords: John Keats, Terror Management Theory, fear of death, romantic poetry, symbolic immortality



A Horneyan Analysis of Theo Faber in Alex Michaelides's *The Silent Patient*

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Interdisciplinary studies brings two different academic worlds together under the same umbrella to create something new by thinking across the boundaries. Psychology and literature share common points, both evolve man's conditions. This article attempts to merge the two borders of science and art to reveal the complex character of a psychologist In *The Silent Patient* by Alex Michaelides. It is aimed to analyze Theo Faber's character through Horneyan perspectives. Theo Faber is a psychologist with psychological complexities in his character that has been revealed with the help of psychology. With extensive enough understanding of key childhood issues, one can determine why a child develops a specific set of adulthood habits. Horney is not ignorant to the ramifications of a troubled relationship in childhood. She identifies key neurotic aspects in a family, such as being unloved, lack of compassion or security, and animosity which can make children uneasy and insecure. Karen Horney believed that individual's character is shaped by a variety of social, cultural, and childhood activities rather than sexual needs. In her view, receiving love and warmth in childhood has a crucial role in shaping of identity in adulthood. In *The Silent Patient*, Faber's self-hatred is derived from his father's hatred for him as a child, as well as verbal insults. Faber's father's erratic and violent rages made each situation into a war for him; he never has immunity from his father. This self-hatred finally leads to his self- destructive behavior, namely suicide.

Keywords: Karen Horney, psychoanalysis, Alex Michaelides's *The Silent Patient*, Theo Faber, self-destructive behavior, self-hatred, suicide



A Cognitive Narratology Approach to Digital Storytelling on Instagram

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As the first human art in the form of narrative, storytelling has always been considered to make sense of the humans' new experiences. Due to the potential of digital platforms, the emergence of digital technologies, especially social networks, has influenced story and storytelling. Since modern social networks like Instagram have influenced the way people share their stories, creating and studying media-conscious narratives make, called 'digital stories' in the digital era, have gained insights into innovative thinking about their nature and performance. Focusing on Instagram English posted narratives concerning individual experiences on getting survived from Covid-19, this paper explores how digital narratives are perceived and constructed by individuals on Instagram. As for methodology, cognitive narratology approach is used to seek a deeper understanding of the structure of narratives based on the perceptual characteristics and mind related aspects of the posted stories. As for data collection, English sample narratives are collected and analyzed via random hashtag (#). The results indicate that various structural elements, including characterization, focalization, plot, and the perceptual mental model of the narrative worlds have been influenced by the digital medium environment.

Keywords: digital technology, digital storytelling, cognitive narratology, social media, instagram



A Jungian Reading of Circe: Representation of Circe as the Anima Archetype in Homer's *The Odyssey* and Madeline Miller's *Circe* (2018)

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The present study elaborates on C. G. Jung's archetypal theory of the anima/animus to explore the different representation of Circe, a Greek goddess who first appeared in Homer's *The Odyssey*, and in Madeline Miller's 2018 novel *Circe*. Miller's feminist revisionism of the Circe-myth offers a new outlook on the story. She gives Circe a voice to express herself, a quality that no other author has demonstrated before in their retellings of the story of this so-called 'femme fatale' figure. According to Jung, the anima is a personification of all feminine psychological tendencies in a man's unconscious and has four stages: Hawwah (or Eve), Helen (of Troy), (the Virgin) Mary, and Sophia. This study is an attempt to examine Miller's Circe as an anima figure and compare her to the original Circe in case of the anima stages they can personify. The paper continues to discuss which stages of the anima are highlighted most by Homer and Miller in their literary portrayals of the goddess Circe. In conclusion, based on the highlighted anima stages each Circe personifies, it will be discovered whether the gender of the author of *Circe* has been influential in her portrayal of a minor female figure from the world of mythology.

Keywords: Jungian archetypes, anima, anima stages, Circe, femme fatale



Domestic Space as the Space of Ambivalence: A Study of the Movie *Parasite* by Bong Joon-ho

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The Oscar-winning movie, *Parasite* (2019), has an interesting storyline which revolves around the interactions of the actors within the domestic space of two houses. The story basically is limited to a few locations which evokes a claustrophobic sense of space. In this paper I aim to look at the function of domestic space in this movie and highlight its significance. Having done this, I will then proceed to demonstrate how domestic space which is premised on the rigid binary opposition of inside/outside is being challenged. This will be done by drawing on an important article by J. Hillis Miller, a famous proponent of deconstructive criticism. Using his argument about the ambivalence of the terms, host and parasite, I will demonstrate how the movie *Parasite*, can be regarded as a practical exemplum in which those terms are deconstructed by the aid of domestic space.

Keywords: domestic space, ambivalence, parasite, host, deconstruction



“Here’s to Unsuicide”: The Analysis of Deep Ecology in The Lamentations of Zeno and Heideggerian Eco-Phenomenology in The Overstory

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Over the past few decades, numerous attempts have been made in order to reflect the gravity of environmental catastrophes in literary works. One mode of reflecting such issues in literature is environmental literary works in the form of narrative, referred to as eco-narrative. The problem is that not all eco-narratives foster ecological consciousness in the story successfully. Through an interdisciplinary approach between literature and philosophy, this study addresses the present-day environmental disasters brought about by human activities. To this aim, the study explores two eco-narratives, *The Lamentations of Zeno* by Ilija Trojanow and *The Overstory* by Richard Powers, to analyze to what extent each work is successful in generating ecological consciousness in the story. The research examines the environmental philosophy pervading each work—deep ecology in *The Lamentations of Zeno* and Heideggerian eco-phenomenology in *The Overstory*. The study reveals that the deep ecological worldview in *The Lamentations of Zeno* leads to the calamitous ending of the novel and renders its ecological consciousness raising unsuccessful. The Heideggerian eco-phenomenological viewpoint in *The Overstory*, on the other hand, successfully generates ecological consciousness and brings about a promising ending hopeful for a brighter environmental future.

Keywords: Eco-narrative, *The Lamentations of Zeno*, *The Overstory*, deep ecology, Eco-phenomenology



**Foucault and Caribbean Madness
in David Chariandy's *Soucouyant: A Novel of Forgetting***

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This article aims to explore Adele's madness in David Chariandy's novel *Soucouyant: A Novel of Forgetting* (2007) by employing Michel Foucault's notions of "madness" and "confinement". Adele, a black woman of mixed race, suffers from a brain disease called dementia, which causes a degeneration in memory, language skills and cognition. Foucault refers to the great confinement of mad, those who belonged to the different categories of the poor, the unemployed, the sick and the insane. Society regards these characteristics as scandal or shame; hence, it separates the reason from unreason and starts to silence them. This study examines the ways in which Adele tackles with her madness and the way society deals with her. It argues that Adele's madness worsens when the society labels her as the Other and confines her in order to reduce the Otherness in the society, hide away unreason and betray the shame it arouses. It demonstrates how Chariandy in *Soucouyant* addresses the plight of a Caribbean madwoman in the Canadian society on account of the predefined notions of gender, race, reason and unreason. Society sees Adele as disruptor of the social order; thus, avoiding contamination, it seeks to control her by confinement. It is hoped that Foucauldian reading of Chariandy's *Soucouyant* help us have a deeper understanding of mentally ill people by putting aside the prejudices of gender and race.

Keywords: David Chariandy, *Soucouyant*, Adele, Michel Foucault, madness, confinement



Determining the Nature of Interactions in Samuel Beckett's Works Using Game Theory

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Samuel Beckett's works have been the subject of much academic debate, but the frameworks used to study his plays in the previous literature have yielded results that mostly confirm the absurd nature of the plots and interactions while avoiding attempts to reach pragmatic conclusions. The present paper addresses this gap by using game theory – and in particular the iteration of game theory presented by Steve J. Brams in his book entitled *Game Theory and the Humanities* (2011) – to compare and contrast the interactions in Beckett's *Waiting for Godot* (1953) and *Endgame* (1957) and provide reasons for characters' decisions and behavior. The present paper further uses the concept of "theory of moves" to determine the possibility of finality in the aforementioned plays and to analyze decisions in the pivotal moments to find the characters with moving power and authority. The findings of the present paper demonstrate that the characters in *Endgame* enjoy greater authority and moving power, while the characters in *Waiting for Godot* are affected by the surrounding conditions. Moreover, the strategies chosen by the characters of *Endgame* along with the environmental variables show that it has greater potential for a definitive ending compared to *Waiting for Godot*, which tends to cycle endlessly. Lastly, the present paper introduces the potential of using mathematical frameworks for studying works of literature to gain a better understanding of the strategies and interactions within them.

