

ORACLE

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Maryam Mirzakhani (May 1977 – 14 July 2017) was an Iranian mathematician and a professor of mathematics at Stanford University. Her research topics included Teichmüller theory, hyperbolic geometry, ergodic theory, and symplectic geometry.

On 13 August 2014, Mirzakhani was honored with the Fields Medal, the most prestigious award in mathematics. Thus, she became both the first woman and the first Iranian to be honored with the award. The award committee cited her work in "the dynamics and geometry of Riemann surfaces and their moduli spaces".

On 14 July 2017, Mirzakhani died of breast cancer at the age of 40.

Oracle Family

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Introduction

به نام خداوند بخشنده مهربان

سخن سردبیر

نیلوفر امین پور

اکنون شماره سوم مجله اوراکل با یاری خداوند به چاپ رسیده که حاصل تلاش بی وقفه دانشجویان هر سه گرایش زبان و ادبیات، آموزش و مترجمی و همچنین همکاری و حمایت انجمن علمی زبان مؤسسه ارشاد دماوند می باشد. در این شماره نیز دانشجویان در هر سه رشته زبان و ادبیات، مترجمی و آموزش با ارائه مقالات گردآوری شده در هرچه پربارتر شدن نشریه خویش فعالیت داشته اند. تمامی تلاش و شور این عزیزان و استقبال زیاد جهت چاپ این شماره، من را بر آن داشت تا مجدداً در کنارشان باشم و هماهنگی های لازم و راهنماییهای مورد نیازشان را ارائه دهم.

در این شماره مصاحبه ای با جناب آقای دکتر بیگلر بیگی قاجاریه انجام شده که از اعضای محترم هیئت علمی دانشگاه ارشاد دماوند هستند. امید آن می رود که دانشجویان عزیز راه ایشان را سرمشق قرار داده و در مسیر موفقیت هدفمند حرکت کنند.

در این شماره دو شعر زیبا به همراه ترجمه آن ها به چاپ رسیده که توسط خانم سحر شکوهی انجام شده و اشعار متعلق به برادر محترمشان هستند. در اینجا از ایشان نیز تشکر می کنم که اجازه استفاده از آثارشان در مجله اوراکل را به من دادند.

با توجه به تصمیم اینجانب نسبت به چاپ سالیانه و مرتب نشریه، امیدوارم در شماره های آتی شاهد مقالات نوشته شده توسط خود دانشجویان عزیز باشیم تا بار علمی نشریه را ارتقا ببخشیم. در شماره آینده چشم به راه دو بخش جدید خواهیم بود: یکی مقالات دانشجویان کارشناسی ارشد هر سه گرایش و دیگری بخش مقالات دانشجویان مهمان که تمایل به چاپ مقالات خود در نشریه اوراکل دارند.

در خاتمه از جناب آقای دکتر تهرانی سرپرست محترم دانشگاه، جناب آقای نوروزی قائم مقام محترم دانشگاه، جناب آقای دکتر مذهب مدیر محترم گروه زبان، سرکار خانم رحمانی معاون فرهنگی دانشگاه، خانم اکرمی و خانم اسلامی در دفتر فرهنگی کمال تشکر خویش را ابراز می کنم. همه این تلاش ها بدون هنر و لطف جناب آقای کاسب وطن به نتیجه نمی رسید، از ایشان نیز بسیار سپاسگزار هستم.

نیلوفر امین پور

عضو هیئت علمی مؤسسه ارشاد دماوند

بهار ۱۳۹۷

Iran

By : Sara Bayati

O Iran, o bejeweled land
O, your soil is the wellspring of the
arts

Far from you the thoughts of evil be
You remain lasting and eternal
O enemy, if you are of stone, I am of
steel

My life be sacrificed for the pure soil
of my motherland

Since your love became calling
My thoughts are never far from you
In your cause, when do our lives have
value?

The land of our Iran be eternal.
The stones of your mountains are
jewels and pearls.

The soil of your valleys are better
than gold

When could I rid my heart of your
affection?

Tell me, what will I do without your
affection?

As long as the turning of the earth
and the cycling of the sky lasts
The light of the Divine will always
guide us

Since your love became my calling
My thoughts are never far from you
In your cause, when do our lives have
value?

May the land of our Iran be eternal.

ای ایران ای مرز پرگهر
ای خاکت سرچشمه ی هنر
دور از تو اندیشه ی بدان
پاینده مانی و جاودان
ای دشمن ار تو سنگ خارهای من آهنگم
جان من فدای خاک پاک میهنم
مهر تو چون، شد پیشه ام
دور از تو نیست اندیشه ام
در راه تو، کی ارزشی دارد این جان ما؟
پاینده باد خاک ایران ما.
سنگ کوهت در و گوهر است
خاک دشتت بهتر از زر است
مهرت از دل کی برون کنم؟
برگو بی مهرتو چون کنم؟
تا گردش جهان و دور آسمان به پاست
نور ایزدی همیشه رهنمای ماست
مهر تو چون، شد پیشه ام
دور از تو نیست اندیشه ام
در راه تو، کی ارزشی دارد این جان ما؟
پاینده باد خاک ایران ما.



The Exchange



Jon Langford

The Exchange

Hello, sir. How may I help you?

I'd like to return this alarm clock , please.

What's wrong with it?

The alarm doesn't work.

How do you mean?

The alarm makes no sound.

Did you troubleshoot using the manual?

Yes.

And it still didn't work?

No.

Okay. Do you have the receipt?

No. I can't find it anywhere.

Then I can't give you a refund.

Oh no, you misunderstand. I don't want a refund . I just want to exchange it for one that works.

ترجمه : آیلار باقری اقدام

تبادل

سلام آقا، چطور میتونم کمکتون کنم؟
من میخوام این ساعت زنگدار رو پس بدم ،
لطفاً.

چه مشکلی داره؟

اصلاً کار نمیکنه.

منظورتون چیه؟

هیچ صدایی تولید نمیکنه.

آیا کتابچه راهنمای عیب یابی رو بررسی
کردید؟

بله.

و هنوز هم کار نمیکنه؟

نه.

خب، آیا رسید خرید دارید؟

نه، پیدااش نمیکنم.

پس من هم نمیتونم پولتون رو پس بدم.

اوه، نه. شما اشتباه متوجه شدید. من
نمیخوام پولم رو پس بگیرم. بلکه میخوام این
ساعت رو با ساعت دیگری که کار میکنه
معاوضه کنم.

The Exchange

Okay. Do you have the original packaging?

No. I threw it away.

I can't do an exchange without the original packaging.

It came in a plastic clamshell. I had to hack it open with a knife. I don't understand. Why do you need the packaging?

Our policy for all exchanges is that the product be returned in its original packaging.

It was just a load of ripped up plastic. Why would I keep that?

In case you needed to return the item.

I didn't think an alarm clock would break after a few weeks. So you're telling me you can't do anything to help?

To do anything I need some proof of purchase.

I'm proof! I'm telling you now that I bought it here. In fact, I think you might have even served me.

*

Did you register the product warranty number online?

No.

Ah well, that's a problem. How did you pay for it? Cash or card?

Cash.

خب، آیا بسته بندی اصلی رو دارید؟

*

نه. اون رو دور انداختم.

من نمیتونم بدون داشتن بسته بندی اصلی معاوضه کنم.

ساعت توی یک جعبه ی پلاستیکی بود. من مجبور شدم که جعبه رو با چاقو باز کنم. متوجه نمیشم که چرا به بسته بندی اون نیاز دارید؟

قوانین ما برای همه ی تعویض ها اینه که محصول باید با بسته بندی اصلی خود بازگردانده بشه.

اونا فقط مقداری پلاستیک پاره بودند. چرا باید اون رو نگه میداشتم؟

به دلیل اینکه برای بازگردانی به اون نیاز داشتید.

من فکر نمیکردم که یک ساعت زنگدار بعد از چند هفته از کار بیفته. خب پس شما میگوید که نمیتونید هیچ کمکی به من بکنید؟

برای اینکه کاری انجام بدم نیاز به مدارک خرید دارم.

من خودم مدرکم! من الان دارم به شما میگم که ساعت رو از همینجا خریدم. در حقیقت، من فکر میکنم که شما میتونید این مشکل رو حل کنید.

آیا شما شماره ی گارانتی محصول رو به صورت اینترنتی ثبت کردید؟
نه.

خب پس ، مشکل همینه . چطور پول رو پرداخت کردید؟ با کارت یا نقدی؟
نقدی.

The Exchange

If you'd paid on card you could've got a statement from your bank proving you'd made a purchase here and on what date.

Well, I paid cash.

The thing is, other stores sell this brand too. You could've bought it anywhere.

I could. But I didn't. I bought it here and it doesn't work and you owe me an alarm clock.

When did you buy it?

A few weeks ago.

Our exchange policy is twenty-one days so you might be out of warranty anyway.

I bought it last month sometime. I don't remember the exact date.

We've been selling this model for a couple of years now.

Are you saying I'm lying?

No, sir. I'm simply saying that you might have bought it twenty-two days ago and in that case, even with a receipt and the original packaging, I wouldn't be able to do anything to help.

Nothing?

No.

So now I just have a faulty alarm clock forever?

اگر شما کارت میکشیدید میتونستید صورت وضعیت رو از بانک دریافت کنید تا ثابت بشه که چه تاریخی از اینجا خرید کردید.

خب، حالا که نقدی پرداخت کردم. چیزی که هست اینه که مغازه های دیگه هم این برند رو دارن و شما ممکنه این ساعت رو از هرجایی خریده باشید.

میتونستم. اما اینکار رو نکردم. من ساعت رو از همینجا خریدم و در حال حاضر کار نمیکنه و شما یک ساعت به من بدهکارید.

چه زمانی اونو خریدید؟

چند هفته پیش

قوانین معاوضه ی ما بیست و یک روزه است و ساعت شما ممکنه در هر حالت شامل گارانتی نشه.

من اون رو ماه پیش توی روزی خریدم که الان دقیقا یادم نمید چه روزی بود.

ما در حال حاضر این مدل رو چند سالی میشه که داریم میفروشیم.

منظور شما اینه که من دارم دروغ میگم؟ نه، قربان. من درواقع دارم میگم که ممکنه شما این ساعت رو بیست و یک روز پیش خریده باشید و در این مورد ، هرچند با داشتن رسید خرید و بسته بندی اصلی، من توانایی انجام هیچ کاری رو برای شما ندارم.

هیچی؟

نه.

بنابراین من باید برای همیشه یک ساعت زنگدار معیوب داشته باشم؟

The Exchange

Well, you could send it off to the manufacturer with a letter explaining the problem.

It was made in China. That's more hassle than it's worth.

Then I would suggest taking it to a repair shop.

That sort of thing usually costs more than what you paid for something in the first place.

I know.

Can I speak to the manager, please?

The manager's off today.

Then can I speak to whoever's in charge?

You already are.

Is the manager in tomorrow?

No.

When's he next in?

It's a she.

Okay. When's she next in?

Monday.

I'll come back Monday then.

Very good. Can I help you with anything else today, sir?

I doubt it.

Okay. Would you like to open a store card? It's completely free and you get five percent off every purchase.

No thank you.

If you open one today you get a free gift.

What's the free gift?

An alarm clock.

خب، شما میتونستید این ساعت رو به همراه نامه حاوی توضیحات پیرامون مسئله ی به و جود آمده برای کارخانه سازنده پست کنید. ساخت چینه . ارزش این همه زحمت رو نداره پس من پیشنهاد میکنم که به یک مغازه ی تعمیرات مراجعه کنید.

این دسته از لوازم معمولاً بیشتر از پولی که در ابتدا براشون پرداخت میشه خرج های جانبی دارن.

میدونم.

میتونم با رییس صحبت کنم؟ لطفاً .

رییس امروز نیومدن.

خب پس میتونم با مسئول اینجا صحبت کنم؟

دارید همینکارو میکنید

آیا رییس فردا هستن؟

نه.

ایشان (مذکر) چه روزی هستن؟

خانم هستن .

خب، ایشان (مونث) چه روزی هستن؟

دوشنبه .

خب پس من دوشنبه برمیگردم.

خیلی خوب. قربان، در زمینه های دیگه ای

میتونم کمکتون کنم؟

شک دارم.

خب، آیا مایلید که کارت خرید این فروشگاه

رو داشته باشید؟ کاملاً رایگانه و در هر خرید

اجناس ۵ درصد تخفیف براتون

منظور میشه.

نه متشکرم.

اگه ثبت نام کنید یک هدیه رایگان هم بهتون

میدیم.

هدیه رایگانتون چیه؟

یک ساعت زنگدار

Color Psychology

Understanding the Meaning of Colors in Color Psychology

By: Bahareh Bagheri

The meaning of colors can vary depending on culture and circumstances. Each color has many aspects to it but you can easily learn the language of color by understanding a few simple concepts which I will teach you here.

Non-verbal Communication :

Color is a form of non verbal communication. It is not a static energy and its meaning can change from one day to the next with any individual - it all depends on what energy they are expressing at that point in time.

For example, a person may choose to wear red on a particular day and this may indicate they are ready to take action, or they may be passionate about what they are going to be doing that day, or again it may mean that they are feeling angry that day, on either a conscious or subconscious level. All are traits of the color red.

The Meaning of Colors :

Red is the color of energy, passion, action, ambition and determination. It is also the color of anger and sexual passion.

Orange is the color of social communication and optimism. From a negative color meaning it is also a sign of pessimism and superficiality.

With the meaning of colors, in color psychology, **yellow** is the color of the mind and the intellect. It is optimistic and cheerful. However it can also suggest impatience, criticism and cowardice.

Green is the color of balance and growth. It can mean both self-reliance as a

Color Psychology

positive and possessiveness as a negative, among many other meanings.

Blue is the color of trust and peace. It can suggest loyalty and integrity as well as conservatism and frigidity.

Indigo is the color of intuition. In the meaning of colors it can mean idealism and structure as well as ritualistic and addictive.

Purple is the color of the imagination. It can be creative and individual or immature and impractical.

The color meaning of **turquoise** is communication and clarity of mind. It can also be impractical and idealistic.

The color psychology of **pink** is unconditional love and nurturing. Pink can also be immature, silly and girlish.

In the meaning of colors, **magenta** is a color of universal harmony and emotional balance. It is spiritual yet practical, encouraging common sense and a balanced outlook on life.

The color **brown** is a friendly yet serious, down-to-earth color that relates to security, protection, comfort and material wealth.



Color Psychology



From a color psychology perspective, **gray** is the color of compromise - being neither black nor white, it is the transition between two non-colors. It is unemotional and detached and can be indecisive.

Silver has a feminine energy; it is related to the moon and the ebb and flow of the tides - it is fluid, emotional, sensitive and mysterious.

Gold is the color of success, achievement and triumph. Associated with abundance and prosperity, luxury and quality, prestige and sophistication, value and elegance, the color psychology of gold implies affluence, material wealth and extravagance.

White is color at its most complete and pure, the color of perfection. The color meaning of white is purity, innocence, wholeness and completion.

Black is the color of the hidden, the secretive and the unknown, creating an air of mystery. It keeps things bottled up inside, hidden from the world.



زهره کاوش - موفقیتی دیگر برای کریستوفر نولان با درخشش بی مثال دانکرک: کارگردان مشهور فیلم پرمخاطب ژانر جنگی و درام این امکان را برای مخاطبینش فراهم آورده تا تقابل ترس و سردرگمی جنگ را احساس کنند و تنها به پیروزی نیندیشند. ستارگان این فیلم: تام هاردی، مارک رایلنس، فیان وایت هد، کنث برانج، کیلیان مورفی، هری استایلز، جیمز دی آرسی، انورین برنارد و بری کوگان.

نویسنده و کارگردان: کریستوفر نولان

تاریخ اکران ۲۱ جولای در سالن های جی تی ای. مدت فیلم: ۱۰۶ دقیقه. این فیلم دارای سکانس هایی است که برای کودکان توصیه نمیشود.

در این فیلم با استفاده راحت و بی دغدغه از واژه های "معجزه" و "قهرمان" برای توصیف صحنه های ساده و معمول، همانند رویدادهای ورزشی، معنا و مفهوم این کلمات را به چالش کشیده اند.

دانکرک کریستوفر نولان کارش را به درستی انجام داده است. فیلمی خوش ساخت و پرمحتوا که روایتی عاشقانه از جنگ جهانی دوم دارد. این فیلم در سال ۱۹۴۰ نجات یافتن ۳۴۰۰۰۰ نفر از سربازان متحدان در خلیج فرانسه از محاصره ی نازی ها را به تصویر میکشد.

تصویربرداری دانکرک توسط دوربین ۷۰ میلی متری با فرمت ایمکس توسط هاویت ون هویتما انجام شده است. کسی که پیشتر تصویربرداری افسانه فضایی نولان را ralletsretnl برعهده داشته است. این فیلم تماشایی و شکوهمند که استانداردهای سینمای روایت گر را بهبود بخشیده، توقع ها را نسبت به "معجزه در دانکرک" افزایش داده است.

