The 10th International TELLSI Conference

Bridging the Gap between Research

Policy and Practice

BOOK OF ABSTRACTS

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Department of English Language and Literature

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Shahid Beheshti University

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Welcome to TELLSI 10 International Conference

It is with great honor and pleasure that I welcome you all to Shahid Beheshti University to participate in the 10th International TELLSI Conference with the theme of "Bridging the Gap between Research, Policy and Practice" hosted by the English Language and Literature Department of the Faculty of Letters and Humanities of Shahid Beheshti University in Tehran.

The theme of the 10th TELLSI Conference, "Bridging the Gap between Research, Policy and Practice", has been selected with the purpose of raising awareness of the relevancy of research to the priorities of the practice of ELT in Iran. The hope is that this year's TELLSI conference will provide a forum for educators and researchers at all levels of education – primary, secondary and tertiary- to exchange views and opinions on the major issues of language education in the local context and the way they can be addressed through research and policy. The major aims of the conference are as follows:

- Localizing the new trends in ELT with the aim of making research in the field more practice-oriented

- Taking a research-oriented approach toward the issues of ELT in Iran

- Increasing the share of local research on ELT in the country's body of research

- Identifying and using the potential capacity of science and research with the aim of improving ELT at general, secondary and tertiary levels of education

- Drawing up a strategic document focusing on the above-mentioned aims with a set timetable to be followed by the university

The conference program includes workshops, oral & poster presentations and symposia. Five workshops are scheduled for the first day of the conference. Four keynote speeches, four featured speeches, 167 oral presentations and 56 poster sessions are scheduled for the second and third days of the conference. The fourth day includes four symposia. It is interesting to know that the papers for oral and poster presentations were selected from among almost 700 papers. The majority of the papers were relevant to the theme of the conference and the number of accepted papers was a lot more than the slots available for presentation. Thus, there are good reasons to recognize and celebrate

this remarkable achievement of the ELT community in Iran.

I would like to take this opportunity to first pay my heartful tributes to late Dr. Zahedi who was very supportive of the conference and was ready to do whatever required to make the conference a success and second to extend my sincere thanks to all of the individuals who contributed to TELLSI 10. It is not possible to name all in the space available. To name a few, my heartful appreciation goes to the keynote speakers for giving weight to the conference and for generating excitement and energy among the participants. I would also like to thank all the featured speakers and oral & poster presenters. My special thanks go to the University Chancellor and president of the conference, Professor Tehranchi, Dean of the Faculty of Letter and Human Sciences, Professor Khatami and the head of the department of English Language and literature, Dr. Soheil. My sincere word of thank goes to the members of the academic and administrative committees and members of staff of Shahid Beheshti University who have been involed in the process of organizing and running the conference. Special mention should be made of Dr. Baleghizadeh, the head of the administrative committee, and Dr Fatemi for their support which has helped us through difficult times.

My special thanks goes to Dr. Azimi for his sincere efforts at all stages of the conference and Mr Yousefpoori-Neim whose skillful designing of the webpage of the conference and his technical assistance have been of immense help to us. I would also like to express my appreciation of the work done by the PhD candidates in the Department of English Language and Lietrature, Ms Javidanmehr, Mr Derakhshesh, Mr Gordany and Mr Saharkhiz. I owe more to my family, colleagues and students than I can express and am deeply indebted to them. Special mention should also be made of the members of the Society of Undergraduate Students of English Literature at Shahid Beheshti University.

My hope is that you will find the outcome of our collective efforts worthy of your time and attention. I wish you a very good time and hope that you will take with you nothing but pleasant memories from this conference.

Thank you all!
Mohammad Reza Anani Sarab
TELLSI 10 Conference Chair

Conference at a Glance

TELLSI 10 Workshop Schedule

	Day ONE (16th October)	
7:30 – 8:30	*Registration*	Reception Desk, Faculty of Humanities

Workshops

Session Time	Presenter & Workshop Title	Room (no.)
8:30 – 10:30	*Dr. Mehdi Riazi* "Developing Course Syllabuses: An Aligned Curriculum Approach"	215
8:30 – 10:30	*Dr. Majid Fatahipour* "CLAN Data Transcription Analysis Tools"	Lab 1
10:30 – 12:30	*Dr. Zofia Golebiowski* "Framework for Relational Analysis of Texts: Theory and Practice"	215
10:30 – 12:30	*Dr. Seyyedeh Susan Marandi* "Online Collaboration: An Introduction to Using Wikis"	Lab 1
12:30 – 14:00	*Lunch & Prayers*	*
14:00 – 16:00	*Dr. Tricia Henry* "Researching the Intersection between Linguistics and Education"	215
16:00 – 18:00	*Dr. Amir Ali Nojoumian* "Critical Theory and Teaching Literature"	215

Day TWO (17th October)

7:30 – 8:30	*Registration*	Reception Desk, Faculty of Humanities

8:30 – 9:30	Inauguration Ceremony	Shahid Behehsti Int'l Conference Center

Session Time	Presentations	Room (no.)
9:30 – 10:30 **(Keynote Speech)**	*Dr. Hossein Farhady* "Assessment: Research, Policy, and Practice"	Shahid Behehsti Int'l Conference Center
10:30 – 11:00	***Break &*** ***Poster Sessions (A)*** → *See Table A*	***Humanities Lobby***
11:00 – 11:30	Parallel Sessions no. 1	See "Table 1"
11:30 – 12:00	Parallel Sessions no. 2	See "Table 2"
12:00 – 13:30	***Lunch & Prayers***	*
13:30 – 14:30 **(Keynote Speech)**	*Dr. Tiricia Henry* "Language Variation and the Professional Identity of the English Language Teacher "	Mowlavi Hall
14:30 – 15:00	Parallel Sessions no. 3	See "Table 3"
15:00 – 15:30	Parallel Sessions no. 4	See "Table 4"
15:30 – 16:00	***Break &*** ***Poster Sessions (B)*** → *See Table B*	***Humanities Lobby***
16:00 – 16:30	Parallel Sessions no. 5	See "Table 5"
16:30 – 17:00	Parallel Sessions no. 6	See "Table 6"
17:00 – 17:30	Parallel Sessions no. 7	See "Table 7"
17:30 – 18:30	TELLSI Elections	Mowlavi Hall

Day THREE (18th October)

Session Time	Presentations	Room (no.)
8:30 – 9:30 **(Keynote Speech)**	*Dr. Mehdi Riazi* "Elaboration on Argument-Based Approach to Test Validation: Implications for Test Developers and Test Users"	Mowlavi Hall
9:30 – 10:00	Parallel Sessions no. 8	See "Table 8"
10:00 – 10:30	Parallel Sessions no. 9	See "Table 9"
10:30 – 11:00	***Break &*** *Poster Sessions (C) → See Table C*	*Humanities Lobby*
11:00 – 11:30	Parallel Sessions no. 10	See "Table 10"
11:30 – 12:00	Parallel Sessions no. 11	See "Table 11"
12:00 – 13:30	***Lunch & Prayers***	*
13:30 – 14:30 **(Keynote Speech)**	*Dr. Zofia Golebiowski* "The Structure of Academic Prose: Intercultural and Interdisciplinary Dimensions"	Mowlavi Hall
14:30 – 15:00	Parallel Sessions no. 12	See "Table 12"
15:00 – 15:30	Parallel Sessions no. 13	See "Table 13"
15:30 – 16:00	***Break &*** *Poster Sessions (D) → See Table D*	*Humanities Lobby*
16:00 – 16:30	Parallel Sessions no. 14	See "Table 14"
16:30 – 17:00	Parallel Sessions no. 15	See "Table 15"
17:00 – 17:30	Parallel Sessions no. 16	See "Table 16"
17:30 – 18:30	**Meeting of the Editors-in-Chief of Scientific Journals**	Mowlavi Hall

Day FOUR (19ᵗʰ October)

Symposia

Session Time	Symposium Presenter(s) and Title	Room
8:30 – 9:30 **(Symposium no. 1)**	Symposium Leader: *Dr. Ghafar Samar* "Does the supply meet the demands? The mismatch between researchers' interests and practitioners' needs."	Mowlavi Hall
9:30 – 10:30 **(Symposium no. 2)**	Symposium Leader: *Dr. Ataei* " EAP instruction in Iran: Ripe time for reforms in textbooks and methodologies "	Mowlavi Hall
10:30 – 11:00	*Break*	*Humanities Lobby*
11:00 – 12:00 **(Symposium no. 3)**	Symposium Leader: *Dr. Shahin Vaezi* " TEYL in Iran: Practice and policy"	Mowlavi Hall
12:00 – 13:30	*Lunch & Prayers*	*
13:30 – 14:30 **(Symposium no. 4)**	Symposium Leader: *Dr. Gholam Reza Kiany* "Toward the development of an all-inclusive English language policy education for Iranian public schools: Idealization vs. materialization"	Mowlavi Hall
14:30 – 15:30 **(Symposium no. 5)**	Symposium Leader: *Dr. Anani,* "English Language Curriculum for Secondary Schools: How to Align Policies and Planning Procedures to Support Changes in Practice"	Mowlavi Hall
15:30 – 16:00	*Break*	*Humanities Lobby*
16:00 – 16:30	Symposia Round-Up Session	Mowlavi Hall

16:30 – 18:00	TELLSI Session	Mowlavi Hall

18:00 – 18:30	Closing Ceremony	Mowlavi Hall

Conference Workshops

Developing Course Syllabus: An Aligned Curriculum Approach

Riazi, Mehdi

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What do we want students to learn? (Learning outcomes) How will they learn it? (Learning activities) How will they know they have learned it? (Assessment), and where do they go from here? (Evaluation) These are questions usually dealt with in curriculum development and syllabus design. Curriculum is broadly defined as the orchestration of different instructional components (outcome, process, and assessment) to bring about learning for students. It is within the course syllabus that such arrangement can be operationalized and put into practice. Developing efficient syllabus for courses to achieve curriculum goals and outcomes is therefore an important but challenging task confronting teachers. This workshop draws on the concept of "aligned curriculum" (Biggs, 2002) to discuss learning outcomes (both specific and generic) and assessment tasks and activities and how they can be aligned in a syllabus to achieve a coherent approach to teaching and learning. This workshop targets those who teach language and content courses at tertiary levels, but other teachers can benefit from the discussions as well. The workshop will help you conceptualise "aligned curriculum" and how to develop your syllabus so that your students improve their learning. The key idea is that all the components of the curriculum (the content and intended outcomes, the teaching methods, and the assessment tasks) are aligned to each other.

Mehdi Riazi obtained his Ph.D. in Second Language Education from the University of Toronto, Canada. He was a faculty member in the Department of Foreign Languages and Linguistics, Shiraz University where he supervised about 40 master's thesis and 14 Ph.D. dissertations. He was the Chair of the 4th TELLSI Conference which was held at Shiraz University in 2007. He joined the Department of Linguistics, Macquarie University in Australia in July 2009. Currently, he is the convenor of two postgraduate courses of Research Methods and Language Assessment in the Department of Linguistics, Macquarie University. His areas of interest include teaching and assessment of L2 reading and writing skills, test validation, text analysis, and language teaching methodology. He is now supervising 8 Ph.D. students in the areas of Applied Linguistics in the Department of Linguistics, Macquarie University, and is the chief investigator for three research projects with IELTS, Pearson, and ETS (TOEFL) on test validation.

CLAN Data Transcription and Analysis Tools

Fatahipour, Majid

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Aimed at beginning as well as senior researchers, the workshop is intended to unravel the many potentials of CLAN data transcription and analysis tools. These tools are designed to function in a system that increases the reliability of transcriptions and handling of data through using a unified coding and automated analysis. Using this system also facilitates the sharing of transcript data, which has already developed huge databases in many world languages.

The workshop is planned to be presented in two sessions. The first hour would be an introductory part, to be of use to PhD students and interested academics who consider exploring the uses of this amazing tool. The second session consolidates the familiarity earned in the first session by inviting everybody to join in a hands-on experience with the relevant computer programme to get a feel of how language data can be handled, transcribed and analysed. The session will close with a forum for follow up discussion. Registration is limited and participants are requested to provide a summary paragraph of their current or planned research in order for us to better gear the practical session towards their interest.

Majid Fatahipour received his PhD in Applied Linguistics from the University of the West of England (Bristol) where working with CLAN and lexical richness programmes were part of his thesis and the department specialty. He has been lecturing in universities from 2004, being a faculty member of one and has published widely on various applied linguistic issues. His main research interests are vocabulary acquisition, lexical richness measurement and testing.

Critical Theory and Teaching Literature

Nojoumian, Amir Ali

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This workshop is an attempt to argue, theoretically and practically, that the strategies of teaching literature are consistently affected by critical theories. Critical theories - such as formalism, structuralism, post-structuralism, feminism, etc - in turn, are affected heavily by the major theoretical paradigms: text-centred or context-centred approaches, epistemological or ontological considerations, essentialist or non-essentialist speculations, Platonic or Aristotelian philosophies, and teleological or process-oriented concerns. In this workshop, the participants and I propose and practice certain teaching strategies and tactics that are based upon these paradigms and theories.

Amir Ali Nojoumian is associate professor of English Literature at Shahid Beheshti University, Tehran, Iran teaching at undergraduate and postgraduate programmes of English Literature. He completed his MA and PhD studies in the UK at Leicester University during the 1990s. His doctorate research area is the poststructuralist thought with readings of Jacques Derrida's writings on literature, arts and theology. He has published a number of books (7) and articles (57) in Persian and English. His publications are oriented towards semiotic and narrative analysis of literature and arts, philosophy of literature, modernist and postmodernist literature, deconstructive reading of literary and artistic works, teaching literature, and comparative criticism. His article on teaching literature is published in TELL journal, entitled "Reader-Oriented Strategies for Teaching Poetry" published in 2007 and he also carried out a research project for Shahid Beheshti University entitled Teaching English Literature: Shortcomings and Solutions in 2003.

Researching the Intersection between Linguistics and Education

Henry, Tricia

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We are called to supervise research students who want to research a question in the application of linguistics to learning. We supervise together with colleagues who come from different disciplinary traditions. This one hour workshop will look at the issues raised by this demand to answer complex questions using research methods that have arisen from different traditions and different beliefs about the nature of knowledge. Using a set of questions, some provided and some contributed by participants, we will discuss notions of epistemology, traditions in investigating learning and language learning, and methods that are available to answer our questions.

Dr. Tricia Henry received her PhD from Monash University and her MA from the University of Michigan. Her PhD was a study in first language acquisition. She investigated the adult talk addressed to young children with and without a speech delay; her focus was on the function of the adult language as it relates to child language development. She used Speech Act theory as the basis of her analysis.

At Deakin, she has taught in the Faculty of Education, mostly in sociolinguistics and TESOL postgraduate courses. For a period, she taught in the Faculty of Arts. She has taught postgraduate subjects in linguistics, sociolinguistics, second language acquisition and research methodology in education to teachers specializing in TESOL. The units link the social context of the learner, variational sociolinguistics, cultural diversity and language learning. As well, she has taught sociolinguistics and first language development to students in the Bachelors of Education, Arts, Disability Studies and Early Childhood Education.

She has supervised several Masters theses and research papers in a range of areas including language curriculum, language teaching strategies for children with autism and cross-cultural pragmatics. She has supervised three international PhD students to completion and is currently supervising seven PhD students.

Her research interests are first language acquisition, normal and delayed; second language acquisition; language variation and non-native English speaking teachers of English, and motivation in second language acquisition.

Framework for Relational Analysis of Texts: Theory and Practice

Golebiowski, Zofia

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This workshop can be useful for academic researchers and postgraduate students who wish to explore relational approaches to the examination of the organisation of academic texts.

The first part of the workshop will introduce the theory and premises of the framework for the rhetorical analysis of the structure of texts (FARS). FARS provides a functional account of the structure of text in terms of the strategies employed by writers to achieve their communicative purposes. Its coherence relations obtain from the level of text as a whole to the clausal level. The discourse parts at all levels except the bottom level constitute relational schemata. FARS relational taxonomy includes the following relational clusters: Elaboration, List, Causal, Adversative, Facilitation, Assessing and Digression. The second part of the workshop will provide opportunity to practice relational analyses of selected texts within this framework.

Zofia Golebiowski received her PhD from Monash University, her MA (Applied Linguistics) from the University of Melbourne and MA (Linguistics) from UAM University. She is a discipline coordinator for TESOL and LOTE at Deakin University. She teaches intercultural communication, discourse analysis and linguistics for language teaching in postgraduate TESOL programs. She has supervised Masters and PhD projects in a variety of areas of linguistics and applied linguistics. Her research interests and publications are in discourse analysis and cross-cultural communication

Online Collaboration: An Introduction to Using Wikis

Marandi, Seyyedeh Susan

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Wikis are fully editable websites which require very little technological literacy, and which all members or often even visitors can easily make changes to; for this reason, they can very easily be used for online collaboration in educational settings, including language learning situations. Nowadays most wikis make use of WYSIWYG (i.e., What You See Is What You Get) text editors; therefore, even learners who are not very comfortable with computers can be encouraged to participate. Also, the history feature of a wiki makes it possible for the instructor to follow all wiki updates, and to monitor and assess student participation, combining positive interdependence with individual accountability. This workshop is intended as a hands-on introduction to using wikis in EFL/ESL situations. The participants will work together on an actual wiki, to help them gain first-hand experience on the potentials of this useful online tool.

Dr. Seyyedeh Susan Marandi is an assistant professor of TEFL at Alzahra University in Tehran, Iran. Some of her current interests are computer-assisted language learning, language assessment, and language research.

Keynote Speeches

Language Assessment: Research, Policy, and Practice

Farhady, Hossein

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Scholars would agree that progress in a discipline depends on conducting quality research for designing a coherent policy, implementing the policy professionally, and evaluating the outcome empirically. They would also agree that conducting research relies on the principles of theoretical frameworks that researchers follow (Johnson, 2004). The more grounded the theories are, the more informed research can be conducted and the more valid results can be obtained (Mitchell and Myles, 2009). Language assessment, as one of the complex and complicated fields in applied linguistics, is not an exception, nor are the theories dealing with it.