Keywords: Game theory, *Waiting for Godot*, *Endgame*, Theory of moves, moving power, strategy



Psychological Chain of Enslavement in Gayl Jones's *Corregidora*

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Gayl Jones has been introduced as one of the geniuses in the depiction of physical, psychological, and sexual violence as well as traumatic experiences of enslaved Black women throughout the enslavement period. In *Corregidora*, Jones depicts a community and family and an individual who suffer from Post-Traumatic Stress Disorder (PTSD), although the black people not now as formerly suffers from physical limitations of slavery, they are experiencing the same psychological chain of enslavement. Ursa, the protagonist of the novel, embodies the traumatic experiences of Black community from enslavement during the 1940s. Familiarity of Ursa with trauma is the reality of growing up in the home with women that have experienced cruel sexual, psychological, as well as physical abuse and bearing acute PTSD symptoms. Ursa bears the above symptoms, though she has not experienced the same childhood as her grandmothers' first hand. Therefore, the present paper applies the diagnostic criteria of PTSD psychological frame works for analyzing the illustration of the trauma reflected in the novel. The paper also used Dr. Joy DeGruy's theory of the Post-Traumatic Slave Syndrome as the intergenerational literary trauma for analyzing the complicated traumas experienced by the protagonist.

Keywords: Enslaved black women, intergenerational literary trauma, Post- Traumatic stress disorder



A Multimodal Analysis of Blanche DuBois in *A Streetcar Named Desire* (1947) and *National Theatre Live: A Streetcar Named Desire* (2014)

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The present study investigates different techniques used to present Blanche DuBois in the original play of *A Streetcar Named Desire* (1947) and the theatre performance *National Theatre Live: A Streetcar Named Desire* (2014). The protagonist, Blanche, is analyzed and how her past affected her to become a trauma victim. Moreover, an excerpt of the play is chosen to be examined linguistically and the equivalence of it in the performance is studied non-linguistically. The results of the study show that Blanche's mental problems are evident when analyzed linguistically. In addition, non-linguistic analysis shows how elements of costume, color, and setting can be used to add layers of meaning to the story, and add depth to the character of Blanche.

Keywords: *A Streetcar Named Desire*, Blanche DuBois, trauma, linguistics



The Exegesis of “Aura” as Reformulated Corroboration in Sidney Lumet’s *Network* (1976)

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The drama film *Network* recounts the fictional story of the successful news reporter, Howard Beale, who after years of working for a broadcasting company is now retired. A drastic change is suddenly observed in his professional behavior when he becomes a critique of television and also of the head director of it in the age of technology who do not cover the news truthfully and impartially. Although Howard Beale’s animosity caused by his years of telling lies on television leads him to insanity, surprisingly the directors give him permission to criticize the government on television to bring a change to treat the poor ratings of their company. The present study employs Walter Benjamin’s concept of “aura” of a work of art and also its “decay” to analyze *Network* through the philosophical gateway in order to find the exegesis of “aura” in the movie. Helping the sinking television channel, the board of directors strives to precipitate a reformulation of the lost “aura” to attract the attention of people more than the past. However, the elevation in the ratings of the aforementioned company is not corroborated by the constant results of the viewers’ satisfaction. The creation of a new “aura” might be the only solution to the problem of the decaying popularity of the popularized decadence, the media. The study sheds light on the artistry of the movie, expands and applies Benjamin’s concept of “aura” to discover the deliberate changes which have happened to a media-driven society in the age of technological advancements.

Keywords: Walter Benjamin, Aura, Sidney Lumet, Howard Beale, media, TV, reformulation



The Choice of Sentient Over Reason: Animal Rights in J.M. Coetzee's *Elizabeth Costello*

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J.M. Coetzee's *Elizabeth Costello* is mainly about animal rights and animal Ethics. In this novel, an aging novelist gives a series of lectures about animals and their moral status. Elizabeth Costello addresses the tradition of Western philosophical thought which is based on the binary opposition between reason and emotion. The preset study surveys the ways reason has given human beings right over the lives of animals and reviews philosophical views that have addressed the question of animal rights. Levinas's view that animals can express suffering through their faces and by non-verbal means, Agamben's observation that animals are inside language and Derrida's accusation of Western philosophical tradition which ignores animals and results in the inhumanity of man are discussed. It also studies what different philosophers of ethics of care have pointed out about othering animals and violence towards them. Peter Singer's view that human beings should stop exploiting animals for food because the boundary between human and animal is arbitrary, Tom Regan's criticism of the social system that permits human beings to eat animals and use them for scientific experimentation and Adams's view that the oppression of animals is institutionalized in our culture on formal structures such as slaughterhouses, laboratories, and circuses and through our language are all discussed in relation to Costello's lectures. The study concludes that although ecofeminists believe that Coetzee upholds the Western tradition that divides experience to reason/emotion, masculine/ feminine, justice/ love and public/ private, in *Elizabeth Costello* Coetzee avoids these binary oppositions and asks the readers to open their hearts and become one with their victims.

Keywords: sentient, reason, animal rights, Coetzee, *Elizabeth Costello*



**Far From the Madding Crowd:
On Madness as Self-Referentiality in Beckett's *Murphy***

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David Mitchell and Sharon Snyder understand the disabled as the prostheticizing element within any context, namely, a catalyst whose efforts and ontological essence due very much to his/her physiological or mental difference is to improve the living quality of not only his habitat but also other proximate characters. The disabled's logic of presence dictated by society, in this respect, sounds Hegelian: his presence is only meaningful should he/she confirm and curate the Other; under such circumstances, the disabled is consumed by the mereotopological dynamics of his society; or in short, she/he exists to expand the narratorial mechanics of non-disabled characters by attending to their varied and oft insignificant developmental needs. In *Murphy*, we observe a formal reversal of such categorical conceptions. By introducing a character whose hedonistic self-efficacy and Cartesian structuration of reality flirts with solipsism, Beckett's recalcitrant narrative defies such conventional definitions that systematically oversees disability as complete peripheralization or silent servitude. In this article, I read Murphy's character in light of Crip/Disability studies, contradictorily examining his mental condition as a sign of autonomy rather than dependence and/or marginalization, the sort that enables him as the disabled to expand and justify his ontological ground, be it textual or biological. Murphy, I claim, emerges as a radical epitome of the disabled whose presence serves himself and only then others.

Keywords: disability studies, Crip studies, madness as autonomy, Beckett, narrative prosthesis



Cultural Materialism and Dissidence in Shakespeare's *The Merchant of Venice*

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In Shakespeare Studies, the dominant structures of power impose their ideologies on subordinate groups. Cultural Materialism renders that the superior political and social power seeks to legitimize itself through the construction of socially marginalized groups as Others. Therefore, it involves the issues of race, class and gender. The present study aims to analyze Shakespeare's *The Merchant of Venice* through the concepts of Dissidence and Faultlines—popularized in Cultural Materialism—proposed by Alan Sinfield. In this play, Jews and women are considered to be as dissident voices or subcultures. Although they are silenced by the dominant Venetian State and patriarchal society, these marginalized groups observe faultlines or the cracks in the dominant culture. These critical moments in the play endanger the legitimacy of the authority. The findings indicate that while it may not always be possible to subvert a dominant culture, there is the scope for hope and change. This paper suggests that dissidence is possible because the dominant culture is never a unified whole. There is a sense of hope in refusing the dictates of that culture by seeking faultlines in the coercive construction of the dominant state.