Dunkirk 2017

دانکرک احساس حضور داشتن در صحنه را با نزدیک شدن به ویژگی های فوق العاده واقعیت مجازی به بیننده القا میکند، خصوصیتی که با وجود نقایص حال حاضر صنعت سینما قدمی بزرگ به شمار می آیند. ویژگی هایی از قبیل چهره تام هاردی که در بیشتر فیلم با لباس خلبان جنگنده پنهان شده و یادآور نقش او "بین" در فیلم پیشین نولان "شوالیه برمیخیزد" است.

هنگام تماشای دانکرک گاهی متعجب میمانیم. در صحنه ی نبرد میان نیروی هوایی سلطنتی و آلمان ها بر سر کانال آبی سلطنتی نمیتوانیم افق را پیدا کنیم، همچنین جهت حرکت کشتی های نجات نامشخص است.

بیشترین قسمت های تاثیرگذار فیلم صحنه ها و صدا پردازی های جنگ و تلاش سربازان برای زنده ماندن هستند که ساخته و پرداخته شده توسط هانز زیمر است.

کریستوفر نولان کارگردان و نویسنده، میزان دیالوگ ها، اسامی و گذشته شخصیت های فیلم را به حداقل رسانده است و دیالوگ های کوتاهی هم که شاهدش هستیم یا نامفهوم هستند و یا ناگهان قطع میشوند که با توجه به شرایط حساس محاصره ی هشت روزه باور پذیرند.

پیشروی های نیروهای آلمان بیش از آنکه به چشم آیند احساس میشوند. حضورشان شبیه وهمی است که به صدها هزار نیروی اعزامی انگلیسی که همراه سربازان دیگر کشورها (فرانسه، کانادا، لهستان، بلژیک و هلند) در ساحل گیرافتاده اند، نزدیک میشود.

روی برگه ای که از آسمان فرود می آید به همراه دستور تسلیم بی قید و شرط متحدان برای زنده ماندن و نجات یافتن نوشته شده: "ما شما را محاصره میکنیم."

صدای سیاست گزاران را بیشتر از تصویرشان می شنویم. در سکانسی بجای نشان دادن خلق دراماتیک، سربازی با صدای بلند از روی گزارش یک مجله میخواند: وینسون چرچیل: "ما باید در سواحل بجنگیم."



نولان به خوبی موفق به تصویر کشیدن تخلیه ی دانکرک همراه با تقلای عاجزانه برای نجات میشود، بی آنکه یک مانور نظامی برنامه ریزی شده با اسم رمز "عملیات دینام" را نشان دهد. آبهای کم عمق بندرگاه دانکرک مانع بسیاری از کشتی ها برای لنگر انداختن میشد، به همین دلیل سربازان را مجبور به بستن صف های طولانی بر روی خطهای باریک سیاه برای رسیدن به کشتی ها میکرد. طویل ترین خط یک کیلومتر بنام "خال سیاه" بود، که در فیلم باز آفرینی شده و مانند انگشتی متهم کننده بسمت انگلستان اشاره میکرد و ۴۲ کیلومتر از کانال فاصله داشت.

فیلم دانکرک روایت را بین آسمان، خشکی و دریا تقسیم میکند. سه کاراکتر اصلی فیلم: بازیگر تازه کار "فیان وایت هد" در نقش "تامی" که یک سرباز انگلیسی است که مسرانه بدنبال فرار از کشته شدن و اسارت است. "مارک رایلنس" در نقش "داوسون"، یک غواص غیرنظامی که با قایق چوبی کوچکش بنام "ماه سنگی" از کانال عبور میکند تا هر سربازی که میبیند نجات دهد. و "تام هاردی" در نقش "فاریر" است، خلبان هواپیمای جنگی که وظیفه اش پوشش هوایی برای ناوگانه های کوچک نیروی دریایی و کشتی های کوچک خصوصی برای نجات سربازان است.

قدرت نظامی در فیلم توسط دو شخص مهم نشان داده میشود که از بالای "خال سیاه" سربازان را به سردی تماشا میکنند.

"کنث برناق" در نقش فرمانده "بولتون" افسر نیروی دریایی به همراه "جیمز دی آرسی" در نقش افسر عالی رتبه ارتش سرهنگ "ویننت"، کار آنها نظم دادن سربازها در سواحل و آماده کردنشان برای تخلیه ی منظم است. "بولتون" و "ویننت" جز معدود افرادی در دانکرک هستند که از خطرناک بودن و ریسک بالای این اقدام آگاهند.

بسیاری از اسامی و چهره های آشنای دیگر به افزایش فضای دراماتیک فیلم کمک میکنند. "کیلیان مورفی" در نقش سربازی بی نام که وحشت و ترسش مشکلاتی برای نجات دهندگان ایجاد میکند.

"هری استایلز" مشهور اولین تجربه ی حضورش در فیلمی سینمایی را با "الکس" آغاز کرد. او سربازی است که همراه با "وایت هد" و "برنارد" برای نجات تلاش میکند. صدایی که در حین فیلم بر روی خطوط هوایی میشنویم صدای "مایکل کین" است که به "فربر" و باقی خلبانان سلطنتی توصیه میکند که سوخت کافی در تانک هایشان فراهم کنند تا با اطمینان به خانه بازگردند، توصیه ای که ممکن است در بهبه ی جنگ فراموش شود.

دانکرک با استانداردهای فیلم های جنگی هالیوود فاصله دارد. حرکات قهرمانانه و بزدلانه ی زیادی در فیلم وجود دارد اما هنگامی که این کلمات همراه تردید میان زندگی و مرگ می آیند، معنا میابند.

برخلاف بسیاری از فیلم های جنگی، دانکرک ما را دعوت میکند تا بر خلاف روند همیشگی جشن گرفتن پیروزی نهایی بر این کشمکش مسلحانه تامل کنیم.

Romantic Short Stories

Petites Romances de Quartiers (Romantic Short Stories) Tour Eiffel (Eiffel Tower) by Sylvain Chomet

By: Afrooz Hashemi

About "Sylvain Chomet": He was born on November 10, 1963 in Maisons-Lafite, Seine-et-Oise, France. He is a film director, comic writer and animator. His notable works consist of: 1. The old lady and the pigeons 2. The Triplets of Belleville 3. Paris, je t'aime 4. The Illusionist 5. Attila Marcel

The "Tour Eiffel" (Eiffel Tower), is one of the short movies of the project "Paris, je t'aime". In 2005, he directed a segment for the collaborative film "Paris, je t'aime". He was assigned the 7th arrondissement (The Eiffel Tower). It was Chomet's first work in live action.

The casts: Paul Putner (The mime)

Yolande Moreau (The female mime)

Dylan Gomond (A young boy: Jean Claude)

Dialogue of the short movie: (Translated from French to English)

The Reporter: What's your name? Do not look at your parents, look at the camera! What's your name?

Jean: Jean Claude

The reporter: How did your parents meet each other?

Jean: In prison.

The reporter: In prison?! Tell me about it.

Jean: Daddy was upset because he didn't have any wives. Every morning he woke up alone...

The movie begins with a young boy whose name is Jean Claude tells the story of his parents, how they met each other. His father is a mime and he used to live with his imagination to compensate his major defect. He sees that everybody has a mate who work with, love and be always with each other. He imitates even the pictures and imagines he has a cat. He strokes the

Romantic Short Stories



cat... He goes out and imitates the people. The twins, The couples, ... He saw a couple kissing each other. He imitated and treated in a way that he was kissing his wife in front of that couple. Everybody considers him as a crazy man. At last because of imitating a sportsman that makes him angry, he sued him and is sent to prison. In the same jail, he finally finds his mate. Nobody couldn't stand them. They were sent out of the prison. He didn't need anything. He finds what he wanted. He doesn't wake up alone every morning. Nobody understands them what they do, how they do but they know and comprehend each other thoroughly.

Each person should match with his/her mate. Each person has a mate even if he/she is a crazy person in other's mind. Because he finds his own way, he couldn't deal with it better. There is a suitable person for everyone in the world. The mime is fortunate now. Free, Free, Free,...

Martyr Mohsen Hojaji

فرازهایی از وصیت نامه‌ی شهید محسن حججی:

حالا که دستهایم بسته است، مینویسم نه با قلم که با نگاه و نه با جوهر که با خون، رو به دوربین ایستاده ام رو به همه شما، رو به رفقا، روبه خانواده ام، رو به رهبر عزیزم و رو به حرم. حرامزاده‌ای خنجر به دست است و دوست دارد که من بترسم و حالا که اینجا در این خیمه گاهم، هیچ ترسی در من نیست. تصویرم را ببرید پیشکش رهبر عزیز و امام سید علی خامنه ای و فرماندهام حاج قاسم و به رهبرم بگویید که «اگر در بین مردمان زمان خودت و کلامت غریبید ما اینجا برای اجرای فرمان شما آمده ایم و آماده تاسرمان برود و سر شما سلامت باشد.»

پدرم با اینکه کارگری ساده بود همیشه از خاطرات حضورش در دفاع مقدس میگفت و توصیه میکرد: «پسرم، دفاع مقدس و رشادت و مجاهدت برای اسلام و دین هیچ وقت تمام شدنی نیست و تا دنیا هست مبارزه بین حق و باطل هم خواهد بود ان شاء الله روزی هم نوبت تو خواهد شد.»

مادری که کلید رفتنم به قتلگاه دردستان اوست و او بود که اجازه داد، دردوران کودکی همیشه میگفت: تو را محسن نام گذاشتم به یاد محسن سقط شده حضرت زهرا (س). مادر جان، اولین باری که به سوریه اعزام شدم، دریچه های بزرگی به رویم باز شد اما نمیدانم اشکال کارم کجا بود که خداوند مرا نخرید. بازگشتم چهل هفته به جمکران رفتم از خداوند طلب باز شدن مسیر پروازم را کردم. تا اینکه یک روز فهمیدم مشکل رضایت مادر است. تصمیم گرفتم آمدم به دست و پای تو افتادم و التماس کردم و گفتم مگر خودت مرا وقف و نذر خانم فاطمه زهرا (س) نکردی و نامم را محسن نگذاشتی؟

مادر جان، حرم خانم زینب (س) در خطر است.. نکند لحظه ای شک کنی به رضایت که من شفاعت کننده ات خواهم بود و اگر در دنیا عصای دستت نشدم در عقبی نزد حضرت زهرا (س) سرم را به دست بگیر و سرافراز باش چون ام و هب.

و همسرم...

میدانم و میبینم دست حضرت زینب (س) قلب آشوبت را آرام میکند. همسرم، شفاعتی که همسر و هب از مولا اباعبدالله شرط میدان رفتن و هب گذاشت، طلب تو. خاطرات مشترکمان دلبستگی نمی آورد برایم، بلکه مطمئنم میکند که محکمتر به قتلگاه قدم بگذارم چون تو استوارتر از همیشه علی عزیزمان را بزرگ خواهی کرد و منتظری باش در ظهور حضرت حجت به اقتدای پدر سربازی کند.

حالا انگار سبکتر از همیشه ام و خنجر روی بازویم نیست و شاید بوی خون است که می آید. روی زمینی نیستم که میبینید، ملائک صف به صفند کاش همه چی واقعی بود، کاش درد پهلویم ساکت نمیشد و حالا منتظر روضه‌ی قتلگاهم، حتما سخت است برایتان خواندن ولی برای من نور سید و سالار شهیدان دشت را روشن کرده است.

اینجا رضا برضاک را میخوام زمزمه کنم. انگار پوست دستم را بین دوانگشت فشردند و من

Martyr Mohsen Hojaji

مولای بی سررامیبنم که هم دوش حضرت زینب آمده اند و بوی یاس و خون باهم درآمیخته شده‌اند. حرامیان در شعله های شرارت میسوزند و من بدن بی پیکرم را میگذارم برای گمنامی برای خاک زمین.



WE'RE "HEADED" TO THE PATH...

By :Fateme Mahroo

Some parts of the will of martyr Mohsen Hojaji:

Now that they have closed my hands, I write not with pen, but with eyes, not with substance, but with blood. I'm facing the camera and facing all of you I mean facing my freinds, family, my dear leader kamenei and holy shrine. The bastard is a dagger and he likes to scare me. Now that I am here in this tent, nothing can frighten me. Take my picture to Presenting my dear leader, Imam Sayyid Ali Khamenei and my Commander Haj Qasim(Soleimani) and tell to my leader:"If you are stranger among the people of our country in our time, we have come here to enforce your command, and we are ready to give our head and you can be in good health.

Although my father was a simple worker, he always spoke of his memories of the Holy Defense and advised that: "My son, your sacred defense, and your bravery and your oppression for Islam and religion, will never be over and The struggle between truth and cruel is not over and It will be your turn in future.

In my childhood, My mother brought me up and prepared me for martyrdom

Martyr Mohsen Hojaji

and finally she was who let me go to shambles. My mother always told me that, I nominated you Mohsen to remembering Fateme alzahra's Mohsen who was miscarried.

Dear mother, the first time which I was dispatched to Syria, the large valves were opened for me but I don't know what was my problem that God didn't accept me to martyrdom. I returned and went to Jamkaran mosque for 40 weeks. I asked God my martyrdom and I've got my problem: that was my mother's satisfaction. I decided and came to you and entreated you by asking a question, didn't you devote me to Fateme alzahra and nominate me Mohsen?

Dear mother, Hazrate Zeynab's holy shrine is endangered. Do not doubt a moment of your satisfaction.

Be sure that I'll be your intercessor. If I couldn't support you in the world, instead it, in the other world, get my head next to the Hazrate Zahra and be honored like Vahab's mother.

Oh my wife...

I know and see Hazrate Zeynab's hand can calm your solicitous heart. My wife be sure the intercessor which was given to Vahab's wife, will be given to you too.

As you know that was her condition to allowing Vahab to go to the field.

Our subscriber memorabilia can not stop me in my way but make me sure to put my steps firmly in shambles because you will grow up dear Ali steeper than always. Please wait till he serves in Hazrate Hojat's outburst like his father.

Now, it seems that it is lighter than I am, and the dagger is not on my arm and maybe the smell of blood that comes.

I'm not on the ground which you see. Angels are queue to queue.

Wish every thing was real, wish pain of my flank wasn't stopping, and now I'm waiting for recital of the shamble.

Certainly reading this, is hard for you but for me not, I see the light of Imam Hossein has lighted the field. I want to murmur O' Allah I'm satisfied with your satisfaction (Reza be Reza).

It's like that they pressed my hand's skin between two fingers and I see my superior Imam Hossein without head who has come next to Hazrate Zeynab and the smell of blood and jasmine are mixed together.

The enemies are burning in flames of wickedness and I put my body on soil for obscurity.

Celebrations

Different Celebrations in the World

By : Fatemeh Hasanzadeh , Zahra Barahouie

1. Tomato feast: The Spanish are interested more than any other nations to odd celebrations and one of the most famous festivals in this country is tomato throwing which is held on the last Wednesday of August in the near of Valencia. On the day of the festival people throw tomatoes for a few hours to one another, of course, these tomatoes are usually inferior and without any nutritional value. They are collected just for this purpose and after the end of the celebration fire engines are used to clean the streets.



2. Festival of colors: One of the most famous festivals in India is festival of colors. On this day all big and small, young and old people participate in the celebration of colors that will be held for 2 days and it is an official holiday throughout India. In this festival people throw colored pollen to each other. All the people wear their oldest clothes and no one doesn't irritate because of his or her dirty clothes.



Celebrations

3. Building human towers: Every year in Spain, people participate in a festival to build the tallest and more complex tower. But these towers are made by human beings. Teams are considered to have been successful if they can build and deconstruct their towers without fall. One of the qualifications for association with this festival is being healthy.



4. Festival of fear: Halloween is one of the traditional western festivals that is held every year on the night of October thirty first. In this ceremony all the people dress in strange and frightening costumes and children collect candy and nuts. In this big party people try to scare each other with funny ways. Halloween represents relatives belief in hereafter. In western countries this party is celebrated to welcome the birth of Jesus Christ and the New year.



Celebrations

5. Thailand lantern festival: Thousands of lantern festivals take place every year in Thailand, and people gather lanterns into the river's water in the magnificent and beautiful city, and in the city of Chiang Mai, the city sends lanterns to the air. The feast is called Lantzhou Yi Pong, and it is holy for the Hindus and has a religious aspect. The lantern celebration will be held at the end of the twelfth year of the Thai lunar year, which we recommend to be in Thai tour on this date, so that this beautiful feast is a memorable one for you. At the festival, they decorate the city and all the people in the streets are busy with various recreational activities, and artistic groups parade, and people gather at a specific place at 6 o'clock in the evening and fly their lanterns.

People write their wishes on the lanterns and fly, creating an irreplaceable scene, as if the sky is full of stars .

Lanterns have other names such as: Chinese Lantern, Lanvong Kong Ming, Heavenly Lantern and wishbill balloon.