Among many reasons for the complexity of the field, one seems to be rooted in its multidisciplinary nature. A theory of language assessment should account for multiple parameters including not only the nature of language itself, but also for the processes of teaching, learning, performing, and assessing it (Mariusz, 2005). Linguistics, psychology, sociology, pedagogy, and psychometrics are disciplines that contribute to theory construction in language assessment. That is, theories in language assessment are formulated by integrating cross-disciplinary principles from theories in a variety of independent disciplines. Another reason may be the lack of coherent local policies to direct and support research and to implement the findings. That is probably why advancements in theoretical perspectives have not been fully materialized in real life practice. Nor have practitioners in language assessment been blessed by the contributions from the findings of research.

In this presentation, I do not intend to delve deeply into explaining the principles of the theories. Nor do I intend to summarize the ongoing debates among the proponents and opponents of the theories because there is a rich literature on both (Ortega, 2004, Farhady, 2005; Fulcher and Davidson, 2007; Ormrod, 2011). What I intend to accomplish, however, is to discuss how theories are shaped in language assessment and how they have influenced practice. More, specifically, I will attempt to

1. Present the links among theories of language learning, language teaching, and language assessment.
2. Demonstrate how these theories have influenced teaching methods, learner behavior, teacher responsibility, assessment procedures, and classroom management.
3. Reflect upon some of the reasons for less success in the application of theories in practice.

I will end the presentation with some suggestions for establishing a strategic plan for a meaningful interaction of research, practice, and policy regarding language assessment in the country.

Hossein Farhady is a former associate professor of applied linguistics at the Iran University of Science and Technology (IUST) in Tehran, Iran. He received his MA in TESL and PhD in Applied Linguistics from UCLA in 1978 and 1980, respectively. His major area of interest is research on various aspects of language assessment. He has taught courses on language testing, research methods, and ESP at the MA and PhD levels for the last three decades in Iran, Canada, Armenia, and USA. He has also presented papers in national and international conferences and has widely published on the issues related to language testing. He has published more than 10 books and 50 articles on various topics in applied linguistics in general and in language assessment, in particular. He has directed MA programs in TEFL, two nationwide research projects on EFL/EAP education in Iran, and supervised over 60 MA and PhD theses. He has directed several test development and test validation projects in Iran and other places in the world. He retired in 2006, moved to US, and worked as a senior scholar and project manager for organizations such as Ordinate Corporation, Avant Assessment, and Lidget Green Corporation in California, and Second Language Testing, Inc., in Rockville, Maryland. He also directed projects related to the scoring of Pearson's new automated language proficiency test. From 2008 to 2010, he worked as the associate dean of the Department of English Programs at the American University of Armenia. Presently, he is an adjunct professor at the University of Southern California, Los Angeles. Language

Elaboration on Argument-Based Approach To Test Validation: Implications For Test Developers And Test Users

Riazi, Mehdi

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Validity and validation are now two common and established terms in testing in general, and language testing in particular. It seems validity is an indispensable part of any discussion of language test development and use regardless of the test is being used for pedagogical, screening, accreditation, or migration purposes. As the definition and assumptions we hold regarding validity shape how we approach *validation*, the process of gathering and evaluating evidence in order to establish the 'quality and acceptability' of an assessment tool, it, too, has undergone significant change in recent years. This talk will review developments in the conceptualization of validity and consequent practice of validation over the last three decades, in order to provide a theoretical background for two modern validity frameworks, namely, Kane's (1992, 2004) interpretive argument and Bachman's (2005) and Bachman and Palmer's (2010) Assessment Use Argument (AUA). The new Argument-based Approach to validation has implications for both test developers and test users as will be discussed in the talk.

Mehdi Riazi obtained his Ph.D. in Second Language Education from the University of Toronto, Canada. He was a faculty member in the Department of Foreign Languages and Linguistics, Shiraz University where he supervised about 40 master's thesis and 14 Ph.D. dissertations. He was the Chair of the 4th TELLSI Conference which was held at Shiraz University in 2007. He joined the Department of Linguistics, Macquarie University in Australia in July 2009. Currently, he is the convenor of two postgraduate courses of Research Methods and Language Assessment in the Department of Linguistics, Macquarie University. His areas of interest include teaching and assessment of L2 reading and writing skills, test validation, text analysis, and language teaching methodology. He is now supervising 8 Ph.D. students in the areas of Applied Linguistics in the Department of Linguistics, Macquarie University, and is the chief investigator for three research projects with IELTS, Pearson, and ETS (TOEFL) on test validation.

Language Variation and the Professional Identity of the English Language Teacher

Henry, Tricia

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There is a growing body of research on the professional identity of the English language teacher (ELT). Much of the research juxtaposes the "native English speaking teacher (NEST)" and the "non-native English speaking teacher (NNEST)." It is important to test those labels, but more important to consider what contributes to the professional identity of the ELT. Research shows that ELT identity is formed at different sites, and that these sites may be contributing differently to the ELT's professional identity. It also shows a tension between factors that contribute to an ELT's professional identity, particularly between pedagogical skill and content knowledge.

This latter begs the question *What is the 'content' of English as a lingua franca?* Most ELTs have not had the opportunity to become aware of ELF. Even when they have, they still look to the Inner Circle to provide norms. This leads to the need for the study of language variation, first in L1 and then in English, for teachers preparing to teach ELF.

Dr. Tricia Henry received her PhD from Monash University and her MA from the University of Michigan. Her PhD was a study in first language acquisition. She investigated the adult talk addressed to young children with and without a speech delay; her focus was on the function of the adult language as it relates to child language development. She used Speech Act theory as the basis of her analysis.

At Deakin, she has taught in the Faculty of Education, mostly in sociolinguistics and TESOL postgraduate courses. For a period, she taught in the Faculty of Arts. She has taught postgraduate subjects in linguistics, sociolinguistics, second language acquisition and research methodology in education to teachers specializing in TESOL. The units link the social context of the learner, variational sociolinguistics, cultural diversity and language learning. As well, she has taught sociolinguistics and first language development to students in the Bachelors of Education, Arts, Disability Studies and Early Childhood Education.

She has supervised several Masters theses and research papers in a range of areas including language curriculum, language teaching strategies for children with autism and cross-cultural pragmatics. She has supervised three international PhD students to completion and is currently supervising seven PhD students.

Her research interests are first language acquisition, normal and delayed; second language acquisition; language variation and non-native English speaking teachers of English, and motivation in second language acquisition.

The Structure Of Academic Prose:
Intercultural And Interdisciplinary Dimensions

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In the contemporary world of increasing internationalisation of scholarship the ability to communicate in the "lingua franca" of global research communities and familiarity with relevant academic genres is crucial to attaining research visibility in the academy. Native English language competency does not guarantee the possession of knowledge and skills about how to manipulate the language structure of academic genres to produce the kind of scholarly prose acceptable in the community of readers. This task is even more challenging to Non-NESB academic writers, mainly because the purpose of academic writing is both informative and rhetorical, and the information packaging strategies are likely to be discipline and culture bound.

Communication in professional academic culture is carried out and codified by selected genre categories which function as the media for scholarly discussions. This presentation will focus on the structure of a research paper, the most widely established form of presenting academic research. With an increasing internationalisation of scholarship, the schema of a research paper faces two potentially conflicting sets of forces. At one end are the forces of established conventions of the rhetorical pattern of research papers which are modelled on the structure of an "Anglo" research paper. On the other are the forces of norms for text construction of the author's culture of socialization.

I will discuss analytical approaches to the examination of the relational organisation of this genre exploring both intercultural and interdisciplinary dimensions. I will examine paratactic and hypotactic configurations of the structure of research paper, providing examples of relational strategies utilised by native and no-native English speaker writers representing Anglo and non-Anglo discourse communities.

Zofia Golebiowski received her PhD from Monash University, her MA (Applied Linguistics) from the University of Melbourne and MA (Linguistics) from UAM University. She is a discipline coordinator for TESOL and LOTE at Deakin University. She teaches intercultural communication, discourse analysis and linguistics for language teaching in postgraduate TESOL programs. She has supervised Masters and PhD projects in a variety of areas of linguistics and applied linguistics. Her research interests and publications are in discourse analysis and cross-cultural communication

Featured Speeches

Teaching Literature Deconstructively

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Critical approaches, which were traditionally associated with and limited to literary textual readings, are increasingly considered and employed as inventive paradigms in new fields of humanities. Deconstruction, among major critical approaches, is one of the most 'applicable' and relevant ones. Nowadays, more and more one can see terms such as deconstructive reading of arts, law, translation studies, and politics among others. The focus of this paper is the relevance of Derrida's thought on pedagogy in general and teaching literature in particular. In this paper, I would first argue that teaching literature could benefit from critical approaches. Then I would discuss the very "possibility of teaching literature" and the curious relation between deconstruction and pedagogy. Further, I would try to put forward the argument that a literature teacher could put some of the major concepts of deconstruction such as 'undecidability,' 'play,' 'differance,' 'aporia' and 'promise' into practice in a pedagogical situation. I would also argue that the scope and attitude of teaching literature could change dramatically when the borderlines between literature and criticism and also literature and philosophy are re-drawn. I believe these re-drawings of the boundaries have certain bearings on the context of teaching literature.

Amir Ali Nojoumian is associate professor of English Literature at Shahid Beheshti University, Tehran, Iran teaching at undergraduate and postgraduate programmes of English Literature. He completed his MA and PhD studies in the UK at Leicester University during the 1990s. His doctorate research area is the poststructuralist thought with readings of Jacques Derrida's writings on literature, arts and theology. He has published a number of books (7) and articles (57) in Persian and English. His publications are oriented towards semiotic and narrative analysis of literature and arts, philosophy of literature, modernist and postmodernist literature, deconstructive reading of literary and artistic works, teaching literature, and comparative criticism. His article on teaching literature is published in TELL journal, entitled "Reader-Oriented Strategies for Teaching Poetry" published in 2007 and he also carried out a research project for Shahid Beheshti University entitled Teaching English Literature: Shortcomings and Solutions in 2003.

English for Specific Purpose as a Basic Component of the Modern Curricula at University Level

Chirimbu, Sebastian

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Discourse plays an important role in social transformation and restructuring; all over the world, the acquisition of clear, concise, precise and effective communication skills is considered critical for international career prospects in many professions (including banking, finance, marketing, international affairs, journalism, public relations). From our 12-year experience of teaching ESP to under and post-graduate learners (nationals and internationals) in Romania, Bulgaria, Bosnia and Italy we have realized that the acquisition of communication skills is difficult to master, since students have little background schemata or knowledge of contextual realities and of prior texts.

Researchers and academic lecturers today organize for on the doing of discourse and look at organizations as phenomena in and of language. At university level, nowadays, , it is compulsive to discuss what to teach and how to teach a foreign language taking into account the objective social and professional needs of future specialists in our country. Besides businessmen, tradesmen, engineers, scientists and scholars all over the world must know English because it is the international means of exchange of information and experience.

The key distinguishing feature of ESP is its openness to the insights of other disciplines.

Differences exist in how people interpret the meaning of English for Specific Purpose(s). Strevens (1988) described it as English language teaching which is designed to meet specified needs of the learner. In the view of Chen (1993:80), ESP is "a major specialization within the discipline of English language teaching". Hutchinson and Waters (1987:19) defined ESP as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". Still, others specified ESP as the teaching of English for academic studies, or for vocational or professional purposes, a whole literature mentioning acronyms such as EAP (English for academic purposes), EOP (English for occupational purposes), EMP (English for medical purposes), EBP (English for business purposes), and EST (English for science and technology). All of these are part of the ELT (English Language Teaching) repertoire. Whatever name it assumes, ESP is now a term connoting promise for more effective and more useful English language instruction (Tsou, 2009; Yogman & Kaylani, 1996).

Different points can/will be analyzed during the presentation:

1. An ESP course development be viewed as an on-going process, with necessary alteration by the teacher to suit student interests and needs even while the course is in progress. Thus an ESP course should be a customized program, which caters to a certain group of learners with a specific purpose and enables them to prepare for professional communication at future workplaces.

2. ESP concentrates more on language in context than on teaching grammar and language structures as L. Fiorito considers in his article How is ESP different from ESL?; it covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners. ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English. The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster.

3. For the ESP practitioner to understand how spoken and written texts of a discipline or profession work, F.Toader (2008: 18) considers that "he/she should understand how they are used by discourse communities of professionals and how these texts attempt to persuade their audiences of the validity of their claims and arguments".

4. The notion of teaching portfolio has been used by C.S.Banfi(2003)to refer to "a purposeful collection of any aspect of the teacher's work that tells the story of a teacher's efforts, skills, abilities, discipline and community". Such a portfolio defines the ESP teachers' multidisciplinary activity and his/her professional growth.

Sebastian Chirimbu, Ph.D is a senior lecturer at the Department of Specialized Languages, Faculty of Letters within "Spiru Haret" University (Bucharest, Romania) and mentor-trainer in Management and European Affairs. In terms of management, he is involved in various national projects (Romania) and international (Bosnia, Italy, Bulgaria, Iran), and holds the position of Director of the Centre of Research, Resources and European Studies , a corporation bringing together university departments, training centers, colleges and research institutes.

A graduate of Foreign Languages and Literature Faculty, Department of Finance and Banking later and post-graduate studies in Management (the National School of Political Studies) and various specialized programs in communication management, human resources, specialized terminologies (EU), he is the author of 16 textbooks and university courses (in finance and banking, institutional and diplomatic discourse, translation studies, terminology), and last 3 years, he published over 25 articles on globalization, organizational management, economic welfare, the EU integration

process and eurolect (specialized EU terminology). Currently he is studying the linguistic diversity, multilingualism and heterogeneity of the European Union communicative space.

He has also presented papers in national and international conferences and has widely published on the issues related to linguistics and translations studies, the most recent being in Mashhad (Language and Technology ICALT2012) and Bucharest (lecturing about the connection between language, culture and civilization during the Summer School TDCRS2012).

He has published more than 15 books (terminology, interdisciplinarity, ESP, economics, globalization) and 50 articles on various topics in applied linguistics in general and in language assessment and ESP, in particular.

Toward a Model of Language Teacher Assessment:

Construct, Concerns, and Challenges

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Advances in foundation sciences, e. g., cognitive and educational psychology, sociology and sociolinguistic, applied linguistics, education, and educational technology, etc., which are presumably responsible for providing "knowledge for teachers" and developments in language assessment and testing in the new millennium require a new understanding of assessing language teachers. This paper aims at exploring the construct of language teacher assessment on the basis of language teaching effectiveness and language teachers' content and pedagogical knowledge. Then, it will discuss the possible concerns and challenges for the implementation of these suggested constructs. Finally, a multidimensional interactive model for assessing language teachers that can potentially reflect the newly emerging language education priorities will be suggested.

Dr. Sayyed Mohammad ALAVI is an associate professor at the department of English language and literature in the University of Tehran. His first publication entitled Data Analysis in Applied Linguistics appeared in 1994 in Lancaster University. His main areas of research are language testing and assessment, English for Specific Purposes, and Task Based Language Teaching and assessment. He has taught courses related to his main interests to undergraduate and postgraduate levels. He also tackled these issues in his national and international publications.

What does Markers Research (MR) Offer to Language Teachers?

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Markers Research (MR hereafter) has traversed a long road over the past few decades for the identification, classification and realization of an inclusive typology. This has mainly occurred under the rubric of discourse and pragmatic research and quite often from a theoretical point of view. Very little if any can be found which has truly addressed and reoriented this mainstream towards the language pedagogy. Besides introducing the state of the art markers research to participants, this presentation aims at raising awareness on the role of MR in language pedagogy. In so doing, along with the introduction of the seminal models in the field over half a century research, practical designs and studies will be presented on the efficacy of teaching discourse, pragmatic, rhetorical and metaphorical markers in the EFL context. Furthermore, the role of each category of markers will be discussed and exemplified from both a theoretical and pedagogical perspectives.

Reza Khany, PhD in TEFL, is currently teaches graduate courses at Ilam University, Ilam, Iran. He has published many articles and presented many papers in local and international conferences. His research interests include SLA, Pragmatics, cognitive linguistics, and discourse analysis. He is the manager of SLA SIG in TELLSI Organization and Editor-in-Chief of the Iranian Journal of Second Language Acquisition.