Keywords: cultural materialism, Sinfield, dissidence, faultline, *The Merchant of Venice*



Ecofeminism in Anna Laetitia Barbauld's "The Mouse's Petition": A Symbolic Reading

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In late eighteenth and early nineteenth centuries, a movement was started that led women to gain knowledge about their rights and find their goals, ways, and attitudes toward life. This movement of feminism enabled them to start to revolt against the patriarchal standards; and therefore, the literary works of women had significant effects on social and political issues of their time. It is worth mentioning that highlighting the interconnection between human and non-human, ecofeminism sheds light on the oppressions of women and nature in patriarchal societies. In "The Mouse's Petition" (1773), Anna Laetitia Barbauld (1743-1825), an eminent English poet, stands as an instance of a poet who has a different voice from the dominant voices of her time. Thus, although studies of the previous critics present noteworthy findings, a reading of "The Mouse's Petition" that reveals this poem to be a symbolically ecofeminist one has been overlooked. In this study, I aim to offer a symbolic reading of Barbauld's "The Mouse's Petition" in order to show its ecofeminist aspects. Through analyzing four symbols in this poem and focusing on Val Plumwood's concept of dualism, focusing on the feature of instrumentalism, I argue that Barbauld portrays the oppressions of women and animals in this poem. The findings of this study suggest that, Barbauld in "The Mouse's Petition" symbolically depicts the instrumentalization of women through representing the instrumentalized animal.

Keywords: Anna Laetitia Barbauld, ecofeminism, feminism, women, patriarchy



Crystallization of Oriental Masculine Coercion in *The Good Daughter* by J. Darznik

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The Good Daughter as a post 9/11 Iranian diasporic memoir lays claim to represent Islamic Iran within the touch of authenticity. Jasmin Darznik, with an Iranian mother and a German father, has penned this memoir about her mother's life. The book can be divided into two sections: males and females in which the interactions between the main character and these two roles need a closer examination. This paper looks at this fiction with the Muslims and Iranians as its subject to examine the theme and scheme of the story which produces the underlying hypotheses of patriarchal societies regarding Eastern communities. These configurations altogether have illustrated an essentially distinct line between the superior Occident and the inferior Orient. The characterization of the narrative affirms the western supremacy over Islamic Iranians and conceptualizes the "Othering" of Islamic Iranians due to typical orientalist inferiority its narration constructs as proposed by Edward Said's Orientalism. This article does not deny the traditional patriarchal system dominated the culture of Iranian traditional life, it has not been denied, yet the inferior stand through which Darznik looks in to the life of her mother in this story is a controversial view that necessitates a closer examination of this novel. The result suggests that although through a biographical memoir, Darznik asserts to display the truth of the Islamic Iranian culture, she fails to reach the originality since she is looking at Iran and its costumes, culture and traditions through biased western lenses.

Keywords: patriarchy, othering, orientalist inferiority



Representation of Nature in Mary Butts's *The Crystal Cabinet: My Childhood at Salterns*

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Mary Butts is a British modernist writer whose works have attracted scholars' attention after a period of obscurity. Although scholars have analyzed her memoir *The Crystal Cabinet: My childhood at Salterns* (1937) from different perspectives, the representation of nature in the work has been overlooked. Therefore, by drawing on Val Plumwood's concepts of instrumentalism and ecological self we examine Butts's *The Crystal Cabinet*. We explore the interaction between human beings and nature through the novel and argue that dualistic formulation of human/nature is both destabilized and supported in this memoir. Most of characters and mainly Butts appear as an ecological self who recognizes and respects nature's similarity with and differences from humans. Yet, there are instances of instrumentalism in *The Crystal Cabinet* where nature is exploited by humans in various ways. The findings suggest that nature is treated ambivalently in *The Crystal Cabinet*; while there are times when it is treated in a non-hierarchical and non-instrumentalised way by humans, at other times, especially with the emergence of industrialization in the context of the novel, it turns into an object to be used for human purposes.

Keywords: instrumentalism, ecological self, Mary Butts, Val Plumwood, *The Crystal Cabinet*



Identity Disintegration in *A House for Mr. Biswas* and *In the Castle of My Skin*: A Study Based on Homi K. Bhabha's Theories

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Identity is one of the most important issues in postcolonial literature. *A House for Mr. Biswas* (1961) by V. S. Naipaul and *In the Castle of My Skin* (1953) by George Lamming are both acknowledged as significant books in making the Caribbean identity visible. As two outstanding novelists of Caribbean literature, Naipaul and Lamming have been largely preoccupied with identity due to their awareness of the lack of cultural identity in this area as a result of colonialism. This is why they have presented an influential tool for a deeper exploration of postcolonialism. This study seeks to analyze *A House for Mr. Biswas* and *In the Castle of My Skin* in the light of Homi K. Bhabha's theories. To achieve this goal, the main focus will be on the concepts of mimicry and hybridity which can be traced back to the dominion of the prevailing over the inferior groups. These two terms which are amongst Bhabha's most imperative concepts signify the colonized societies' suppression. In other words, the term "hybridity" is used to denote any kind of cultural fraternization, and the concept of "mimicry" happens when the residents of a colonized society, consciously or unconsciously, imitate their colonizers. Ultimately this research is going to find out how such postcolonial authors as Naipaul and Lamming have confirmed and unveiled their longing for independence, a free identity, and the restoration of their lives through their writings.

Keywords: Caribbean literature, hybridity, identity, mimicry, postcolonialism



The Wife of Bath as the Narrator of Counterstory in *The Canterbury Tales*

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In societies where some groups are marginalized, the moral agency, freedom, and the identity of the suppressed members of those groups are under attack through cultural preconceptions and master narratives. Feminist ethicists consider counterstories as a means of regaining the lost identity and status of marginalized people, especially women. The use of such a strategy is evident in *The Canterbury Tales* by Geoffrey Chaucer. While this collection of tales is mostly male-centered and the majority of narrators are men, as it is expected of a work conceived in the middle ages, the Wife of Bath engages in fabricating counterstories against the patriarchal master narratives of her time. She narrates a story that tries to restore the agency of all women and also depicts herself as a woman that actively overcomes the limiting constitution of her culture. With narrating two counterstories, one being her own life story and the other her tale, the Wife of Bath offers both the theoretical aspects of her fight against the masculine society and portrays how she follows them in practice. After examining the features of counterstories in the two parts of the Wife of Bath section, the essay also sheds light on the importance of prologue to Wife of Bath's Tale that informs the structure of this section.

Keywords: counterstory, feminist ethics, Geoffrey Chaucer, Hilde Lindemann, *The Canterbury Tales*, The Wife of Bath.



American Science Fiction Echoed in Arab Sci-Fi Movie Adaptation: When History and Theory Connects Adaptation Studies to Intertextuality

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One of the most important reasons for the flourishing of American science fiction in the last century is its proximity to scientific facts and its highlighting the impact of technology on human life. American science fiction in the 20th century discussed many topics that were often related to the zeitgeist. For instance, Dick's *Do Androids Dream of Electric Sheep?* (1999) is considered as one of the essential American products within this genre. Arab science fiction and Sci-Fi movies have been influenced by Western science fiction, especially the American ones. This idea can be exemplified by Sami's *The End* (2020), the recent adaptation of Dick's *Do Androids Dream of Electric Sheep?*. This paper aims to discuss the historical background of these works—i.e., America in the 20th century and the Arab World in the 21st century—to reveal how the context of both American and Arab science fiction highlights their roots, roles, and popularity. Furthermore, this article will introduce the theoretical framework of comparative adaptation studies, crystalizing concepts such as indigenization, transcoding, and transtextuality that identify the relation between adaptation and intertextuality. It concludes that the 20th century America and the 21st century Arab World introduce many social, political, and historical facts that are mirrored in Sci-Fi. Furthermore, it is revealed how most Arab science fictions show a connection with Western works.