Crossword

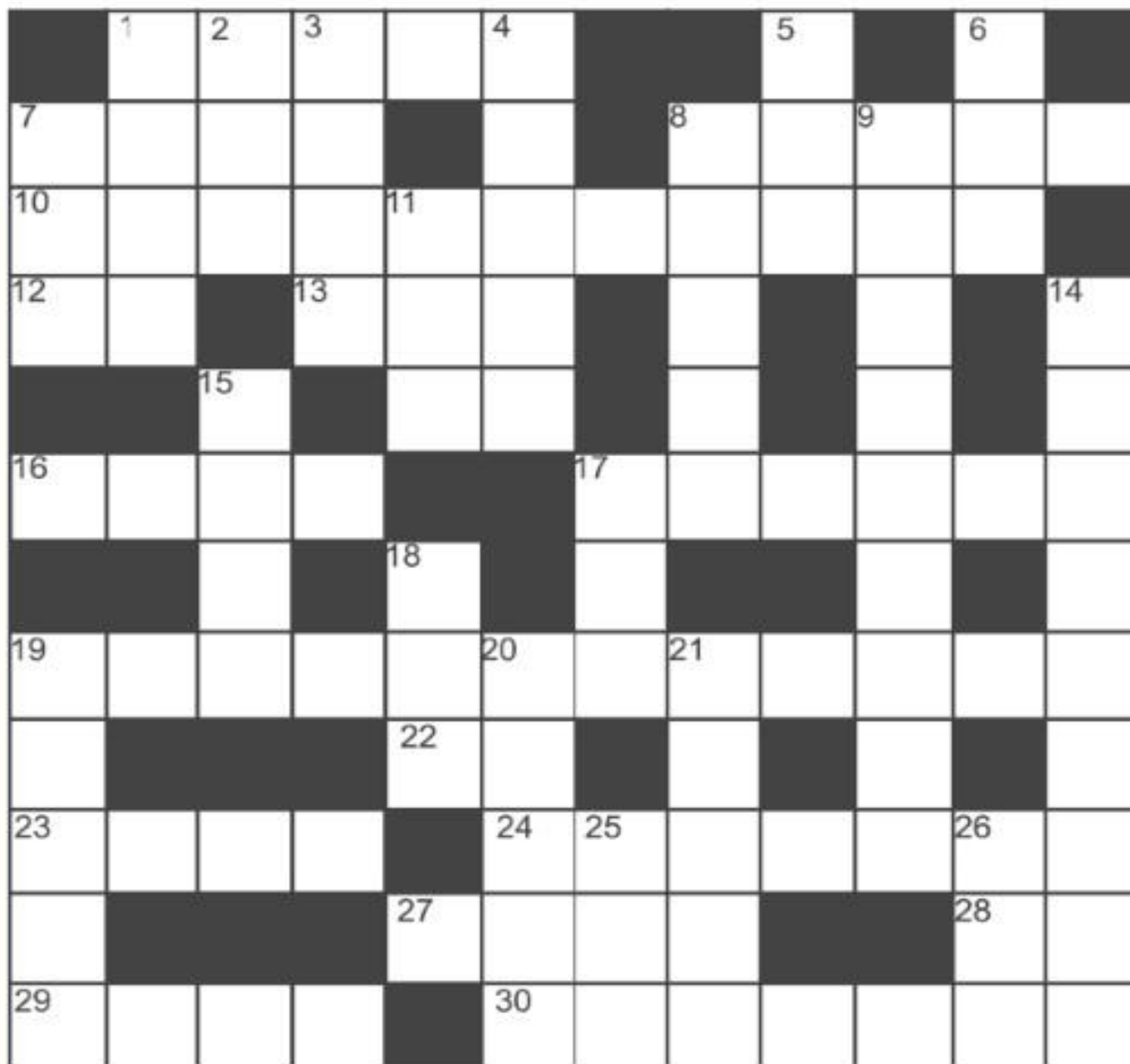
CLUES ACROSS

1. What many people in Britain read at breakfast?
7. Tree very common in Scotland.
8. It can be Sterling, or a weight.
10. London railway sometimes known as the "tube".
12. National Trust (initials).
13. to _____ out means to erase, to make something disappear.
16. Britain's national symbolic animal.
17. Charles's title; Andrew's too.
19. The general name given to Britain's health and social security system.
22. Common university qualification; or an airline!
23. A member of the British aristocracy.
24. Traditional British summer sport.
27. Popular drink sold in pubs.
28. Pronoun.
29. Sport using horses and dogs; a very traditional English country sport.
30. The person who manages operations in the House of Commons...

CLUES DOWN

1. Traditional unit of liquid, used for beer or milk.
2. Fish chips.
3. Member of the nobility.
4. Famous ball game invented at an English school.
5. Acronym of "I owe you".
6. Same as 2 down.
8. The Queen is head of state, but she has no.....
9. British flag (5, 4)
11. The traditional drink of the Navy.
14. Ceremonial guard at the Tower of London.
15. Britain has great reserves of this black rock.
17. A tart upside down!
18. Another word for a black taxi.
19. They come from Wales.
20. The Grand National and the Derby are both.....
21. County.
25. Travelling salesman (abbreviation).
26. Female sheep.

Crossword



Go to last page for the solution (but do the puzzle first!)

By : Sara Bayati

Teaching Methods

CATEGORIES OF LANGUAGE TEACHING METHODS

By : Masoumeh Seif

Yet another source of tiresome ambiguity that afflicts language teaching is the absence of a principled way to categorize language teaching methods in a conceptually coherent fashion. This need has become even more acute because of what Stern (1985) called the "method boom" witnessed in the 1970s. The exact number of methods currently in use is unclear. It is easy to count nearly a dozen, ranging from-Audiolingualism to Jazz Chants.

It is not as if the existing methods provide distinct or discrete paths to language teaching. In fact, there is considerable overlap in their theoretical as well as practical orientation to L2 learning and teaching. It is therefore beneficial, for the purpose of analysis and understanding, to categorize established methods into (a) language-centered methods; (b) learner-centered methods, and (c) learning-centered methods (Kumaravadivelu, 1993b). This categorization, which seeks to provide conceptual coherence, is made based on theoretical and pedagogic considerations that are presented in a nutshell below.

(a). Language-Centered Methods

Language-centered methods are those that are principally concerned with linguistic forms. These methods (such as Audiolingual Method) seek to provide opportunities for learners to practice preselected, presequenced linguistic structures through form-focused exercises in class, assuming that a preoccupation with form will ultimately lead to the mastery of the target language and that the learners can draw from this formal repertoire whenever they wish to communicate in the target language outside the class.

According to this view, language development is more intentional than incidental. That is, learners are expected to pay continual and conscious attention to linguistic features through systematic planning and sustained practice in order to learn and to use them.

Language-centered pedagogists treat language learning as a linear, additive process. In other words, they believe that language develops primarily in

Teaching Methods



terms of what Rutherford (1987) called "accumulated entities". That is, a set of grammatical structures and vocabulary items are carefully selected for their usability, and graded for their 'difficulty'. The teacher's task is to introduce one discrete linguistic item at a time and help the learners practice it until they internalize it. Secondly, supporters of language-centered methods advocate explicit introduction, analysis, and explanation of linguistic systems. That is, they believe that the linguistic system is simple enough and our explanatory power clear enough to provide-explicit rules of thumb, and explain them to the learners in such a way that they can understand and internalize them.

(b). Learner-Centered Methods

Learner-centered methods are those that are principally concerned with learner needs, wants, and situations. These methods (such as Communicative Language Teaching) seek to provide opportunities for learners to practice preselected, presequenced linguistic structures and communicative notions/functions through meaning focused activities, assuming that a pre-occupation with form and function will ultimately lead to target language mastery and that the learners can make use of both formal and functional repertoire to fulfill their communicative needs outside the class. In this view, as in the previous case, language development is more intentional than incidental.

Learner-centered pedagogists aim at making language learners grammatically accurate and communicatively fluent. They keep in mind the learner's real-life language use in social interaction or for academic study, and

Teaching Methods

present linguistic structures in communicative contexts.

In spite of strong arguments that emphasize the cyclical and analytical nature of communicative syllabuses (Munby, 1978; Wilkins, 1976), learner-centered methods remain, basically, linear and additive. Proponents of learner-centered methods, like those of language-centered methods, believe in accumulated entities. The one major difference is that in the case of language-centered methods, the accumulated entities represent linguistic structures, and in the case of learner-centered methods, they represent structures plus notions and functions. Furthermore, just as language-centered pedagogists believe that the linguistic structures of a language could be sequentially presented and explained, the learner-centered pedagogists also believe that each notional/functional category could be matched with one or more linguistic forms, and sequentially presented and explained to the learner.

(c). Learning-Centered Methods

Learning-centered methods are those that are principally concerned with cognitive processes of language learning. These methods (such as the Natural Approach) seek to provide opportunities for learners to participate in open-ended meaningful interaction through problem-solving tasks in class, assuming that a preoccupation with meaning-making will ultimately lead to target language mastery and that the learners can deploy the still-developing interlanguage to achieve linguistic as well as pragmatic knowledge/ability. In this case, unlike in the other two, language development is more incidental than intentional. That is, grammar construction can take place when the learners pay attention to the process of meaning-making, even if they are not explicitly focused on the formal properties of the language.

According to learning-centered pedagogists, language development is a nonlinear process, and therefore, does not require preselected, pre-sequenced systematic language input but requires the creation of conditions in which learners engage in meaningful activities in class. They believe that a language is best learned when the focus is not on the language, that is, when the learner's attention is focused on understanding, saying, and

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doing something with language, and not when their attention is focused explicitly on linguistic features. They also hold the view that linguistic systems are too complex to be neatly analyzed, explicitly explained, and profitably presented to the learner. In seeking to redress what they consider to be fundamental flaws that characterize previous methods, learning-centered pedagogists seek to fill, what Long (1985) called a "psycholinguistic vacuum". That is, they claim to derive insights from psycholinguistic research on language development in an attempt to incorporate them in language teaching methods. As a result, the changes they advocate relate not just to syllabus specifications—as it happened in the case of the shift from language-centered to learner-centered methods—but to all aspects of learning/teaching operations: syllabus design, materials production, classroom teaching, outcomes assessment, and teacher education.



Interview

An Interview with the English Professor in Ershad Damavand University "Dr. Amir Ghajarieh"

By: Zahra Nassar

Have you done any interviews before?

Yeah somehow, but not in a formal sense.

Where are you from?

I'm from Tehran.

Who is Mr. Ghajarieh in general?

Part of me is acutely my family background, part of me is life in general, my family probably, my work, my education. All of them can be me.

When were you born?

1978.

Who did you like to become when you were a child?

Acutely I doubt about that I had a fancy or something like that but now when I'm thinking of my childhood I don't have a clear picture of who I wanted to be.

Who was the most influential person for you in your childhood?

Probably my uncle at that time, because he was so close to me in a sense and he was the one who was always there for me.

When did you start studying English?

I actually picked up language. I didn't study English. I went abroad, I guess when I was maybe 3 or 4 years and came back here for my primary school.

What is your ideal job?

I don't have a fixed definition of having a job. It just alters with circumstances.

If you had to take a second job what would it be?

I'm currently doing a second job as a journalist.

How would you describe yourself as a teacher?

As a teacher I will try to actually give my students practical knowledge, highlighted without any justification probably in our academic books. So I'm just trying to tell my students that reality is different. I will try to give them the experience that the world wants from them.

Where did you study B.A., M.A., and PhD?

I went to Azad University for my B.A. and for my M.A. and PhD I went to

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Malaysia and got my doctoral there in language teaching and applied linguistics.

Are you satisfied with the route you followed?

Yes, I'm quite fine with who I am.

Are you satisfied with the financial part of your job?

I guess it is fine because I have another job so I guess I can survive being here and there.

Why did you choose English?

I was just going with the flow. I don't think that much about what I'm going to decide for my next step and next step. I guess, you know, God is a great provider so I always follow his plan.

What is your best/worst memory of any stage of teaching?

I have a lot of good, victorious memories of being in class as a teacher, but I can't recall that much right now.

What are your goals for the future?

Probably just raising my kid properly and giving him good education, things like that.

Where do you see yourself in 5 years?

I'm thinking about probably getting back to Malaysia or going abroad somewhere else just to follow up my research and all that. This is what I have in my mind. Probably following with my journalism path so I just focus more on journalism rather than teaching.

What is the main difference between 20 years old Mr. Ghajarieh and Mr. Ghajarieh today?

I guess at that time I was more motivated but not experienced but now I have got a lot of experience, but the thing is that I'm less motivated. But I will try to make a balance between them.

Do you like that change?

I don't like it but the point is that part of it is because of passage of time, when you get older it definitely removes your passion that is for sure but at the same time there are other things that you may think of. You try to keep the fire burn inside you. Sometimes you are cool, sometimes you are not feeling well, but at the same time try to keep the balance between all these.

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Do you believe that everything in this world has a special color?

It sounds romantic in a sense. Maybe it has.

What color is English to you?

When I think about the values promoted, the western media, it is so black. But the moment that I think about how we can change things through English. I guess it is something bright. This is what I have in my mind.

Has your life had a lot of ups and downs?

Definitely, it is just the matter that sometimes you are good, sometimes you are bad. It is life and you have to go through it and experience and see what is going to happen in future.

How do you handle stress and pressure?

There is an expression in English saying: The busy bee has no time for sorrow. So I just keep myself busy with different things and all that.

Do you feel any stress when you are in your classes?

No, I have no stress. I always tell my students don't force yourself to learn English. Let it happen to you naturally.

Do you see a good future for English?

Definitely, for English there is but students should experience new grounds, they shouldn't actually get compounded by textbooks only. They got to explore different things and see how they can do in reality.

What makes a student motivated to study?

I guess if you bring for them natural material, real-life-like material or even real-life material to class and tell them that this is the reality of what you will learn in class and they got to compare these two versions of language. I always tell them that for example we have bookish English and there is natural English. You got to learn what happens naturally rather than the type of language that is considered bookish English. So I always make a comparison between these two in class and put them in different situations, for example, when you go to the bank, what is the thing you want to do? Or when you want to go to a restaurant, what range of vocabulary do you need? So go explore and see other people on the other side of the line and see actually how they use language. I tell them that this is the keyword, talk with native speakers or non-native speakers around the world so that you can see

Interview

different varieties of language and don't expect something that you have heard in class. Be ready for something that is a challenge. Difficult pronunciation, awkward words, slang, idioms and all that. These are actually the most important challenges that English students in Iran may have because what they learn in class is too formal, rigid type of language.

Probably that is good for graduation, for study or even for PhD. but that doesn't work in reality. That doesn't work out on street because there is a different world and students at least got to know the way they are supposed to talk should be a little different from what we are doing in class. That is actually the thing I always tell them to do.

What is your recommendation for students who have come to university studying English unwillingly?

I'm going to tell them that there might be something wrong with their choices probably. They can find for example other interesting majors. Changing their field of study. I always tell them that go for something more practical, so you can make a bridge between the job-market to academic studies.

Do you think it is necessary for students to pass some courses in institute before studying English in University?

I think it is a good idea if they have their own, for example, TOEFL certificate or IELTS certificate. At least band 6 or 7 for IELTS can be a good criterion. But at the same time I always tell my students that they don't show, these IELTS or TOEFL, real proficiency level students. They don't exactly show where they stand at. It is just the matter of a certificate not more than that. If some of them that come to university having no experience, it is fine I guess. As long as they can actually read more, putting more efforts compared to those who have this prior knowledge. So I guess they can make a balance between these two. I have seen after two years, most of my students drastically change in sense of proficiency and understanding things. Generally speaking the level of proficiency among my students most of them they speak English good and they understand which is a good criteria but they shouldn't get stuck there. They got to get out of comfort meaning explore new situations, read new novels. If you go for literature in a sense that you study old-time literature like Shakespeare literature, Hamlet for example, they don't give you the sense of real English.

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So go for updated novels, bestselling novels. They are available on Amazon or places like that. They can go and find best-selling novels and see how language is really moving on in reality.

Have you participated in English institutes before?

No, because at that time as I told you I picked up language to a certain extent. I was just exposed to movies, and probably songs and things like that, and through communication I try to improve myself.

What are the advantages and disadvantages of Ershad University?

The advantages is that it is located in Tehran so it is really easy for my students to come and get back home. So it is really fine. The disadvantages of this higher education institute are that we, me and my students, want to explore different areas of our interest in terms of textbooks, in terms of the things we want to go through in a way that is actually more accessible to professors together with students. The matter of accessibility here is not that much actually clear, meaning we want more space for research. We want more space to do our job. It can be changed in the future and hopefully we can have better space for students, better space for professors and things like that.

Did you work in Damavand building too?

I do.

I have some words and phrases, would you please describe them with the first word that comes to your mind?

Failure: I think failure is in your head but in reality it is when you don't try hard to achieve something then it is your failure.

Life: Life is actually the practical definition of the realization of God's power in material sense.

Interview: Interview can be the exchange of feeling, knowledge, and probably getting to know actually how people construct reality in words and sentences.

Money: I guess when it is actually not enough, it causes a lot of problems and when it is too much it does the same thing. So there should be a balance between have and have not.

English: English I think is a globalized language and a localized language as well, meaning you can communicate with other people and at the same time

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you can express your feelings, can express your thoughts in your mother tongue through a new medium which is understandable to the people.

Ershad University: Is a place that reminds me of academic teaching, academic studies and things that are more into research.

Best Colleague: I can't name anyone specifically but I guess you know there are fac-members here and they are all good so I can't name a name.

