

مقایسه اثربخشی استعاره‌های زبان اول و زبان دوم در فرآیند استعاره درمانی افراد دو زبانه مبتلا به افسردگی

Comparing of First and Second Language Metaphors' Efficiency for Metaphor Therapy in Bilingual with Depression Disorder

تاریخ پذیرش: ۸۹/۹/۲۸

تاریخ دریافت: ۸۸/۱۲/۱۷

Alizadeh-Fard, S. *Ph. D., Ahadi, H. Ph. D.,
Ashayeri, H. Ph. D., Eskandari, H. Ph. D.

سوسن علیزاده فرد**، حسن احدی**،
حسن عشایری**، حسین اسکندری**

Abstract

Introduction: Recently one of the most interesting topics in cognitive psychology is the metaphor. Because of their cognitive properties, metaphors were applied in psychological therapy. For the reason that metaphors in different languages are relative to their culture, this research compares application of first and second language metaphors through Cognitive Behavioral Therapy (C.B.T) in depressed bilinguals.

Method: 19 depressed bilingual (Iranian Azary Turkish) patients from 3 psychological clinics in Tehran were selected by accessible sampling and according to subjects' characteristics. Beck Depression Inventory, Raven's progressive matrices test, linguistic applied competences inventory and demographic inventory were conducted to gathering basic level data. The subjects were divided into two groups and the complete cognitive therapy protocol conducted but first group (n=8) received Persian metaphors and second one (n=11) received Turkish metaphors. The value of Beck Depression Inventory after therapy period was compared with basic level through covariance analysis.

Results: Findings showed reduction in participants' scores of Beck Depression Inventory of two groups, in compare of before therapy. Also covariance analysis showed a significant difference between tow groups at post test.

Conclusion: The implications of these results are discussed with respect to the utility of applying cultural congruent metaphors in cognitive therapy for depression.

Keywords: Metaphor, Metaphor therapy, Bilingualism, Depression

چکیده

مقدمه: یکی از موضوعاتی که اخیراً در روان‌شناسی شناختی مورد توجه قرار گرفته، مفهوم استعاره است. خصوصیات شناختی استعاره‌ها سبب شده تا در درمان‌های شناختی نیز به کار گرفته شوند. با توجه به آن که استعاره‌ها در زبان‌های مختلف زبانه همان فرهنگ و اجتماع هستند، این پژوهش قصد دارد تا تفاوت اثربخشی استعاره‌های زبان اول و دوم در فرآیند استعاره درمانی افراد دو زبانه افسرده را مورد مقایسه قرار دهد.

روش: ۱۹ بیمار دو زبانه آذری زبان از بین مراجعه کنندگان به سه مرکز درمانی در شهر تهران، با در نظر گرفتن معیارهای گروه نمونه و به روش نمونه‌گیری در دسترس انتخاب شدند. ابزار جمع‌آوری داده‌های خط پایه شامل پرسشنامه اطلاعات جمعیت شناختی، آزمون افسردگی بک BDI-II، آزمون ماتریس‌های پیشرونده ریون و پرسشنامه توانشهای کاربردی زبان بود. سپس این افراد در دو گروه تحت ۱۲ جلسه استعاره درمانی قرار گرفتند که درمان در گروه اول (تعداد=۸) تنها با استعاره‌هایی به زبان فارسی و در گروه دوم (تعداد=۱۱) تنها با استعاره‌هایی به زبان آذری صورت پذیرفت. افسردگی افراد پس از طی دوره درمان مجدداً با آزمون بک ارزیابی شد. میزان افسردگی قبل و بعد از درمان، با آزمون آماری تجزیه و تحلیل کواریانس مقایسه گردید.

یافته‌ها: نتایج نشان دادند که رویکرد استعاره درمانی در هر دو گروه منجر به کاهش نمرات افراد در آزمون افسردگی بک شده است. به علاوه نتایج آزمون تجزیه و تحلیل کواریانس نشان داد که بین دو گروه در مرحله پس آزمون تفاوت معناداری وجود دارد.

نتیجه‌گیری: با توجه به این یافته‌ها می‌توان چنین نتیجه‌گیری نمود که استفاده از استعاره‌های متناسب با زبان و فرهنگ بومی مراجعین، به نحو قابل توجهی اثربخشی درمان‌های شناختی را تحت تأثیر قرار داده و موجب افزایش آن می‌گردد.