Keywords: adaptation studies, science fiction, intertextuality, indigenization, transcoding



Traumatic Epiphanies in Roddy Doyle's *Bullfighting*: A Lacanian Reading of Epiphany

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Bullfighting is a collection of short stories written by the contemporary Irish novelist, dramatist, and screenwriter – Roddy Doyle. Central to these stories are middle-aged male Dubliners who suffer from a sense of psychological loss and meaninglessness. Yet, they move from this meaningless position to a more meaningful one throughout each story. Doyle unveils this internal transformation by small epiphanies. These epiphanies reveal to the characters that turbulence in life is temporary, and things will get back to normal eventually. Such illumination indicates that Doyle's epiphanies follow the traditional definition of Literary Epiphany, "a sudden spiritual manifestation." In other words, life reveals itself in a new light to these characters. Such a traditional outlook on Epiphany does not assess Doyle's characters' struggle with loss; it only offers a solution. Thus, this essay exposes a different kind of Epiphany that divulges and explains the psychological dynamics involved in these characters' sense of loss. This unconventional kind of Epiphany works in tandem with trauma in these stories. To reveal Doyle's Traumatic Epiphanies, the current study firstly reads epiphanies in light of Lacan's "The Real," and secondly presents the characters' traumatic struggle by close-reading the stories. Via applying these approaches, this study arrived at a fresh understanding of Epiphany's role in Doyle's works. Epiphany does not merely determine the positive resolutions in *Bullfighting*, but also regulates the characters' internal dynamics in the face of trauma. Although Doyle makes use of the conventional Epiphany in *Bullfighting*, he also practices an unconventional kind that incorporates Trauma and psychological struggle.

Keywords: *Bullfighting*, Roddy Doyle, epiphany, trauma, Lacan



A Quest for Authenticity in Female Beat Authors: An Inquiry into the Critical Stance of a Marginalized Group of Writers towards the Mainstream Community

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Focusing on female authors of the Beat generation as an American literary and social movement, this study specifically explored their quest for authenticity because, as Lewis (2003) indicates, “recognizing the authorial insistence on authenticity helps us understand the reception history of western writing and that writing’s dramatic noncanonicity” (p. 12). Some chosen works of the selected Beat writers, including Diane di Prima and Hettie Jones, were thematically analyzed to examine their quest for authenticity in their literary works. This study focused on the communitarian conceptualization of authenticity, which was proposed by Taylor (1992). Criticizing the modernized definition of authenticity that is merely based on the culture of individualism as the authorship of one’s own experiences, Taylor proposes a new definition of authenticity to consider the inescapable horizons, which go beyond one’s own self. The authenticity of di Prima’s work is reflected when she acts like a leader that was considered a manly job. The invitation to be on her team is lied in her words and her poems. However, as a poet, Hettie Jones sought to tell other women, as her horizons of significance, that they must never stop fighting to achieve the stance they desire in the patriarchal society. In this way, she empowers and encourages her female readers to sound their voice.

Keywords: authenticity; female beat authors; thematic analysis; communitarian authenticity



Johann Fichte's Subjectivity in Sarah Kane's *Phaedra's Love*

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Being concerned with unreliability of language and epistemology, the postmodernwriter produces literature, a paradoxical, elusive system of a fragmented nature, dealing with parameters essential to interpret literary works produced from the 1960s to the present. Since theatre is an activity and means of delivering, it needs to be in ceaseless contact with realities of this shapeless world for which postmodern art provides definition. Representing the union of art and reality through the body, a final resort to verify the authenticity of self, Sara Kane's play *Phaedra's Love* provides an appropriate ground for investigating such parameters based on the theory of subjectivity of Johann Fichte, who imports the idea of the moral community into nonempirical moral philosophy and to arrive at plurality of selves. Exploring structures of Self-consciousness toward world, Fichte poses the world as perceivable by human consciousness and the product of the "I," and brings unity into the entire human being. He argues what it is to be an "I," and what it is that makes a subject a subject with a self-positing structure differentiating it from an object. To both Fichte and Kane, one comes to understand the world through actions, which must be aligned with individual's gaining consciousness of self, others and world; otherwise, they may end up being destructive, a fact that is clearly implied in this experiential play. To compensate this, the characters choose purposeless activities, which are transfigured to shocking images of cruelty, sexually graphic and violent scenes, make them unable to use language for expressing themselves, and have no effect on the character's inter/subjectivity, situated between the "I" and the "Other." The situation cannot help them gain more consciousness but it leads to the character's paralysis and death guaranteeing his existence as a real, living being.

Keywords: absolute "I," Fichte, Inter/Subjectivity, Kane, *Phaedra's Love*.



Democracy and Hegemony in the Selected Works of Kurt Vonnegut: A Conceptual Analysis in Light of Noam Chomsky's Political Ideas

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The present study sought to conceptually analyze the two concepts of democracy and hegemony in Vonnegut's novels, including *Breakfast of Champions* (1973) and *Cat's Cradle* (1963). This conceptual examination was carried out through the lens of Noam Chomsky's political thoughts towards the United States policy uttered in his public speeches and his political books such as *Deterring Democracy*, *Failed States*, *On Power and Ideology*, and *The Umbrella of U.S. Power: The Universal Declaration of Human Rights and the Contradictions of U.S. Policy*. That is, the researchers identified the words or phrases in Vonnegut's novels, which represented concepts of democracy and hegemony. After identifying the words and phrases, they carried out the conceptual analysis and interpretation in light of Chomsky's political ideas. In *Breakfast of Champions*, Vonnegut (1973) considers the United States intervention in Vietnam. Vonnegut (1963) also regards US policies towards San Lorenzo, as a symbol of Central American countries in order to address the way the United States of America exerts political hegemony over other countries by the misuse of science and military power. The findings of the present study highlighted the similarities between Vonnegut and Chomsky's criticism of US policy and the human rights violations. It revealed that contrary to popular belief, the United States uses force rather than democracy to advance its goals.

Keywords: Kurt Vonnegut, Noam Chomsky, democracy, the United States, human rights



A Comparative Study of Eliot's *The Waste Land* and AlSayyab's *Jaikur the City*: The Use of the Myths

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This paper is a comparative study of T.S. Eliot's *The Waste Land* and AlSayyab's *Jaikur the City*. It studies the use of the myths in these works. This paper discusses the influence of T. S. Eliot's poetry in terms of using mythical/symbolic modes in Al-Sayyab's work. Al-Sayyab has also transferred the mythology of his country, Iraq, as well, and also classical mythology and tradition of Anglo-American to establish an obligated Arabic poetry that deals with the practical application of life and community of the Arab's historical situations, especially that of Iraq. The writer of this paper has analyzed Al-Sayyab's poetry in a context which commutates the socio-political flusters in the Arab area. Al-Sayyab did not duplicate the techniques and themes of Eliot's poetry, rather, he mixed them with his own mythical view for creating a global and a rich poetry without neglecting the national direction of his work. The relationship between them is not one of easy influence, but dilapidating and modulation. The myths which are used by Eliot, Al-Sayyab enhanced and draped them to create a committed and universal poetry. The results of the study also show that he has included myth to enrich his work and bestows it a global direction, placing the present subjects against remote and mythical ones, he included myth as a structuring device as well.

Keywords: modernism, myth, Eliot, poetry, Al-Sayyab, comparative literature



Translation Studies



Intercultural Communication and Translation of Hybrid Literature: A Case of “Funny in Farsi”

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Cultural hybridity is one of the main foundations of the cultural paradigm in translation studies. Despite the importance of the concept, hybridity has been rarely studied in the Persian translations of English novels by expatriate Iranian writers. This article aims to explore the hybridity in the English novel "Funny in Farsi" by Firoozeh Dumas, an Iranian-American novelist, and its representation in the two Persian translations of the work, by using Farahzad (2004) classification of the hybrid cultural elements. In this regard, cultural hybridity elements in the English novel were identified and categorized. Then, the method of rendering the mentioned elements was examined. The results showed that proper names and names of foods had the highest frequency in the novel. Religious concepts, aspects of social life, and specific terms of Iranian culture have a low frequency, which to some extent confirms the distance of the Iranian characters of the novel from their Iranian culture. Most of the elements of cultural hybridity have been rendered by using *borrowing* and *calque*. It seems that the two translators have tried to show the cultural hybridity of the English text to Iranian readers through direct translation. Also, the findings showed the complexity of the concept of cultural hybridity and its multidimensionality, so that it is difficult to attribute items such as "caviar" to one of the two Iranian or American cultures, and sometimes items such as "curry" that belong to a third culture appear in an English novel by an Iranian novelist.