Whiteboard: I guess it's actually the microcosm of life, microcosm of society, and you are just trying to connect the students to real life through this microcosm of society.

Students: Maybe I can say that they are my affection, my love and labor of work.

Final Exam: Final exam doesn't count that much for me because most of the times I evaluate my students during the course and give them some assignments probably and I want to see that how much they have changed. Those are important things for me.

Is there any question you wanted to be asked?

No, I guess you already covered everything. Thanks for having me.

That was my last question. Thank you very much.

Thank you.



Tips on Study



Tips on Studying a Foreign Language

By : Fatemeh Sedigh

Learning another language is not easy, but ever one can learn a second language if they are willing to put in time and attempt hardly. Here are some practical suggestion for studying effectively, overcoming classes.

1. Study Every Day! A foreign language course is different from any other course you take. Language learning is cumulative: you cannot put it off until the weekend. (studying overnight) study one or two hours per day for every class hour if you want to learn better, and get better mark.

2. DISTIRBUTE YOUR STUDY TIME in 15 to 30 minute periods for each day. Focus on different part each time: vocabulary now, then grammar, etc. get over view first half an hour spend 10minutes overiewing dialog. learning new vocabulary, learning new grammar. so, you will at least have look at it all. Approximately 80% of your study time should be spent in practicing whatever you have studied it before.

3. ATTEND AND PARTICIPATE IN EVERY CLASS even if you are not well prepared. Class times best chance to practice. Learn the grammar and

Tips on Study

vocabulary outside of class in order to make most of class time. Spend few minutes warm up before each class by speaking and reading.

4. BE CALM IN CLASS get know your classmate in order to feel comfortable among your friends. Visit your instructor during office to get acquainted: explain goals and fears to your instructor to help you.

5. Learn grammar if you don't already know it! Grammar is skeleton of language it is fundamental structure you must to learn it. Review a simplified English grammar text.

6. Practice for tests by doing what will have to do on the test. If you suppose to have writing exam, then study by writing including spelling and accents. If you will be asked to listen, then practice listening. Invent variations on patterns and structure. Over learn; study beyond to be master.

7. Be optimist and have a good attitude having a clear personal reason for participating the class. Set goal for what you want to learn. Give permission to make flaw and learn from them. Leave perfectionism behind the door when you come in class.

8. GET IF YOU NEED IT talk with talk with your teacher. From your friends among those who are so clever. Use tutoring system.

Reading and writing a foreign language is an analytical skill. You may be good at these if you are logical person who goes to the details.

Train yourself to practice and remember details such as gender agreement and accent.

Reading skills tips:

1.first, read the vocabulary list for the assignment. Next, read the questions about reading. Then read all the way through all passage two or three

Tips on Study

times, guessing at the meaning from context. Avoid word by word translation because waste your golden time be aware!

2. take new vocabulary away and study it later to develop your vocabulary. Don't write between lines. Make flash cards. Carry them with you and recite them during a day at odd times.

3. take the grammatical structure away and study them separately. Write this form on flash card and memorize it. write sentence for each of them.

Writing skills tips:

1. pay attention to details; accents, order of letters, etc. compare different form (singular, plural, gender, etc.) write the conjunctions of verbs, and check your ending. Memorize irregular verbs.

2. to master spelling, have friend to dictate 10 words to you each day. Write them and she spells them correctly aloud while you look carefully repeat until you learn all words right.

3. write a story from them that you have read.

Listening and speaking are performance skills. You may do well if you are naturally outgoing. Students in foreign language classes often have problem with because they are anxious about making mistakes and feel embarrassment. It is ok to make mistake try to learn from them and do not be shy.

Listening skills tips:

1. Read exercises in your book first; then listen and read together; then listen without looking at the book. Say aloud write what you have heard.

2. Attending silently in class when others are call on to speak.

Tips On Study

3. If you feel nervous, relax yourself by taking deep breaths. When call to speak, pause, relax, and respond.
4. Be accurate when your friend dictate to listen carefully. Watch foreign TV, radio, and so forth.

Speaking skills tips:

1. Study out loud. Do not mumble. Although most people feel embarrassed making strange sounds, the language will soon familiar to you.
2. when you call on to speak, even it is wrong; say it do not be afraid, if you need a moment to think, repeat a question in another way. If you do not know the answer say in foreign language "I do not know" or "help".



Tragedy And Its Elements

Writers: Zeinab Ghasemi , Nazila Sheikhzadeh

Aristotle explores various important parts of tragedy. He asserts that any tragedy can be divided into six constituent parts: Plot, Character, thought, Diction, Song, and Spectacle. The important part of tragedy is the plot. The plot is what the writer does to turn a story into a work of art. It is divided into five acts with several scenes. The second part is Characters that means men and women who act. Thought is the third session that means what the characters think or feel during their career. The thought is expressed through speeches and dialogues. The next one is Diction. It is the medium of language or expression through which the characters reveal their thoughts and feelings. The Diction should be embellished with each kind of artistic element. The Song is one of these embellishments. The Decoration of the stage is the major part of the spectacle. The spectacle is the total effect presented on the stage, but spectacle also includes scenes of physical torture, loud lamentations, dances, colourful garments of the main characters, and the beggarly or jocular appearance of the subordinate characters or of the fool on the stage.

This article, learn you the elements of tragedy in Shakespeare's Hamlet. Hamlet is a revenge tragedy written in the line of Roman Senecan tragedy [between 1599-1602]. The tragedy is a milestone in Shakespeare's dramatic development, the playwright achieved artistic maturity in this work through his brilliant depiction of the hero's struggle with two opposing forces: moral integrity and the need to avenge his father's murder. In Shakespeare's Hamlet, the story is simple in itself: a prince is charged with avenging his father's murder, and he eventually does so. Hamlet is charged by the Ghost of his father to kill Claudius, and he does so at the conclusion of a play, complications arise, however, to make a simple story an extremely complex plot and drama. Complication, of course, is one aspect of conflict.

The major plot points of the play are:

The Ghost tells Hamlet that Claudius killed his father.

Tragedy And Its Elements

Hamlet is unsure of the identity and honesty of the Ghost.

Hamlet becomes convinced that the Ghost is telling him the truth.

Hamlet has an opportunity to kill Claudius and avenge his father's murder while Claudius is praying, but decided not to, because he does not want to kill him while his soul is clean from sin.

Hamlet duels Laertes and everything is revealed and Hamlet kills Claudius, but others die as well.

Hamlet's state of mind and his thought processes are an essential part of the plot and interrelate with all of the above mentioned points.

Characters:

Hamlet: The prince of Denmark, the title character, and the protagonist.

Claudius: The king of Denmark, and the play's antagonist.

Gertrude: the queen of Denmark, Hamlet's mother,

Polonius: the lord chamberlain of Claudius's court, a pompous, old man.

Horatio: Hamlet's friend. After Hamlet's death, Horatio tell Hamlet's story.

Ophelia: A beautiful young women whit whom Hamlet has been in love.

Laertes: Polonius's son and Ophelia's brother a young man who spends.

Fortinbras: The young prince of Norway, whose father was killed.

The Ghost: The spectre of Hamlet's recently deceased father.



Tragedy And Its Elements

Rosencrantz and Guildenstern: Two slightly bumbling courtiers.

Osric: The foolish courtier who summons Hamlet to his duel with Laertes.

Voltimand and Cornelius: courtiers who want to prevent Fortinbras from attacking.

Marcellus and Bernardo: the officers who first see the Ghost.

Francisco: A soldier and guardsman at Elsinore.

Reynaldo: Polonius's servant, who is sent to France to check up on Laertes.

Thought:

In Shakespeare's Hamlet, Hamlet is set on getting revenge. But when it comes down to it, He spends more time in thought than he does in action. Hamlet is a man of thought, reason and intellect. He responds to events by thinking about them.

Spectacle:

Deceit, mystery, murder, and betrayal are all very captivating and together have the making for a daytime soap opera. In this case, however, they are a part of the tragedy aspects of this play, despite the entertaining and compelling qualities just mentioned, are the revenge and the main character, Hamlet.

Shakespeare's tragedy of Hamlet builds up to several big fights or duels onstage, and at the conclusion of the play several dead bodies litter the stage, with more or less blood depending on direction. Hamlet thus joins a sub-genre of tragedy during the Renaissance known as revenge tragedies.

Hamlet is one of a Shakespeare's greatest tragedy that shows Shakespeare intent on sabotaging the conventions of revenge tragedy.

The Impact of Poetry on Human Life

By : Saba Kholghi

Poetry?

Does it have any influence on human life?

If so, how?

There is a specific relationship between poetry and life. In other words, poetry does affect man's behavior and manner of living. If you are involved in poetry and literature, you can easily understand what I am talking about. Poetry is a principle subcategory of literature and it deals with humanism, emotions, thoughts and man's penchant for having a tender life as it itself is so gentle, soft and kind. When we consider poetry as a tender art, we exactly refer to its gentle presentation of life. There are both verbal and spiritual beauty in poetry that should be taken into account since these kind of beauty are mysteries of poetry's attraction. Poetry is a smooth expression of mental concepts, inside emotions and human thoughts. Because of these features, it absorbs people as it can tell the facts in the format of elegance. There is no nation which is separated with poetry or literature. Centuries ago, people called literature as "Soul Food" and "Life Seasoning" which can be true even these days. People, instinctively are attracted to beauty of poetry since the tendency to like elegance exist in thorough of their hearts. Human being is created by kindness, softness and prettiness which are the origination of this willing to love poetry and even live with it. Poetry is the combination of gracefulness and thoughtfulness that should be considered as another secret of poetry's attractiveness. People can find different issues and solutions in verses. There is one claim about poetry that is, human being cannot live without poetry, and I agree with it. When a man uses poetry as his source of guidance, it's palpable that he cannot live without it. When a man uses poetry as his source of joy and calmness, it is obvious that he cannot breathe without it. Here, different questions may come to your minds that one of them can be this one;



Essay



"How does that person live without poetry?" I have to tell you that he definitely substitutes another thing for poetry or maybe he feels lack of something in his life and someone has to give him a poetry book. Who knows? Maybe he thinks about suicide every moment of his life as he cannot enjoy his moments. The significant role of poetry is undeniable, since it's pregnant with world mystiques and it should be noted that this worthwhile secrets are hidden in depth of different poems and being involved in them is the only way to discover the meaning of real world. So, it makes people deep thinkers. Poetry, also impresses the life of an inmate and it helps the psychotherapist to make treatment easier by some special techniques. Therefore, poetry can be called as human being's alter ego. It definitely plays the role of a friend in man's life. A man is affected by his friend, enjoy spending time with him and also learn different things which can be considered as a proof for the previous sentence. Poems are mostly rhythmic that is more ear catching than normal speaking, so people can read poems and get the point easier through the rhythms. Naturally, the things which awake our emotions and make the situation in which we easily feel the kindness of life, are so influential. Poetry is one of those affective things that arouse love, hatred, anger or peace forward something or someone. As all of us know, the appreciable amounts of our lives are controlled by different feelings, so the thing which affect our feelings is more important than our emotions themselves and this shows the significance of poetry. So, poems are the literary works which are controlling us as they control our emotions. As the result of this short essay, poetry is a must in man's life since it can show the way to his aims. Poems are alive because they can govern us. They are more intelligent than us since they know more than us about our lives. We can learn a lot by reading poems.

So! Why are you waiting?

Read a poem and change your life!

The New Life

Introduction of "The New Life"

By : Reyhaneh kiaie

"La Vita Nuova" Italian for "The New Life" by Dante Alighieri was published in 1295. This medieval genre of courtly love is the collection of Dante's works written before 1283 to 1293. Dante has applied prosimetrum style, the combination of pros and verse, and used narration between the proses. The New Life describes the real events of Dante's life. It contains 42 brief chapters with 25 sonnets, 1 ballata and 4 canzones. Furthermore, As Dante has said, each writing has four meanings: literal, figurative, moral, and allegorical. Dante has also used symbols and numbers in his work which have various explanations. For instance, figure "nine" has an important position in this work. This number is a symbol of imperishableness.

The New Life is a kind of consciousness acquired by love. Dante a 9-year-old boy meets a girl of the same age named Beatrice in a ceremony. It is enough that a woman delights a poet, and then her image impresses on his memory for ever. However, a conflict between the teaching of the church and worship of the earthly lady is happened to Dante. Days pass and exactly nine years later Beatrice appears to him again while passing the street at nine o'clock. She turns her eyes toward young Dante and greets him for the first time. From then he finds his blessedness in the words which praise his lady. To Dante, Beatrice has beauty and purity in wealth. Her form has pearl coloring which suits a woman without any excess. She is a creature who can satisfy the dreams of a child, the desire of a passionate young man and the highest aspiration of a mature artist. This idealized lady has been sent to earth from heaven. He dedicates his spirit to his miraculous lady as far as he realizes that a vision appears to him at the ninth hour of a day. Thereafter, it appears to him continually. Each time he sees his lifelong love, he supposes himself better than before. This love brings him spiritual growth and the purity of his soul. Finally, fifteen years after the first meeting, Beatrice's soul departs and Dante weeps the bitter tears of separation.

The New Life represents a new age. It shows a new look from the view of a lover. Beatrice's glorious love purify the soul of Dante. The New Life proves that faith, patience, hope, and chastity are four important elements of a true love.

Comparison

“COMPARISON BETWEEN THE GRAMMAR TRANSLATION METHOD AND DIRECT METHOD”

By : Mansoureh Farahani

“Introduction”

1. A method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities. The Grammar Translation Method was the traditional way in which Latin and Greek were taught in Europe. In the 19th century, it began to be used to teach “modern” languages such as French, German, and English, and it is still used in some countries today. The Grammar Translation Method emphasizes on reading rather than the ability to communicate in a language.

2. The Direct Method is also called Natural Method. The Direct Method was established in Germany and France around 1900. It appeared as an answer to the Grammar Translation Method. It is a method for teaching foreign languages that uses the target language, discarding any use of mother tongue in the classroom. This method for teaching English was introduced in Subcontinent in the early 20th century. The Direct Method is based on the direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax. The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples.

“Features of the Grammar Translation Method and The Direct Method”

Grammar Translation Method:

Grammar Translation Method was still in use in some classrooms during the late decades of the 20th century because it bears some advantages.

Comparison

- a. In this method mother tongue is involved.
- b. Vocabulary items are taught in the form of word lists.
- c. Elaborate explanations of grammar.
- d. Focus on the morphology and syntax.
- e. Reading of difficult texts early in the course.
- f. Practice focuses on exercises translating sentences or texts from mother tongue to the target language and vice versa.

Direct Method:

The principle of Direct Method is establishing a direct bond between the English word, phrase or idiom and its meaning. The principle of direct bond implies that the mother tongue of learner does not intervene. The learner tries to understand the foreign word or expression as it stands, without learning over the native language.

- a. By this method it is possible to establish a direct association between the experience and expression, which should be one of the features of direct method.
- b. There should be no use of mother tongue. It should be reduced to a minimum or almost the hearing and speaking of English.
- c. The third quality of this method is that every sentence, which is complete, is a unit only; it is means of expressing ideas.
- d. The direct method emphasizes the oral aspects of teaching. Spoken words should be made the basis and as far as possible the medium of instruction.
- e. In the direct method grammar is taught inductively rather than deductively.
- f. There is a focus on everyday vocabulary.
- g. Visual aids are used to teach vocabulary.
- h. Particular attention is placed on the accuracy of pronunciation and grammar.
- i. A systematic approach is developed for comprehension and oral expression.

Comparison

“Advantages of the Grammar Translation Method and the Direct Method”

Grammar Translation Method:

- a. This method saves teacher times,
- b. It is an easy method child learns through mother-tongue.
- c. It is practical method. It takes minimal time for higher chasses. And make teacher work easy.
- d. This method is not expensive and it does not take any audio-visual aids.
- e. It made English grammar easy. Child compares English grammar with the grammar of mother tongue. Through this child memorize language easily.

Direct Method:

- a. It makes the learning of English interesting and lively by establishing direct bond between a word and its meaning.
- b. It is an activity method facilitating alertness and participation of the pupils.
- c. It is the quickest way of getting started. In a few months over 500 of the comments English words can be learnt and used in sentences. This serves as a strong foundation of further learning.
- d. Due to application of the Direct Method, students are able to understand what they learn, think about it and then express their own ideas in correct English about what they have read and learnt.
- e. Psychologically, it is a sound method as it proceeds from the concrete to the abstract.
- f. This method can be usefully employed from the lowest to the highest class.
- g. Through this method, fluency of speech, good pronunciation and power of expression are properly developed.
- h. It is a natural method which teaches language the same way the mother tongue is acquired. Only the target language is used and the learning is contextualized.
- i. Its emphasis on speech made it more attractive for those who have needs

Comparison

of real communication in the target language.

“Disadvantages of the Grammar Translation Method and the Direct Method”

Grammar Translation Method:

- a. The children loss free expression in English. They first think in mother-tongue and then translate their ideas into English.
- b. This method encourages word for word translation. The student learns to keep the translation and kill the sense.
- c. There is no scope of creative writing in this method.
- d. It binds language in the grammar rules.
- e. There is no conversation in target language. It neglects speech.
- f. It makes teacher work boring.