واژه‌های کلیدی: استعاره، استعاره درمانی، دو زبانه‌گی، افسردگی

*Correspondence E-mail:
salizadehfard@Gmail.com

**نویسنده مسئول: دکتری روان‌شناسی

** گروه روان‌شناسی دانشگاه علامه طباطبایی، تهران، ایران

** گروه علوم پایه توانبخشی دانشگاه علوم پزشکی ایران، تهران، ایران

) + EF !/ # J4
 8A 2% %%V; (1
 (8"0 ; 5 D (EF
 *W 4 S \$(W \$(W (
 2 %L R% A&& 2%L
 8+ 0O% A&& # J 8 U 0;
): S 2 %L] D/1 N
 " (1 %A8\$ " Q [4];1
 8 (W J 2` 8(W .(& 0 _ J
 -% !" 0 "(1 8%1
 . 5 a Q 5 6 b8\$"
 (MCBT)⁵ - "(1 678
 " /)%R:& 4"(1
 + J4 .(%3 0 4"(1
 8' 4 8" 6 K _3
 :F 95 0 K _3%G [70]4
 05 6 !" F
 8 F ;(4 d K 26
 2 %; -& G Q[6]465 N%&
 8';%& I , 6 '%
 , % U2% [120]1000
 2; 5 6 !" I
 %A8\$," ! / 8 S [130
 W' F S(6H% R 0 J J
 8 g < W' F46 [144
 . #; ' h/(8" W' Fi(6
 S(6 U%F& S 6 U%F]&
 J J, [15; j ;(85
 8 k 5 2 % "(1 %A8\$"
 I %N Q(,%(L
 ; & 8 <+ 8 &

"#
 ! " # \$ % & '()*+
 , ' / 0/ #123 ;'-
 4 5 6 !" 078%01 : " !"
 5 2 ; A 20 &15 ; <
 8 ; A 75 ; < ; B 5 6
 ; (D% / & 6 6 . '%
 , & 1 : 'F ! " , 2 % [1
 4 . F , % ' 4 " (1 !"
 . '1 41 ; . 8 < H. 4 8 G
 # J 85 85 I
 (%G (1 8 < %" KG L / . #
 6- "(1 / , %' 4 8
 & ; ; 810
 : " ; DN ; <
 [2] 4 "(1
 ; %& O : ; 81 8 F
) Q(R I , A 0 "(1
 , "(1 S & ; 1 T* 25
 , J 6 % . F
 ; , 4 / 1 0 ; %5 N 4 U &
 0 ; ; % & % % V & W L 5 J
 D / 8 " - % (X'
 S , J / [3] ; (
 'J R % J 2 ' & 4 , Z "
 R 0 ; 6 5 K % 3 ! W - %
 I -
 R L 5 . 4 5 6
 0 8 + "(1
 DJ : A 2 8 (W R (
 & * / ; (#6

5-Metaphorical Cognitive and Behavioral Therapy
 6- Schema

1- Cognitive behavioral approach
 2- Lexical
 3- Metaphor
 4- Metaphor therapy

5 s W J ,S' :A , , .8' "(1 (1 (m
 9 T< A S [25; 5 sW 8 < +;((JD (J4 (#
 D JB ;% J; ;% W 2% S(64 6 J4 "(1 ;
 9 6 & 5 "(1 TGN , ([16;(W' F
 s W ' ; ; .#[26 H% ' / A " "(1 %A8\$ 0 i(6
 8" J S(6- + * & ; 5 - (m ; 8 < +-% #4
 4 * p %P& 8 A , %t ;(1 ; (' D (i(6 #b " -%
 .u ;W; K J S ;/ 5 sW 5 J 5 a Q n , -(
 2% 8 < + (3 F < J; -% - (m ; 00:) :
 08 6 4% dTN ;1 ; 0((J D (O: "(1 8 < #8
 < 8' 8+ J 6 % 0(85 , J 6
 0; (' N v * & S 8" % U& 8 + o;((J D'W. # 8SL
 / 1# R&%G (3 F "(1 ;(#6 6 J;(;
 F8&(X' [27;(; %58 8" 4* -%
 Q(b " " < F -% VGJ % U&p
 , %' [28 8 1 ;:NH. % 8N , % (X' [17; 81 # %p(" VG K%
 R& U g 8 " 6 J;(6 _3
 ' B J0; 8' 6 6 ;((J R % 6 ,% -% ' :J
 4* % J ;%R. # -%, 6 S [18
 8 + [29 23 22 21 20 19 18 4 U& 8 " -% < 0 6 J;%
 8 0) % U& %38F8 6 A!" 8 " i(6 TGN & *W
 I J S % % # & *WK%
 S 8 5 6 _ "(1 B R [23 22 21 20 19;(' 8 < & K _3
 % "(1 - -% ;N ;(i(6 J; 1 j 0i(6 (1
 % ;N 4* [24 k 5 .F8&D N%& "(1 ;(#6
 8 J -# &k. ;(6 q8L L (1 J4 %*+ (JH%(JR F /6
 6 5 8A K _3[0; ;1 ' :W J4 ,%' ;(1 & 8NS(6
 - D Ja + ` Z " 8 , F8& ; 9 T< A S %
 6q S !! [% ; ;1 5 8S' - EF
 K _3 k 8 H.* R1#G t r 1 / 6 p 4 H. 2G
 K _3 * !! 6 6
 D Ja + ` 4U& ;1 q S