Keywords: Hybridity, Cultural elements, Translation, Expatriate Iranian writers



A Sociological View of Translation in Terms of Complexity Theory

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Translation is a complicated phenomenon for which no appropriate definition that encompasses all its intricacies has been provided yet. This paper intends to use analogy to describe translation from a sociological point of view. Analogy is useful only if understanding one member of the pair provides an appropriate understanding of the other member as well. Thus, it is an attempt to apply the different characteristics of complexity theory into translation phenomenon considering all the elements that need to be attended to. This study is divided into three main parts. The first part explores different influential elements in a translation task. Through a theoretical and metaphorical analogy, the second part tries to conceptualize translation (as a social phenomenon) in the light of complexity theory. The third makes an attempt to introduce a sociological model of the act of translation in the context of complexity science. The last part of the study is devoted to concluding remarks, hoping to bring new insights to the sociology of translation and provide a ground for further research.

Keywords: complexity theory, autopoiesis, emergence, nonlinearity, attractors



An investigation of female translators after the Islamic Revolution of Iran

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This study is intended to probe the age of female translators after the Islamic Revolution of Iran in 1357(1978) Hijri till 1400 Hijri(2021). Throughout the history of Iran, women have always had a lower social status and were limited to housework. After the revolution, women start translating for finding a social stage and earning money in order to contribute the family. Translation can be a way of expressing what women want to say. Translation can also be a way to prove equality between women and men, this means that the presence of women can be a way to prove their abilities. In recent decades, the presence of women have become more colorful. Throughout history, women have sought to find an impressive position in society, one way to achieve is through translation. In this article, 10000 translated books are investigated in order to specify the age range in which female translators have worked. The number of female translators was obtained by using the library research method and the findings are presented by statistical calculation of the data. After finding the data, they were placed in the age groups of ten years. The data showed that women in the age range of thirty to forty years were more active in the field of translation. The average age of female translators indicates that women's in their 40s have shown a greater presence in the social arena through translation.

Keywords: Translation history, age range, woman translators



An out-of-class learning strategy for the development of cultural competence among trainee translators

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Translation as an expertise (Hurtado Albir, 2017) have been theorized by many scholars in the field of Translation Studies to be consisting of sub-competences including bilingual, instrumental and cultural sub-competences. However, less have been said about how these sub-competences are to be developed in an institutional setting. In an attempt to shorten this gap, the present paper proposes an-out-of-class learning strategy (activity) for the development of the cultural (intercultural) sub-competence. Being defined by Schäffner (2000, p. 146) as “general knowledge about historical, political, economic, cultural, etc. aspects in the respective countries” cultural competence is believed to be one of the key competences that every translator must develop. As a way to develop this sub-competence, the researcher hypothesizes that some Instagram pages that teach language through translation (specifically, idioms and proverbs) can be a great aid for translation trainees to visit regularly and study its content. In these pages, some English idioms, proverbs, short paragraphs are posted every other time along with their most natural (dynamic) translation (Nida & Taber, 1982). As dynamic equivalence (translation) accounts for cultural differences in translation, it was hypothesized that it might sensitize the trainees to cultural issues in translation. In order to test the above hypothesis, a group of 20 translation trainees that had regular access to these pages were asked about their opinions in semi-structured interviews. It was confirmed that this out-of-class activity had a positive impact on the development of the trainees’ inter-cultural competence.

Keywords: Cultural (Intercultural) Competence, Instagram Pages, Out-of-class learning Activities



National and Global Impacts of Transnational Studies and Comparative Literature on Nations' Civilizations and Cultures

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This paper focuses on transnational studies and comparative literature with the effect on civilization and culture. The present study examines the effects of history, the movement of nations, technology, and ideology on contemporary civilization, cultural practice, literature, intellectual life, and society. The study highlights intercultural and multicultural experiences that transcend national, racial, religious, and linguistic boundaries while challenging traditional human and literary studies to improve categorization and civilization in text and culture according to national literature globally. Through a primary focus on marginalized lingual, literary and cultural formations, transnational studies and comparative literature seeks to redefine disciplinary boundaries such as American/British studies to comprise trans-hemispheric links, cross-gendered and cross-racial dynamics, and the moving relations between host nations and homelands with taking a theoretical approach to understanding such terms as “globalization” and “transnationalism”. The results show whether the civilization and culture are global in scope or more localized, transnational studies and comparative literature deal with ideas and processes that flow across borders and make a commitment to intellectual work as a practice of critical intervention in both the academy and broader world.

Keywords: Comparative Literature, Transnational Studies, Civilization, Culture, National, Global



Which Approach is Valid? Applying Waddington's TQA Approaches for Translation of The Waterworks.

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Quality assessment is an inevitable part of Translation, both in academic and professional settings. Although many TQA models and theories have been proposed, they have been more or less subject to idiosyncratic feelings and biases of assessors. Accounting for deficiencies of previous TQA models, Waddington has proposed a more objective model that consists of four methods. Method A uses a Spanish marking system of 0 – 10 to score the translation. In Method B, the penalty of each error is calculated in light of its effect on the overall quality of translation. Method C analyzes and scores the translation holistically. Finally, Method D combines Error Analysis method B and D with a proportion of 70-30, Method B accounting for 70%, and Method B accounting for 30% of the final result. By implementing Methods B, C, and D, this paper seeks to evaluate the efficacy of each of these methods' efficacy in translation quality assessment. Through purposeful sampling, some pages of the *Waterworks* by *E. L. Doctorow* were selected and analyzed with their Persian translation on the sentence level by adopting different rubrics of the Waddington's model. The results evinced that quality control of the data obtained by method D was more logical and acceptable.

Keywords: TQA, Holistic Approach, The Waterworks



Tracing Iranian Women's Citizenship Rights in a Persian Translation Published in the Second Pahlavi Era

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During the Second Pahlavi era, Iran was influenced by a modernization project which had been started by the First Pahlavi's government. The project, which was supported by western media, was to bring about social, economic, and technological advancement and to modify the dominating traditional culture of the Iranian society. Part of the project was directly related to Iranian women's citizenship rights and was to improve them based on western standards. The present study aimed at tracing women's citizenship rights in the Persian translation of an American novella, *Miss Lonelyhearts* by Nathanael West which was translated in 1963, the same year when the White Revolution was launched in Iran. Marshall's theory of citizenship (1950/ 2009) was used to collect and analyze data. The analysis of the collected data showed issues which were addressed in the Persian translation of the novella were similar to those which were discussed in relation to Iranian women's citizenship rights during the Second Pahlavi era: early marriage, lack of girls' sexual health education before marriage, closely spaced pregnancies, domestic violence against women, and arguments over women's taking social roles. Although during that time programs had been developed to provide Iranian women with an alternative lifestyle, many of them failed to fulfil the expectations as they were rooted in western culture.

Keywords: modernization, women, citizenship rights, the White Revolution, the Second Pahlavi



Translation Quality Assessment of Sounds in Comics: A Comparative Study for Analyzing Onomatopoeias and Interjections in Persian Translations

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Concerning translation quality assessment, the present research was conducted to investigate and analyze the translation quality of onomatopoeias and interjections in comics. To this end, six issues of an English comic entitled the Walking Dead were selected to assess both onomatopoeias and interjections. The sounds applied in the aforementioned comic were rendered into Persian by two translators and the website. In consequence, three different translations were utilized to perceive how well and efficiently the translators were able to translate the sounds from English into Persian. According to the specific rating scale, three raters evaluated the equivalents to determine which translation had the highest quality. Lastly, the inter-rater reliability test was utilized to indicate the quality of all three translations. The results of this study demonstrated that Akhtari's translation surpassed Sohrabi and TWDfans, and the lowest quality appertained to Sohrabi's translation. Despite the fact that Sohrabi's translation had the lowest quality, it was not greatly inferior to TWDfans.