Poster Presentations (Table A)

Poster Presentations
Day TWO (17th October): **Morning Session (10:30 – 11:00)**

Presenter(s)	Poster Presentation Title
Pardis Zaferani	A functional analysis of subject within theme segment in English and Persian advertising discourse **Code: Wa-1**
Samin Mirtaheri	The relationship between Iranian EFL learners' perceptual learning styles and their teachers' teaching styles **Code: Wa-2**
Amir Toghyani Khorasgani	Setting reading goals and the ultimate achievement of Persian EFL learners in a computer-mediated environment **Code: Wa-3**
Sima Modirkhamene & Hojjat Roumi	The relationship between multilingualism and Iranian EFL learners' multiple intelligences **Code: Wa-4**
Samaneh Massoodi-Hematabadi	Graphic organizers: A suitable writing tool or not? **Code: Wa-5**
Necdet Osam & Mohammad Omid Mohammadi	Language learning motivation among Iranian undergraduate architecture students. **Code: Wa-6**
Samaneh Darighgoftar	Difficulties of translating diexis in poems from English to Persian **Code: Wa-7**
Mohammad Reza Khodashenas & Reyhaneh Salehi	The effect of portfolio assessment on writing ability of Iranian EFL learners **Code: Wa-8**
Ali Mansoori Nezhad	Representation of Polistinians and Isreali's in George W. Bush's speech? A critical discourse analysis **Code: Wa-9**
Mojdeh Ebrahimi Dehkordi	Evidentials in introduction of research articles written in English; the study of referencing natives by Iranian writers **Code: Wa-10**
Neda Gohardehi & Maryam Hosseini	Investigating written Persian deficits in deaf students writing: A support for critical period hypothesis **Code: Wa-11**
Mahdieh Farshaddjou	Simultaneous learning of English and French by adult Persian-speaking learners in Iran **Code: Wa-12**

Oral Presentations (Table 1)

Oral Presentations

Day TWO (17th October)**: Morning Session (11:00 – 11:30)**

Presenter(s)	Oral Presentation Title	Room (no.)
Sebastian Chirimbu (Featured Speech)	English for Specific Purpose as a basic component of the modern curricula at university level	Mowlavi Hall
Sasan Baleghizadeh & Mehrdad Yousefpoori-Naeim	Looking at metalanguage in three EFL textbooks	139
Leyli Jamali, Gholam-Hossein Mahmoud Soltani	Identifying the textual erewhon in Kurt Vonnegut Jr.'s science fiction Slaughterhouse-Five	140
Karim Shabani	Microgenetic analysis of L2 learners' writing processes during group dynamic assessment (G-DA)	141
Sajjad Pouromid & Baqer Yaqubi	Contextual constraints on language choice in EFL classes: Should first language be given a role?	142
Amir Mahdavi Zafarghandi, Hojat Jodai	The effect of CALL on the types of written errors of Iranian adult learners of English	143
Naser Rashidi & Morteza Abbasi	On the relationship between the prior knowledge of text genre and Iranian EFL learners' reading performance	239
Zohreh Nafissi & Giti Mortazavi Sarmad	Are we providing them through the right channel? Modes of presentation in vocabulary learning	240
Dariush Nejadansari & Sasan Aliari	Translating idioms: A case study on Mohammad Ali Jamalzade's Yeki Bud, Yeki Nabud and its English translation	241
Zahra Jafari	The formalistic analysis of a "Persian" Hamlet	242
Maryam Azargoon & Hafez Shatery	On apology speech act realization patterns in Persian and English	243

Oral Presentations (Table 2)

Oral Presentations

Day TWO (17th October): **Morning Session (11:30 – 12:00)**

Presenter(s)	Oral Presentation Title	Room no.
Zahra Yazdanpanah	Labovian narrative macrostructures: A comparison between Iranian EFL learners' spoken and written storytelling	139
Hadi Azimi	Teachers' professional identity: Tracing the change from novice to experienced teachers	140
Akram Ramezanzadeh & Hamed Abdollahzadeh Kalantari	Two sides of the same coin: The effect of electronic dialogue journaling on Iranian EFL learners' creative and critical thinking	141
Maryam Ranjbar & Azizullah Mirzaee	Problematizing the power-over patterns of the L2-classroom turn-taking architecture in Iran	142
Roya Khoii & Zahra Arabsarhangi	Wikis' collaborative environment and EFL learners' writing skill	143
Omid Tabatabaei & Shahram Vatani	The impact of text and multimedia messaging on idiom learning of EFL learners	239
Nouroddin Yousofi & Roghayeh Hooshangi	An investigation into the Iranian English language students' reading problems: A case study	240
Mohammad Kazemian Sana'ati & Fatameh Khonamri	The Impact of DA on depth vocabulary of critical reading	241
Saber Zahedi	Injecting screencast into translation process research	242
Ahmad Sharifzadeh & Reza Biria	The contrastive conceptual analysis of heart metaphors in English, Persian, and Turkish Cultures	243

Oral Presentations (Table 3)

Oral Presentations

Day TWO (17th October): **Afternoon Session (14:30 – 15:00)**

Presenter(s)	Oral Presentation Title	Room (no.)
S. Mohammad Alavi (Featured Speech)	Toward a model of language teacher assessment: construct, concerns, and challenges	Mowlavi Hall
Baqer Yaqubi, Ali Rayati, & Monavvar Malek Abbasi	The effects of instruction on the development of pragmatic competence	139
Mojtaba Heidari, Ali Shahmoradi, Behnaz Sarduei, & Akram Rafiee	The impact of supplemental reading on vocabulary acquisition and retention: a case of Iranian high school students	140
Ahmad Nadalizadeh	An "Always Already" shattered world: Deconstructing Salvation in Paradise Lost	141
Sasan Baleghizadeh, Elnaz Oladrostam, & Maryam Kashefolhagh	Learning vocabulary through connectionist networks: Receptive and productive use	142
Amir Sabzevari	Simultaneous effects of pre-task and on-line planning on complexity, accuracy and fluency in L2 oral production of Iranian EFL learners	239
Reza Abdi & Saeideh Zolali	The effect of critical thinking on Iranian EFL learners' writing ability	239
Sima Modir Khameneh & Masoumeh Samadi Osalu	On the effect of an integrative approach incorporated into high school EFL syllabus	240
Vahideh Alizadeh & Sara Jalali	Burnout among Iranian EFL teachers	241
Seyed Rahim Moosavinia & Marziyeh S. Ghoreishi	Okonkwo: A centre that does not hold	242
Reza Biria & Elahe Soleimani	The contrastive analysis of direct and indirect convivial speech acts in English and Persian wedding ceremonies: A socio-pragmatic approach	243

Oral Presentations (Table 4)

Oral Presentations
Day TWO (17th October): **Afternoon Session (15:00 – 15:30)**

Presenter(s)	Oral Presentation Title	Room no.
Aman Rassouli	An investigation of Iranian students' English proficiency test scores in relation to some selected sociolinguistic variables	Mowlavi Hall
Parastou Gholami Pasand	The impact of interactive reading on facilitating vocabulary recognition of EFL learners	139
Haleh Zargarzadeh	Derek Walcott's Omeros and Achille's quest for home	140
Goudarz Alibakhshi & Hasan Ghandali	A self-assessment inventory of English for Academic Purposes	141
Mahnaz Saeidi, Roya Akbarzadeh, & Mahtaj Chehreh	The effect of oral interactive feedback on accuracy of Iranian EFL learners' written discourse: Delayed Retention	142
Abdol-Majid Hayati & Sara Shafigh	The role of blog's integrated writing instruction in autonomy and motivation of EFL learners	143
Abbas Zare-ee & Zeinab Mazraeh	Communicative classroom techniques for high schools: Mismatches in conceptualizations and everyday practices	239
Javad Gholami & Ebrahim Maleki	The impact of raising critical language awareness on EFL learners' argumentative writing	240
Mohamad Reza Anani Sarab & Maryam Saneie	Teachers' nonverbal behavior in language classrooms	241
Esmat Babaii & Mostafa Janebi Enayat	Vocabulary breadth and depth interacting with lexical bonds in EFL learners' text-dependent test performance	242
Parisa Abdolrezapour	Mitigation devices in reprimand speech act: cross-cultural and situational variation in Iranian and American speech communities	243

Poster Presentations (Table B)

Poster Presentations
Day TWO (17th October): **Afternoon Session (15:30 – 16:00)**

Presenter(s)	Poster Presentation Title
Anoosheh Behroozi	Role of culture in teaching practices of Cypriot EFL teachers **Code: Wb-1**
Mahboobeh Pirmoradian & Omid Tabatabaei	The enhancement of lexical collocation learning through concordancing and scaffolding : A case of Iranian EFL **Code: Wb-2**
Parvin Aqaee	A survey of EFL learners` attitudes towards the use of cell phones in learning English **Code: Wb-3**
Masoume Ahmadi	Teachers' critical thinking: A precursor for perception of critical pedagogy principles into the classroom? **Code: Wb-4**
Tahereh Seyedzavar	The effect of using summarising strategy instruction in answering inferential reading comprehension questions in advance level **Code: Wb-5**
Elham Farahani & Motahareh Farahani	A CDA of Los Angeles Times and Tehran Times on the representation of America's financial problems and the pedagogical implications **Code: Wb-6**
Fatemeh Rahmani	Literature in classroom: An interdisciplinary study **Code: Wb-7**
Shahla Simin & Abbass Eslami Rasekh	Investigating EAP of tourism in Iran **Code: Wb-8**
Ali Mohammad Fazilatfar & Leyla Mohebbi	Subtitled task videos and their effects on EFL language production **Code: Wb-9**
Mojtaba Mohammadi & Zohreh Zandiyeh	SMART boards in young language learners' classroom: The case of reading comprehension skill **Code: Wb-10**
Hassan Mohebbi	The effect of input and output-based instruction on intentional L2 vocabulary learning **Code: Wb-11**
Jalal Alipour & Javad Ranjbar	The relative effects of advance organizers and input enhancement on the accuracy of EFL learners' spoken productions **Code: Wb-12**
Nourollah Zarrinabadi	Using a focused essay technique for investigating willingness to communicate **Code: Wb-13**

Oral Presentations (Table 5)

Oral Presentations

Day TWO (17th October)**: Afternoon Session (16:00 – 16:30)**

Presenter(s)	Oral Presentation Title	Room no.
S. Mohammad Marandi	Parody and Self-Conscious Narration in E. L. Doctorow's Welcome to Hard Times	Mowlavi Hall
Fatemeh Nami	Teacher evaluation forms: Consequences for EFL teachers and learners	139
Mavadat Saidi	EFL learners' multiple intelligences and foreign language classroom anxiety: The possible interface	140
Yahya Gordany, & Arash Saharkhiz	Test taking strategy use and Iranian EFL learner's speaking test performance	141
Parisa Shiran & Helen Ouliaei Nia	"Still is the Unspoken Word, the Word unheard": Deconstructive memory of T. S. Eliot's Four Quartets	142
Minoo Alemi & Mohsen Alipour	The effects of CALL on the vocabulary learning and reading comprehension of Iranian EFL learners	143
Reza Khany	The relationship between language and social capital; A sociopragmatic-psycholinguistic interface	239
Amir Marzban & Maryam Mahmoudvand	The impact of doing problem-solving tasks on willingness to communicate among Iranian EFL learners	240
Ebrahim Talaee & Jaleh Panahi	Oxford model of teacher education for modern foreign languages: A critical account and lessons to be learned for Iranian English teacher education in schools	241
Bessat Elmi Nasirabad	The Pathographic Narrator in the "Lifted Veil"; Attention Seeking Disorder as the Source and Alternative Readings	242
Vahid Mahmoudi Gahrouei & Mohammad Javad Rezai	The study of Persian speakers' acquisition order of English articles and L1 transfer effect	243

Oral Presentations (Table 6)

Oral Presentations
Day TWO (17th October): **Afternoon Session (16:30 – 17:00)**

Presenter(s)	Oral Presentation Title	Room no.
Samira Hayati Samian	The relationship between Iranian EFL learners' Beliefs about rote learning, their use of vocabulary learning strategies and their success in vocabulary learning: A think-aloud protocol study	139
Mohammad Sayyaf Jalalizadeh	Do not trust the dead: The impact of Ambrose Bierce's "An Occurrence at Owl Creek Bridge" on two contemporary psychological thriller movies "Stay" and "Jacob's Ladder"	140
Mansooreh Sagha Vazifehdan & Mehdi Mahdavinia	The role of reflective education through journal writing in students' self-efficacy	141
Soghra Nodeh & Farideh Pourgiv	Dialogic narrative discourse in Austen's Emma: A Bakhtinian review	142
Mohammad Reza Anani Sarab & Mehrdad Yousefpoori-Naeim	Comparing teachers' views on the role of grammar and error correction in language teaching with those of their students	143
Mehdi Nowruzi & Jaber Kamali	Meta-cognitive listening strategies instruction: Who benefits more?	239
Hassan Soodmand Afshar & Hossein Movassagh	An investigation of the relationship among critical thinking, language learning strategy use and university achievement of Iranian students majoring in English	240
Mehrak Rahimi & Fatemeh Hosseini Karkami	The role of EFL teachers' classroom discipline strategies in their professional success	241
Maryam Soltan Beyad & Farshid Nowrouzi Roshnavand	Blackness and epidermalization of inferiority in Zora Neale Hurston's Color Struck: A Fanonian reading of the play	242
Azizullah Mirzaei & Najmeh Heidari	A cognitive perspective towards assessing L2 speaking fluency	243

Oral Presentations (Table 7)

Oral Presentations

Day TWO (17th October): **Afternoon Session (17:00 – 17:30)**

Presenter(s)	Oral Presentation Title	Room no.
Reza Pishghadam & Mohammad Ali Shams	Pinpointing the classifiers of English language writing ability: A discriminant function analysis approach	139
Maryam Farnia & Iman Tohidian	Cross-cultural pragmatics: Thanking among cultures	140
Fatemeh Shahpoori Arani & Hossein Pirnajmuddin	Paul Ricoeur vis-à-vis Jean-François Lyotard: The nexus of abstractions	141
Mahsa Ghanbarpour & Khadijeh Majdeddin	Interaction management in broadcast talk: An investigation of turn-taking organization in all-female talks	142
Sara Farshadnia & Ronnie Davey	Evaluating EFL teachers' TPACK competence and confidence in Iran: A need for curriculum reform	143
Neda Babanezhad & Amirhossein Rahimi	The effect of learners' affective, cognitive, and biological characteristics on the linguistic properties of their writing performance	239
Rouhollah Sharifi	On the relationship between the uptaken materials by the students and lesson plan by teachers in Iranian English classes	240
Afsaneh Abaszadeh	Comparing teachers' needs and teacher trainers' priorities	241
Ali Akbar Jafarpour, Azizullah Mirzaei, & Fateme Zahra Ehsani	The development of L2 interactional competence in ZPD-based proximal contexts	242
Mahmood Hashemian & Faranak Forouzandeh	Exploring the relationship between L2 learners' metaphorical competence and intrapersonal intelligence	243

Oral Presentations (Table 8)

Oral Presentations
Day THREE (18th October): **Morning Session (9:30 – 10:00)**

Presenter(s)	Oral Presentation Title	Room (no.)
Amir Ali Nojoumian (Featured Speech)	Teaching Literature Deconstructively	Mowlavi Hall
Majid Fatahipour	Exploring the relationship between usefulness of measures of lexical richness and standardised vocabulary knowledge testing in light of various aspects of validity argument	139
Mohammad Ezzoddin	A woman in gown, a woman in chiton: A narratological comparsion of Ibsen's A Doll House and Euripides' Medea	140
Khalil Motallebzadeh & Mahmood Khosravani	Improving postgraduate EFL learners' writing skill through emailing tasks	141
Zahra Mehdipoor & Sara Jalali	Learners' autonomy level and learning styles of Iranian male and female EFL learners: Relationships and differences	142
Reza Dashtestani & Asadollah Sharifi	EAP students' perceptions of the use of synchronous computer mediated communication (SCMC) in the instruction of academic vocabulary	143
Fahimeh Marefat, Mohammad Khatib, & Hessamaldin Ghanbar	Researching differential effects of corrective feedbacks in form-focused instruction	239
Golnar Mazdayasana & Gholam Ali Molaei	Developing a profile of the high school students' needs of general English: A critical needs analysis approach	240
Mahin Yavari & Davoud Kuhi, Ali Sorayyaieazar	A cross-sectional investigation of interpersonal resources in academic writing	241
Laleh Atashi & Sara Tavasoli	An interdisciplinary study of Femme Fatale in postwar literature and cinema	242
Nouroddin Yousofi & Jabar Mirani	Wh-question movement parameter setting: Bilinguals vs. monolinguals	243

Oral Presentations (Table 9)

Oral Presentations

Day THREE (18th October)**: Morning Session (10:00 – 10:30)**

Presenter(s)	Oral Presentation Title	Room (no.)
Amin Davoodi	Stephen King's "Rita Hayworth and the Shawshank Redemption": The hope key for the redemption lock	139
Davood Borzabadi & Abutaleb Beigmohammadi	The distributional patterns of intensity markers in academic research articles	140
Badri Modarres Tabatabaei & Mehdi Mahdavinia	Utilizing assessment as multi-functional tool	141
Malihe Mousavi	The comparison between explicit and implicit teaching of pragmatic competence: The speech acts of apology and request through movie in the intermediate learner EFL context	142
Mahinnaz Mirdehghan	The pilot SBU-MIT OCW project and its effects on blended learning system	143
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Mohammad Khatib & Amir Hossein Samadi Bahrami	EFL Iranian students' investment in EFLL, their multicultural personality traits and English language proficiency	240
Kobra Tavassoli & Ramin Akbari	Developing an ELT context-specific teacher efficacy instrument	241
Shekufeh Ranjbar	The Importance of Being Oblique, Dramatic Monologue and Aporia	242
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Poster Presentations (Table C)

Poster Presentations

Day THREE (18th October)**: Morning Session (10:30 – 11:00)**

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Elham Farahani & Motahareh Farahani	Russia lashes out at or agrees with Iran? A demonstration of language manipulation in two newspapers and the pedagogical implications in ELT **Code: Ta-1**
Ebrahim Ghanvati	Developing listening through movie-based grammar instruction: Skill as a means; skill as an end **Code: Ta-2**
Parvin Mohitian & S. Susan Marandi	The impact of consciousness-raising tasks in extensive reading on the learners' writing accuracy in terms of references (personal pronouns and demonstratives) **Code: Ta-3**
Ahmad Nasiri	Traditional vocabulary activities vs. guessing from context: Which is more effective? **Code: Ta-4**
Mohammad Reza Hashemi & Saeedeh Shamsaee	Functional interactions between written formulaic sequences produced by English learners in L1 and L2 **Code: Ta-5**
Morad Baghezadeh Kasmani & Maedeh Davoudy	The impact of using audio CD on reading comprehension of Iranian pre-intermediate EFL learners **Code: Ta-6**
Faezeh Azarkia & Somayeh Piri	Inefficient use of reading strategies and Iranian EFL learners' particular problems with cloze test **Code: Ta-7**
Is'haaq Akbarian	Applying functional framework to academic word use in an applied linguistics research article **Code: Ta-8**
Mozhgan Jamali & Fatemeh Khonamri	Differential Effects of Two Feedback Methods on Writing Accuracy **Code: Ta-9**
Hadiseh Salehi, Ali Mohammadi Kotlar, Leila Keshavarz Ghasemi, & Mojtaba Mohammadi	The Impacts of scaffolding techniques on writing accuracy among Iranian intermediate EFL learners **Code: Ta-10**
Jamal Zakeri & Leila Babaie Matak	Mobile language learning; How does SMS consolidate Iranian EFL learners' vocabulary? **Code: Ta-11**
Ehsan Mohammadinejad	Exploring the use of recast as the most frequent spoken corrective feedback in Iranian EFL classes **Code: Ta-12**