7- Mentalmodels
 8- Bilingual
 9- Free

, ;;1 ' 0 (J%V 8(W 2% 6
8 # 52 8 l8 8 # F J
6, [.465 - J K 8&
4U&(n=15) ;& 5 \$
r6 5 :(65 N
, , ,%S %465 - 6
:F 8+ l2 ; .8 3/12 R 15
;; N 33/12, ,%S %R 80
m#J & r6 2% 5
29/54 #, ,%S %46 k3 8A
(,%S %R 11 ;&0l2 h3 .8
Jm ; J+ :F DJ30/54
; 5 6 (,%S %J 4
=0/717) 8* (]!" :F
6 (,%S %%,%(X' (sig=0/483t
l2 ; :F 3 5 ; '%N
41; 8F (]!" 2% 8-
8' 5 l! .(sig=0/230 t=1/246
: ;(& *W
J4 60 8 #
J& d < < ;1 m#J&
8+ 1 r: & 6 m#
;(J R
40, pJ;< 20, DN ;<1
(1 J pJ;<H:y !%\$U&DN ;<8
BDI-` 5 6 8 # 17 ' DN ;<1
DSM-IV \$% & !! 8
(%G* < \$ g 5 6 !" S
` 123 r 8&j% & ;%&
`% 8y%r: 0% 8F ;W
` 123 ;%&
(H8& k ;) 3 H\!W8F ;W

[.& 65 N
6
.%5 N 8
\$
0 # '%a+ K _3, :()* %&'
;A) 5 8 #3 8 #K%3
l / (L0;1 R (5,% 8*.
%V0):" %%V& %V 8(W
' %%V& %%V& ; 8
5 * U BDI-II ` 5 6 (3 6
; D*10 %V 8(W 8 # '
;1 %5 ; ()D %V F
4
!* K _3, # F: , -./ 01
;" 2J ;((J F 5 6
; 81388 & .& .1 "(1
2J ,% (8) 8' 5 q 4.F
D J .& .1 "(1 ;"
q 6 \$& 8+ 2J 0; 8 /'
R30 ;&2J , F ,% hy ;;1
6 \$&l m# 6
8' 5 l! g (3 3g
, J S O &! ;;1 ;25
7,%- 5 O &0465 N9 8 K _3
S ;;1 .(%3992 J [30 4
W R 6 8&4 *W
R 8" 5; J :/1 0
@ , [31 ;1 ;(%
J 6 (K _3, 8 #
8 m#J&
r: & 6 m#J& K _3
' ;(J R 8+ 1
J 8&.*18 9 8 #