Keywords: comic book, sound, onomatopoeia, interjection, translation quality assessment



Strategies for Translating Onomatopoeias and Interjections in English Comic Books into Persian

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The aim of this qualitative research was to investigate and assess the strategies used for translating onomatopoeias and interjections from English comic books into Persian. In this regard, six issues of *the Walking Dead* written by Kirkman (2003) were selected to examine onomatopoeias, interjections, and the strategies for translating them in three different translations. The sounds in the comic book were categorized based on the model presented by Igareda (2017). The results of this study demonstrated that maintaining the original as an English loan was the most prevalent strategy used for translating all onomatopoeic words. Equivalence and substitution, together, were the least common strategies used for the translation of onomatopoeias in speech balloons. However, when onomatopoeias were in the background, the least common strategies were omission, changing the meaning, and so on. For translating interjections, the most frequent strategy was translating interjections into corresponding interjections, and the least common strategies were repetition, changing the meaning, and so forth.

Keywords: comic books, sound, onomatopoeia, interjection, strategy



Cultural Translation in Travelogues: How Contemporary Iranian Culture Has Been Represented in English

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Travel writers boost our global perception of diverse lands and cultures. They use cultural translation to render the foreign into something known and meaningful for their home readers. The paper aims to examine cultural translation in an English travelogue written about Iran as a cultural hub. The researchers were interested to know how Western travelers represent an image of the traveled, contemporary Iranian culture. Thus, they conducted a descriptive, analytic study on *Among the Iranians: A Guide to Iran's Culture and Customs* (2010) by Sofia A. Koutlaki, which is an account of the author's experience as a Greek outsider in Iran. The book was selected for doing the study as it is one of the few travelogues written about contemporary Iran, which claims to be an honest look at day-to-day life for expatriates and foreigners, and depicts almost all sides of political, social, cultural, and religious life of Iranians. The findings of the study reflected the travel writer's attempt at familiarizing the readers with the country's peculiarities and mysteries. They also revealed the travel writer's respectful attitude toward her host country and yet the basic native-foreign, and self-other oppositions which could be recognized throughout the text.

Keywords: Other, representation, self, travel writing



Third Language Manifestation in Persian Dubbing: A Case Study

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With the growth of globalization, filmmakers have been more inclined towards displaying traces of foreignness in films. The concept of the third language (L3) has gone through elaborate examinations. The bulk of literature is now drawn to the translation of multilingual films. Translators in the dubbing industry are challenged by this phenomenon. The researchers in the current study attempted to discern the translator's strategies in coping with L3 in Persian dubbing of an animation called Luca (2021) that enjoys English as the first language (L1) and Italian as L3. Three dubbed versions for this animation were transcribed, concentrating on thirty-two L3 segments. The main goal of this investigation was to recognize the L3 involvement in target texts by applying Corrius and Zabalbeascoa's (2011) framework that devises three main procedures for L3ST, namely repetition, substitution, and deletion of L3. The results of data analysis showed that deletion was the least frequent strategy applied in all Persian versions. Also, the highest occurring strategy was substitution of L3ST to L2, but with preserving some traces of the local color by applying somewhat Italian accent to Persian utterances.

Keywords: Third language, Multilingual Movies, Persian Dubbing, Audiovisual Translation



Analysis of Cultural-Context Adaptation in Persian-to-English Translations of Children Stories: The Case of James's Translation of Mahdi Azar Yazdi's Famous Stories

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This research tries to shed light on three important notions: culture, translation, and children's literature. The main purpose of the researchers in this study is to focus on the strategies applied by Muhammad James as a Persian to English translator, when facing CSIs in rendition of Azar Yazdi's book "Good Stories for Good Children". Having identified CSIs in the translated stories and having sorted them according to Newmark's (1988) and Klingberg's (1986) categories for CSIs and providing examples and discussing them in the qualitative phase of analysis, the researcher analyzed the numerical data and found out that based on Klingberg's model, strategies like rewording, substitution of equivalence in the culture of TL, equivalence in the culture of the TL, and simplification were employed more frequently than the other translation strategies by the translator. The quantitative phase also revealed that in Newmark's model also functional equivalent, descriptive equivalent, and modulation were the most frequent strategies observed in the explored texts. Finally, the researcher identified that due to non-translatability of some CISs, the translator was more inclined toward domestication rather than foreignization in the translations of the stories.

Keywords: Children's literature, Cultural adaptation, Cultural element, Klingberg's model, Newmark's model, Translation.



Studying the Legal Translation Course from the View Point of Iranian Translation Lecturers

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The purpose of this study is to present Iranian lecturers' ideas about legal translation training, legal translation professors' skills, course content, students' assessment and scoring, students' challenges, and theories related to legal text translation. In doing so, the researcher interviewed 15 legal translation Iranian lecturers' teaching this course at various universities in Iran. Also, six of these professors have an experience of three to eight years, but nine of them have an experience of 10 to 20 years. These lecturers were in agreement a lot toward legal translation training, legal translation teachers' skills, and students' challenges, but they were in disagreement toward course content, students' assessment and scoring, and theories related to legal text translation. For instance, most of these professors teach this course based on task-based teaching. Moreover, these professors believe that legal professors should have a good command of both source and target language, enough experience in translating, familiarity with the market, ability to use the Net, and sufficient knowledge about legal terms. In addition, these professors think that one of the major problems that students face at the time of translating legal texts is understanding the legal text itself and finding proper equivalences for legal terminologies.

Keywords: legal translation content, legal translation theories, legal translation training, students' assessment and scoring, students' challenges



Parallel Sessions in Persian



آموزش زبان



رشته آموزش زبان عربی در مقطع کارشناسی ارشد در دانشگاه‌های ایران
(چالش‌های آموزش و پژوهش)

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رشته آموزش زبان عربی در مقطع کارشناسی ارشد از سال ۱۳۹۳ در دانشگاه تربیت مدرس تأسیس شد و بعد از آن دو دانشگاه اصفهان و شیراز نیز این رشته را ارائه دادند. در این چند سال این رشته نوپا مشکلات اساسی هم در حوزه آموزش مثل مدرسان متخصص، برنامه درسی، محتوا و منابع آموزشی و هم در حوزه پژوهش مثل زمینه‌ها، امکانات و مهارت‌های پژوهشی دانشجویان داشته است. با توجه به گذشت کمتر از یک دهه از تأسیس این رشته و ضرورت بازنگری در سرفصل مصوب وزارت و همچنین امکان نوگشایی این رشته در دانشگاه‌های دیگر، بررسی این چالش‌ها و ارائه یک تصویر شفاف از وضعیت موجود می‌تواند گام مؤثری در ارتقای برنامه آموزشی و پژوهشی فعلی و زمینه ساز گسترش هرچه بیشتر این رشته در سایر دانشگاه‌ها باشد. از اینرو این جستار کوششی است تا با روش توصیفی تحلیلی و بررسی برنامه درسی این رشته و مقایسه آن با رشته‌های قدیمی‌تر مثل آموزش زبان انگلیسی و زبان فرانسه و نگاهی به منابع اصلی و فرعی آموزشی در دسترس از یک سو و بررسی رویکردی پژوهش‌های صورت گرفته از سوی دیگر، تصویری کلی از چالش‌های این رشته ارائه دهد.