Oral Presentations (Table 10)

Oral Presentations

Day THREE (18th October)**: Morning Session (11:00 – 11:30)**

Presenter(s)	Oral Presentation Title	Room (no.)
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Mania Nosratinia & Alireza Zaker	An analysis of the pronunciation errors of Iranian EFL learners	140
Parinesa Eidi & Biook Behnam	A comparative study of compliments and compliment responses in selected English and Persian movies	141
Iran Zamani Siboni	Post-structuralist feminist theory and black women writers	142
Masoumeh Dousti & Karim Sadeghi	The effect of length of exposure to CALL technology on young EFL learners' grammar gain	143
Fatemeh Shojaee & Rahman Sahragard	The effect of gender on risk-taking characteristic and translation quality of English translation students	239
Arman Abednia & Masoud Pirbodaghi	Trajectories of a 'silent' student in an EFL writing class in Iran	240
Fahimeh Parsa	Not being a scarecrow: Re-visioning teacher supervision through action research	241
Hamed Barjesteh & Reza Vaseghi	Corrective feedback: A contrastive study of Iranian EFL learners' and teachers' perceptions	242

Oral Presentations (Table 11)

Oral Presentations
Day THREE (18th October)**: Morning Session (11:30 – 12:00)**

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Nooreding Yousofi & Roghayeh Hooshangi	Change the curriculum: Start teaching English in elementary schools	139
Hesamuddin Aliasin & Parisa Pouyan	An investigation on Iranian university students' views about who should teach ESP courses: A specialist-in the field instructor, or an EFL teacher?	140
Fereshteh Azizifard	A look at classroom managing in Iranian English classes	141
Javad Gholami & Khorshid Mousavi	Corrective feedback, teachers' experience and young and adult EFL learners uptake	142
Alireza Sohrabi & Masoomeh Estaji	The impact of computer-supported learning environment on the Iranian language teachers' attitudes toward self-assessment	143
Mohammad Reza Khodabakhsh & Jalil Fathi	On the enhancement of listening comprehension: The investigation of the differential effects of speech rate, prosodic features and blurred speech	239
Abbas Zare-ee, Navvab Hematiyan, & Sajjad Askari Matin	Individualized voiced in undergraduate writing in English as a foreign language	240
Mohammad Reza Anani Sarab, Zahra Javidanmehr & Ali Derakhshesh	EFL teachers scrutinized: On the relationship between teacher self-efficacy and classroom management	241
Mohammad Aliakbari & Rezvan Feili	On the impact of match/mismatch between learners' learning style and teachers' teaching style on students' academic achievement	242
Zia Tajeddin & Marzieh Bagherkazemi	Patterns of teachers' oral feedback and their discoursal realizations: A case of Iranian EFL university instructors	243

Oral Presentations (Table 12)

Oral Presentations

Day THREE (18th October)**: Afternoon Session (14:30 – 15:00)**

Presenter(s)	Oral Presentation Title	Room (no.)
Reza Khany (Featured Speech)	What does Markers Research (MR) offer to Language Teachers?	Mowlavi Hall
Mahdi Aghabagheri	A Comparative study of Contrastive Discourse Markers in iBT Speaking Module and BNC Corpus	139
Mohammad Alavi, Narges Davoodi, & Sakineh Jafari	The effects of task structure, gender, pre-task planning and on-line planning on different aspects of Iranian advanced EFL learners' performance (fluency, accuracy, complexity, and lexical density) in written tasks	140
Hassan Soodmand Afshar, Ismail Moazam, & Hassan Radi Arbabi	Patterns of vocabulary strategy choice and use by ESP students of engineering and humanities	141
Mohammad Mohammadi, Parviz Alavinia, Aram Pouyan & Farnoush Ahangaran	The use of word association in learning/expanding vocabulary knowledge by EFL Learners	142
Fatemeh Hedayati & S. Susan Marandi	Obstacles in implementing CALL in Iranian EFL classes	143
Raheleh Rahgoshay	Teaching grammar: Teachers' beliefs, and their practice in Iranian context	239
Fatemeh Jafari	A comparative study of the production of refusal speech acts among Farsi speaking EFL adult learners and Canadian English speakers	240
Mahmoud Pishva & Ayatollah Razmjoo	On the relationship between teacher personality, teacher proficiency, and their reflective behaviour	241
Nouroddin Yousofi & Majid Amiri	EFL teachers' awareness of learners' personality variables: Theoretical knowledge, practical implementation	242
Sepideh Mirzaee & Afsaneh Ghanizadeh	Emergentism and chaos / complexity theory: Legitimate challenges to nativism paradigm	243

Oral Presentations (Table 13)

Oral Presentations

Day THREE (18th October)**: Afternoon Session (15:00 – 15:30)**

Presenter(s)	Oral Presentation Title	Room (no.)
Servat Shirkhani	Language teachers' teaching behavior under the wash back effect of Konkoor	139
Ali Roohani, Masood Rahimi Domakani, & Somayeh Rabiei	On the relationship between language learning strategies and learning style and multiple intelligences: A case of L2 learners	140
S. Susan Marandi & Fereshteh Ostovar	Complexity in writing assessment: Novice vs. expert raters	141
Neda Peyman & Ramin Akbari	Innovations in TEFL bachelors' degree curriculum	142
Mohammad Amerian & Abbas Moradan	Iranian EFL learners' attitudes about ethical considerations in research and assessment	143
Zohreh Seifoori, Maryam Babapour, & Mahtaj Chehreh	Relationship between shyness and the accuracy and fluency of Iranian EFL learners' task-based speech	239
Zahra Kandehkar	Configuration of Montage in Salvador Dali's Metamorphosis of Narcissus and Samuel Beckett's Molloy	240
Fatemeh Ranjbaran & Farzaneh Mozaffari	Iranian language teachers' professional development: An investigation of predictive factors	241
Ali Akbar Ariamanesh & Ali Akbar Jabbari	Complementiser phrase: The case of English wh-embedded clauses	242
Sadegh Shariatifar & Zahra Masoumpanah	Dictionary writing and vocabulary learning	243

Poster Presentations (Table D)

Poster Presentations

Day THREE (18th October): **Afternoon Session (15:30 – 16:00)**

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Effat Hosseini, Fatemeh Bakhshipour Khodaie, Shahrzad Sarfallah, & Reza Shams	Fathers and Sons: Pope's sex cover-up scandal in newspaper headlines **Code: Tb-2**
Zahra Masoumpanah & Sadegh Shariatifar	What challenges do English teachers face in high-school classrooms? **Code: Tb-3**
Davood Nasseri	The Iranian students' perceptions toward three ways of focus on form (FonF) in learning grammatical points **Code: Tb-4**
Mohammad Alavi & Ali Mehri Kamrood	Assessing grammatical knowledge of Iranian EFL freshmen through computerized dynamic assessment: An interventionist approach **Code: Tb-5**
Ali Mohammadi Kotlar, Maryam Mahmoudvand, & Hadiseh Salehi	Dynamic assessment of IELTS listening skill: The impact of mediation on the development of listening ability among Iranian IELTS applicants **Code: Tb-6**
Soghra Nodeh	Showalter's Gynocriticism: Female wild zone of experience in Adrienne Rich's the Dream of a Common Language **Code: Tb-7**
Mahshid Taheri, & Mohammad Javad Rezai	Ambiguity resolution of three–word compounds by Persian L2 learners **Code: Tb-8**
Ali Jabbari & Behnaz Sarduei	Acquisition of English telicity by Iranian EFL learners **Code: Tb-9**
Nasser Rashidi & Fatemeh Javanmardi	The relationship between Iranian EFL students' achievement goal orientations and their academic achievement: A multiple versus a single goal orientation **Code: Tb-10**
Mostafa Nazari	Academic cheating among undergraduates: Prevalence, methods, and influencing factors **Code: Tb-11**
Nasrin Miryan & Farzane Farahzad	The analysis of grammatical errors on Persian-English translation among Iranian EFL students **Code: Tb-12**

Oral Presentations (Table 14)

Oral Presentations
Day THREE (18th October): **Afternoon Session (16:00 – 16:30)**

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Majid Amerian	A critical discourse analysis of Wall Street Journal and New York Times editorials of the representation of Egypt crisis and its pedagogical implications	139
Manizheh Yousefvand	Toward a feminine irony: Subverting the subjugation of women in Shakespeare's the Taming of the Shrew	140
Naser Rashidi & Seyyed Abbas Mousavi	Semiotic construction of meaning for change: An Iranian TEFL context	141
Idée Edalati Shams	Integration of CALL and self-directed learning into traditional classroom learning: Hybrid learning and Itanian EFL learners	142
Forough Rahimi & Mohammad Sadegh Bagheri	The application of an argument-based approach to test fairness	143
Mohammad Barzegar Rahatlou & Vahid Mortezapour	Developing reading comprehension and fluency in EFL: How "assisted repeated reading" affects comprehension and fluency development in Iranian intermediate language learners	239
Maryam Asoodar, Shahin Vaezi, & Mahmoudreza Atai	Virtual writing course: Peer collaboration	240
Masoud Sharififar & Razieh Yousefi	Translation of nonverbal communication signs in the drama "A Streetcar Named Desire"	241
Sima Modirkhameneh & Nahid Shekari Tapeh	Iranian EFL young adult learners' accuracy: Implicit, explicit and negotiated corrective feedback	242
Shohreh Teimournezhad, Arman Abednia, Nazanin Ghanbari, & Addeh Hovassapian	Exploring in-service teachers' perceptions of benefits and limitations of reflective journal writing	243

Oral Presentations (Table 15)

Oral Presentations

Day THREE (18th October)**: Afternoon Session (16:30 – 17:00)**

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Abolghassem Fatemi & Mohammad Naseh Nasrollahi	The manifestation of imagined identity in private speech: Two case studies	140
Abdollah Razavi	Language endangerment: Ethnography of a vital insular dialect in southern Iran	141
Mahmood Reza Atai & Farhad Mazlum	Evaluation, personnel, and method policies in Iran's English language-in-education policy	142
Gholam Reza Kiany & Babak Mahdavy	High school students' judgments of fairness standards for the assessment of English: An Iranian case study	143
Masoud Khalili Sabet	Validating a questionnaire on the pre-writing strategies used by Iranian EFL learners	239
Dara Tafazoli & Sebastian Chirimbu	Machine vs. human translation: A comparative study on syntactico-morphological errors in Persian-English translation	240
Reza Rezvani & Gerannaz Zamani	Creative thinking as generative: The cognitive taxonomy to examine translation thinking in Iran's official textbooks	241
Neda Safdari	Incidental focus on form in a meaning-oriented EFL talk show class: The rate of uptake and linguistic coverage	242
Iraj Noroozi	The effect of the involvement load hypothesis on vocabulary learning through synonyms, definitions, and exemplifications	243

Oral Presentations (Table 16)

Oral Presentations

Day THREE (18th October)**: Afternoon Session (17:00 – 17:30)**

Presenter(s)	Oral Presentation Title	Room (no.)
Masoomeh Estaji	Assessment rubrics as learning tool to enhance students' academic performance	Mowlavi Hall
Zahra Rostami Sarabi & Arezo Ashoori Tootkaboni	Effects of dialogue journal writing through the use of conventional tools and e-mail on writing fluency and motivation	139
Solmaz Taghizade	A cross-sectional study of Iranian EFL learners' realization of request speech acts	140
Zohreh Saadati	A new approach to assessing strategic learning: The case of self-regulation in English composition writing	141
Najme Pourjafarian	Willingness to communicate and socio-economic orientations in foreign language learning context: The case of Iran	142
Mohammad Reza Dalman & Amir Hossein Rahimi	The relationship between listening anxiety, listening strategies, and listening proficiency among Iranian EFL university students	143
Musa Nushi	Combating interlanagauge fossilization through corrective feedback: Does it work?	239
Shabnam Mokhtarnia	English language teaching in Iran: Counteracting the cultural hegemony of the west or investing on one's cultural repertoire	240
Nima Farzaneh, Mohammadreza Kohandani, & Ahmad Moinzadeh	Translation of culture-bound terms in the English subtitles of the Persian movie "A Separation"	241
Alimohamad Fazilatfar & Fahime Sedaghatdoost	An application of the mnemonic methods of keyword, picture, imagery to the acquisition of English language vocabulary	242
Masood Heshmatian & Mohammad Javad Rezai	The study of speech errors made by Iranian EFL learners at the Iran language institute	243

Oral Presentations

Table 1

Looking at Metalanguage in Three ELT Textbooks

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Formal grammar instruction in general – as well as teaching metalanguage in particular - has always generated a great deal of heated debate among researchers, teachers, and also materials writers. Metalanguage can be considered a good touchstone of the emphasis different textbooks put on formal grammar instruction. The present study, therefore, investigates the quality and quantity of metalanguage embodied in three popular ELT textbooks, taught successively in one of the biggest language institutes in Iran from 1996 to the present day. The results indicate that the metalanguage included in these textbooks compatibly reflects the trend of the related research during these years, i.e., a period of favoring grammar, followed by a phase of deemphasizing it, and finally a revival of grammar instruction. The results of the study have also implications for materials writers and teachers, which are discussed at the end.

Keywords: metalanguage, formal grammar instruction, ELT textbooks.

Mehrdad Yousefpoori-Naeim is a PhD student of TESOL and a visiting teacher at Shahid Beheshti University. He also did his MA (in TESOL) and BA (in English Language and Literature) studies at the same university. Mehrdad is currently the editor-in-chief of the scholarly journal *Threshold* and works as a contributor for The Grammar Exchange, a grammar community associated with Longman Pearson. Among his main research interests are grammar instruction and research methodology.

Sasan Baleghizadeh is Assistant Professor of TEFL at Shahid Beheshti University, where he teaches courses in applied linguistics, ESP, and materials development. His main research interest lies in investigating the role of classroom interaction in learning English as a foreign language. He has published over 50 articles in numerous national and international journals including *Iranian Journal of Applied Language Studies*, *ELT Journal*, *TESL Canada Journal*, *Language Learning Journal*, and *Innovation in Language Learning and Teaching*.

Identifying the Textual Erewhon in Kurt Vonnegut Jr.'S Science Fiction Slaughterhouse-Five

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Fantasies of places or spaces have haunted the artistic (re)presentations for long. Utopias and dystopias jump at us as the most exemplary of these places or spaces. Fictional world has had its share of fantasies of this kind at least from two aspects: firstly, by virtue of the fact that fictional world per se is in the field of fantasy (even the most verbatim of realistic text); secondly, because of the presence of a sizable treasure of utterly imaginary texts such as science fiction. Places or spaces of this kind exist in the literary space which is essentially performative. The performative nature of the space of literature entails a distinction between place and space; space goes beyond what is depicted in the text, i.e. place. Space is not depicted or described, it is rather formed as a result of the workings of the literary space independent of the writer. It is in essence the product of the continuous withdrawal of the literary text from itself as well as the real world. The relationship between the space intended here and the concepts of erewhons and heterotopias is intriguingly significant. Science fiction texts seem to more lavishly yield themselves to the exploration of the whereabouts of this kind of space. It is partly because the element of fantasy runs at full throttle, and partly because the performative nature of literary space is least tried to be curbed. Therefore, the present study aspires to delineate the textual representation of this space in the work of Kurt Vonnegut Jr. entitled Slaughterhouse-Five. Slaughterhouse-Five deals with the blitz on Dresden in WWII, and depicts its main character, Billy, as a fragmented soul seeking an escape from this haunting experience. His refuge is a textual erewhon, though.

Keywords: space, Erewhon, utopia/dystopia, performativity, solitude of work of literature.

Leyli Jamali is Assistant Professor of English Literature at the Islamic Azad University - Tabriz Branch. Giving courses on drama, novel, short story and literary criticism she has supervised many theses and directed many workshops. She is also an editorial board member of *Plath Profiles*, an interdisciplinary journal for Sylvia Plath studies at Indiana University and the Australian based International Journal *IJALE*. Her interest in interdisciplinary research covers a range of topics from psychoanalytic criticism to gender studies on which she has published and presented many papers in international journals and conferences.

Microgenetic Analysis of L2 Learners' Writing Processes during Group Dynamic Assessment

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The typical, one-on-one dynamic assessment (DA) currently in vogue in L2 research is getting prolifically utilized by the interested scholars to revitalize the potential applications of Vygotsky's Socio-cultural Theory (SCT) of mind and his revolutionary concept of the Zone of Proximal Development (ZPD) for the assessment of different components of L2 knowledge (Lantolf, 2001; Poehner, 2005; Anton, 2009; Ableeva, 2010). In tandem with such expedited movement towards operationalizing Vygotsky's theoretical concepts, a new format of DA known as G-DA (group dynamic assessment; Poehner, 2009) has come to the fore to flesh out new dimensions of DA practice, a concept still remaining in its embryonic stage in the L2 literature with almost no trace of valuable research. Hence, this study was designed to test a group-based format of dynamic assessment in the context of writing. Following a case study and pre-experimental design, a group of 20 freshmen students of English major was offered G-DA instructions. Poehner's (2009) recently introduced group-based and concurrent format of DA (G-DA) served as the theoretical basis for the construction of our assessment procedures. Concurrent and interactionist G-DA protocols were collected over a time span of eight weeks of instruction. Microgenetic and qualitative excerpts of G-DA protocols were provided to illustrate the effects of G-DA interactions on L2 learners' writing ability. The results indicated that the G-DA instructions could better diagnose the learners' sources of writing difficulties and help promote the abilities which are in the state of maturation. It was also found that the G-DA interactions could set the ground for creating a state of intersubjectivity (Romemetveit, 1985) and positive interdependence (Johnson, Johnson & Holubec, 1998) among the more and less proficient learners in the course of which they could trial their legitimate peripheral participation (McCafferty et al., 2006). Finally, it is argued that the G-DA offers a more precise, teacher/learner-friendly and, thus, more ethical procedure for the assessment of learners' writing abilities.

Keywords: group dynamic assessment (G-DA), writing, zone of proximal development (ZPD), socio-cultural theory (SCT).