0890%\$ (& *' T d 091~ * J
 094 R` :A6 # T d
 h3 * W d 2% t [35]4 JI 25
 0810 3 " 8#K 30 R ;%& '% + 8F ;W
 F /' H N324 8' !W
 ~ * J R G# d 0 8- 125 D*N" (1 46 ;W
 074 R h3 # T d 087 a+
 H N K _3, [36; JI 25 D*N K1 DN ;< 46 ;W
 4 ;1 R a+
 8 # 8 ; %3 h & 8 #-2 115885,% 18 .
 8 # / 8 ; %3 h & J . 8& 8 # 69 ' DN ;J
 :S 8 r 8& J4 !J%t 18
 ;1 " , %y g 8'W W%5 ; 6 s a+ 4J1 4 6 8
 N 9 ;;-& 8 8(J& # .4 (;1 - S 8A ,) 4 d
 8&8Q ' d < < 6 5 : 2
 4 g ;# 5 2 &G 5 J 8J ` 8 (W BDI-II : 5 6 (3-1
 8 #, J; J %1986 g 8 5 6 K-(H. I 25 8" 2
 h Q" H. 8 R\$(S(6•UG D/1 ;1 "(1# 4"(1
 - W 'F4% d 4 % 8N8& ; #4 %t (%G R 8 %5 6 5
 4% 8TVJ 8& ; DN ;< \$ N 21 D' 8 #, .4 6 5 N(%G
 8 #h @5 .(& \$ N - W 'F4% d I 25 4% d ;1 g ` 4 *W
 !J%t 8 # , ([37;(J ,%*%& ' .81 k5 ' 3 80 EF 8 ;1
 (1 SG 0 8 & 8 8 W 5 6 DN ;<(9 8 DJ
 R S(678 (& F 6I8 17DJ ' 00%8" 6 16 80DJ ' 0 6
 I 088 * W d 3 L .8' 5 6 63 830DJ ' r 8 5 6 29 &
 # T d [38] #4 O%(\$& , * W [32; (;;1
 n ,% S *' 090 R 5 G4 :A6 }Q 6 5 N 8 J (3
 8' I 2 5 08008 X - 8JI T d K /' / .4 ;1 I 25
 N 6 * W I R .4 ; 082 # T d 096~ * J R G
 12 6 8 #, J0 S' ' ,%(X' 033; J !W R .L
 T d 2%*F ,%(X'.4 * & T d 092~ * J R G# d 2%K /'
 4 8' I 25 087 R ; # 6 [34; 8' I 25 S *
 [37] R G# d 0 R4 (3, F

11- Basker
 12- Osman, A.

F8& ; ; 1 & (2S F
 < + %G " 08FÆ (R
 6 :F TGN " , hy ; 5
 0 :F , + ; # F R3
 4" (1 %G + G' <jN 8 F !/
 a +[.; 5 6 d2% 8 ,(X' ;1
 2 S :F 12TGN :A
 '(L 6` 8A 5 W
 4 5 # :F ;N ;N
 8' 5 ! !)*+ J 8 #
 (3) 8 K%3F ; 0; 8;1 q
 , 2S F5 6 \$&8+ 0 5 6
 ; (65 N 5 4U& ;1
 6 .(& 5 J 8+
 m#J & .(& 5
 8 # [; - 2 % 3 ; ; 1
 3Q B ; 1 F` 5 6
 ; 5 8 #K%3
) 6 7
 8- 5 6 ' %] U ,%S %
 8 # 3 8 #K%3< 5
 ' ,%S % 89(.4 ; #1 ;F
 8 #K%3 (J ; 5 6 8 #3
 h 8JD%:U& 2-& 8 # 5
 ; 1 \ 2 ;F #B J4 ; 1 R
 , %S ,% 81 ; 2 ;F X (L;
 8 #K%3]k< h3 5 6 8 # '
 .f=11/68 p<0/01) 8F (R&
 5 8 #3 ' ,%S %8A ,
 5 'J (8+ m#
 8& & *W.4 6
 8+ J 4R5
 ' K J K 26TF8 ()
 8* . I , %& 2%4 ; 1 5 6
 (.4 8 0/42 8 #3 :< 5 6
 5 4 8sW 1 ' h ;A 42
 .4 R&