Direct Method:

- a. There are many abstract words which cannot be interpreted directly in English and much time and energy are wasted in making attempts for the purpose.
- b. This method is based on the principles that auditory appeal is stronger than visual. But there are children who learn more with visual than with their oral-aural sense like ears and tongue.
- c. The method ignores systematic written work and reading activities and sufficient attention is not paid to reading and writing.
- d. Since in this method, grammar is closely bound up with the reader, difficulty is experienced in providing readers of such kind.
- e. There is dearth of teachers trained and interested in teaching English in this method.
- f. This method may not hold well in higher classes where the Translation Method is found suitable.
- g. In larger classes, this method is not properly applied and

Comparison

teaching in this method does not suit or satisfy the needs of individual students in large classes.

h. This method is expensive. It depends upon the use of expensive aids such as projector, language laboratory, lingua phone etc.

i. This method is useful in early stage. It does not work well in higher classes.

“Conclusion”

In Translation Method, student loses free expression in English. It neglects the speech. This method did not fulfil all the demands. In spite of its achievements, the Direct Method fell short from fulfilling the needs of educational system. One of its major shortcoming is that it was hard for public schools to integrate it. Direct method did not take well in public education where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use.



Errors Versus Mistakes

By : Fatemeh Jafari

Errors are sometimes confused with mistakes. Therefore it seems necessary to draw a distinction between errors and mistakes. Errors have been defined as deviations from the Norms of the target language. According to Ellis, "Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct". In other words, they occur systematically as a result of the Learner's incomplete knowledge of the rules of the target language. They appear repeatedly in the speech or writing of second language Learners, and are not recognized by them even if they are brought to their attention, unless they have a good command of the target language. Errors are considered to be rule-governed since they follow the rules of the learner's interlanguage. For instance, a Persian-speaking Learner of English who makes frequent use of subject-verb inversion in indirect questions (e. g. I don't know where does he live) does, in fact, follow the grammar of his interlanguage which follows the use of such structures at that particular stage of second-language development.

In contrast to errors, mistakes, or performance errors, are random deviations and do not reflect a defect in the Linguistics system. As Ellis puts it, mistakes "reflect occasional lapses in performance". Thus, they are the result of some failure in performance and represent the same types of mistakes that might occur in the speech or writing of native speakers, such as slips of the tongue or pen.

In addition to slips of the tongue and slips of the pen, there is another type of mistakes namely slips of the ear, which "may provide some clues to how the brain tries to make sense of the auditory signal it receives". As an example, great ape may be heard as great ape.

Mistakes are due to non-linguistic factors such as fatigue, strong emotion, memory limitations, lack of concentration, etc. Corder seems to be right in assuming that native speakers and second language Learners are subject to similar external conditions when using their first or second language, respectively. However, Corder appears to have overlooked the fact that the effect of such non-linguistic factors on first and second language users is not the same.

Errors Versus Mistakes

Distinguishing between learner's and mistakes has always been problematic for teacher and researchers. Nevertheless, some criteria have been suggested for the distinction between errors and mistakes. The first criterion is what James has referred to as self-correctability. That is, Learners are able to correct their mistakes if brought to their attention, but are unable to correct their errors with the exception of advanced words. The second criterion is consistency, i.e., if learners consistently use a deviant form for a correct target language from an error has occurred, but if the deviant forms are random they are mistakes. The third criterion is the frequency of occurrence. That is, errors which have a rather low frequency are considered to be

خطاها در تضاد با اشتباهات هستند:

گاهی اوقات خطاها و اشتباهات با هم اشتباه گرفته می شوند. بنابراین نیاز است که تمایزی بین خطاها و اشتباهات قائل شویم. خطاها به عنوان انحراف از اهداف زبان مقصد تعریف شده اند. طبق نظریه الیس: «خطاها نشان دهنده ی دانش ناقص یادگیرنده است، دلیل خطاها این است که یادگیرنده علم صحیح را نمی داند». به عبارت دیگر، این خطاها به صورت اصولی اتفاق می افتد که نتیجه دانش ناقص یادگیرنده از قوانین زبان مقصد می باشد. این خطاها مکرراً به در گفتار و نوشتار زبان دوم یادگیرنده ظاهر می شود، حتی اگر یادگیرنده به خطاها توجه کند نمی تواند خطاها را تشخیص دهد مگر اینکه دستور خوبی از زبان مقصد را داشته باشد.

خطاها به عنوان قانون در نظر گرفته می شوند، زیرا خطاها از قاعده ی زبان یادگیرنده پیروی می کنند. برای مثال، فارسی زبانی که انگلیسی را یاد می گیرد در ساخت سوالات غیر مستقیم جای فعل و فاعل را معکوس می کند، (برای مثال من نمیدونم کجا زندگی می کند) به خود اجازه می دهد در اینگونه ساختار زبان دوم از قاعده ی زبان آموز پیروی کند.

در تضاد خطاها، اشتباهات (یا خطاهای عملی) درواقع انحراف های تصادفی هستند، در صورتی که نتیجه نقص در قاعده زبان شناسی نیست. بر طبق نظریه الیس: «اشتباهات گاهی در اثر افت عملکرد است». بنابراین آنها نتیجه نواقص عملکردی هستند و انواع مشابه اشتباهات که ممکنه در گفتار و نوشتار زبان اصلی نمایان شود، مثل لغزش زبان یا قلم.

علاوه بر لغزش زبان و قلم یک نوع دیگر از اشتباهات به نام لغزش شنیداری است، که نشان می دهد که چگونه مغز سعی می کند از علائم شنیداری که دریافت می کند مفهوم بسازد. مثل اینکه، بهترین میمون ها نوارخاکستری شنیده شود.

Errors Versus Mistakes

اشتباهات ناشی از عوامل غیر زبانشناختی مثل خستگی، احساسات قوی، محدودیت حافظه، عدم تمرکز و... می باشد. به نظر می رسد که کردر درست فرض کرده است که یادگیرنده در هنگام استفاده از زبان اول و دوم به ترتیب تحت تاثیر شرایط خارجی مشابه قرار میگیرد. اگرچه به نظر میرسد کردر این واقعیت را نادیده گرفته که تاثیر عوامل غیرزبان شناختی بر استفاده کنندگاه زبان اول و دوم متفاوت است.

این تمایزی که بین خطاها و اشتباهات زبان آموزان است، همیشه برای معلمان و محققان مشکل ساز بود.

اولین معیاری که جیمز اشاره کرد، خود اصلاح است. هنگامی که به آنها توجه کنند قادر هستند اشتباهات خود را تصحیح کنند، اما زمانی که نتوانند تصحیح کنند غلط هست البته به جز افراد فوق پیشرفته.

دومین معیار ثبات است. اگر زبان آموز به طور ثابت فرم نا صحیح را به جای فرم صحیح زبان مقصد استفاده کند در این جا خطا داریم، ولی اگر یک فرم ناصحیح به صورت تصادفی باشد آن فرم اشتباه است. سومین معیار تکرار رخداد. است این است که غلط هایی که تکرار کمتری دارند آنها اشتباهات هستند ولی وقتی تکرار بیشتر باشد، اصولا خطاها هستند.

What is a
mistake?
What is an
error?

Poetry

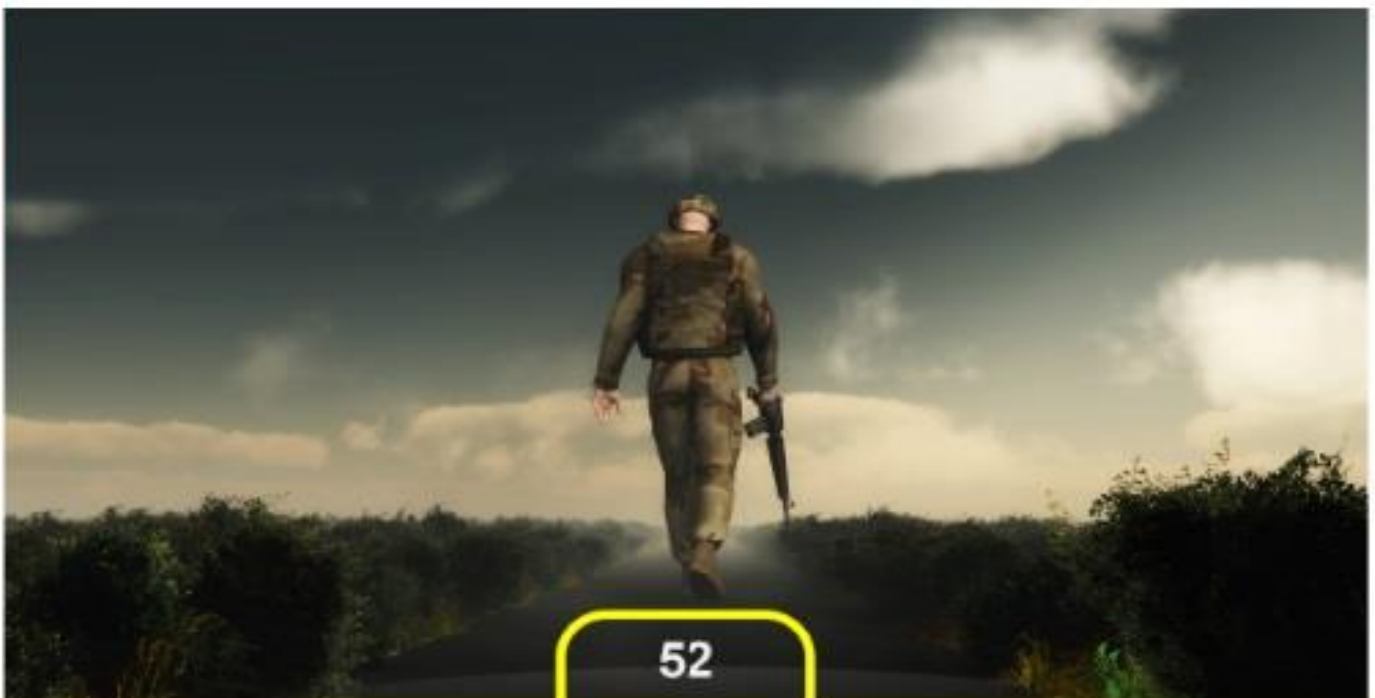
A Fresh Life

We shall not weep for our slaughtered
brethren
We have lost the battle
And now,
The acceptance of defeat is the
price of our progress
We shall pay this price
until pride is part of our share in
this unjust battle

We shall not weep for our slaughtered
brethren
Today, calm and steadfast in their
voyage we shall cry
And tomorrow, we shall build the
bread ovens
Until the scent of wheat
Wipes the memory of blood from
our minds and the earth

we shall liberate the bodies of
horses from saddles of war
And we shall send them to the
warm breath of mares
Until in spring their foal become
our excuse for joy
And we shall complain of naught
And we shall begin life afresh

The first bride of this tribe shall be
blessed
And the first child shall be called,
"Hope"
Wipe the tears of sorrow from your
eyes
the trails of exhaustion from your
cheeks
And the flame of vengeance from
your heart
We must live.





و آن را به نفس تنگ مادیان می سپاریم
تا کره هایشان در بهار ، بهانه
شادمانیمان شوند
از هیچ چیز شکایت نخواهیم کرد
و زندگی را دوباره آغاز می کنیم

اولین عروس این قبیله مبارک خواهد بود
و اولین فرزند را "امید" خواهیم خواند
چشمانتان را از اندوه بغض
گونه هایتان را از پریشانی اشک
و دل‌هایتان را از آتش انتقام
پاک کنید
زندگی باید کرد

ترجمه : سحر شکوهی
بر کشتگانمان شیون نمی کنیم
ما نبرد را باخته ایم
و اینک
قبول شکست بهای بلوغ ما ست
آنها پرداخت خواهیم کرد
تا غرور سهم ما شود در این نابرابر نبرد
بر کشتگانمان شیون نمی کنیم
امروز ، آرام و بردبار بر سفرشان می گرییم
و فردا تنورهایی نان بر پا خواهیم کرد
تا عطر گندم
خاطره خون را از ذهن و زمین پاک کند
تن اسبان جنگ را از یراق رزم رها می کنیم

Teaching Kindness

8 Important Reasons For Teaching Kindness in Schools

By : Sahar Kashi

Most people have heard the phrase 'random acts of kindness', which refers to a selfless act of giving resulting in the happiness of another person. Terms like this are increasing in popularity around the world, as more people identify a deficiency in their lives that can only be fulfilled by altruism.

It seems we just can't get enough of those addictive feel good emotions and with good reason.

Scientific studies have shown that kindness has a great number of physical and emotional benefits, and that children require a healthy dose of the warm and fuzzies in order to flourish as health, happy, well-rounded individuals.

Patty O'Grady, PhD, is an expert in the area of neuroscience, emotional learning, and positive psychology with special attention to the educational arena. She believes that "kindness changes the brain by the experience of kindness. Children and adolescents do not learn kindness by only thinking about it and talking about it. Kindness is best learned by feeling it so that they can reproduce it. Kindness is an emotion that students feel and empathy is a strength that they share."

A great number of benefits have been reported to support the theory of teaching kindness in schools:

1. Happy Children

Science explains that the good feelings we experience when being kind are produced by endorphins that activate areas of the brain that are associated with pleasure, social connection and trust, and it's proven that these feelings of joyfulness are contagious, encouraging more kind behaviour by the giver and recipient.

2. Increased Peer Acceptance

Research on the subject has determined that kindness increases our ability to

Teaching Kindness



form meaningful connections with others. Studies show that kind, happy children enjoy greater peer acceptance because they are well-liked and that better than average mental health is reported in classrooms that practice more inclusive behaviour due to an even distribution of popularity.

3. Improved Health and Less Stress

It's widely documented that being kind can trigger a release of the hormone oxytocin which has a number of physical and mental health benefits as it can significantly increase a person's level of happiness and reduce stress. More recently though, it's been found it plays a significant role in the cardiovascular system, helping protect the heart by lowering blood pressure and reducing free radicals and inflammation, which incidentally speed up the aging process.

4. Greater Sense of Belonging and Improved Self Esteem

Studies show that people experience a 'helpers high' when they do a good deed, a rush of endorphins that creates a lasting sense of pride, wellbeing and an enriched sense of belonging. Even small acts of kindness are reported to

Teaching Kindness

heighten our sense of wellbeing, increase energy and give a wonderful feeling of optimism and self worth.

5. Increased Feelings of Gratitude

When children are part of projects that help others less fortunate than themselves, it provides them with a real sense of perspective and helps them appreciate the good things in their own lives.

6. Better Concentration and Improved Results

As it increases serotonin, which plays an important part in learning, memory, mood, sleep, health and digestion, kindness is a key ingredient that helps children feel good. Having a positive outlook allows them greater attentions spans and enables more creative thinking to produce better results at school.

7. Less Bullying Two Penn State Harrisburg faculty researchers, Shanetia Clark and Barbara Marinak say, “unlike previous generations, today’s adolescents are victimizing each other at alarming rates.” They argue adolescent bullying and youth violence can be confronted through in-school programs that integrate “kindness — the antithesis of victimization.” Many traditional anti-bullying programs focus on the negative actions that cause children anxiety and often with little impact. Teaching kindness and compassion in schools, not only fosters the positive behaviour that creates warm and inclusive school environments, but helps children feel that they belong. It’s documented that the effects of bullying can be significantly reduced by integrating kindness based programs in schools.

8. Reduced Depression

Dr. Wayne Dyer, internationally renowned author and speaker, says research has discovered that an act of kindness increases levels of serotonin (a natural chemical responsible for improving mood) in the brain. It’s also found that serotonin levels are increased in both the giver and receiver of an act of kindness, as well as anyone who witnesses that kindness, making it a wonderful natural antidepressant.

Teaching Kindness

Maurice Elias, a professor at Rutgers University Psychology Department says that “as a citizen, grandparent, father, and professional, it is clear to me that the mission of schools must include teaching kindness. Without it, communities, families, schools, and classrooms become places of incivility where lasting learning is unlikely to take place.

We need to be prepared to teach kindness, because it can be delayed due to maltreatment early in life. It can be smothered under the weight of poverty, and it can be derailed by victimization later in life. Yet despite these and other travails, the receipt of kindness and the ability to show kindness through service are both growth enhancing and soul cleansing.

Kindness can be taught, and it is a defining aspect of civilized human life. It belongs in every home, school, neighborhood, and society.”

It's become quite clear that modern education must encompass more than just academics, that in order for children to develop into happy, confident, well-rounded individuals, matters of the heart must be taken seriously and nurtured as a matter of priority



Mental Imagery Activation

Comparative Study of Mental Imagery Activation Modalities in EFL reading Instruction

By : Fatemeh Mohseni

- 1) Do mental imagery activation modalities have any effect on EFL reading instruction?
- 2) In case of having effect, what kind of modalities results in more reading comprehension?

An increased reading and good strategies of such skill could help second language learners boost their reading comprehension ability. Reading skill has not been a freestanding task among Iranian second language learners and various strategies have been employed in order to cope with the problems appeared during reading English texts, books and articles.

Teachers could expand their teaching process through new methods and strategies. They needed a few strategies to promote reading ability among their language learners.