Karim Shabani is a PhD graduate of TEFL from the University of Tehran and academic member of Allameh Mohaddes Nouri University. He has presented a number of papers in international conferences like ICELT2009 (UPM), TELLSI6, TELLSI7, TELLSI9, ILI conference, ICELET2012 (University of Tehran), etc. His areas of interest are Vygotsky's Socio-cultural Theory, (dynamic) testing/assessment and simultaneous interpreting.

Contextual Constraints on Language Choice in EFL Classes: Should First Language Be Given a Role?

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Once severely rejected, first language (L1) use is no more considered to be inherently from a variety of ,Researchers .detrimental in foreign language pedagogyperspectives, have delineated the potentials of giving L1 a role in foreign language Within a .classes socio-cultural framework, for instance, numerous facilitative roles for ave use h ١L Storch ;٢٠٠٠ ,Swain and Lapkin ,Anton and DiCamilla)been counted out and Wigglesworth, 2003; Scott and De la Fuente, 2008). Also, studies from the humanistic perspective that deal with the teachers' and learners' attitudes about L1 use report ;٢٠٠١ ,Macaro ;١٩٩٠ ,Duff and Polio)generally positive attitudes from both groups contrary to this bulk of theoretical and ,However .(٢٠٠٩ ,Lewis-Brooks ;٢٠٠٣ ,Levine empirical support, there seem to have been an evident animosity towards L1 use in The present research was therefore designed .Iranian private English language institutes to contribute to the apparent discrepancy between theory and practice in this regard by identifying some contextual constraints on the teachers' language choice. Two separate were designed (٣١)and teachers (٢٤٣)sets of questionnaires for young learners' parents and administered, and six interviews were conducted with private language institute principals. The results of the quantitative and qualitative analyses implied that both Four of the .use ١parents and teachers held significantly negative attitudes towards L institute principals declared their intolerance with L1 use. It was also suggested that ,tutes by talking directly to the teachersparents reflect their negative attitudes to the insti and influencing the principals' ,threatening to change institutes in case of dissatisfaction policies about L1 use.

Keywords: EFL, first language use (L1), young learners, parental expectations.

Dr Baqer Yaqubi is assistant professor in TESOL at the University of Mazandaran. He is currently interested in Conversation Analysis, classroom interaction, and discourse.

Sajjad Pouromid is an MA graduate in TEFL from the University of Mazandaran. His research interest area includes classroom interactions, Conversation Analysis, and sociolinguistics.

The Effect of CALL on the Types of Written Errors of Iranian Adult Learners of English

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This study intends to investigate the implementation of Computer Assisted Language Learning (CALL) to identify the type of written errors of Iranian adult learners of English. Written errors in blogs of 21 Iranian female students, who were studying English at BA level, were used for this study. Using an online e-rater and consulting with a native expert, the corpus was examined to identify and classify students' written errors in terms of types of errors and possible source of errors. Errors were classified according to Keshavarz (2011) classification of error types and then the source of errors on the basis of interlingual transfer and intralingual transfer were identified. Descriptive statistics indicated that CALL affects the classification and types of errors in the sense that it reduced the interlingual errors. Furthermore, the findings indicated that intralingual transfer was the major source of error. This was in contrast with some of the previous studies in related literature in which the majority of errors intended to be interlingual. The findings of this study could be useful for language students, teachers and material developers in general and for a CALL course in particular.

Keywords: error, CALL, writing, source, classification.

On the Relationship between the Prior Knowledge of Text Genre and Iranian EFL Learners' Reading Performance

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This study was conducted to determine whether training Iranian EFL learners about genre (as a schematic top-down reading strategy) and then giving them prior notice on texts' genres would be a useful device to improve their reading performance. To teach the participants the three identified genres (narrative, procedural and argumentative) and their specific functions and characteristics some pertinent materials with proper examples were exploited and practiced. English Language and Literature university freshmen constituted the population of this study. They were two classes studying at two different universities. The experimental group was chosen to be taught genre during a six-week period, while the other acted as the control group. Both groups were tested in reading comprehension before and after the treatment. After the treatment and gathering the needed data, ANCOVA was used to statistically analyze the data. The results showed that the treated group had significantly improved in reading performance, based on the scores achieved by both groups in both reading comprehension tests. So, it was concluded that the students who were previously aware of texts' genres and each genre's characteristics gained a better comprehension than those who were not.

Nasser Rashidi is presently the academic member of the Department of Foreign Languages and Linguistics of Shiraz University, Shiraz, Iran. His area of research is TEFL including language teaching and testing, discourse analysis and sociolinguistics.

His recent publications include *Practical Contrastive Analysis of English and Persian with Special Emphasis on Grammar* with L. Yarmohammadi (2009) and *Practical Contrastive Analysis of English and Persian with Special Emphasis on Vocabulary* with L. Yarmohammadi (2010).

Morteza Abbasi received his BA in English Language and Literature from Shahid Beheshti University of Tehran and his MA in Teaching Persian to Speakers of Other Languages from Shiraz University. Currently, he is a researcher at Iran Encyclopedia Compiling Foundation. His current research interests include Persian linguistics and English Language teaching.

Are We Providing Them through the Right Channel?

Modes of Presentation in Vocabulary Learning

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This pretest [treatment] post test comparison group study was an attempt to investigate the effect of three modes of representation (Reading-only (R), Reading-while-listening (RL) and Listening-only (L) to stories) on vocabulary acquisition of learners to find out what mode of input is more influential for learners' vocabulary development. For this purpose, 134 pre-intermediate learners were chosen and after the administration of a PET test, three homogeneous groups consisting of 95 participants, on the basis of their initial proficiency level, especially listening and reading, were selected for the three experimental groups under study, each receiving a special kind of treatment. After five sessions, each lasting one hour and forty-five minutes, a posttest and after a two week interval a delayed posttest were administered. A one-way analysis of variance (ANOVA) was run for the Posttest by the three input modes. The ANOVA revealed an overall significant difference among the three groups, i.e. RL, R, and L at the .05 level, $[F (2, 87) = 3.114, p < .05]$. In order to find out the effect of time interval on the vocabulary items learned, a delayed posttest was administered after a two week period. The main effect of time was evident, $[F (1, 87) = 235.874, p < .001]$ indicating that vocabulary learning was influenced by time factor. It was also found that there is a significant interaction between the two factors, i.e. Time and Groups: $[F (2, 20) = 8.237; p = .001]$. Post hoc comparisons revealed statistically significant differences, showing that students' performance was lowest when no accompanying information was available, but was highest when bimodal information was available. Students with written and aural modes of input performed significantly better than those who received written or aural information alone. Thus, referring to the results obtained, the learners learnt more vocabulary items through Reading-while-listening compared with the Reading-only and Listening-only modes.

Zohreh Nafissi has been a faculty member of Alzahra University, Department of English Language in Tehran since 1373. She received her MA and MPhil degrees in Modern English Language from Glasgow University, Scotland, UK. and her PhD in TEFL from Allameh Tabataba'i University. She has been teaching at BA and MA level for the past 18 years and has presented more than 18 papers at national and international conferences. Her main research interests are language assessment, methodology and TB teaching. She was head of the Language and Literature Dept. from 1389-1391.

Giti Mortazavi Sarmad received her MA in TEFL and BA in English Language Literature from Alzahra University. She has worked as an EFL teacher for more than 4 years at Kish Institute of science and technology and the ILI. She has got a book in press regarding English Language Teaching. Her research interests include CALL, textbook evaluation, vocabulary instruction, and discourse analysis

Translating Idioms: A Case Study on Mohammad Ali Jamalzade's 'Yeki Bud Yeki Nabud' and Its English Translation

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How can translators deal with idioms while translating them in a text? Taking a Persian Yeki Bud, Yeki Nabud (a collection of short stories) by Mohammad Ali Jamalzade and its English translation as the target language, we aim to answer this question. For the sake of this study 236 idioms were extracted from the mentioned book. In the next stage, we compared the whole data with their English translation by Moayyed and Sprachman. The results show that in 55% of 236 idioms the translators had translated the SL idioms into TL non-idioms. This strategy outnumbers other strategies in application. It is also found that the technique most frequently used is the free translation, which is target-oriented, and the technique least frequently used is literal translation, which reflects differences between idioms used in both languages.

Keywords: translation, idioms, translation strategies, translation theory.

The Formalistic Analysis Of a "Persian" Hamlet

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Within the field of literary translation, more time has been devoted to investigating the problems of translating poetry than any other literary mode. In translation of poetry there will always be aspects (if not significant ones) that will be missing, as languages do not have the same phonology, syntactic structures, vocabulary, literary history, prosody or poetics. Thus, there are certain territories in each language that no matter how hard the translators try their hand at, they seem to either fail or gain little success. Translating poetry, especially that which is "difficult" is a challenge not lightly taken on by any translator, even those who are poets in their own right. The purpose of the present study was to investigate the transference of imagery of Hamlet in one of its Persian translations from a Formalistic point of view. To gather the required data, 130 cases of metaphor, metonymy, ambiguity, irony and paradox were identified in the original text and compared afterwards with their Persian equivalents based on Newmark's (1988) model for translation of metaphor or figurative language in general. The objectives of the study were to identify the applied procedures to each type of figurative language mentioned above, the frequency and adequacy of their application, and to see whether the organic unity of the images of Hamlet has been preserved in the Persian rendering. Analysis and discussion of the data of the study entailed the following conclusions: 1) Conversion to sense strategy had the highest frequency of application among all of the procedures, 2) The same procedure was the most frequently used strategy in case of metaphor, metonymy and ambiguity, 3) Although this procedure may succeed in carrying over the sense of the original metaphor into TL, it is a poor choice for transmission of imagery since the conversion to sense itself ruins the aesthetic value that an imagery injects into a text, and 4) The organic unity of the images of the source text has not been fully preserved in its Persian translations due to the loss of imagery of the text in some parts whose reasons are dealt with in the main article.

Keywords: formalism, imagery, figurative language, translation strategies, Hamlet.

Zahra Jafari has a B.A in English language and literature and an M.A in Translation Studies, both from University of Isfahan. Currently, she is an English language instructor at Islamic Azad University. Her areas of interest are: literary criticism, high Victorian literature, psychoanalysis and character study, literary translation and Shakespeare.

On Apology Speech Act Realization Patterns in Persian and English

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An apology is a remedial action Goffman, (1971), used when social norms have been violated by a real or potential offense, Olshtain and Cohen (1983).The present study was carried out to see if apology strategies are affected by cultural factors (individualism & collectivism) in two distinct languages of Persian and American English. In order to investigate the influence of cultural values on apology strategies, a controlled elicitation procedure called "discourse completion task" (DCT) was utilized. The sample included two groups, Group A, 60 native Persian speaking university graduate and undergraduate students studying different majors at different universities of Iran and group B, 60 university graduate and undergraduate students who were native speakers of American English studying different majors at different universities in the United States. Collected data were analyzed using a coding scheme based on Frescura (1995), and Olshtain and Cohen (1981), and Bergman and Kasper (1993) (2003). It was revealed that cultural preferences influenced and modified the choice of apology strategies by both groups. It is believed that the current study will contribute to preventing possible intercultural 'pragmatic failure'.

Maryam Azargoon graduated from M.A. program from Tarbiat Moddares University in 2006. She has been teaching in Payame-Noor University of Sirjan for six years. He is especially interested in areas of EFL/ESL material design and evaluation, teaching of the four skills, sociology of language as well as psychology.

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Table 2

Labovian Narrative Macrostructures: A Comparison between Iranian EFL Learners' Spoken and Written Storytelling

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Storytelling or narrative is a multifunctional and multivoiced task which has been studied from a variety of perspectives. High Point Analysis model (HPA) proposed by Labov (Labov and Waletzky, 1967; Labov, 1972, 1997) initiated analyzing narratives for more than its propositional and referential content.HPA is founded as a sociopragmatic model to make distinction between referential and evaluative forms and functions of narrative discourse. The purpose of this study was to investigate whether there is any difference between written and spoken storytelling in terms of three narrative macrostructure proposed by Labov (1972,1997):orientation, complicating action, resolution. To reach the goal of the study, six stories were selected and their readability was measured. Then thirty EFL language learners at intermediate language proficiency level were selected and asked to retell the stories orally and write them, respectively. The results showed both spoken and written storytelling follow Labovian model; however, the written storytelling was richer in story structures than spoken storytelling.

Zahra Yazdanpanah received her MA in Applied Linguistics from Khatam Institute of Higher Education, Iran. She is currently an EFL instructor at Islamic Azad University, Larestan Branch. Her areas of interest include learning strategies and narrative structure with special focus on Labovian High Point Analysis.

Teachers' Professional Identity:

Tracing the Change from Novice to Experienced Teachers

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In their course of practice, teachers are exposed to a variety of factors which help them shape and reshape their professional identity. This construct is known to be so central to one's professional career that it has been called a key variable in teachers' motivation and attitude and, therefore, their classroom practice. Although many have discussed various variables affecting teachers' professional identity, there is a dearth of research on likely differences between novice and experienced teachers' professional identities. The significance of this query lies in understanding the way novice and motivated teachers who enjoy high professional identity index may go through undesired processes and lose their identity strength. The present study provides insights into this inquiry. Making use of a professional identity questionnaire (based on Starr, et al., 2006), 4 teachers were selected from a total pool of 47 English teachers, two novice and two experienced, each pair including very high and very low indices on the questionnaire. Four in-depth semi-structured interviews were conducted with the final four teachers based on Keltchermans' (1993) theoretical framework of teacher identity. Content analysis of the transcriptions revealed 4 major factors through which novice teachers may undergo professional identity change after years of teaching experience.

Dr. Hadi Azimi, is an assistant professor of English Language Teaching. He is currently teaching BA and MA courses at Shahid Beheshti University. His fields of interest include Teacher Education and Teacher Identity.

Two Sides of the Same Coin:

The Effect of Electronic Dialogue Journaling on Iranian EFL Learners' Creative and Critical Thinking

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The present study aims at investigating the effect of electronic dialogue journaling (written conversation in which a student and a teacher communicate regularly via e-mail) on Iranian EFL learners' creative thinking as the ability to create something new and critical thinking as the ability to assess worth or validity in something that exists .Participants of this study were 80 students of six Payam-e-Noor Universities who were proved to be homogenous in creative and critical thinking based on their scores on Torrance Test for Creative Thinking – Form A (TTCT) utilized to measure creative attributes and The California Critical Thinking Disposition Inventory (CCTDI) utilized to measure critical thinking. Participants were randomly divided into an experimental and a comparison group. The experimental group practiced electronic dialogue journaling and the comparison group was given a placebo. At the end of the Treatment, two groups were post tested using Torrance Test for Creative Thinking – Form A (TTCT) and California Critical Thinking Disposition Inventory (CCTDI) once more. Statistical analysis of obtained data using Manova revealed a significant difference between the experimental and the comparison groups on post test in favor of the experimental group regarding the creative thinking while the difference between the critical thinking of two groups was not statistically significant.

Keywords: electronic dialogue journaling, critical thinking, creative thinking, Iranian EFL learners.

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Problematizing the Power-Over Patterns of the L2 Classroom Turn-Taking Architecture in Iran

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Critical empowering pedagogy (CP) as a postmodernist educational movement argues against the asymmetrical and power-over distribution of turn-taking in traditional classes where teachers' institutional power allows their interactional power. This study investigates turn-taking distribution among teachers and students to explore whether turn-taking architecture is designed symmetrically to empower the students with critical awareness and to transform their roles of passive learners into active and power-with co-participants. To this end, 10 EFL classrooms in public high schools in Isfahan and Shahrekord (Iran) were observed by the researchers. All the spoken interactions of the participants were audio-recorded, transcribed, and analyzed. The statistical analysis of the turn-distribution patterns revealed that the discourse-construction opportunities tended to be distributed unevenly according to the hierarchical power relationship in the classrooms. In other words, turn-taking pattern was a realization of (institutional) power relations that existed among students and teachers, and teachers played the authoritative role of a turn-taking controller, contributing to the sense of power-over, and the students were just disempowered, passive, and submissive followers. Further, complementary ethnographic inspection of the turn-related episodes indicated that it was the teachers who determined who can have a turn, with whom the student can interact, and how long a turn can take, hence, leaving no space for the students to have their own voices. Finally, the study suggests that the current foreign language education moves toward critical empowering pedagogy to de-silence the students.

Keywords: critical empowering pedagogy, power-over, power-with, (a)symmetrical turn-taking distribution

Wikis' Collaborative Environment and EFL Learners' Writing Skill

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The present study was conducted to demonstrate the effect of wikis' collaborative environment on the improvement of Iranian EFL learners' writing skill. Wiki, Hawaiian word for quick, is a series of interlinked collaborative web pages that can be edited and added to by a group of learners. Nowadays, the availability of these online environments for practicing writing and delivering the materials in a web-based format has turned them into useful tools for teaching writing. In addition, the time demanding nature of writing and classroom time limitations have led some teachers to use these ideal platforms to boost their students' motivation to learn to write. The participants of this study consisted of 60 female elementary level students chosen from among 100 students studying English at Sherafat Junior High School in Tehran. After matching their scores, the students were later divided into three homogenous groups, one control and two experimental groups, each consisting of 20 students. Collaboration was the key concept in both experimental groups where the members wrote through collaborative work and were corrected by their peers. While the activities in one of the experimental groups were done in the wiki environment, those in the other experimental group were performed in the class following the norms of any collaboration-oriented class. The students in the control group wrote individually and were corrected by the teacher. Narrative writing on the basis of the writing process method was taught from the book writing tutor in all the three groups, and the same teacher taught them. After the 2-month treatment period, the same topic was given to all the participants to write a composition each on their own. It was concluded that there was a significant difference among the mean scores of the three groups and the students in the wiki group outperformed those in the other groups. So, the null hypothesis was rejected. Although collaboration was the key element in the superiority of the two experimental groups over the control group in terms of writing, collaborative activities in a technology-oriented context employing the use of wiki pages contributed to greater progress in the acquisition of the writing skill and produced better student writers.

Keywords: Wikis, collaborative learning, collaborative writing.