J - # : J K 8&(3-3
 6 5 /
 8&9 8' 6 &8 0; ; 1
 [% ; (1 G8'DN [6
 8&Q 8 # ; 81 / S ; /
 J K 8&(3 0 8 #
 8 # " 7 8 # , ; 1 R [39
 l 0 %0 18 l ; (W
 K (Jl 0D pGd %0DpGd 18
 l 8 (W . q 0H% %t R5
 . 8& J }Q 2%2# + !F
 - # . 3 8 # 6 J
) : [39 8Jk (3 # F J
 (n 7) # n " 04 8F8
 J ; # 8 F 8- , T (& % %V&
 8- R64 [; - 0 % %V&
 ; 5 F (1 J 6
 T d (3927 %) U 71/096, %S) %
 T d 0/8663- * J RG#k 3 D N
 h3 # T d 0/830%\$(8 *'
 , %S % F8& ; #4 0/91 R
 99 (%'+ ; < 6 8- '
 k G ; 5 (%K%72/36 869/82, %;A
 2% m# 6 %:0 8' !l q
 T J 8 #, 69 ' DN ; 4
 g 6 ' , %S DN ; < & J
 ; (1 * 'J
 6 :() *3 4 &5 "-
 g (MCBT) - "(1
 O & "(1 / :A d R 9
 R 6 - "(1 D 1 ; 1
 (%R:&2 -) 6 "(1 *
 / 1# , 6 D 1 EN ; 1
 Q(Q" 0q8% "(1 "
 TGN 6 6r:t €6
 8 A .# ' ; 5 \$ 1
 :% .# % %V&A [. 0

5 6 8 # 5 8 # 3 8 #K %3' %] U , %S (% "5

(m#)2 5	(6)1 5			
%] U	,%S %	%] U	,%S %	D<
7/00	35/54	7/66	34/12	8 # %3
2/60	9/18	8/33	15/37	8 #3

8 # 3 I %& 4.F h 8.D%:B& (2 "5

8& #	%& 2%)Q (F	k- ,%S %	78'- k-	F #	E*(%V&
0/92	0/45	0/002	13/257	250812	250812	1	8 # %3
0/89	0/42	0/004	11/678	220936	220936	1	4 8sW 5

89

/R(1 4 " (1 / F DA < 6
2%3] D2%& ,% F 25 K G L I , [J ; (6 6
k3 H: WJ ; (J 6 ; F 78, 4 ; 1 6 5 6 ' K J TF8
/R& 5 ' J " ; (J ' H : N % U & ; # 4 B 6 ,
; 81 4 ,%(LTF8 *QN 0100987652) 4 Q 8 8 '
I !W 6 J 81 T* J ; •U [1302
(; (4 2% 8.1 W8 25 [X (L 8' 8- F b " 5_
; (' 46 *:N T:Q # 8" 8N 4 %t K% y ;N
8U& ; (K ' %& /&S 5 !& 2% " (1 [4Q
5; 4 EF S 4*p %V& 8" 8A J 0H% FF &
; %2% S S r 8& & %V& 8 2% s6 Z " 0 8',R<
D S [4400] 4 ; 1 ,%(X'. J 5; N 4% N8
D F J4 , 8& ` * 0H% v * & - !W S
* I k3]+ ` 6 8" % 8 EF n (v * &
N 0; ' 4 8 S %V& 4 6 -%)'W .(& 0 (v * &,
s60 81 R H% 25 R5F ; 1 k5 %W8A ; 8& /: ;
EF [4706050] ; %V& W F D'<4%6 u %t 4* [41
-% q -& 0 8" 8\$80 /R0 5; 4 % < ; & -% (
K 8" H% 7 F ; 8" 6 ,%r 5_ ,%' 8 8's }Q :3
4 %S' LK J TF8 , ; ' % 4 D:W / 8&
F R !W . 5 b " 4 / [43] (%[42

9 # F 8 8*N 8 'J 9
 J4 ; O% d% d 6 5 a Q ' O% d
 ,(8 q # W8'- i(6 5
 S #H%QJ & F` /:'W ; W
 ; 8" F # /R&' '& (%# 5f
 4 % (% .F ; S *W .8
 [14 J4 (% .F, /:
 aQ W'F (1 @ J4 -(
 1 ,Q W'F (1 .81
 8(W GQ 6 5D/1 (1
 5; , . 3 W'F S(6 ; ;3
 -(W'F46 F8&; G Q
 (1 H. ;%X%3 *(F "]k<
 % G8 W'F (1 ;:(%
 1 k3 %%V& k3 %%V&
 5; ,(L ; F 83 %%V&
 & ; 81 T* W'F % -&
 -&H% R' 0 8"W'F46
 (1 5; [50; ' R 0 ;1
 (, ;1 D%:U& 9 6 2%(
 # 8 (.81 ' f D/1
 N 2%'&%5 -&` 8A f
 q -&g f -% J -# ;
 R&W , 0;(R 1k5 %5
 R& ;1 ,m 6 (8SG
 5f 8SG R&TF8 (8SG
 - "(1 ` g [51; 5 6
 q8% (8SGO J ; 0
 hy 4 5f 8SG) + ;# J
 '% 6 0 & 5f 8SG (2S F
 8SG@.# #4% N ' , %5J
 4 %*+52044" ; 8" & (
 ' 6 % -816 ,% L J