Professional teachers focused on mental imagery. Using films, electronic dictionaries and hypermedia, controlled films, pictures, photos, diagrams, even cartoons and summarizing long texts are some examples of modalities or mechanisms of activating imagery. According to (Munsakorn, 2012), mental imagery simply regarded as one type of mnemonics is used to remember association. In fact, new words can also be associated with a particularly vivid personal experience of underlying concept.

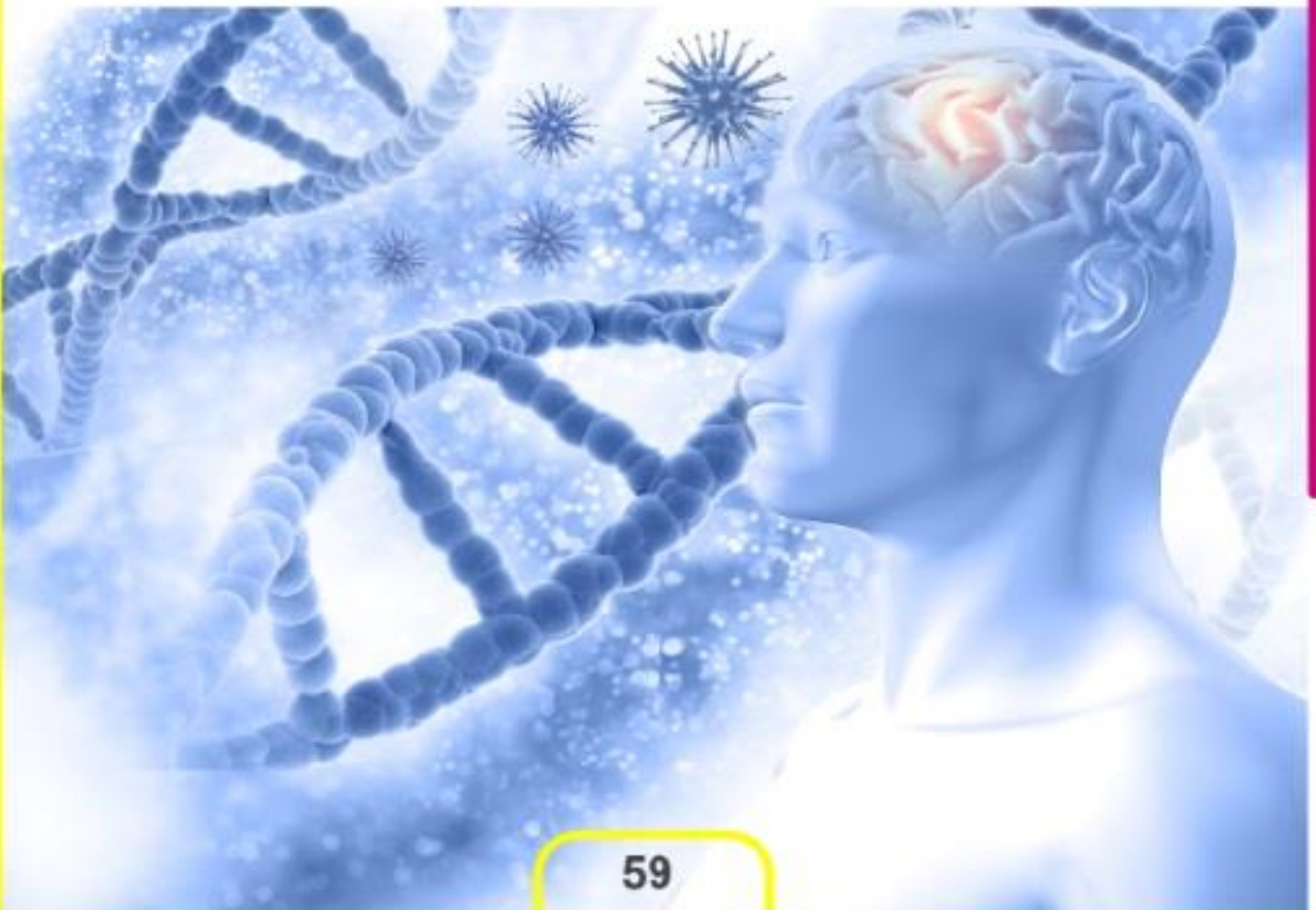
According to Amin Tavassoli (2013) presenting pictures in the Pre-reading phase has greater impact on reading comprehension of learners than presenting them during the reading phase.

Using various modalities will help the teachers as well as the students to achieve educational results produced from mental imagery as an independent variable. As Merc (2013) demonstrates, types of visuals or the ways and modalities by which one's mental imagery can be activated in the process of learning can be listed as pictures, cartoons, comic strips, maps, video films, photographs, etc.

Mental Imagery Activation

As mentioned before, the researcher will study the effect of mental imagery on reading comprehension abilities in English among Iranian second language learners especially those who study at intermediate level. So the task of the researcher is to find the answer for the problem as many researchers like (A.Ashton, 2012 , Denis, 1982, etc) stated that mental imagery and its various modalities make students to be successful on reading comprehension abilities.

According to Rasinski (1985) imagery can play a positive role in aiding reading comprehension. In one study, Guttman, Levin and Pressley(1977) read stories to kindergarten ,second and third-grade children under various conditions .These conditions were sets of pictures that only partially represented the text, instructions to create internal images as the text was read, and a control condition of no image instructions and no pictures. The kindergarten children were able to remember more of the texts presented with the full pictures only.



Mental Imagery Activation

However, as the children increased in age their ability to use partial pictures and internal images to remember texts also increased relative to the control condition. In another part of the same article Rasinski (1985) added that Anderson, R. C. and Hidde, J. L. (1971) gave students sentences to rate, half the group by pronounce ability and the other half by imagery evoking value. Later they were asked to recall the verbs and objects of the sentences when presented with the subjects. The group receiving the imagery instructions recalled over three times as many words as the pronounce ability group. They argued that the imagery prompt facilitated learning by causing the subjects to process the sentences in a more meaningful fashion. The more scholars and Scientists studied the student's reaction to reading in a SL situations the more they understood the significant of using mental imagery. They used various aspects of the mental imagery in order to discover the new ways toward understanding the complicated texts especially among SL learners. It must be born in mind that reading is meaning oriented and in Smith's terms, the reader is not moving from words to meaning but rather is moving from meaning to words. This indicates that thinking about the words , limits the learner's mind and do not let them imagine the meaning, but if one tries to imagine the meaning in his or her mind he or she will focus on the exact meaning of the text.

The lack of applying various strategies and techniques in their development is undeniable. For instance, while visual features can be among the most important characteristics of such materials, their absence in current high school textbooks is evident. Visuals such as pictures, columns, tables, tree diagrams, charts and mind maps can be very helpful in extracting and reorganizing the information in English text books. Moreover, illustrations can be an integral part of English textbooks and its justification is that they make textbooks more tangible and understandable.

Successful reading comprehension depends on the learner's ability to reduce the semantic ambiguity of text and to construct, maintain and update a mental model of the text, to ensure it is coherent and contains information that is relevant to what is being read while it is being read (Smith, 2004)

Mental Imagery Activation



For clarifying the term mental imagery Munsakorn (2012) demonstrates that mental imagery is one of mnemonic devices considered as the most effective way to retain what people learned (White, 2011) so that the first thing is to be clear in one's own mind: how exactly mental imagery works. This question is indeed more complex than it seems. However, this was answered clearly by Thomas(2011) a cognitive scientist, describing concisely that our brain is designed to encode and interpret complex stimuli such as images, colors, structures, sounds, smells, tastes, touch, positions, emotions and language. We use these stimuli to make sophisticated models of the world in which we live in. Our memories store all of these very effectively Thomas (2001). This biological fact is more underlined by a memory expert showing the technique for remembering information is to code the information using vivid mental images. When the mental images are vivid, they are easy to recall when we need them (White, R, 2010)

It is obvious that micro level and macro level are two empty dishes in which the readers comprehend the text. gXu (2010) mentioned that interactive models of reading have suggested that readers comprehend text via both bottom-up processing at the micro level and top-down processing at the macro level (e.g., (Kintsch,W.,Van Dijk,T, 1978. Rumelhart,D.E. 1977. Swaffar.J,Arens,K,& Byrnes,H, 1991). Readers' bottom-up pro-cessing relies

Mental Imagery Activation

heavily on their knowledge of vocabulary. Studies by Laufer(1989) and Liu & Nation (1985) show that readers need to know over 90% of the words in a text to achieve adequate comprehension and to be able to guess the meanings of unknown words from the context. Thus, researchers wondered whether MVA intended for equipping learners with necessary L2 vocabulary knowledge would in turn facilitate overall reading comprehension. And according to Zuraina (2011) teachers can draw students' attention by integrating pictures into multimedia forms. A study conducted by Yunan (2003) revealed that information aided with pictures and rich learning environment in multimedia instruction could arouse the learners' attention. Such was the result after 30 English and Literature students' achievements were accessed employing immediate recall tests. In the experimental study, two modes of CALL learning were used as the treatments to investigate the effectiveness of vocabulary acquisition (1) printed definitions with pronunciations, and (2) printed definitions with pictures and pronunciations. Both groups of learners were required to read selected passages and consulted the multimedia glossing or marked words in blue to hear their pronunciations as well as to read the English definitions. She concluded that the latter group stood to benefit the learning condition since pictures allowed for greater cognitive mapping and navigating in learning.

According the studies Bataineh (2014) has done about the effects of using electronic dictionaries on reading comprehension abilities of students , the researcher stated that students are sometimes shy and afraid to ask their teachers about the meaning of difficult words. When they are asked simple, direct questions regarding written material, students may find no difficulty in giving answers. However, when they are asked further .

questions that call on their reading comprehension skills, students may find it difficult to answer questions because they were unable to determine the meaning of certain words while reading the text. Therefore, the need arises to reduce students' anxiety by using applications such as hypermedia annotation and electronic dictionaries to enhance reading comprehension and vocabulary acquisition. Students can benefit greatly from having the freedom to access information and learn at any time of the day.

Mental Imagery Activation

In the research done by Bataineh (2014) the participants of study consisted of two sections of English major students enrolled in the reading . One course at Taibah University in the 2012-2013 academic year. They were divided into two groups. The first group, section 1, was the experimental group that studied reading passages via multimedia (hypermedia annotations, glosses, and electronic bilingual dictionaries). The second group section 2 was the control group in which students studied the same course and texts using paper dictionaries. He added that the researcher designed a test to measure the students' achievement in reading comprehension and vocabulary acquisition before and after start of the experiment. Questions were based on the Reading One textbook and course syllabus. The exam consisted of four units with two parts each, reading comprehension (10 questions) and vocabulary acquisition (10 questions). One point was allocated for each question for a total possible score of 80/80

The researcher determined the validity and the reliability of the tests and then he identified the variables in his research. Bataineh (2014) clarified that the study contained the following variables: 1. Independent variables: a) Teaching reading and vocabulary traditionally b) Teaching reading and vocabulary via hypermedia annotations, glosses, and electronic dictionaries. 2. Dependent variable: Students' scores reading comprehension and vocabulary acquisition in .

The result of the study was very noticeable. As Bataineh (2014) demonstrated the findings of this study indicated that using multimedia applications has a positive effect on students' ability to learn vocabulary and reading comprehension. Bataineh(2014) did not determine whether he had used from pictures or images to create any mental images in student's minds in that research. But he pointed a fact that computers can create more proficient readers by offering the choice of various types of glosses to develop better vocabularies, greater background knowledge surrounding the text, and more effective reading strategies (Lyman- Hayer, 1996).

Listening

The importance of listening

By : Hanieh Manouchehri

Listening is the ability to accurately receive and interpret messages in the Communication process.

Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

If there is one communication skill you should aim to master then listening is it.

Listening is not the same as Hearing

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body.

In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages

The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention

Your listening skills will undoubtedly have an enormous impact on your ability to learn a new language. Of course you can study the grammar, practice the pronunciation, work at remembering new vocabulary but unless you're listening skills are good (at the very least) your speaking skills will inevitably be constrained. This is because listening informs you about so many things including what you say and what other people say AND mean.

Improving listening skills must be a top priority for anyone who wants to become really good at speaking a second language. That is one key reason why we all master our first language.

There are our general listening skills, like when we listen to someone tell us

Listening

about something or other. Our general listening skills of course depends upon our own interests. If we are not really interested in horses, then we are unlikely to listen closely to a friend relate her experiences about horse-riding. However even if we were interested, there are some of us who would listen real well to what is being related and wouldn't superimpose our own experiences as a filter over what we listen to. These general listening skills are critical for language learning. The better you are with these general skills the better will you be at language learning.

One thing I need to add here, is that listening cannot really improve without speaking. In fact speaking in some situations comes first, it could be argued. That is because we have to listen to ourselves as well as to others! So in whatever you do, make sure that you speak as well!!

Sometimes there may be underlying issues that may need to be worked on. However the techniques I will detail below can work, no matter what the reason. The first thing is to establish is that you really want to improve your listening skills. Take a moment to reflect on that and see just how important that it is to you. If you find that it is not really that important for you to improve, then don't be surprised if this technique will not work. So if the answer yes, proceed with the following.

We spend a lot of Time Listening

Adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. (Adler, R. et al. 2001).

Listening is not the same as hearing and in order to listen effectively you need to use more than just your ears.

The 10 Principles of Listening

A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said.

Effective listening involves observing body language and noticing inconsistencies between verbal and non-verbal messages.

For example, if someone tells you that they are happy with their life but

Listening

through gritted teeth or with tears filling their eyes, you should consider that the verbal and non-verbal messages are in conflict, they maybe don't mean what they say.

01 Stop Talking

"If we were supposed to talk more than we listen, we would have two tongues and one ear." Mark Twain.

Don't talk, listen. When somebody else is talking listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Stop, just listen. When the other person has finished talking you may need to clarify to ensure you have received their message accurately.

02 Prepare Yourself to Listen

Relax.

Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other thoughts – what's for lunch, what time do I need to leave to catch my train, is it going to rain – try to put other thoughts out of mind and concentrate on the messages that are being communicated.

03 Put the Speaker at Ease

Help the speaker to feel free to speak.

Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue.

Maintain eye contact but don't stare – show you are listening and understanding what is being said.

04 Remove Distractions

Focus on what is being said.

Don't doodle, shuffle papers, look out the window, pick your fingernails or similar. Avoid unnecessary interruptions. These behavior's disrupt the listening process and send messages to the speaker that you are bored or distracted.

Listening

05 Empathies

Try to understand the other person's point of view.

Look at issues from their perspective. Let go of preconceived ideas. By having an open mind we can more fully empathies with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

06 Be Patient

A pause, even a long pause, does not necessarily mean that the speaker has finished.

Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

07 Avoid Personal Prejudice

Try to be impartial.

Don't become irritated and don't let the person's habits or mannerisms distract you from what the speaker is really saying. Everybody has a different way of speaking - some people are for example more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to pace whilst talking - others like to sit still. Focus on what is being said and try to ignore styles of delivery.

08 Listen to the Tone

A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said.

09 Listen for Ideas – Not Just Words

You need to get the whole picture, not just isolated bits and pieces.

Maybe one of the most difficult aspects of listening is the ability to link

Listening

together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

10

Wait and Watch for Non-Verbal Communication

Gestures, facial expressions, and eye-movements can all be important.

We don't just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication.

Most people are thinking of how they are going to reply when someone is talking. Instead of doing that, try to focus completely on what the person is saying. Pretend that you will be tested on how much of what they were saying you heard and understood. A good exercise to practice is to sit down with a family member or a good friend and practice simply giving feedback to them of what you heard them say. You will notice that it gets much easier to focus on their words when you aren't worrying about how you will respond.

Realizing that listening saves time and effort. Those who listen create fewer mistakes, fewer misunderstandings, and fewer false starts.



Listening

اهمیت گوش دادن

فرانید گوش دادن و تاثیر آن بر یادگیری زبان دوم

در فرآیند ارتباطات، گوش دادن مهارتیست برای دریافت صحیح پیام ها و همچنین تفسیری درست از آنها. گوش دادن کلید تمام ارتباطات موثر میباشد و بدون این مهارت یعنی توانایی گوش دادن موثر، تمامی پیام ها به راحتی بد برداشت خواهند شد و به اصطلاح سو تعبیر رخ میدهد که در نتیجه ارتباطات با مشکل مواجه شده و قطع میشوند و فرستنده ی پیام عصبی و ناراحت خواهد شد.

به صراحت میتوان گفت اگر یک مهارت مهم در برقراری ارتباط وجود داشته باشد که شما باید در آن استاد بشوید قطعاً آن مهارت گوش دادن است.

شاید این باور غلط وجود داشته باشد که گوش دادن همانند شنیدن است اما این دو کاملاً متفاوت هستند.

شنیدن شامل تمام صداهایی میشود که در اطراف شما وجود دارد ولی گوش دادن به موارد بیشتری نیازمند است مانند: دقت و توجه و همچنین گوش دادن یعنی توجه کردن نه تنها به داستان بلکه به نحوه ی بیان آن، همچنین تن صدای گوینده، چگونگی قرار گرفتن کلمات در کنار هم و همچنین به زبان بدن گوینده.