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Zahra Arabsarhangi is an English teacher in Iran's ministry of Education. She received her M.A in TEFL from Islamic Azad University, North Tehran Branch. She has been teaching English in Iran's ministry of education and different English institutes for 15 years. She has participated in different national and international conferences in the field of Applied Linguistics. Zahra Arabsarhangi is particularly interested in CALL.

The Impact of Text and Multimedia Messaging on Idiom Learning of EFL Learners

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This study aimed to explore the effectiveness of using Short Message Service (SMS) on learning English idioms. It was also aimed at investigating the impact of using Multimedia Message Service (MMS) with picture on idiom learning of Iranian EFL learners. To these ends, after conducting Interchange Placement Test, 60 out of 100 Iranian EFL learners with intermediate level of English language proficiency were selected. Then, they were divided into three equal groups of 20. The first group received the learning content in the traditional way with written pamphlet (G1). The second group received the learning content via SMS (G2). The third group received the learning content via MMS with related pictures (G3). Finally, all groups were evaluated on their recognition and recall of idioms. The results showed that the participants who received treatment outperformed significantly than the control group in idiom learning. Moreover, the group that received picture performed better than the other group in learning idioms via SMS. Also, it is understood that both teachers and students had a positive attitude toward s learning idioms via MMS and SMS. The results of the study also revealed that employing Mobile-Assisted Language Learning (MALL) as part of learning content can create a desirable condition to enhance the EFL learners' idiom knowledge.

An Investigation into the Iranian English Language Students' Reading Problems: A Case Study

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Reading is the fundamental skill upon which all formal education depends. Nowadays, more and more university students throughout the world are required to learn EFL in order to read textbooks and professional journals which are written in English. On the other hand, efficient reading is not only hard work; it is an extremely complex and challenging mental task. Hence, in order to provide support to readers to handle this task, it is necessary to identify their specific areas of difficulty and their strength and weaknesses. Therefore, based on the meta- cognition and self- assessment conceptualizations, this research was conducted to further our understanding of the Iranian students' self-reported reading difficulties. Data was collected by asking 20 M.A English teaching students from a university in Kermanshah city to have a self-reflection and write about their difficulties in English reading skill. The reported statements were codified and analyzed, and the frequency of each reported difficulty was calculated accordingly. Results, at the word level, indicated that students mostly mentioned limited vocabulary knowledge and difficulty in retrieving a word that they have already stored in memory (dysnomia) as their topmost reading difficulties. At the text level, lack of fluency in reading, lack of familiarity with the subject matter, difficulty level of the text (readability) and lack of use of proper reading strategies were mentioned as topmost writing difficulties.

Keywords: reading, reading difficulty, Iranian English language learners, self-reflection, meta-cognition, self-assessment.

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Impact of DA on Depth Vocabulary of Critical Reading

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This study investigates the impact of dynamic assessment on developing Iranian EFL High Intermediate students' in-depth vocabulary through critical reading. It lies within an interdisciplinary framework which draws on theories of second language acquisition and Vygotsky's sociocultural theory of cognitive development. For selection purposes, PET was used and 61 male students were chosen out of 80 male students and named High intermediate. 31 students were included in the DA group and 30 students were chosen for the Non-DA group. Using an interventionist approach, all assessment sessions and the Enrichment Program sessions took place within thirteen weeks, excluding a week of break. The mediation procedures used in the experimental groups were based on the Graduate Prompt Approach. Before the beginning of the enrichment program (EP), the in -depth vocabulary of critical reading section of the new SAT was administered statically to students in both control and experimental groups as a pre-test. After having 10 EP sessions, the same test was administered dynamically as a post-test to the DA groups and statically to the Non-DA group. After that, a month later a far transfer assessment test was administered dynamically to the DA groups. The Data were analyzed through an independent T-test, a set of one–way ANOVA, and Pearson Correlations. The result showed that there was a significant difference in scores for DA group post –test and Non-DA group vocabulary post-test (T=13.319 and Sig. =0.000). Also, it showed the influence of mediation and its effectiveness of DA to enrich vocabulary [F (2, 90) = 169.347, P=0.000]. Additionally, there was a correlation between DA and transfer assessment scores [r=.643, n=31, P

Keywords: dynamic assessment (DA), in-depth vocabulary, critical reading.

Mohammad Kazemian is an MA holder in TEFL. Moreover, he is a fulltime teacher of the ILI in Rasht, where he teaches Advanced levels. His areas of research interests are language assessment, CALL, critical pedagogy, and teacher education. He just had a presentation on IELTI6 at University of Tehran.

Dr. Fatemeh Khonamri is an assistant professor of TEFL at the University of Mazandaran in Babolsar, where she teaches different courses in Applied linguistics. She has different published articles in academic journals like Profile Journal, and Journal of Modern Thoughts. Her areas of research interests are language assessment, psycholinguistics, and sociolinguistics.

Injecting Screencast into Translation Process Research

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Looking at translation as a process, different methods of research have so far been developed, such as think-aloud protocols or video recordings of translator's behavior, to shed light on the process of translation. The present study, however, aims to introduce a new method which makes use of screencast technology to record the actual process of translation as a touchstone for the researchers instead of providing crude information regarding the behavior of translators. The screencast technology refers to a digital recording of actions on a computer screen. The study shows how a researcher, making use of screencast, can obtain information regarding the struggles and challenges involved in the act of translation. In this study, a group of translators were given limited amount of time to complete their translation work though they did know they were being recorded by screencast. The results provided valuable information such as self-corrections, hesitations, and waverings in the process of translation, which were not taken heed of, in the former methods. What this study aims to achieve is providing grounds for using screencast in the translation studies research. Using such a device, one could reduce the former threats in translation process research using TAP which made the participants conscious of being studied. This article, thus, puts forward a new method to gain deeper understanding regarding the nature of translation process which might be rewarding for the use of researchers in the field of translation studies.

Saber Zahedi: I started studying English at the age of 11. I have B.A in English Translation from Shahid Bahonar Univeristy of Kerman. Ranked 11th in the national M.A entrance exam, I managed to enter Allameh Tabataba'i University of Tehran. Currently, I am working on my thesis on directionality and translation. My research interests include technology and translation, technology and translation research, translation process research and directionality in translation. I also work as a translator. I have several years of teaching experience, during which I taught English and English translation in institutes such as Ayandeh Sazan, Jahad Daneshgahi, Shokouh and Kerman's Medical School.

The Contrastive Conceptual Analysis of Heart Metaphors in English, Persian, and Turkish Cultures

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Metaphors are universally used in all languages and cultures. However, languages intricately differ in the way they use metaphors because the choices they make in carrying out the realities of the world are often culture-specific. Unsurprisingly, cognitive linguists have paid a great deal of attention to the remarkable universality of conceptual metaphors. This paper aimed to investigate both the conceptual similarities and differences existing in heart metaphors in three different cultures, that is, English, Persian, and Turkish. The corpus of this study was derived from different monolingual and bilingual thesauri and dictionaries. According to the Conceptual Metaphor Theory developed by Lakoff and Johnson (1980), the metaphorical expressions used in a language reflect the metaphorical understandings that language speakers have of different experiences. As such, the study heavily relied on the cognitive theory of metaphor and used its basic analytical utilities for the cross-linguistic comparison of the corpus and the frequency count of the related elements. The findings proved that cultural cognition residing in the minds of different cultural groups plays a significant role in cross-cultural diversities.

Dr. R. Biria is an assistant professor, teaching Research and Linguistic courses in English M.A. programs at KIAU. His field of interest is sociopragmatics and issues related to English language teaching as a foreign language.

Table 3

The Effects of Instruction on the Development of Pragmatic Competence

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Research conducted in the field of interlanguage pragmatics has indicated the necessity of further research on pragmatics instruction. Addressing this call, the main purpose of the study was to investigate the relative effectiveness of three types of input-based approaches for teaching syntactic and lexical/phrasal downgraders in English request forms. Thirty two native speakers of Persian with intermediate level proficiency in English were each randomly assigned to 1 of 4 groups: (a) structured input tasks with explicit instruction; (b) problem-solving tasks with explicit instruction; and (c) structured input tasks with implicit instruction (d) and 1control group. Data collected from the treatment groups were compared with those from the control group performance on pre-tests and post-tests consisting of a discourse completion and a multiple-choice test. The results strongly suggested that the three treatment groups performed significantly better than the control group, a finding implying that in EFL settings where adequate sources of pragmatic information are limited, instruction can make a difference. However, no significant differences were found between the three treatment groups. On the whole, the current study provides further support to previous

research on the positive effect of instruction on the development of learners' pragmatic competence in requests, suggesting that teachers, material writers, and researchers should attempt to design tasks that can help learners process both the pragmatic form and meaning of target features in depth.

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The Impact of Supplemental Reading on Vocabulary Acquisition and Retention: A Case of Iranian High School Students

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In the long terms, most words in a first or second language are possibly learned incidentally, through extensive reading. In Iran, not many English students can engage in large amounts of reading for learning vocabulary. In order to see the effect of extensive reading on vocabulary acquisition and retention and to compare the effect of this practice with that of vocabulary exercises, a classroom-based study was conducted over a one-term period. The study took 40 students who were in their third year of study in a high school in Yazd. These students were divided into two groups of twenty each: reading-plus-vocabulary- enhancement (RV) group and narrow reading (NR) group. Students in RV group read selected texts and also practiced various vocabulary exercises. The other half, students in NR group, read thematically-related supplemental materials on the same topics presented in the selected texts. A Vocabulary Knowledge Scale (VKS) was then employed to assess students' knowledge of 60 vocabulary items. The results of the study revealed that the RV group significantly outperformed the NR group on both acquisition and retention tests, and demonstrated significantly more productive knowledge on the acquisition test and more receptive knowledge on both

tests. The results of this study may lead our teachers to incorporate some form of extensive reading in their teaching methods as a way of extending students' vocabulary domain.

Keywords: vocabulary exercises, vocabulary acquisition and retention, EFL learners.

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An "Always Already" Shattered World:

Deconstructing Salvation in Paradise Lost

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Elaborating on the way selfhood was construed during the 17th century, the current paper traces the impact exerted by the invention of flat mirror on the notion of embodiment. It then attempts to illustrate how embodiment, used in a particular sense, both shaped and was shaped by autopsia, which in turn drastically influenced science and religion at the time, and on the whole, affected what meant to be an individual being in that century. Based upon the historicized conception of selfhood, it goes on to explore the notion of salvation, and the binary oppositions related to that major theme. It demonstrates how various interpretations of characters in relation to this theme produce more conflicts, resulting in more interpretations which in turn lead to further conflicts. Afterwards, the paper destabilizes, through deconstruction, the binary oppositions in question. At the end, it is concluded that Paradise Lost, written at a politically and religiously turbulent period, cannot exclude what it claims to, and never fully contains the themes which it aims to. It is also suggested that the poem, as an ideological text, "always-already" includes the trace of what it excludes, and thus is characterized by what Derrida calls "atelicism".

Ahmad Nadalizadeh received his BA in English literature from Allameh Tabataba'i University, and is currently carrying out his MA in English literature at the University of Tehran. So far, he has published one paper in the International Refereed Social Sciences Journal and has attended some international conferences. His research interests include, but are not limited to, comparative literature, narrative theory, deconstruction and philosophy of history.

Learning Vocabulary through Connectionist Networks:
Receptive and Productive Use

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Recent research suggests that native speakers' mental dictionary is organized in such a way that vocabulary items readily evoke each other. However, L2 learners' mental dictionary seems to be less organized. Accordingly, this paper is aimed at exploring how word association data can be used to improve L2 learners' vocabulary skills and lexical organization in both receptive and productive aspects. As such, 165 pre-intermediate and intermediate EFL female students were selected to conduct this study. They were taught 75 vocabulary items mainly through semantic mapping (connectionism) in ten sessions. Findings, depicted on graphs, suggest that as students move from receptive to productive spectrum, they show less efficiency in their performance. Therefore, as far as learners' receptive skills are concerned, using vocabulary items in connectionist networks can remarkably assist them in removing stumbling blocks in the process of vocabulary learning and having a more well-organized mental dictionary.

Simultaneous Effects of Pre-Task and On-Line Planning on Complexity, Accuracy and Fluency in L2 Oral Production of Iranian EFL Learners

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This study sought to investigate the effects of pre-task and on-line planning on complexity, accuracy and fluency in oral reproduction of Iranian EFL learners. Participants in this study consisted of 85 intermediate learners who were selected from a larger available population of 120 third-year university students based on their Oxford Placement Test (OPT) scores. These learners were randomly divided into four groups: Group 1 had no pre-task and on-line planning time, group 2 were provided with pre-task planning time but no on-line planning time, group 3 had no pre-task planning time but they had time for on-line planning, group 4 had time for both pre-task and on-line planning. A narrative picture description task was used for oral elicitation. The data were then analyzed and coded by the researchers based on measures of complexity, accuracy and fluency operationalized in this research. Three separate One-way Anovas with post-hoc Shceffe tests were run in order to analyze the data and find any significant differences. Results showed that joint effects of pre-task and on-line planning had no effect on fluency but the effects on accuracy and complexity were statistically significant. Also, pre-task planning had a significant effect on fluency and complexity while on-line planning group had higher accuracy and complexity scores.

Keywords: pre-task planning, on-line planning, complexity, accuracy, fluency.

The Effect of Critical Thinking on
Iranian EFL Learners' Writing Ability

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Writing ability in English has taken a key position in primarily internet-based communication in the increasingly villagized globe. Therefore, effective teaching of writing has been a concern for EFL practitioners and several options are studied for this purpose. Accordingly, this study is an attempt to investigate whether encouraging critical thinking including arguing, evidencing, recognizing, finding fallacies, reasoning, and drawing conclusion has any significant effect on Iranian Intermediate EFL learners' writing. To select the subjects, a Preliminary English Test (PET) was administered to 130 students. A total of 91 students who scored one standard deviation above and below the mean in the PET were given a writing test to further ensure homogeneity. Ultimately, 60 students whose scores were one standard deviation above and below the mean in the writing test were selected as the main subjects of the study. The subjects were randomly divided into control and experimental groups. Both groups underwent 10 sessions of instruction for 90 minutes. The traditional form of teaching writing was followed with the control group, which included introducing the topic, brain storming, writing individually, and giving feedback by the teacher. For the experimental group, however, we used pedagogical tasks that invokes critical thinking as outlined in Kent and Mc.Nergeney's (1999, p.165) work. At the end of the study, the students in both groups were given another writing test and the results were compared by a t-test. Analysis of the data showed that motivating critical thinking significantly improved EFL learners' writing ability.

Keywords: critical thinking, writing, arguing, evidencing, recognizing, finding fallacies, reasoning, drawing conclusion.

An Integrative Approach Incorporated into High School Syllabus

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The present study was an attempt to investigate the possible effects of incorporating an integrative approach to the already existing structural approach practiced through the Iranian high school EFL textbooks. To this end, 241 participants aged 15-18 from 3 school grades (i.e., grade 1, 2, & 3) were assigned into 6 experimental and control groups. Prior to the treatment, 3 reliable end of the term tests based on school syllabus were administered for every distinct level for homogeneity purposes. Moreover, the Attitude/Motivation Test Battery (AMTB) (Chalak & Kassaian, 2010) was administered to chase experimental groups' change of attitude before and after the application of the method. For about 8 weeks, around 2 hours a week, the researcher practiced the form focused EFL textbooks through incorporating meaningful communicative activities. A series of t-test analyses of both reliable tailor-made post-tests and AMTB yielded significant results, favoring the communicative approach incorporated to the already existing syllabus. Besides, in order to delve into the conformability of the obtained results, participants in the experimental groups were interviewed regarding the success or failure of the method. The results of the interview were in line with those obtained from AMTB. The outcomes would feed into classroom practice to help both teachers and syllabus designers in coping with the limitations of textbooks and creating more interesting EFL classes.

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interests include: bilingualism, first and second language acquisition, cross-linguistic transfer, and multiple intelligences in relation to language learning. She has served as the Head of the Department of English Language and Literature and the Deputy Head of the Foreign Languages Center of Urmia University since 2008.

Masoumeh Samadi Osalu is an MA student in TEFL at Urmia University, Iran. She has done her B.A. in Azarbaijan University, Tabriz, Iran. She has worked as an EFL teacher in high schools for 3 years as an employee of Ministery of education. Her research interests include teaching methodologies, creative teaching, and English for specific purposes.

Burnout among Iranian EFL Teachers

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This study was an attempt to investigate the burnout level of EFL teachers in Urmia, Iran and the likely factors that were associated with this phenomenon. It was new in that most of the studies in this area have investigated the effective factors in the burnout of the teachers, without taking into account their majors, very few of them have ever been conducted in the scope of subject specific teachers. This study focused on English language teachers in Iran. It was a survey-based research study in which 120 EFL teachers (60 males, 60 females) were randomly selected from among language institute teachers in Urmia, Iran. A demographic questionnaire was used to collect the data regarding the individual characteristics (e.g. marital status, age, gender, and teaching experience). The Maslach Burnout Inventory-Educator Survey (MBI-ES) (Maslach, Jackson, & Schwab, 1986) was also employed to collect the data concerning the burnout levels of the teachers in the three dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment. Descriptive statistics and factorial ANOVA were used in the data analysis. Considering the importance of the role of the teacher and his/her performance on the learning ability of learners, it was expected that the demonstration of the relationship between the level of burnout and demographic variables could provide information for teachers, teacher educators, and school administrators that might help prevent teacher burnout and enhance the training and professional development of all teachers who are working in EFL teaching arrangements.

Keywords: burnout, EFL teachers, individual characteristics, MBI-ES.

Vahideh Alizadeh is an MA student of TEFL at the Department of English Language and Literature in Urmia University in Urmia, Iran. Her main research interests include:

how can be an effective EFL teacher and weak points of teacher training centers in Iran and the ways to reinforce teacher training techniques.

Dr. Sara Jalali is an assistant professor of TEFL at the Department of English Language and Literature in Urmia University in Urmia, Iran. Her research interests are mostly in the areas of testing and assessment in EFL. She has presented a number of articles in various national and international conferences.