15- Weak version

25 %%V& & 5 T*
 v *&` 2% v *&0
 l R+ W+ *& * F` '
 R+ W(t `J 6. 5D ;*&
 8' % -& \$1 0 -%
 6 !/ 2% 5 sW &81 T*
 8+ R+ W| -& /R& J
 G;' s6 -% ;(' 46 & N
 Q /U TF8 J %5 D/1 * (
 ,(X' [49 08 06 03 ;1 ; 8"
 8*. 2%J;((J ;%BK _3, 6
 K% 6 6
 R J4
 % UB& 2% 6 , .81 F
 [29 23 22 21 20 19 18] 4 Q 8F8
 4 ; ;(L TG F G8 [
 8A & ;1 T* # O: J J
 #, ' ,%G *G # R \$U(; ;3
 # TF8 J4 + *& J J
 0 RQ 6 ;((J N v *& S ;/
 S 8" 5; " 6 8"
 % 8< D ;((J a +
 4 2 , (; 5 "*" 2% S
 .81 64J G;' 0 5#F8 J
 -%H% R ;N #J4 , @
 / /1 ' 0g < (m <
 5f TGN4 /6 J Lo4
 8F ; ,% S(& S(&& "
 .# k3`%/R& , :A / .
 Q ,%' 4 ;J (6#K S ;/
 9 9 ; .81 aQ 9
 OW'F J J 8\$U 8(W 0 8N
 , ;(J ,% /R& IS 78

14- Strong version

6 U%F &E'F #46 78 S 8SL
 K _3, 4U& 5 . 6 %&
 JQ 8 6 ' J 2%
 I 1 ` 8 &n W'F ;8%3-
 5.4 ;# 8F sW,% R. G;'
 R+ W 4% N8 6 UF
 %5 J h3 0 N.#
 . .8; 8" &n 2% *
 8' I2 ; . 5 1 / &4
 . 5 ,%*%& 25 ; J 5
 8 6 3}Q @ ,
 J 6 %;1 j 46 5 N
 }Q .#5 6 ' 0 8' EQN
 ' ,%S % 8+ 4 8 3
 K J I2 h3 5 3}Q 5 6
 5 8 #K%35 6 ' ,%S % 6
 ;% 34/12 36/40 6
 5 8 #K%35 6 ' ,%S %
 4 J ;%3%35/84 38/26 J&
 I J;(J j ['< / ,
 K 4 d }Q 5 6 K _3,
 "(1 [J L 0;1' T (
 .4 8- 4J "(1 % 2:
 I , & 5 .(%3,
 N 8 % U& 5 6 ;1 2%
 5 'J I2 S]+ . %5
 ;' -% 4G <- 1 8& J&
 , 4 6 %5 R+ W6
 / .4 #'J I2 :%G ;(18"
 4 _3 4 ;U " 1
 E 8 S 4% (F (J4:W /#:'F
 r 6 5 60 5 6 % (F
 I , & 5 .(%3); 8

9 H% R 0;1 1 8F % 4 N
 .4 5 ;(8" I 3 &:(' 8&. 2%" (1
 (% , 8& 4G < S :/1
 -% - 4G <' (% J 8' %* &
 -% < , .4 %5 D<
 , X (L ;81 52 A" 5f (%
 (% %*1 %%V& (%
 [53] 41 ; 8" . B 0;1 52
 , 8 # '& 6 %
 ; J 8J ; OK _3
 :A H% R W J (0; "8 # 8F 8
 D/1 D J 8A TGN
 (% J 46 5 -% 8& , (; 8 6 5
 b8\$" 5; H% R W,
 . % S # S(6
 m#J& J 41 + " ; ,(X'
 81 q8 U % 8:S S 85 W8
 # 8 S 85 W'F ;J ;
 F 054 &, 85 60 & (.81 6 5 9
 ; 85 0 S 85 4G <
 , / [8'W # 8F 4% N8
 0 J ' 4% N8 J 85
 H "(1 ;J 4 & W'F * &
 %t 4%&N J S 85. 5 6
 1; A" W'F * V0 81 R '
 L 85.81 j L "(1 ;J
 8" F 6 ; % + [8'
 4G8. TF8 # J 4 & 2
 4 % ' L 5 8\$.81 v * &
 -% R+ W ; 1 8 '%A
 I 8J ,% U 2%; X (L 04
 2% r%U` [55] %5 D/1
 %5 D/1 W'F 46 s6` 0v * &

10- Moser KS. Metaphor analysis in psychology-Method: theory & fields of application. Qual Soc Res. 2000;1(2). (online journal)

11- Lyddon WJ, Clay AL, Sparks CL. Metaphor and change. Couns and dev. 2001; (79): 269.