واژگان کلیدی: کارشناسی ارشد آموزش زبان عربی، برنامه درسی زبان عربی، گروه‌های عربی، چالش‌های پژوهشی

رشته عربی



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عطف به اهمیت فرهنگ در شکل‌گیری هویت نوجوانان و قابلیت متون ادبی در آموزش آن، مدرسان زبان و ادبیات فارسی می‌توانند با برجسته کردن زیاهنگ (زبان و فرهنگ) های آموزشی مروج فرهنگ صحیح میان دانش‌آموزان باشند. زیاهنگ‌های آموزشی اشاره به زبان محیط‌های آموزشی مانند مدارس داشته که با بسامد بالا در میان فعالان این حوزه رواج دارد و برخاسته از فرهنگ غالب کشور است؛ این زیاهنگ‌ها در برهم‌کنشی متقابل به تکثیر فرهنگ غالب گروه و تقویت خود می‌پردازند. به نظر می‌رسد در جامعه امروز عواملی همانند مدرک‌ستایی، اهمیت ندادن به نخبگان و تداخل معیارهای اجتماعی در سنجش دانش افراد سبب کاهش وزن فرهنگی زیاهنگ آموزشی دانش‌اندوزی و افزایش زیاهنگ مخرب آموزشی علم‌گریزی شده است؛ به گونه‌ای که علی‌رغم تلاش مؤلفان کتاب‌های درسی برای ترویج علم و دانش، دانش‌آموزان نسبت به دانش و ارزش‌های مربوط به آن شناخت درستی ندارند. از این‌رو، در پژوهش حاضر تکنیک‌هایی برای ترویج زیاهنگ آموزشی دانش‌اندوزی در کلاس‌های زبان و ادبیات فارسی مقاطع متوسطه (اول و دوم) از طریق متن شاهنامه بر مبنای روش آموزش حواس افزوده معرفی شده است. در این روش آموزشی تلاش می‌شود همه حواس پنجگانه فراگیران در یادگیری درگیر شود و مدرسان به عنوان افراد حس‌آگاه می‌توانند با استفاده از تکنیک‌هایی مانند نوازه‌های ادبی، موسیقی، نمایش تصاویر و ویدئو، اجرای نمایش، نقالی، برگزاری مسابقات مشاعره، خطاطی، داستان‌نویسی حواس گوناگون دانش‌آموزان را در یادگیری درگیر کنند. به نظر می‌رسد با درگیری حواس حداکثری دانش‌آموزان وزن فرهنگی زیاهنگ دانش‌اندوزی در جهت افزایشی تغییر می‌کند و با افزایش هیجان و شناخت نسبت به آن، می‌توان شاهد ترویج زیاهنگ دانش‌اندوزی در میان دانش‌آموزان بود.

واژگان کلیدی: آموزش حواس افزوده، زیاهنگ آموزشی، دانش‌اندوزی، شاهنامه



فضای مجازی و شبکه های اجتماعی : کارگزاران هویت دیجیتال زبان آموزان نوجوان

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در عصر شبکه ها و زمانه سرعت انتقال اطلاعات، محققان مهم ترین تحول در عرصه فضای مجازی را، ظهور شبکه های اجتماعی دیجیتال می دانند. حضور اجتماعی- عاطفی افراد در این شبکه ها که در قالب بسترها و محیط های دیجیتال، به صورت بر خط و یا برون خط، فعال هستند، در کنار قابلیت هایی چون از بین بردن فاصله مکانی و کاهش بعد زمانی و در نتیجه تقویت بعد تعاملی- ارتباطی، مزیت ویژه امکان یادگیری دسته جمعی و شبکه ای را به آن ها داده است. از طرفی، رسانه های جدید به دلیل نقش میانجی و میان سیستمی که در شکل گیری ماهیتی به اسم هویت دیجیتال در نهاد خود دارند، عاملان دگردیسی هویتی در کاربرانشان هستند. در دوران ظهور کرونا و به واسطه برگزاری کلاس های مجازی، ترکیب سنی کاربران این شبکه ها نیز دستخوش تغییر زیادی است. زبان آموزان نوجوان آشنا و غریبه با بسترهای ارتباطی- آموزشی مجازی، به ناچار استفاده گسترده ای از این شبکه ها و فضاهای



دیجیتال داشته و دارند. گزاف نیست اگر به استناد تحقیقات انجام شده در سراسر دنیا، گفته شود که تأثیرات هویتی ناگزیر آموزش مجازی در دوران کرونا، سریع تر از ویروس کرونا در حال پیش روی است. در این جستار، تلاش کرده ایم، با مرور مباحث نظری مرتبط، به تبیین چیستایی و چگونگی تأثیر رسانه های ارتباط جمعی و شبکه های اجتماعی دیجیتال بر شکل گیری هویت زبان آموزان نوجوان بپردازیم.

واژگان کلیدی: شبکه های اجتماعی دیجیتال، فضای مجازی، تکوین هویت، کاربران زبان آموز نوجوان



آموزش مکالمه زبان عربی بر اساس مؤلفه‌های کلاس معکوس (چالش‌ها و راهکارها)

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با انتشار همه گیری ویروس کرونا و گسترش بیشتر آموزش مجازی، نیاز به کاربرد آموزش معکوس بیشتر از قبل احساس می‌شود که از این روش حتی بعد از حضوری شدن آموزش می‌توان در کنار تعامل حضوری به عنوان آموزش ترکیبی استفاده کرد. در آموزش معکوس فراگیران مطالب کلاسی را خارج از کلاس مطالعه می‌کنند سپس در داخل کلاس تمرکز بر انجام فعالیت‌های عملی است. از این جهت و با توجه به اینکه تمرکز در روش‌های نوین آموزش مکالمه زبان خارجی بیشتر بر انجام فعالیت‌های عملی در کلاس است استفاده از این روش در آموزش زبان خارجی می‌تواند بیشتر مورد توجه قرار گیرد. با این وجود علی‌رغم مزیت‌ها و تأثیرات مثبت این روش در آموزش که پژوهش‌های زیادی به آن اشاره کرده‌اند چالش‌هایی هم برای اجرای آن وجود دارد. پژوهش حاضر کوششی است تا با بررسی توصیفی تحلیلی ادبیات نظری موجود در آموزش معکوس به طور عام و آموزش معکوس زبان خارجی به طور خاص و با در نظر گرفتن ظرفیت‌های آموزش زبان عربی در ایران به تحلیل چالش‌های این روش در آموزش مکالمه زبان عربی بپردازد و راهکارهای لازم را در این زمینه ارائه دهد.

واژگان کلیدی: کلاس معکوس، آموزش مکالمه، زبان عربی، رویکرد فراگیر محور



ادبیات



تحلیل دستوری و نحوی شخصیت هریت دررمان فرزند پنجم دوریس لسینگ

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این پژوهش به بررسی و تحلیل ساختارهای دستوری و نحوی در شخصیت زن داستان یعنی هریت در رمان فرزند پنجم (۱۹۸۸) دوریس لسینگ می پردازد. بر اساس تحلیل بخش هایی از داستان، استنباط کردیم که نویسنده از طریق ساختارهای دستوری معین و در قالب وجوه شرطی مختلف به خصوص با تاکید بر وجه تمنایی به توصیف شخصیت زن داستان پرداخته است. به علاوه، نویسنده چنین تکنیک سبکی ای را در قالب جملات متضاد در دو وجه التزامی و اخباری به کار برده است که تاکید بر تضاد حاکم میان امر واقعی و غیر واقعی و همچنین امر واقعی و امر مطلوب در این رمان دارد. از طرفی به نظر می رسد نویسنده در تلاش است خواننده را در جهان مملو از شک، تردید و عذاب وجدان شخصیت اصلی داستان غوطه ور سازد تا از این طریق خواننده به درک بهتری از این شخصیت دست یابد. به علاوه، به کار گیری نویسنده از جملاتی ساده و در عین حال منفعلانه و مطیعانه برای توصیف شخصیت هریت نیز حاکی از شخصیت منفعل، مطیع و فاقد اختیار هریت در داستان است که تمام تصمیمات او برای بهبود وضعیت خانواده و علی الخصوص فرزند پنجمش را تحت شعاع قرار داده است.