Okonkwo: A Centre That Does not Hold

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The character of Okonkwo in Achebe's Things Fall Apart is regarded by many critics to be a representative of Igbo Values and culture. This way he becomes a classic tragic hero whose tragic flaw leads to his downfall. In this paper, this view is counter argued, at least as far as Igbo culture and values are concerned, and instead Okonkwo is linked with the converts and those who deserted Umuofia. Consequently, Umuofia's downfall could be seen as a result of Okonkwo's suicide, who had in many ways been a centre for his community. Therefore, Aristotle's definition of a tragic hero is used to look at the character of Okonkwo in Chinua Achebe's Things Fall Apart and how his personality and final suicide affect the fall of Umuofia. His character is examined in the light of an Aristotelian hero and then compared and contrasted with some other characters in the novel.

Sayyed Rahim Moosavinia is an assistant professor at Shahid Chamran University of Ahvaz where he teaches different subjects like drama, poetry, fiction, literary criticism, translation. He holds a PhD in English literature from Pune University, India and is particularly interested in Orientalism and Postcolonial Studies.

Marziyeh S. Ghoreishi holds an MA in English literature from Shahid Chamran University. For her thesis she has worked on a comparative study of Shakespeare's *Romeo and Juliet* and Nezami's *Layli and Majnoon*. Her essay, titled "*Kubla Khan*: a Willing Suspension of Disbelief", is to appear soon in *Iqbal Review*, published by Iqbal Academy Pakistan.

The Contrastive Analysis of Direct and Indirect Convivial Speech Acts in English and Persian Wedding Ceremonies: A Socio-Pragmatic Approach

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Indubitably, social ceremonies are somehow culture bound because language and culture are intertwined in mysterious ways in almost every society. In fact, as we switch from one culture to another, the manner of people's articulation of feelings and attitudes toward divergent topics changes. As such, the current study aimed to compare and contrast the direct and indirect convivial speech acts used in English and Persian wedding ceremonies. To this end, a relevant corpus of twelve, from among 60 Persian and English wedding films, six in each language, was randomly selected. Then the set of convivial speech acts existing in the corpus was analyzed based on Leech's (1991) model of speech act strategies. The results indicated that English people tend to utilize formal and direct well-wishing strategies in the wedding ceremonies whereas Iranian people prefer to employ informal, indirect strategies for attaining the same illocutionary purposes in the same social event. Evidently, the contrastive conceptual analysis of the said speech act may pave the way toward an in-depth recognition of the manifestation of feelings in the expression of convivial speech acts in Persian and English cultures.

Keywords: convivial speech acts, contrastive analysis, socio-pragmatic approach, direct speech acts, indirect speech acts.

E. Soleimani is an M.A. student of English Teaching Methodology at Islamic Azad University of Isfahan. Her field of interest is child language acquisition and issues related to teaching English as a foreign language to children, in particular preschoolers.

Dr. R. Biria is an assistant professor, teaching Research and Linguistic courses in English M.A. programs at Islamic Azad University of Isfahan. His field of interest is sociopragmatics and issues related to English language teaching as a foreign language.

Table 4

Effects of Dialogue Journal Writing through the Use of Conventional Tools and E-mail on Writing Fluency and Motivation

Rostami Sarabi , Zahra

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Effects of Dialogue Journal Writing through the Use of Conventional Tools and E-mail on Writing Fluency and Motivation Zahra Rostami Sarabi Shahid Beheshti University, Tehran, Iran Sarah_rostami1985@yahoo.com Arezoo Ashoori Tootkaboni Shahid Beheshti University, Tehran, Iran a.ashoori1985@gmail.com Abstract Information and communication technologies are having a profound effect on all aspects of language use, especially in written communication. The purpose of writing, the genres of written communication, and the nature of audience are all changing rapidly with the advent of computer-mediated communication, both for first and second language writing. The guiding theme of this study was to investigate the efficacy of dialogue journal writing (DJW) through two different modes of teaching: Conventional (using pen and paper) and online (using e-mail) on students' writing fluency and intrinsic motivation. Sixty two advanced students from three intact classes in Iran-Canada Institute in Tehran participated in this study. The participants of this study were randomly assigned to two groups of experimental and one control group. In group A, students were asked to send their paragraphs to the teacher via e-mail. Reading their paragraphs on-line, the teacher did not rate or correct errors, instead she responded to the students as "partners". In group B, the same procedure was followed. The main difference in this group was that students wrote their dialogues off-line. In group C; the control group, students received no special treatment. The data included 90 students' journal entities and pre-and posttests motivation questionnaires. After going through eight weeks where students wrote their dialogue journals (using two different tools), the finding showed that the DJW boosted the students' writing fluency; writing performance on content, organization, and vocabulary. The result of this study also indicted that the students in the e-mail group were highly motivated in comparison with the conventional group. They showed that DJW allowed them to consider something creative which enhanced their intrinsic motivation.

The Impact of Interactive Reading on Facilitating Vocabulary Recognition of EFL Learners

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Vocabulary knowledge is a crucial component in second or foreign language learning. Moreover, vocabulary learning is tightly linked to four language skills specifically reading. While reading, FL learners engage in both higher-level processing and lower-level processing, but in most EFL classrooms, teaching of reading is done in such a way that learners are more inclined to use either of these processes. The present paper aimed at investigating the impact of interactive reading-using both lower-level and higher-level processes- on vocabulary recognition of EFL learners. For this purpose a number of EFL college students participated in a pre-test, post-test study. At first they were required to read a passage and answer to a vocabulary test related to the passage. Then, they were given an introspective questionnaire containing elements regarding both lower-level and higher-level reading processes. After analyzing the results of the vocabulary test and the questionnaire, some of the students who did not use interactive reading were selected to participate in a four-session interactive reading class. After they were taught how to read interactively a post-test was given on their vocabulary recognition. The results of the paired t-test showed a significant difference between the means of each pair after the treatment. So, it can be concluded that reading interactively can have a significant impact on the vocabulary recognition of EFL learners. In order to find its influence on vocabulary acquisition of EFL learners more extended studies is needed.

Parastou Gholami Pasand is an M.A. student in TEFL at Guilan University, Rasht, Iran. She has recently started teaching English as a Foreign Language in one of the institutes in Rasht. Her current research interests include English language skills and components and sociocultural theory and second language learning.

Derek Walcott's Omeros and Achille's Quest for Home

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The 1992 Caribbean Noble Laureate poet and dramatist, Derek Walcott depicts a restless world in Omeros where his St. Lucian residents are alienated and are helplessly on the quest for home and self-identification. By applying a postcolonial approach, the present article aims to focus and explore the journey undertaken by Achille, a fisher man and sea adventurer in this epic poem, who is on the quest for home, root and self-definition. It will argue that how Achille takes this illusionary journey to Africa and how he re-builds his sense of identity there. While in Africa, he encounters another problem, namely, the notion of re-settlement and re-adjustment since the essential meaning of home and sense of belonging to land have been modified by colonial powers for the inhabitants of the New World. Therefore he looks for alternative ways to tackle his sense of homelessness and up-rootedness. Finally by having re-established his ancestral heritage in Africa, he decides to take St. Lucia as his home and goes back there but tries to keep his African culture and heritage alive in that island country.

A Self-Assessment Inventory of English for Academic Purposes

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Hasan Ghandali

Self-assessment is assumed to play significant roles in learning and teaching cycles. It helps learners to acquire self- confidence and gives them insightful feedbacks. There is no valid self-assessment inventory for learners of English for academic purposes. The purpose of this study was to develop an academically appropriate instrument to measure tertiary students' English in academic and target language use situations. The study uses both qualitative and quantitative methods in developing the Self-assessment inventory (SAI). Postgraduate Students from 10 universities in Iran were recruited into this study. Sixty students were interviewed. A total of 600 students were randomly selected to assess the internal consistency of SAI. Interviews were conducted in an unstructured manner. Qualitative data were analyzed by a constant comparative method. The questionnaire survey was used to assess the validity and reliability of SAI.A 41-item SAI was developed; the content validity, construct validity, and reliability of the tool were ensured by expert review, factor analysis, and internal consistency. Three factors speaking, listening, reading, and writing accounted for 63.19% of variance. This scale shows the construct of a self assessment inventory of English for academic purposes.

Keywords: language assessment, self-assessment, language learning, EAP.

The Effect of Oral Interactive Feedback on Accuracy of Iranian EFL Learners' Written Discourse: Delayed Retention

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The efficiency of different feedback types in treating students' errors has always been one of the controversial issues in SLA. The purpose of this quasi-experimental research was to examine whether oral interactive feedback had any positive effect on grammatical accuracy of EFL learners' written discourse in a long-term period. Two English classes of intermediate level were participated in the study and they were randomly chosen as control and experimental groups. After administrating the Preliminary English Test (PET), the proficiency level of the students was homogenized and 50 students out of 68 were selected as participants in two groups. Then without any prior instructions a topic was given to them to write a past narration composition as the pre-test. After 5 sessions of instruction, the procedure started and the participants wrote one composition per session during 8 weeks. While the experimental group received oral interactive feedback on their written grammatical errors while reading their compositions aloud, the control group received direct error correction without any interaction in the class. After 8 weeks a parallel topic was given to them to write a past narration composition as the post-test. After measuring the number of errors in control and experimental groups, the data were analyzed using ANCOVA test and the results revealed that there was a statistically significant difference between the numbers of errors of the students in two groups. In other words, the experimental group, receiving interactive feedback, outperformed the control group. The findings of the study suggest that interactive feedback should be included in writing courses to improve EFL learners' accuracy.

The Role of Blog's Integrated Writing Instruction in Autonomy and Motivation of EFL Learners

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The rapid growth and expansion of technological innovations necessitate the implementation of the technologies in educational settings. The study aimed at investigating the relationship between weblogs, and the consequential improvement in writing skill of the students participating in writing classes in preparation for their main TOEFL exam. To this end, thirty male and female students from Saba Language Institute of Shiraz were selected based on convenient sampling procedure and divided into two experimental (blog) and control (writing) groups. The participants in the blog group made use of blog as a supplementary material and put their writings in a shared blog which was designed by the researcher; however, the writing group followed the traditional paper- and- pencil procedure of writing classes without the integration of blog. Furthermore, a motivation questionnaire was used to check the students' attitude toward the use of weblog. Based on the data analysis, besides the overall ascending progression trend of the participants in both groups of the study, the degree of the blog group's progress was not satisfactory in comparison with the writing progression of the writing group. Still, the overall experience was a positive one for most of the participants and they found weblog a motivating media. The findings imply the possibility of the application of miscellaneous extra-curricular activities which are selected based on the students' needs and prevalent changes in the teaching context.

Communicative Classroom Techniques for High Schools: Mismatches in Conceptualizations and Everyday Practices

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A voluminous body of research since the 1990s has explored concerns and difficulties in implementing Communicative Language Teaching (CLT) in Asian language teaching contexts such as China, Hong Kong, Japan, the Philippines, Singapore, South Korea, Thailand, and Vietnam. This research _ reported mainly as various combinations of surveys, interviews, or classroom observations _ has highlighted (a) conceptual constraints, (b) classroom-level constraints, and (c) societal-institutional level constraints limiting effective CLT implementation and has identified (a) the teacher, (b) the students, (c) the educational system, and (d) CLT itself as the source of the constraints. To explore such constraints in English as a Foreign Language (EFL) classroom practices in Iran, a qualitative research study was designed to find out conceptual understanding of CLT techniques and the actual implementation of such techniques by high school EFL teachers. The participants in this study were 47 EFL teachers attending an intensive in-service training program of the Ministry of Education and constituted around 85 percent of their population in a major city. They provided interview and questionnaire data on their perception and actual practice of various CLT techniques proposed in the related literature. The collected data were analyzed through coding and multiple response analysis, a procedure that produced frequency tables for multiple response sets on CLT techniques. Results of the study showed that teachers identified these techniques as communicative: a) group discussion on a controversial topic (87.2%), b) chatting (72.3%), c) storytelling (66%), d) speaking in pairs (63.8%), e) having a debate or role-play (57.4%), and f) describing pictures to partners (55.3%). On the contrary, they did not see other techniques as communicative in spite of their high potentials as CLT activities and their inclusion under the CLT umbrella. Example included a) dictation (97.9%), b) grammar exercises (93.6%), c) working with the dictionary (89.4%), d) reading texts (74.5%), e) writing an essay (61.7%), and f) games (40.2%). What they actually practiced was having students recite dialogues and having them do some pair work, without any of the 47 ever trying reading and reporting from

websites, whole-group discussion, or role-play. The findings imply that conceptual constraints may in fact form part of classroom-level constraints inhibiting successful CLT implementation and that in the context of the study, in-service teacher training programs need to show how many of the current practices can be legitimate CLT techniques.

The Impact of Raising Critical Language Awareness on EFL Learners' Argumentative Writing

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Exploring media discourse is a fruitful and established line of study in Critical Discourse Analysis (CDA) aimed at detection and disclosure of media bias. This work reports an MA thesis at Urmia University, investigating the impact of critical media literacy and language awareness raising on a group of English students and any possible relationships between the learners' essay scores based on IELTS analytic essay scoring criteria and critical thinking power or persuasiveness of the essay, as scored by the researcher and a trained rater. The participants were homogenized based on a TOEFL practice proficiency test and students getting 500 and above were invited to take part in the study .The treatment included eight sessions on critical thinking, propaganda devices, word choice, headlines analysis, image bias, and geographic and institutional affiliations influencing media report. Also, each session included a reading sample of a biased text from a number of EFL and media sources, namely, International Herald Tribune, CNN, ELT books, and the internet and its analysis. The research offers a quantitative content analysis of students' writings for each session and a qualitative content report of their comments on the course and the need that is felt for such courses on the part of EFL learners.

Javad Gholami is an assistant professor in TESOL from Urmia University. He has been working as an EFL/ESP practitioner, researcher, and teacher trainer for more than 10 years. His research publications have been on integrating focus on form and communicative language teaching, critical discourse analysis, and learner autonomy in ELT.

Ebrahim Maleki is an MA student in TESOL from Urmia University. He did his BA in English Language and Literature at University of Tabriz. He is interested in Language Teaching, Media Discourse, Critical Discourse Analysis, Language Policy and Planning, Critical Pedagogy and Sociolinguistics. He has been teaching at public and private schools to teenagers and adults, ladies and gentlemen, in different cities in West and East Azarbayjan since 2005.

Teachers' Nonverbal Behavior in Language Classrooms

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Despite all the contributions to the area of nonverbal communication research in general, and nonverbal communication in language classrooms, in specific, the literature still suffers from not presenting a clear picture of the forms and functions available to language teachers. To bridge this gape, three experienced teachers at their elementary classes were video recorded, each for three sessions, and later on the recordings were transcribed and codified. The data generated from the coding system were further analyzed in order to determine the commonalities and differences among teachers. The results confirmed heavy reliance on a number of categories of nonverbal communications to fulfill a variety of instructional moves. The purpose of this presentation is to introduce the categories and their functions in an attempt to highlight their pedagogical significance and to introduce some new lines of research in the under researched area of language teachers 'nonverbal communication.

Mohammad Reza Anani Sarab is Assistant Professor of TESOL in the Department of English Language and Literature at Shahid Beheshti University. He holds a PhD from the University of Leeds in the United Kingdom, an M.A. in TEFL and a B.A. in English Literature both from Allameh Tabataba'i University. He has authored several articles in his areas of interest and a number of textbooks for teaching English as a Foreign Language. He is currently the chief editor of Roshd Foreign Language Teaching Journal. His major areas of interest are: language curriculum, classroom-centered research, classroom discourse and language testing & assessment.

Maryam Saneie Moghadam: I hold an M.A. in TEFL from Shahid Beheshti University. I have been teaching English for three years in different institutes in Tehran. My areas of interest include Discourse Analysis, Teacher Education, and Psycholinguistics.

Vocabulary Breadth and Depth Interacting with Lexical Bonds in EFL Learners' Text-dependent Test Performance

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There is conflicting evidence in the literature as to what extent proficiency levels and other learner's variables can contribute to the use of contextual cues like lexical cohesion of the text (Haastrup, 1991; Morrison, 1996; Frantzen, 2003, Nassaji, 2006). The current study thus made an attempt to find how breadth and depth of vocabulary knowledge as learner's variables contribute to the use of lexical bonds as text variables and where on the proficiency continuum this effect is most evident. In so doing, 85 upper-intermediate and 50 lower-intermediate EFL learners were selected based on the results of Oxford Quick Placement Test (2004). Vocabulary Levels Test (VLT), Word Associates Test (WAT), and C-test with two sub-tests (one with high lexical bonds and the other with low lexical bonds) were used to assess breadth and depth of vocabulary knowledge, and text processing ability respectively. ADELEX ANALYSER (ADA), Hoey's lexical cohesion analysis (1991), and WordNet online dictionary were also used to develop and monitor the lexical difficulty level and bonds of the sub-tests. Results indicated that: (a) only breadth of vocabulary knowledge contributed to C-test performance of lower-intermediate learners while for the upper-intermediate group, both breadth and depth of vocabulary knowledge predicted performance on C-test and its sub-tests, (b) depth of vocabulary knowledge predicted performance on high-bond C-test for the upper-intermediate learners, (c) the use of lexical bonds as contextual cues was evident for more proficient language learners, (d) more developed semantic knowledge contributed to the use of contextual cues while vocabulary size could not, and (e) a base vocabulary size was essential for the upper-intermediate learners to use the context. The results point to the necessity of improving the depth of learners' vocabulary knowledge especially at lower levels of language proficiency where vocabulary knowledge is mostly a matter of size rather than quality.

Keywords: breadth of vocabulary knowledge, depth of vocabulary knowledge, lexical bonds, contextual cues, C-test performance

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Mostafa Janebi Enayat holds an MA degree in TEFL from Tarbiat Moallem University of Tehran and is a professor of applied linguistics at Hakim Jorjani Institute of Higher Education. He has previously presented a paper in the 9th international TELLSI conference which was later published in TELL Journal. His research interests include language assessment, vocabulary learning strategies, reading comprehension strategies and critical approaches to materials evaluation.