12- Babits M. Using therapeutic metaphor to provided holding environment: the inner edge of possibility. Clin Soc work J. 2009; 29(1):21-33.

13- W!+ (I 3 . :W5 %W13

14- 6,% # %%V& K

15- %\$1 4RA 6 # 5 6

16- .1385, *+ *+!W S : .&[J G]

17- 8:W & /R& S g 6 D5 N#4

18- 57-64:5(1),1382 "(1

19- : .& (6#* 2 /R&* . 6 -15

20- .1383. 8

21- : .&. (1 (;# J 8J 8RA-16

22- .1383, ! (i(6

17- Anooshian LJ, Hertel PT. Emotion in free recall: language specify in bilingual memory. Cog and Emotion. 1994;8(6):503-514.

18- Sing-Kiat Ting R, Dueck A. Effect of language and culture on bilingual Chinese verbal expression of depression. First world congress of cross-cultural psychiatry; 2006.

19- Dwairy M. A biopsychosocial model of metaphor therapy with holistic cultures. Clin Psychol Rev. 1997;17(7):719-732.

20- Dwairy M. Cross cultural counseling: The Arab Palestinian case. Cited in: New York: Haworth; 1998.

21- Dwairy M. Foundations of psychosocial dynamic personality theory of collective people. Clin Psychol Rev. 2002;(22):340-343.

22- Dwairy M. Counseling and psychotherapy with Arabs and Muslims: A culturally sensitive approach. Cited in: New York Teacher College Press; 2006.

23- Dwairy M. Cultural analysis and metaphor psychotherapy with Arab-Muslim clients, Cited in: Wiley Periodicals, Inc; 2009.

24- Oyserman D, Kimmelmeier M, Coon HM. Cultural psychology, a new look. Psychol Bull. 2002;128(1):110-117.

25- 0 6 0 ;'U 8 . 5 4" (1. 6 -25

26- .1384;1 : .& 'F

26- Ross M, Wilson AE. Language and the bicultural self. Personality and Soc Psychol Bull. 2002;(28):1040-1050.

27- Lee CW, Taylor G. Factors structures of the schema questionnaire in a large clinical sample. Cogn Ther and Res. 1999;23(4):441-451.

28- . 81 /& r: 5

29- 8& 0 2 4 ;U D%G ,(X'

30- k@; - J& 6

31- * (2 &81 .(%

32- K _3, . 81 * W %.& B

33- J4 I !&, %G2F* &

34- " 3 "(1 S

35- 0 6 ;& 7 8 5 5 F8&

36- 5 J, & 5 .(%3

37- ,% % U&G N ;1 /&2%

38- G Q . 5 T J %NB S(6

39- 8' # 5 8N 8&

40- (: ` * 5; 8%1

41- (1 , .46 #

42- .8; 8"4%' % W 'F

43- :

44- HF 0 H NG%*;< "(1 6J 8& -1

45- .1385;('F

46- 6;(#6 J HN %9-2

47- 8% % .&[J G] 6 '% "(1

48- .1383, .&/123

3- Teasdale JD. Emotion and two kind of meaning. Cogn Res and Ther. 1993; 31: 339-354.

4- ,, S(6 : .&4" (1 . G%*;< H N4

5- .1379

5- Goncalves OF, Craine MH. The use of metaphors in cognitive therapy. J of Cogn Psychother. 1990; 4:135-149.

6- McMullen LM. Use of figurative language in successful and unsuccessful cases of psychotherapy: three comparisons. Metaphor and symbolic activity. 1989;4(4):203-225.

7- 8* . ;'U ;'< " -7

8- ß 85 5 ` 4" (1 # 5 6

9- .1385, *+ *+!W S : .&;1 (1 J

8- Angus LE, Reinnie DL. Therapist participation in metaphor generation: collaborative and noncollaborative styles. Psychother. 1988; (25): 552.