به بیان دیگر میتوان گفت در این ارتباط باید از هر دو نوع موجود از پیام، کلامی و غیر کلامی آگاه بود.

توانایی شما در گوش دادن موثر به درجه ی فهم شما از پیام ها بستگی دارد. مهمترین و قویترین راه برقراری ارتباط با دیگران، گوش دادن است چرا که شاید مهمترین چیزی که ما در روابط خود به دیگران میدهیم توجه ما به حرف های آنها میباشد.

و در رابطه با یادگیری زبان خارجی، توانایی شما در گوش دادن بدون شک نتیجه ی قابل توجهی در فآیند یادگیری یک زبان جدید خواهد داشت.

البته شما میتوانید گرامر یک زبان جدید را بخوانید و یا نحوه تلفظ لغات را تمرین کنید و یا بتوانید لغات جدید را به یاد بیاورید اما اگر مهارت گوش دادن شما در حد کمی خوب است مهارت صحبت کردن شما به تدریج محدود خواهد شد چرا که مهارت گوش دادن نیازمند تقویت است و به تبع آن دیگر مهارت ها مثل صحبت کردن تقویت خواهد شد.

چرا که مهارت گوش دادن شما را درباره بسیاری از مسایل آگاه میسازد مثلاً اینکه خود شما چه میگویید و دیگران در اطراف شما چه میگویند و چه منظوری دارند.

مهارت گوش دادن باید یک اولیت باشد برای تمام کسانی که میخواهند که زبان دوم را به خوبی صحبت کنند. اینجا مهارت گوش دادن عمومی ما وجود دارد درست مثل زمانی که ما به صحبت های شخصی گوش میدهیم و یا کسی داستانی برای ما تعریف میکند.

Listening

همچنین ای مهارت بستگی به علاقه ی شخصی ما نیز دارد. به عنوان مثال ما هیچ علاقه ای به اسب ها نداریم و در همین حین دوست ما در حال تعریف کردن از تجربه ی شخصی خود در سوارکاری میباشد!

حتی اگر راغب هم باشیم، برخی از ما به آنچه شرح داده میشود به خوبی گوش میکنند و به طور مکرر از تجارب ما به عنوان مانعی بر آنچه گوش میدهم استفاده نمیکنند. به طور کلی این مهارت های عمومی گوش دادن برای یادگیرندگان زبان جدید بسیار مهم و حیاتی میباشد و هرچه شما در این مهارت های عمومی بهتر باشید، در فرآیند یادگیری نیز بهتر عمل خواهید کرد.

لازم به ذکر است که مهارت گوش دادن بدون صحبت کردن ارتقا پیدا نخواهد کرد. در واقع در برخی موقعیت ها حتی مهارت صحبت کردن در مرحله ی اول قرار میگیرد و این به خاطر این است که ما نیاز داریم تا به همان میزان که به دیگران گوش میدهم به خود نیز گوش دهیم! پس بنابراین هر کاری که برای ارتقا مهارت گوش دادن خود انجام میدهد مطمئن شوید که مهارت صحبت کردن را نیز ارتقا میبخشید.

گاهی اوقات مسایل نهفته ای وجود دارد که باید بر روی آنها کار شود. اولین موضوعی که باید مد نظر قرار گیرد این است که آیا واقعا قصد این را دارید که مهارت گوش دادن خود را تقویت کنید؟

کمی وقت بگذارید و بر روی این موضوع فکر کنید اگر به این نتیجه رسیدید که این موضوع انقدر ها هم حایز اهمیت نیست پس شگفت زده نشوید اگر تکنیک های ارایه شده موثر واقع نشوند!

بزرگسالان متوسط ۷۰٪ از زمان خود را صرف ارتباطات گوناگون میکنند که ۴۵٪ آن صرف گوش دادن میشود و ما بقی به نسبت ۳۰٪ صحبت کردن، ۱۶٪ خواندن و ۹٪ هم صرف نوشتن میشود. (A, relda, R. la te, ۲۰۰۱).

گوش دادن مثل شنیدن نیست و در فرآیند گوش دادن به چیزی بیشتر از یک جفت گوش نیازمندیم.

۱۰ اصل در فرآیند گوش دادن:

یک شنونده ی خوب نه تنها به حرفای گفته شده توجه میکند بلکه به حرفای ناگفته و یا آنهایی که به طور کامل گفته نشده اند نیز توجه میکند.

گوش دادن موثر شامل مشاهده زبان بدن و توجه به ناسازگاری و تناقض بین پیام های کلامی و غیر کلامی.

برای مثال، اگر کسی به شما می گوید که آنها در زندگی خود شاد هستند ولی دندان هایشان را بر هم می فشارند و یا چشمان آنها پر از اشک میشود، شما باید در نظر بگیرید که پیام های کلامی و غیر کلامی در تضاد هستند، آنها شاید به این معنی که گوینده بیان میکند نیستند.

Listening

صحبت کردن را متوقف کنید

در این باره یک نوشته ی معروف وجود دارد میگوید: اگر قرار بود ما بیشتر از آنچه گوش میدهیم صحبت کنیم پس باید به جای دو گوش دو زبان میداشتیم. (مارک انتوان)
صحبت نکنید و گوش بدید وقتی دیگران صحبت میکنند به صحبت های آنها گوش دهید و صحبت آنها را قطع نکنید و یا جملاتشان را با جملات خود پایان ندهید و در نهایت وقتی کسی صحبت خودش رو با شما به اتمام میرسونه شما نیاز دارید تا مطمئن شوید منظور گوینده را کامل و به درستی متوجه شده اید.

خودتان را برای گوش دادن آماده کنید

آرام باشید

به گوینده توجه کنید اما ذهن انسان به اسانی منحرف میشود چه غذایی برای ناهار دارم، چه ساعتی باید به قطارم برسم؟
تلاش کنید تا افکار مزاحم و کوناگون را از ذهن خود خارج کنید و بر روی پیامی که تبادل میشود تمرکز کنید.

گوینده را در سمت شرق خود قرار دهید و بهاو کمک کنید تا احساس راحتی و رهایی داشته باشد تا بتواند راحت صحبت کند

نیازها و موارد مورد توجه گوینده خود را مد نظر قرار دهید و با تکان دادن سر و یا استفاده از دیگر لغات گوینده را تشویق به صحبت کردن بیشتر کنید.

ارتباط چشمی خود را با گوینده حفظ کنید ولی خیره خیره نگاه نکنید. و گوش دادن خودتان را نشان دهید تا مخاطب بفهمد که شما منظور او را متوجه میشوید عوامل حواس پرتی را از میان بردارید.

بر روی چیزی که گفته شده است تمرکز کنید

برگه ها را جا به جا نکید به بیرون از پنجره نگاه نکنید این اعمال اضافی در فرایند گوش دادن اخلال ایجاد میکند و با این حرکات به مخاطب شما اینچنین القا میشود که شما علاقه ای به شنیدن صحبت های او ندارید و یا خسته شده اید.

همدردی:

سعی کنید احساس و نظرات دیگران را درک کنید. به مسایل از منظر و جایگاه آنها نگاه کنید. با یک ذهن باز ما بیشتر میتوانیم نظرات دیگران را درک کنیم. اگر نظر گوینده مغایر با نظر شماست یک بحث طراحی کنید و با ذهنی باز به نقطه نظرات دیگران گوش دهید.

صبور باشید

مکث کردن حتی یک مکث طولانی شاید به این معنا نباشد که صحبت مخاطب شما تمام شده است. صبور باشید و اجازه دهید گوینده صحبت خود را همانطور که میخواهد تمام کند گاهی اوقات چگونگی قرارگیری کلمات کنار هم و یافتن راهی برای بیان آنها مستلزم

Listening

مدت زمانی شاید طولانیست.

از تعصبات شخصی دوری کنید

سعی کنید بی طرف باشید

زود خشمگین نشوید و اجازه ندهید عادات و یا رفتار فرد شمارا از آنچه گوینده در حال بیان آن است دور کند. هرکسی شیوه ای مخصوص به خود برای صحبت کردن دارد به عنوان مثال شاید گروهی کمی مضطرب و یا خجالتی باشند در مقایسه با بقیه. برخی شاید لهجه منطقه ای داشته باشند و یا در حین صحبت از حرکات اضافه ی دست ها استفاد کنند و یا بعضی در حین صحبت، تمایل به نشستن داشته باشند. سعی کنید بر روی حرف ها تمرکز کنید تا نحوه ی بیان آنها.

به تن صدا گوش دهید

گوینده ی خوب صدا و تن، هر دو را به کار میگرد تا شنونده را مشتاق نگه دارد. همه از صدا و تن در صحبت هایشان در موقعیت های مختلف استفاده میکنند. از این دو استفاده کنید تا تاکید خود را بر روی آنچه گفته شد به مخاطب (شنونده) نشان دهید.

۹. گوش دهید برای شنیدن نظرات نه فقط کلمات

شما باید منظور کلی گوینده را متوجه شوید نه فقط بخش جزیی و کوچکی از صحبت هایش را. شاید سختترین جنبه ی گوش دادن همین توانایی مرتبط ساختن اجزای مختلف اطلاعات به یکدیگر و اشکار ساختن دیگر نظرات باشد.

۱۰. صبر کنید و ارتباطات غیرکلامی را ببینید

حرکات بدن، حالات صورت و چشمها همه میتواند مهم باشند

ما فقط با گوش هایمان گوش نمیدهیم بلکه با چشمهایمان هم اینکار را انجام میدهم. توجه کنید و پیام هایی را که توسط ارتباط غیر کلامی انتقال میابد را در نظر داشته باشید.

هنگامی که فردی در حال صحبت کردن است اکثر مردم به چگونگی پاسخ دادن فکر میکنند، به جای اینکار تمام و کمال بر روی آنچه در حال بازگو شدن است تمرکز کنید.

تظاهر کنید که شما در حال تست کردن خود هستید که تا چه اندازه از گفته های مخاطب خود را فهمیده اید.

بهترین تمرین نشستن با اعضای خانواده و یا با دوستان خوبیست که بتوان از آنها بازخورد عملکرد خود را دریافت کرد. هنگامی که شما نگران پاسخ نیستید متوجه خواهید شد که به راحتی میتوان بر روی آنچه آنها میگویند تمرکز کرد.

متوجه خواهید شد که گوش دادن روشی برای صرفه جویی در وقت و تلاش است. آنهایی که خوب گوش میدهند کمتر اشتباه میکنند، کمتر دچار سوء تفاهم میشوند و در نهایت کمتر شروع های اشتباه دارند.

THE HISTORY YOU DIDN'T EVER LEARN IN SCHOOL

By Jane Warren

Source: Fascinating footnotes from history by Giles Milton

Published by John Murray

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درس هایی از تاریخ که در هیچ مدرسه ای یاد نگرفته اید

پانوشته های جذاب تاریخی نوشته گیلز میلتن
انتشار جان مورای
مجله دیلی اکسپرس سه شنبه ۲۲ سپتامبر ۲۰۱۵
ترجمه از : نیره جودی

HITLER THE COCAIN ADDICT

Every day after breakfast for nine years Adolf Hitler summoned his physician Dr. Teodor Morell to inject him with a cocktail of drugs including amphetamines, barbiturates and opiates designed to remedy his chronic flatulence.

But Hitler's problems really started when Dr. Morell began to administer cocaine by means of eye-drops. Soon he was snorting it "to clear his sinuses and sooth his throat". When this affected Hitler's libido Dr. Morell "solved" the problem by adding an extract from the prostate glands of young bulls to his daily drug regime.

آدلف هیتلر به مدت نه سال هرروز بعد از صبحانه پزشک اختصاصی اش را به حضور میپذیرفت. دکتر تیودر مورل سعی داشت تا با تزریق معجونی از داروهای مسکن شامل آمپتامین باربیتوریک و مخدر ها بیماری مزمن نفخ آدلف هیتلر را درمان کند! اما مشکل هیتلر در واقع از زمانی شروع شد که دکتر مورل از قطره چشمی حاوی کوکایین برای پاک سازی سینوس ها و صاف کردن گلوی او استفاده کرد و زمانی که استفاده از این قطره باعث مشکلات جنسی هیتلر شد دکتر مورل مشکل را با اضافه کردن محصولی بدست آمده از غده پرستات گاوهای نر جوان به رژیم دارویی او حل کرد!

History

AGATHA CRISTIE GOES MISSING

In December 1926 Agatha Christie sparked one of the largest man hunts ever when she drove off into the night without leaving a note. More than 1000 policemen were assigned to look for her on the instruction of home secretary William Joynson -Hicks.

Some people thought it was a publicity stunt, others that she had been murdered by her husband Archie Christie, or had committed suicide. Eleven days later Christie was safe and well but in circumstances so strange they could have come from one of her novels: she remembered nothing and was unable to provide any clue as to what had happened.

The police came to the conclusion that she had boarded a train to Harrogate where she checked into a hotel under the assumed name of Theresa Neele, her husband's mistress. She never spoke about her missing days but it was mooted that she had been in psychogenic trance brought on by depression. Two years later she divorced Christie and went on to marry archaeologist Max Mallowan.

در دسامبر ۱۹۲۶ گسترده ترین تعقیب جنایی که تا آن زمان اتفاق افتاده بود زمانی شکل گرفت که آگاتا کریستین یک شب بدون اطلاع قبلی ناپدید شد. (یکی از گسترده ترین تعقیب های جنایی زمانی اتفاق افتاد که آگاتا کریستی در دسامبر ۱۹۲۶ بدون اطلاع قبلی ناپدید شد)

بیش از ۱۰۰۰ نیروی پلیس مأموریت داشتند تا در منطقه ویلیام جونسون هنکز بدنبال او بگردند. بعضی از مردم فکر میکردند این یک رزمایش عمومی است! بعضی اعتقاد داشتند که همسرش آرچی کریستی او را کشته یا آگاتا خودکشی کرده است! یازده روز بعد آگاتا صحیح و سالم پیدا شد اما در شرایطی عجیب و غریب که فقط در رمان هایش میتوان یافت. او هیچ چیز به یاد نداشت تا آنچه در این مدت برایش اتفاق افتاده را توضیح دهد!

پلیس بعد از تحقیق کشف کرد که آگاتا سوار یک قطار به مقصد هاروگیت شده و در آنجا به نام معشوقه همسرش ترزا نییل در یک هتل اقامت داشته است. او هرگز در زندگی اش در باره این یازده روز باکسی صحبت نکرد. اما به نظر میرسد که آگاتا در این مدت تحت تاثیر بحران روحی و احساسی شدیدی بوده است. دو سال بعد از این ماجرا آگاتا از کریستی طلاق گرفت تا با یک باستان شناس به نام مکس مالون ازدواج کند.

History

CHARLIE CHAPLIN S BODY IS STOLEN

Two months after the comedy legends death in 1977 two criminal dug up his coffin on the shores of Lake Geneva, Switzerland, and loaded it into the back of their car. They drove it to a cornfield, dug a shallow grave and reburied it.

Ten weeks later they rang Charlie Chaplin's family demanding \$ 400000 in ransom money. The family refused to pay and the ransom was lowered to \$175000.

When the two grave robbers announced that they would give their final demand at 9:30am on a certain day the police monitored all of the telephone kiosks in the area and caught them. The body was discovered and reburied.



دو ماه بعد از مرگ اسطوره کمدی در سال ۱۹۷۷ دو مجرم تابوت چارلی چاپلین را از قبر وی که در ساحل دریاچه جنوا واقع شده بود بیرون آوردند. آنها تابوت را در پشت ماشینشان جای دادند و به یک مزرعه ذرت انتقال دادند در آنجا یک قبر سطحی حفر کردند و تابوت را پنهان کردند.

ده هفته بعد دزدان طی یک تماس تلفنی تقاضای ۴۰۰۰۰۰ دلار پول در ازای تحویل جسد چارلی را به خانواده اش اعلام کردند. اما بعد از اینکه تقاضای آنها رد شد مبلغ درخواستی را تا ۱۷۵۰۰۰ دلار پایین آوردند.

دزدان جسد برای اعلام مبلغ نهایی ساعت ۹:۳۰ را در روزی خاص معلوم کردند. پلیس در آن روز تمام باجه های تلفن منطقه را تحت نظر گرفت و توانست آنها را دستگیر کند. جسد چارلی کشف شد و دوباره به خاک سپرده شد.

History



HOW THE MONA LISA BECAME FAMOUS

Until August 1911 the Mona Lisa moderately well-known painting. But after it was stolen by Italian Vincenzo Peruggia who walked out of the Louvre in Paris with it under his arm. Queues started forming to see the spot where it used to hang. By the time the painting was recovered two years later it had become a recognized masterpiece.