واژگان کلیدی: وجه التزامی، وجه اخباری، فرزند پنجم، فعل وجهی، ساختار دستوری



مطالعات ترجمه



سیاست‌گذاری عمومی ترجمه زین سو در جمهوری اسلامی ایران: مبانی و رویکردها

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پژوهش حاضر می‌کوشد با بهره‌گیری از روش پژوهش آمیخته، به بررسی بازیگران اصلی دخیل در سیاست‌گذاری ترجمه زین سو جمهوری اسلامی ایران و مبانی سیاست‌گذاری آنان در زمینه انتخاب آثار برای ترجمه بپردازد. بدین منظور، ابتدا با استفاده از روش نمونه‌گیری هدفمند، تعداد ۳۰ نفر از کنشگران دخیل در سیاست‌گذاری ترجمه زین سو کشور شناسایی و دیدگاه‌های آنان در قالب مصاحبه‌های حضوری نیمه‌ساختاریافته اخذ و با استفاده از نرم‌افزار تخصصی تحلیل داده‌های کیفی مکس کیودا ۲۰۲۰ و بهره‌گیری از نظریه داده‌بنیاد تحلیل گردید. همچنین بر اساس داده‌های حاصل از مصاحبه، پرسشنامه محقق-ساخته در زمینه مورد تحقیق طراحی و پس از اعتبارسنجی و اطمینان از روایی و پایایی بالای آن، میان ۴۰۰ نفر از بازیگران مربوط توزیع و داده‌های لازم گردآوری گردید.

واژگان کلیدی: سیاست‌گذاری عمومی، دیپلماسی ترجمه، ترجمه زین سو، عمق استراتژیک، مدیریت ترجمه



چالش‌های ترجمه زیرنویس فیلم‌های ایرانی به زبان عربی

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در فرآیند ترجمه فیلم، مترجم با چالش‌های متعددی مواجه می‌شود که از جمله این چالش‌ها، آشنایی با فرهنگ و زبان فیلم، تسلط کامل به زبان مبدأ و مقصد، کاربردشناسی، توجه به ابعاد و لایه‌های پنهان متن، لهجه‌ها، گویش، اسامی و نام‌های مذهبی، اسامی اشخاص، وام واژه‌ها، ترجمه اصطلاحات زبانی، ترجمه عبارات بی ادبانه، ترجمه طنز و ترجمه علایم تصویری و کلامی است. همچنین این مسأله را می‌بایست مدنظر قرار داد که در ترجمه عربی در زیرنویس فیلم‌های ایرانی آیا گرایش مترجم بیشتر به فرهنگ و زبان هدف است یا به فرهنگ و زبان مبدأ. این مقاله به بررسی چالش‌های ترجمه زیرنویس فیلم‌ها از فارسی به عربی می‌پردازد. در انجام این پژوهش ترجمه چهار فیلم (گشت ارشاد ۲، قندان جهیزیه، ضیافت، دیرین دیرین) که توسط برنامه فیلیمو به زبان عربی برگردانده شده‌اند مورد بررسی قرار گرفته است تا چالش‌های مذکور به صورت عملی در ترجمه عنوان گردند.

واژگان کلیدی: ترجمه فیلم، زیرنویس، چالش‌های ترجمه، ترجمه به عربی.



بررسی زبان و هویت ملی در داستانهای محمدعلی جمالزاده و ترجمه آن

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بدون شک زبان مقوله ناگسستنی در شکل‌دهی هویت فردی و اجتماعی به حساب می‌آید که در کنار عوامل دیگری از جمله جغرافیا و مذهب، روایات و اندیشه‌هایی را در اختیار بشر قرار داده که مرزهای هویت ملی و محلی وی را می‌سازند. همچنین، از آنجا که زبان ملی نقش یکپارچه‌سازی یک ملت را بر عهده دارد، می‌تواند در شکل‌دهی هویت ملی افراد نقش به‌سزایی بازی کند؛ در نتیجه می‌توان چنین ادعا کرد که زبان، پل ارتباطی با میراث گذشته و تاریخ فرهنگی یک قوم یا ملت است. در این میان، تولیدات فرهنگی به ویژه آنها که به واسطه زبان ملی و یا قومی بیان و عرضه می‌شوند، نقطه عطفی در غنی‌سازی فرهنگی و هویتی برای گویشوران زبان فراهم می‌سازند. در کار پیش رو، سعی شده با نگاهی به چند داستان از مجموعه داستان سر و ته یک کرباس، اثر محمدعلی جمالزاده، به بررسی نقش زبان فارسی (و البته لهجه زادگاه وی یعنی اصفهان) در شکل‌دهی و انعکاس هویت ملی و قومی نویسنده و انتقال آن در ترجمه اثر پرداخته شود.

واژگان کلیدی: زبان مادری، هویت ملی، داستان کوتاه، ترجمه، جمالزاده



بررسی ترجمه نام‌آواها در کتاب‌های کمیک

فاطمه بدیع الزمان

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کتاب‌های کمیک از ترکیب ویژه‌ی دو کانال اصلی کلمات و تصاویر برای انتقال معنا استفاده می‌کنند. در نتیجه، هر کتاب کمیک از دو نمونه پیام بهره می‌برد: پیام‌های کلامی و پیام‌های تصویری. پیام‌های کلامی نقطه تمرکز مطالعات ترجمه هستند ولی این به معنا نیست که هنگام ترجمه کتاب‌های کمیک میتوان پیامهای تصویری را نادیده گرفت. با اینکه نام‌آواها در دیگر متون یافت می‌شوند، نام‌آواها بخش جداناپذیری از کمیک‌ها هستند. بیشتر نام‌آواها در کتاب‌های کمیک روی تصاویر قرار گرفته‌اند و در واقع جزوی از تصاویر محسوب می‌شوند. این روش خاص ترکیب کلمات و تصاویر تاثیر زیادی بر انتخاب استراتژی‌های ترجمه دارد. نظریه‌های مختلفی در مورد ترجمه کمیک وجود دارد، اما برای این ارائه راهکارهای کیندل (۲۰۰۰) و استراتژی‌های سلوتی (۲۰۱۴) اتخاذ شدند. سپس چهارده کمیک و ترجمه‌ی فارسی آنها، برای استخراج نام‌آواها و معادلهای فارسی، به دقت مطالعه شدند تا راهکارهای پیشنهادی کیندل و سلوتی در این ترجمه‌ها یافت و مقایسه شود.

واژگان کلیدی: ترجمه کتاب کمیک، نام‌آوا، راهکارهای کیندل، استراتژی‌های سلوتی



کاربست مفاهیم بوردیو در مطالعات جامعه‌شناختی ترجمه

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هدف این پژوهش بررسی کاربرست مفاهیم و نظریاتی است که پیر بوردیو در حوزه جامعه‌شناسی معرفی کرده است. برخی پژوهشگران از مفاهیم و نظریات او در مطالعات ترجمه بهره برده‌اند. به کارگیری نظریات و مفاهیم وی فضا را برای بررسی واقعیت‌های اجتماعی فرهنگی ترجمه گشوده است. معرفی و به کارگیری مفاهیم بوردیو در مطالعات ترجمه، به چرخش جامعه‌شناختی مطالعات ترجمه منجر شده و راهی را پیش روی پژوهشگران قرار داده تا از دیگر مفاهیم جامعه‌شناسی برای بررسی بهتر مسائل مرتبط با ترجمه بهره بگیرند. از اوایل دهه ۱۹۹۰ تا به امروز، از میان مفاهیم مختلفی که بوردیو مطرح کرده، عادتواره، میدان و سرمایه بیشتر با اقبال پژوهشگران مطالعات ترجمه مواجه شده‌اند و مسائلی مانند تأثیر ترجمه بر تغییرات اجتماعی و رابطه عوامل سلطه بر انتخاب ترجمه با استفاده از نظریات پیر بوردیو به خوبی بررسی و تبیین شده است. در این جستار، با رویکردی توصیفی و انتقادی، کاربرست مفاهیم بوردیو و پژوهش‌هایی که از این مفاهیم بهره برده‌اند، بررسی خواهد شد.

واژگان کلیدی: بوردیو، چرخش جامعه‌شناختی ترجمه، سرمایه، عادتواره، مطالعات جامعه‌شناختی ترجمه، میدان



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