9- Levitt H, Korman Y, Angus L. A metaphor analysis in treatment of depression: metaphor as a marker of change. Couns Psychol Q. 2000;13: 23-35.

41- J / & S 5; , < 83%; 41
: .& " (1 f8G8/% 3 8 W8'-
.1385; (F
HF 0 H N T%* < ; . / & S -42
.1380 S(6 : .&
43- Sinaie J. The use of metaphor by an artless
first-time psychotherapist. Am J of psychother.
1997; 51(2): 273-288.
44- Kopp RR. Metaphor therap: Handbook of
innovative therapy. U.S.A; 2001.
0 . 1 6. 8 " 8(6.^ , '%60g , L8(% 45
.1381; 1 : .& HF
: .& HF 0a 1: W. 21 . 3 . . ; G 46
.1383; g8(N
J g *WRA -47
.1385; W QW : H
48- Martin J, Cummings AL, Hallberg ET.
Therapist's intentional use of metaphors:
memorability, clinical impact and possible
epistemic motivational function. J of Cons and Clin
psychol. 1992;(60):143-145.
49- Lenrow PB. Use metaphor in facility
constructive behavior change. Psychother: Theory.
Res and Pract. 1966;(3):145-148.
HF 0 *+ *; U . W ' F (1 %D%5- 50
.1376; 5# : .&
51- Lakoff G, Johnson M. Metaphor we live by.
U.S.A: University of Chicago Press; 1980.
52- Kopp RR, Craw MJ. Metaphoric language,
metaphoric cognition and cognitive therapy.
Psychother. 1998; (35): 306-311.
/ %5 96 < (1 .d 8 J -53
.1383; 4' : .& " (1
54- Ferguson CA. Diglossia, language in education.
London: Open University; 1972.
. W ' F8: W5; S p< * .% : % % -55
S(6Š % (1 ; / _3 : .&
.1382; 8 J

28- Craske MG, Barlow DH. Mastery of your
anxiety and panic: A Therapist guide, (MAP-3).
San Antonio, TX; 2000.
29- Kozuki Y, Kennedy MG. Cultural
incommensurability in psychodynamic
psychotherapy in Western and Japanese traditions. J
of Nurs scholarship 2004; 23(1): 30-38.
30- Grosjean F. Another view of bilingualism:
cognitive processing in bilinguals. Amsterdam:
Elsevier; 1992.
. J 8J96 < # % & S .d 8 J -31
; (F : .& " (1 f8G8/% 3 8 W8'-
.1385
v * & 8 4% d , % % & R(t -32
: .& [J G] 8F8 5 6 8 `*
.1382; .& /123 8 % %
33- Basker M, Moses PD, Russell S, Russell PSS.
The psychometric properties of "Beck Depression
Inventory" for adolescent depression in a primary-
care pediatric setting in India. Child and Adolesc
Psychiatry Ment Health. 2007;1(8).(online journal)
34- Osman A, Barrios FX, Gutierrez PM, Williams
JE, Bailey J. Psychometric properties of the 'Beck
Depression Inventory-II' in nonclinical adolescent
samples. Clin Psychol J. 2008; 64(1): 83-102.
I 3 -% . G < k5 (" . 6-35
8% % .& [J G] -% W!+ " (1
.1382; .& /123
36- Ghassemzadeh h, Mojtabei R, Karamghadiri W,
Ebrahimkhani N. Psychometric properties of a
Persian-language version of "The Beck Depression
inventory-second edition: BDI-II Persian".
Depression and Anxiety. 2005; 21(4):185-192
8 ; %3 h & 8 # -(.d lt *F -37
, '- S(J, % . 8 .1 8 #K J 8J S
.105 108b ,1385 (1
h & 8 # -(*W . 3 L-38
S : .& [; 1 (1 J β 8 6 %3 %3
.1374; *+ *+!W
K J . 8& " .m#. -39
H 8#K Xt g ; Q 8 8(1HJ 8 #
: .& [; 1 (1 J β .& .1 .# Q(
.1381; * 8& 2. 8: WS
40- Alizadehfard S, Ahadi H, Ashayeri H,
Eskandari H. The influence of metaphorical tasks
on explicit memory bias in depression. Third
international conference of cognitive science; 2009.