مونالیزا تا قبل از اگوست ۱۹۱۱ فقط یک اثر متوسط نسبتاً شناخته شده بود. اما بعد از اینکه وینسنزو ایتالیایی توانست این اثر را به آسانی بدزد (زیر بغل بزند) و از موزه لور پاریس خارج کند علاقمندان زیادی برای دیدن جای خالی این نقاشی دزدیده شده بر روی یکی از دیوارهای موزه لور صف کشیدند. تا دو سال بعد زمانی که نقاشی پیدا شد مونالیزا به یک اثر کاملاً مشهور تبدیل شده بود

The Gold Finch

فنج طالپی (سهره)

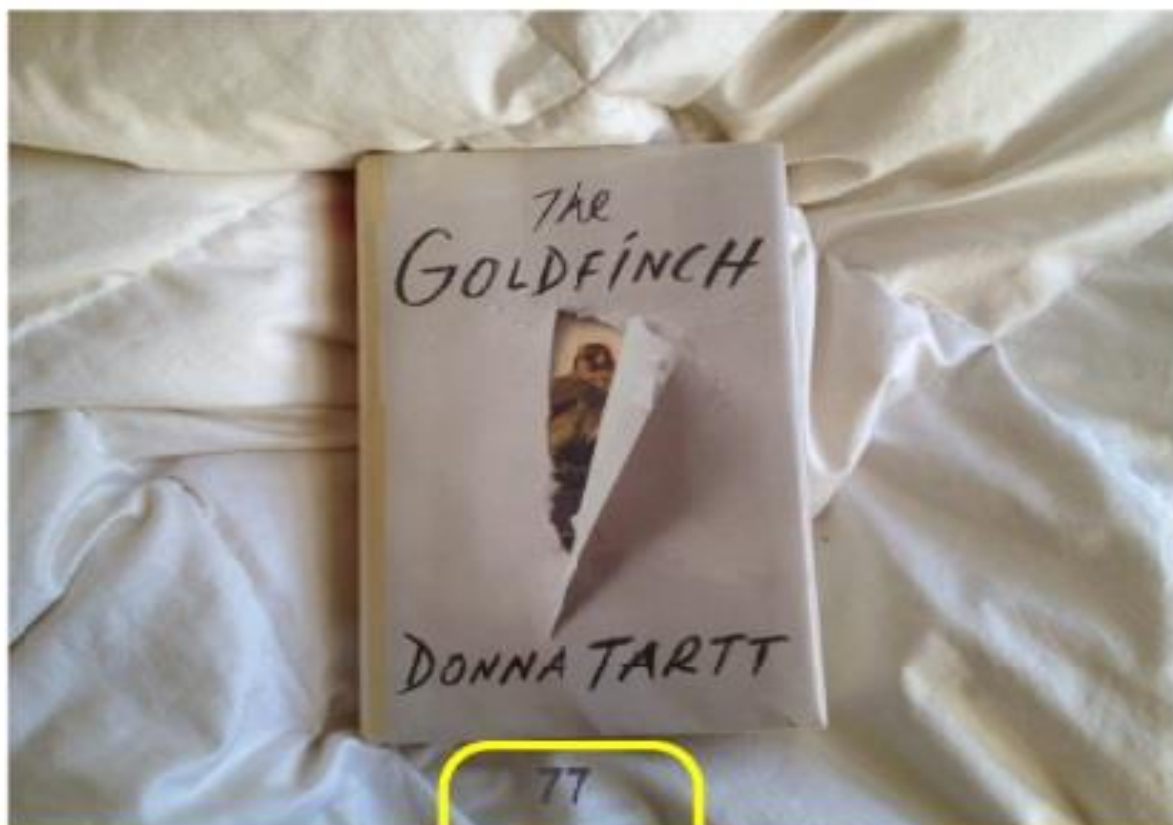
دونا تارت

کیانا عظیمی - داستان با یک پسر بچه شروع می شود. تئو دیگر، پسر سیزده ساله ی نیویورکی، به طور باورنکردنی از تصادفی که باعث مرگ مادرش شده، نجات پیدا می کند. پدرش او را ترک کرده و تئو از سوی خانواده ی یک دوست ثروتمند پذیرفته می شود. گیج سردرگم و

از خانه ی بیگانه ی جدیدش در پارک اونیو، ناراحت از هم کالسی هایی که نمی دانند چگونه با او صحبت کنند و مهم تر از همه، عذاب کشیدن از دلتنگی غیر قابل تحمل برای مادرش، او را به چیزی که مادرش را برایش یادآوری می کند، وابسته می سازد: یک نقاشی کوچک و به طرز اسرار آمیزی فریبنده که نهایتاً تئو را به درون دنیا ی تبهکاران هنر می کشاند.

تئو که دیگر بزرگ شده، به آرامی بین اتاق های با شکوه نقاشی و هزارتوی خاک گرفته عتیقه فروشی که در آن کار می کند، راه می رود. او تنهاست و عاشق شده و در میان دایره ای قرار گرفته که هر روز تنگ تر شده و از همیشه خطرناک تر است.

رمان فنج طالپی (سهره) ، شخصیت های واضح را با ادبیات مسحور کننده و احساس اضطراب به هم می آمیزد، مادامی که با آرامش یک فیلسوف، ژرف ترین اسرار عشق، همانندی و هنر را می کاود. این کتاب، داستانی قدیمی از فقدان و دل مشغولی، بقا و خود ساختگی و دسیسه های نفس گیر سرنوشت است.



Donna Tartt

دونا تارت (متولد ۲۳ دسامبر ۱۹۶۳) یک نویسنده ی آمریکایی و مؤلف کتاب هایی چون تاریخ مخفی (۱۹۹۲)، دوست کوچک (۲۰۰۲) و فنچ طلایی یا سهره (۲۰۱۳) است. تارت در سال ۲۰۰۳ موفق به کسب جایزه ادبی HW اسمیت (۱) برای رمان دوست کوچک شد و در سال ۲۰۱۴ جایزه ی پولیتزر (۲) در رشته ی ادبیات را برای رمان فنچ طلایی دریافت کرد و جزو ۱۰۰ نفر از پرنفوذترین افراد در سال ۲۰۱۴ در مجله تایمز معرفی شده است. در سال ۲۰۱۴ رمان فنچ طلایی برنده جایزه پولیتزر در رشته ی ادبیات شد و وب سایت آمازون این رمان را به عنوان بهترین کتاب سال برگزید. آن در لیست نهایی جایزه انجمن منتقدان کتاب ملی و جایزه بیلی زنان در رشته ی ادبیات بود. کتاب سهره، مدال اندرو کارانگی را برای بهترین داستان ادبی سال ۲۰۱۴ دریافت کرد. این کتاب به عنوان ده کتاب برتر ۲۰۱۳ از سوی سردبیران نقد کتاب نیویورک تایمز (۳) انتخاب شد. در ژوئن ۲۰۱۴، فنچ طلایی اولین کتاب پرفروش در فنالند بود و در آلمان به شماره ی دوم لیست پرفروش اشپگل (۴) رسید.

۱- Award Literary Smith WH

هدف از تاسیس آن، تشویق کردن و عزت نفس بخشیدن به نویسندگان کشورهای مشترک المنافع بریتانیا اعلام شده است.

۲- Prize Pulitzer

جایزه پولیتزر، جایزه ای برای موفقیت در روزنامه و روزنامه نگاری آنالین، ادبیات، و قطعه های موزیکال در ایالت متحده است. جوایز سالانه به بیست و یک دسته تعلق می گیرد. در بیست تا از دسته ها، هر برنده یک تصدیق نامه و یک جایزه نقدی ۱۰۰۰۰\$ دریافت می کند. برنده ی دسته خدمات عمومی از رقابت روزنامه نگاری یک مدال طال جایزه می گیرد. ۳. این بخش ضمیمه ی مجله هفتگی نیویورک تایمز است که در آن آثار غیر داستانی و داستانی روز نقد و بررسی می شود. این بخش یکی از پرنفوذترین و پرخواننده ترین نشریات بررسی کتاب در این صنعت می باشد.

۴- Spiegel Der

یک مجله خبری هفتگی آلمانی است که در هامبورگ منتشر می شود. آن یکی از بزرگ ترین نشریه های اروپایی است که تیراژ هفتگی آن به ۸۴۰۰۰۰ هم می رسد.

A Good Translator

The signs of a good translator

By : Kahroba Shafiee

When it comes to what makes a good translator, some of the attributes are perhaps a little more obvious than others. For example, impeccable references and a good reputation are as important as they would be in any other respectable profession.

However, there are some personal qualities that many might not associate with the translation industry in particular, which are nonetheless just as indispensable.

- **Language skills and experience**

It goes without saying that to be a translator - or at least a good one! – requires impeccable language skills.

However, it is worth noting that linguistic expertise goes beyond just words on a page. It requires a full and comprehensive mastery of both the source and target language. It is no use a translator being a walking, talking dictionary if their grammar and spelling skills leave much to be desired.

- **Accreditation**

It's one thing taking somebody's word for how good they are at a certain task, but far more preferable to be able to rely on a source you know you can trust. While a professional reference can indeed be useful, one of the best ways to ensure a translator is of the highest quality is that they are certified by one or more accreditation schemes or bodies.

- **Timeliness**

Timeliness and the ability to deliver projects in line with stringent deadlines are two of the most important attributes when it comes to this kind of work. Usually, a project is late because the translator has taken on more work than

A Good Translator

they're capable of handling, having been tempted by the money. Alternatively, it might be that a project is too difficult or technical and they didn't allocate enough time to do their research for it.

- **Thoroughness**

A translator will always need to assess a project before agreeing to take it on, by considering its length, subject area, complexity, level of expertise required and so on. It is only in doing this properly that they can finalize a price and reasonable deadline.

- **Integrity**

If you want to be good at your job, whatever it is, you need to exercise a certain degree of professional integrity. So they say, if a job is worth doing, it's worth doing well.



Lady Bird 2017

2018 #GoldenGlobes
WINNER

Best Actress
Film comedy or musical



Saoirse Ronan

Lady Bird



نگاهی کوتاهی به "لیدی برد" اثر گرتا گرویک
یکی از ده فیلم برتر سال ۲۰۱۷ از نگاه مجله ی "تایم"
نامزد پنج جایزه ی آکادمی اسکار
برنده جایزه بهترین فیلم کمدی-دراما سال ۲۰۱۷ در جشنواره ی گلدن گلوب
برنده ی جایزه بهترین بازیگر زن کمدی-دراما سال ۲۰۱۷ در جشنواره ی گلدن گلوب

نگین فراشیانی - "لیدی برد" داستان کریستین مکفرسون تقریباً هجده ساله ایست که تحت فشار روحیست ، نه فقط بخاطر موهای رنگ شده ی قرمزش و صورت پر از کک و مک و قیافه ی لج بازش بلکه بخاطر زندگی بخت برگشته ای که با خانواده ی اقتصادی اش که در دالسوئل معروف به ساکرامنتو ، کالیفرنیا در سال ۲۰۰۲ به سر می برد

مادر سالخورده اش ، برادر بزرگ تر آزاردهنده اش و مدیرمدرسه ی کنجکاوش با او در جدال هستند ، بنظر میرسد فقط پدرش طرفدار اوست که با بیماری افسردگی شدیدی دست و پنجه گرم میکند ، کسی که رکود اقتصادی او را بیکار کرده و به عنوان نان آور خانه بسیار شرمسار است . بخاطر همین مادرش مجبور است به عنوان پرستار در دو شیفت کار کند .

"لیدی برد" با انتخاب رشته ی تحصیلی آینده اش مشکلاتی دارد، به علاوه ی آن ، در روابط عاطفی ای که تجربه می کند مردد است . در این فیلم شاهد احساسات و حوادثی که "لیدی برد" در آن به سر می برد خواهیم بود که بعد واقع گرایانه ای از دوره ی نوجوانی را به تصویر میکشد .

The Dark Knight

By : Mehran Kasebvatan

Come here. Hey! Look at me. So I had a wife, beautiful, like you, who tells me I worry too much. Who tells me I ought to smile more. Who gambles and gets in deep with the sharks...look at me! One day, they carve her face. And we have no money for surgeries. She can't take it. I just want to see her smile again, hmm? I just want her to know that I don't care about the scars. So... I stick a razor in my mouth and do this...[he mimics slicing his mouth open]...to myself. And you know what? She can't stand the sight of me! She leaves. Now I see the funny side. Now I'm always smiling!

.....
Wanna know how I got these scars? My father was...a drinker. And a fiend. And one night he goes off crazier than usual. Mommy gets the kitchen knife to defend herself. He doesn't like that. Not one bit. So—me watching—he takes the knife to her, laughing while he does it! Turns to me, and he says, “Why so serious, son?” Comes at me with the knife...“Why so serious?” He sticks the blade in my mouth...“Let's put a smile on that face!”

.....
Oh, you. You just couldn't let me go, could you? This is what happens when an unstoppable force meets an immovable object. You are truly incorruptible, aren't you? Huh? You won't kill me out of some misplaced sense of self-righteousness. And I won't kill you because you're just too much fun. I think you and I are destined to do this forever.



The Dark Knight

To them, you're just a freak, like me! They need you right now, but when they don't, they'll cast you out, like a leper! You see, their morals, their code, it's a bad joke. Dropped at the first sign of trouble. They're only as good as the world allows them to be. I'll show you. When the chips are down, these... these civilized people, they'll eat each other. See, I'm not a monster. I'm just ahead of the curve.



Do I really look like a guy with a plan? You know what I am? I'm a dog chasing cars. I wouldn't know what to do with one if I caught it! You know, I just...DO things.

Do you want to know why I use a knife? Guns are too quick. You can't savor all the... little emotions...you see, in their last moments, people show you who they really are. So in a way, I know your friends better than you ever did. Would you like to know which of them were cowards?

I believe, whatever doesn't kill you, simply makes you...stranger.

The End

The Perfect Son.

A: I have the perfect son.

B: Does he smoke?

A: No, he doesn't.

B: Does he drink whiskey?

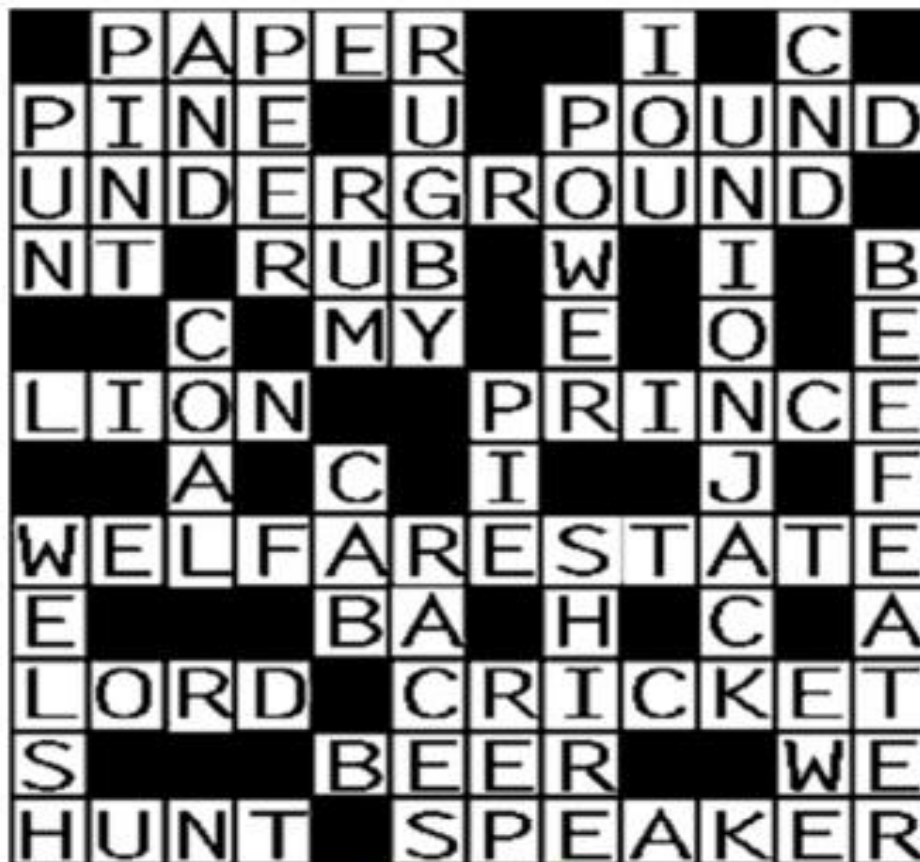
A: No, he doesn't.

B: Does he ever come home late?

A: No, he doesn't.

B: I guess you really do have the perfect son. How old is he?

A: He will be six months old next Wednesday.



Why English is important to learn?



Learning English is important and people all over the world decide to study it as a second language. Many countries include English as a second language in their school syllabus and children start learning English at a young age.

English is the most commonly spoken language in the world.

A close-up photograph of several pink cherry blossoms in full bloom, with green leaves visible. The background is a soft, out-of-focus green and yellow.

Spring by William Shakespeare

When daisies pedi and violets blue
And lady-smocks all silver-white
And cuckoo-buds of yellow hue
Do paint the meadows with delight,
The cuckoo then, on every tree,
Mocks married men; for thus sing he,
Cuckoo;

Cuckoo, cuckoo; Oh word of fear,
Unpleasing to a married ear!
When Shepherds pipe on oaten straws,
And merry larks are plowmen's clocks'
When trutles tread, and rooks, and daws,
And maidens bleach their summer smocks,
The cuckoo then, on every tree,
Mocks married men; for thus sings he,
Cuckoo;

Cuckoo, cuckoo: Oh word of fear,
Unpleasing to married ear!