Shiraz University
Journal of Children's Literature Studies
Semiannual, ISSN: 2783-0616
Spring - Summer 2026

OPEN ACCESS

Extended Abstract

DOI: 10.22099/JCLS.2025.53157.2101

The Impact of Colloquial Words on the Durability of Mostafa Rahmandoust's Children's Poems

Shahram Rafiei
Lida Namdar* (Corresponding Author)
Nosratollah Dinmohammadi
Hosein Arian

Introduction

Mostafa Rahmandoust (born 1950) is one of Iran's prominent children's and young adults' poets who has had a massive influence on the enrichment and elevation of children's and young adults' literature, particularly children's poetry. His works in the field of children's poetry from the Islamic Revolution to the present have enjoyed great popularity. Although various factors have contributed to the durability of his poems, it seems that the use of colloquial language, with components such as vocabulary, expressions and phrases, idioms, proverbs, and more, has also played a substantial role. Among these, colloquial vocabulary, as the most frequent elements of colloquial language, has been more effective in the durability of his poems. Rahmandoust's poetry, through the application of colloquial words, breaks norms, creates impact on the

* Assistant Prof of Arabic Language and Literature, Islamic Azad Univeristy, Khodabandeh Branch, Khodabandeh, Iran.
lida.namdar@iau.ac.ir

Article Info: Received: 2025-05-11, **Accepted:** 2025-08-06

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audience, and fosters empathy and closeness with them. This study is an effort to examine the impact of colloquial words on the durability of his children's poems and specifically seeks to find an answer to the questions: What is the relationship between folk literature, and in particular colloquial words, with the level of appeal, success, and durability of Rahmandoust's children's poems? And fundamentally, why do his poems still hold value, importance, and appeal for child audiences across all eras?

Method, Objective, and Literature Review

The research method is descriptive-analytical. The criterion for the child-oriented nature of these books is based on the age groups "B, C" or "A and B" listed in the books' bibliographic information. The criterion for determining whether words are slang were Abolhasan Najafi's *Persian Slang Dictionary*, Mohammad Ali Jamalzadeh's *Dictionary of Slang Words*, and other dictionaries.

Studies have been conducted on folk literature and its elements in children's poetry, such as Es'haghi (2016) who in "Examining Folk Culture in the Works of Naser Keshavarz" examined material and spiritual elements of folk literature, including foods and fruits, economy and markets, writing tools, fabrics and clothing, etc., in Naser Keshavarz's children's poems. Sadeghzadeh (2014) in part of the article "Examining the Main Linguistic Features and Imagery in Rahmandoust's Poems" showed that one of the factors in imagery in Rahmandoust's poems is colloquial and local verbs and expressions, which relates to the present article. Heidari and Rabiezadeh (2019) in "Folk Literature and Its Connection to Children's and Young Adult Literature" addressed children's and young adult literature as the most important part of folk literature and the impact of this type of literature on the moral, social growth, and creativity of children and young adults.

Accordingly, no research has been conducted so far on the role of colloquial words in the success and durability of Rahmandoust's children's poems. The objective of this study is to examine the impact of colloquial words on the durability of Rahmandoust's poems, specifically in his 18 collections of poetry.

Discussion

Colloquial words, as one of the elements of colloquial language used in children's poems, are words that are employed in children's language and in their real life and world. These words can be a cause for the durability of children's poetry in the following aspects:

1- The use of colloquial words gives children a sense of familiarity and belonging. Children become acquainted with their own culture through these words, and this familiarity creates a sense of belonging, causing the poems to remain memorable in their minds.

2- Colloquial words in children's poetry are often vivid images that stimulate the child's thought, imagination, emotions, movement, and activity. These imageries help children easily visualize the poem in their minds.

3- Poems that use colloquial words usually have attractive rhythms and rhymes; due to their simplicity and comprehensibility, they have greater potential for repetition and memorization.

4- The use of colloquial words helps children learn language in a natural way. Children's poetry with colloquial words aids the learning process; when children are engaged in language learning, poems act as valuable resources. Folk poetry, in addition to helping with the learning of linguistic structures, also indirectly teaches life skills to the child.

Rahmandoust's use of colloquial words, which are recognized as part of the general culture and national identity and with which the child has a deep emotional connection, has not only served as a suitable model for other poets and writers of children's and young adult literature but has also ensured that his poems, with simple language and appealing topics, remain in the minds and on the tongues of children.

After examining his children's poems, fourteen different types of colloquial words that had a significant impact on the durability of his poems were identified under three main categories: colloquial words, words related to folk concepts and themes, and words related to the living environment of common people, each with subcategories as follows:

1. Colloquial words including words related to emotions and attributes, activities and games, clothing and textiles, tools and utensils, body parts, diseases, animals, family relationships, foods and edibles, occupations, everyday wards, slangs.

2. Words related to folk concepts and themes including words related to religious and ideological concepts, words related to customs and traditions, words related to non-scientific concepts and superstitions, and words related to cultural, social, and patriotic concepts.

3. Words related to the living environment of common people including words related to nature and words related to spaces and places.

Conclusion

The colloquial words used in Rahmandoust’s collections, due to their comprehensibility for children, establish a deep and meaningful connection with them. Also, because they strengthen feelings of closeness and affection in them, they easily settle in their minds and help create vivid and tangible images of children's daily lives, causing the poems to easily intertwine with children's emotional and social experiences, allowing children to imagine themselves in various situations. As a result, they have had a significant impact on the durability and appeal of Rahmandoust’s poems.

Rahmandoust has used colloquial words in such a way that they not only increase the linguistic richness of the poem but also help in the growth of children's imagination and sense of curiosity, serving as an effective tool in transmitting cultural, social, ethical, and educational concepts to different generations.

The use of colloquial words in Rahmandoust's poetry, as a key factor in the durability and impact of his poems in the minds and hearts of children, has broken the boundaries of time in such a way that they have become memorable for children of all generations and registered in the collective memory of everyone.

Keywords: Mostafa Rahmandoust, Children's Poetry, Colloquial Words, Durability.

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