Mitigation Devices in Reprimand Speech Act: Cross-Cultural and Situational Variation in Iranian and American Speech Communities

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Strategies used in reprimand speech act and the effects of using such strategies on reprimandee and the degree of offense perceived and the possible cross-cultural differences with regard to using such strategies have been the focus of a number of studies. Previous research, however, has dealt mainly with perceptive/productive data elicited from one of the interlocutors involved in the use of such strategies. A sociolinguistic study could explore the perception of both the reprimandor and the reprimandee with respect to using such strategies. In addition, the use of mitigation devices to soften the face-threatening nature of this speech act has quite been under-investigated. This article aims to study the possible correlation between the use of mitigation devices and the perception of reprimand politeness. The question is what observable effects using mitigators have both on the reprimandor's judgment of politeness and on prohibiting the reprimandee from being offended. Four role-play interactions and stimulated recall procedures were used to collect the required data. The results obtained from the analysis of data revealed that, in identical situations, American reprimandors are comparably more certain than Persians that the addressee would not be offended form their reprimands using fewer mitigation devices. In addition, the perception of social power and social distance variables differed in these cultures; Iranians were more concerned about the social power and social distance between the interlocutors.

Keywords: mitigation devices, offense, politeness, reprimand speech act.

Parisa Abdolrezapour is a doctoral student in applied linguistics at the University of Isfahan, Iran, where she also teaches undergraduate courses. She has a number of articles in academic journals like *Discourse Studies, Australian journal of linguistics, International journal of applied linguistics, Innovation in language learning and teaching, and Porta Lingurum.* Her research interests lie primarily in cognitive aspects of language teaching and learning as well as cross-cultural studies.

Table 5

Parody and Self-Conscious Narration in E.L.Doctorow's
Welcome to Hard Times

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Welcome to Hard Times is a parody of the traditional western narrative. Set in the late nineteenth century Dakota County, Doctorow debunks traditional notions of the West as a land of endless opportunity, freedom and success. This he achieves through the inversion of character, setting and events in the backdrop of a cynical narrative of destruction-creation-destruction. Doctorow's metafictional technique intensifies this inversion as the highly self-conscious narrator of the novel encourages the reader to revise his appreciation of the Western myth of frontier expansion and hence directly communicates his skeptical attitude toward the optimistic myth of frontier expansion and ultimately the American dream. However despite the novel's tragic ending and gloomy ambience, the self-conscious narrator does not feel absolutely comfortable with rounding off his narrative on an ultimate note.

Keywords: Revision, self-conscious, parody, western, American Dream.

Teacher Evaluation Forms:
Consequences for EFL Teachers and Learners

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Assessing teacher performance and the quality of teaching is a long-standing concern in educational discipline (Wanzare, 2002). Much has been said about the essence of Teacher Evaluation (TE) for enhancing the quality of teaching and learning (Rindermann, Kohler, & Meisenberg, 2007; Gaspar, et al., 2008). Yet what appears to be less attended to, not to claim totally overlooked, is the possible influence of these assessment procedures on learners' perceptions of a good teacher and on teachers' classroom performance. In addition, in spite of the large body of literature available on the applicability of TEFs in various disciplines, little research seems to exist on the consequences of TEFs for teachers and learners in EFL local language learning contexts. The current qualitative exploratory study investigates how applying Teacher Evaluation Forms (TEF) in language institutes can influence the attitude of teachers and learners toward each other; on the one hand, and their teaching/learning; on the other. In order to analyze the effect of TEFs, unstructured, oral interviews with two English teachers, learners' comments written in the evaluation forms, and the essays written by two groups (elementary and upper-intermediate levels) of students regarding the characteristics of their favorite teacher were investigated. The results revealed that evaluating teachers through a set of objective clear-cut idealistic questions restricts their sense of freedom as individuals and their desire for creativity, beside the high affective filter it causes for teachers' sense of security and confidence toward teaching. In addition, such forms create expectations in students that negatively influence their view regarding the teacher and consequently his/her teaching style. The purpose is to provide a ground for further queries and consideration in the development of such forms and the uses they might be put into.

Keywords: teacher evaluation forms, teacher and student attitudes, teacher performance, consequences.

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EFL Learners' Multiple Intelligences and Foreign Language Classroom Anxiety: The Possible Interface

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Learning a new language as a 'profoundly unsettling psychological proposition' (Guiora, 1983, p.8) situate the learners in an anxiety-provoking condition whose intervening effect has been 'one of the most accepted phenomena in psychology and education' (Horwitz, 2000, p. 256). On the other hand, a host of factors along with the learners' foreign language classroom anxiety might shadow the learning effectiveness. Among the myriad of factors influencing the second/foreign language learning process, developing the individuals' potentials in their language learning experience by identifying their strengths and weaknesses in terms of their multiple intelligences has recently stood out. This study attempted to examine the possible relationship between three constituents of multiple intelligences including linguistic, interpersonal and intrapersonal intelligence types and foreign language classroom anxiety among Iranian EFL learners. To this end, 100 EFL university students were asked to complete the "Foreign Language Classroom Anxiety Scale" and the excerpted items from "Multiple Intelligences Inventory". The results obtained through using Pearson product-moment correlation revealed that there is negative low correlation between the intelligence types in this study and foreign language classroom anxiety. Among the components of foreign language classroom anxiety, test anxiety and fear of negative evaluation were found to correlate with linguistic intelligence. Additionally, using t-test showed that there is no significant difference between freshman and senior university students regarding their foreign language classroom anxiety. Findings from this study might present the researchers and teachers with two options, either "to help the learners cope with the existing anxiety-provoking situations" or "to make the context of foreign language classroom less stressful" (Horwitz et al., 1986, p. 131). Moreover, we might speculate from the findings that enhancing EFL learners' linguistic, interpersonal and intrapersonal intelligence types would hopefully lead to lower degrees of anxiety in the classroom through engaging them in some activities gearing to these intelligence types.

Keywords: linguistic intelligence, interpersonal intelligence, intrapersonal intelligence, foreign language classroom anxiety.

Mavadat Saidi got her BA degree in English Literature and MA degree in TEFL from Kharazmi University of Tehran and is currently studying for a PhD degree in TEFL at the same university. Her main research interests are Multiple Intelligences Theory, critical pedagogy, and ESP.

Test Taking Strategy Use and Iranian EFL Learner's

Speaking Test Performance

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This study investigated how Iranian EFL learners' use of communication, cognitive and metacognitive test taking strategies relates to their speaking test performance. 30 advanced language learners enrolled in general English classes in Shahid Beheshti University were interviewed about the strategies they applied while performing on their final speaking test. A coding scheme was developed to code the reported strategies which were then compared with participants' speaking test scores. Results of statistical analyses revealed that the participants of this study mostly made use metacognitive strategies followed by communication and cognitive test taking strategies. Moreover a significantly positive relation was found between the types of test taking strategies and the students' speaking test performance. It is concluded that from different independent factors, test-taking strategies can be among the first ones to jeopardize the validity of speaking tests and the scores.

Keywords: test taking strategies, speaking tests, EFL learners.

Yahya Gordani is PhD candidate in TEFL at Shahid Beheshti University. His areas of interest include issues related to SLA, testing and research. His recent publications have appeared in Computer assisted language learning journal (CALL), Australian journal of teacher education, ESP world, and journal of Asial TEFL.

"Still is the Unspoken Word, the Word unheard": Deconstructive memory of T. S. Eliot's Four Quartets

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T. S. Eliot's Four Quartets reflects modernist concern with language "as the prime object of investigation." This study seeks to use Jacques Derrida's notion of iterability informing the structure of the poem. The conspicuous repetition focused on is the relationship between stillness and movement as used in relation to words and the Word (or the transcendental signifier). As reflected, through the deconstructive memory of the poem, the repeated relationship displays not only the materiality of language but also the conjoinment of "differance as temporalizing and differance as spacing." The relationship is discernible by the persistent reappearance of synchronicity of images that are, nevertheless, the point of differential departure of each of the repetitions. The simultaneity of an artistic awareness of the still movement of signifiers, entombed in the movement of a still "a", with a religious one of the self-contained presence of the Word marks the place of a tension where the Word's transcendental self-presence becomes a reassuring construction "upon which to rejoice" despite the necessity of its exposure to the relational/diacritical nature of the language.

Parisa Shiran is an MA graduate of English literature from the University of Isfahan, Iran. Particularly interested in Jacques Derrida's deconstruction, she is involved with the deep entwinement of literature and philosophy. Over the last two years, she has worked for her MA thesis on a deconstructive study of T. S. Eliot's poetry.

Helen Ouliaei Nia received her BA in English literature in Jundi Shapur University, Ahvaz, Iran. Granted a scholarship, she went to the US and finished her M.A. and passed most of the Wisconsin PhD program courses at the university of Wisconsin-Madison. After the revolution in Iran, she was summoned back to the country and started her teaching career first in Jundi Shapur, present Shahid Chamran University, and then in Esfahan. It is for thirty years that she teaches at state and private universities. In 2001, she was promoted as an assistant professor based on her research activities and publications. So far she has written, edited, and translated 14 books, four of which are taught at colleges and universities, like *A Trip to the Wonderland of Poetry*, *A Guide to the Analysis of the Short Story*, *The Short Story in the Mirror of Criticism* (In Persian) and *Simple Prose Text* (a joint work). She has collaborated with two research projects in comparative literature and has conducted individually two research projects, one completed entitled *a Comparative Study of Saadi's Golestan and Johnson's Rasselas*, and the other one, which is in progress, is entitled *A Study of the Motif of Letters in Shakespeare's Major Tragedies*. Since her main interest is the analysis and criticism of literary works, she has had over 170 articles published in Persian bulletins and journals on English, American and Persian literature and on film-scripts of Iranian movies which have won awards in film festivals.

The Effects of CALL on the Vocabulary Learning and Reading Comprehension of Iranian EFL Learners

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In the 21st century, using computers and internet for educational purposes has become one of the major focuses of education field in general and language learning discipline in particular. One of the areas in which computer assisted language learning (CALL) has been most successful is teaching and learning of vocabulary. Many studies have been done on different aspects of CALL in the Iranian context but there have been few attempts to integrate these separate components into one system and use it in a real classroom environment for instruction purposes. This study aims to build on the previous studies in this area and investigate the effect of a blended learning environment on the vocabulary learning and reading comprehension of Iranian EFL learners and their attitudes towards CALL. Seventeen undergraduate engineering students in one intact class participated in this study. Participants were instructed and assessed on a weekly basis using a Moodle-based website. Vocabulary items covered in the Computer-assisted Instruction (CAI) system were taken from Academic word list (Coxhead, 2000). The researchers used a paired sample t-test to analyze the mean score of vocabulary and reading comprehension test of students in the pre-test and post-test stage. The results indicate that using CALL in addition to class instruction has a significantly positive effect on both vocabulary learning and reading comprehension of participants. Furthermore, analysis of participants' answers to the questionnaire shows that they have positive attitudes toward this method of instruction. Implication of this research is that utilizing CALL together with normal class instruction can improve the students' performance in learning vocabulary and reading comprehension.

Keywords: CALL, CAI, blended learning, Moodle, academic word list.

Minoo Alemi holds a PhD in Applied Linguistics and is faculty member of Languages and Linguistics Department at Sharif University of Technology. She is a member of scientific board of some peer reviewed international journals. Her main areas of interest are (1) Second Language Acquisition, (2) ESP, (3) Interlanguage Pragmatics, and (4) Materials Development. Alemi has published many textbooks in General English and ESP, a large number of papers in different areas in international journals, and given presentations on TEFL at many international conferences.

Mohsen Alipour is an MA student of TEFL at Sharif University of Technology. His main research interests are CALL, vocabulary learning and corpus linguistics.

The Relationship between Language and Social Capital; A Sociopragmatic-Psycholinguistic Interface

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Language as a means in creating and recreating trust has been a topic of concern over the last few decades. Though much has been written about trust and social capital in general, very little if any has been done on how language can create trust or distrust. The purpose of this paper was then two- folds. First attempt was made to give a typology of the lexical categories and strategies typically used to enhance trust in the social milieu and second to see the extent to which the given categories and strategies are influenced by such variables as age, gender, and education. To this end, 384 subjects received a questionnaire on different trust/mistrust taking strategies and lexical categories. The findings revealed a significant relationship between the type and frequency of the trust carrying lexical categories and strategies and the variables under investigation. Furthermore, the results showed that religious, death and family member lexical categories were the most frequent trust –inducing items employed by the respondents in the study in order to initiate and maintain trust in the interaction with other members of the community. The discussion of the findings is accompanied by the implications of the study in line with psycho and sociolinguistic considerations.

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The Impact of doing Problem-Solving Tasks on Willingness to Communicate among Iranian EFL Learners

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The ultimate goal of modern language learning and teaching is to encourage learners to use second/foreign language for meaningful and successful communication not only inside but also outside of the classroom. Willingness to communicate (WTC), which is actually the intention and desire to initiate communication when the opportunity arises (MacIntyre et al., 1998) plays a central role in learning a second/foreign language. The present study was conducted to investigate the effect of doing problem-solving task on learners' willingness to communicate in English. To fulfill the purpose of the study, 61 pre-intermediate learners of NBE Language Institute were chosen by means of administrating a placement test. Based on the results of the placement test, two groups, one as experimental group and the other as the control group, were formed. These learners were pretested through three scales of willingness to communicate and its two antecedents: self-perceived communication competence and communication apprehension. Then, both groups were taught by the main course book of the institute. Of course, the experimental group was provided with fifteen problem-solving tasks during the course, while the control group was provided with no tasks. After fifteen sessions of the treatment, two groups were posttested through the same three scales. The results demonstrated that the experimental group outperformed the control group in terms of their WTC's level, which means the experimental group was promoted with higher level of WTC rather than control group. According to the results, moreover, the learners' willingness to communicate was found to be directly related to their self-perceived communication competence and indirectly related to communication apprehension. So based on the MacIntyre's path model (1994) these both antecedents can be the most predictors of willingness to communicate. The analysis of the data was done through Statistical Package for Social Sciences (SPSS) and multivariate analysis of variances (MANOVA) statistical programs.

Keywords: Problem-solving tasks, Willingness to communicate, EFL Learners

Oxford Model of Teacher Education for Modern Foreign Languages: A Critical Account and Lessons to Be Learned for Iranian English Teacher Education in Schools

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Recent reviews of school teacher education system in Iran reflect sever flaws which have led to failure in achieving the system's expected outcomes. The shortcomings are shown to be originated in the curriculum, pedagogy, intake characteristics, individual and system motivation, qualities of teacher educators, and the gap between theoretical offerings during teacher training and the realities of practice. Critical analysis of similar systems of teacher education which have proved to be effective in some arena might shed a light on the challenging and critical aspects of the system in Iran. Oxford model of teacher education – called the Oxford Internship Scheme to train teachers for secondary education- has been running successfully in the Department of Education, University of Oxford for the past a hundred years. One of the old subjects is training teachers to teach modern foreign languages including German, French, Spanish, and Italian in British secondary schools (pupils aged 11-16). This paper seeks to analyze the influential elements of the Oxford teacher education model, to investigate the organizational structure of the partnership model among the university department, partner secondary schools and the local education authority, and finally through a comparative analysis to suggest lessons we can take for the improvement of the Iranian English teacher education system. The method used to generate data for the present study is an array of techniques including critical content analysis of documents used by interns during the course, lived experiences of one of the researchers as both student and teaching assistant in University of Oxford, deep interviews with the course tutors and planners, five MFL students, and two school mentors. The key findings of the study which can be incorporated in Iranian teacher education system for English teachers in schools are categorized in three groups: organizational provision to fill the gap between university and schools through an internship model, a collaborative emergent curriculum of the course, and the pedagogy and assessment used to deliver and evaluate the course.

Ebrahim Talaee obtained his PhD from Department of Education, University of Oxford after doing his Masters in Educational Research Methodology (ERM) in the same university. His degree course was in TEFL from Arak University. His doctoral thesis was on longitudinal study of a cohort of British children from pre-school (aged 3) to the end of compulsory education (aged 16) in the UK. He is currently an assistant professor of education at Tarbiat Moddares University in Tehran.

The Pathographic Narrator in G. Eliot's 'The Lifted Veil'

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As George Eliot's only work of fiction written in a not-so-hyperrealistic narrative, "The Lifted Veil" occupies a significant place in the Eliot cannon for the Gothic literature scholars. The mainstream readings of the story, though, for the most part, seem to be content with theorizing about its so-called "unreliable narrator"; that we cannot rely on Latimer (the protagonist) because his first person narrative is a highly distorted and inconsistent version of reality. Having (rightly so) detected the superstructural point of the story, this view, nevertheless, fails to explicate the "nature" of the narrator's unreliability, as it fails to answer the question(s): why would such an "inconsistent" person write so skillful a story? Why would he write a story in the first place? By mainly assuming a psychological approach, and specifically drawing on Carl Roger's theory of personality and his notion of "self-esteem", the current paper sets out to give a close examination of the ulterior psychological motives for Latimer's grotesquely warped narrative. The paper concludes with diagnosing Latimer with the Munchausen Syndrome (a subtype of the Attention-seeking disorder) and postulating it as the pivotal "source of horror" of the story. This latter consideration provides the reader with a totally different interpretation of the text, which, in turn, adds to the intensity of the intended horror of the story when juxtaposed with the mainstream readings.

Keywords: Munchasen syndrome, source of horror, gothic, self-esteem, unreliability.

The Study of Persian Speakers' Acquisition Order of English Articles and L1 Transfer Effect

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The purpose of this study is to investigate Persian speakers' acquisition order of English articles (the, a, and the zero article Ø) and underlying processes in terms of article accuracy and use and their L1 transfer effect. The theoretical approach adopted here is Bickerton's (1981) semantic wheel model, marked by the features, [±Specific Referent (±SR)] and [±Assumed Known to the Hearer (±HK)]. The measures employed for data analysis are SOC (Supplied in Obligatory Contexts), TLU (Target-Like Use), and UOC (Used in Obligatory Contexts). Having used Oxford quick placement test, 60 Persian speakers at two levels of language proficiency– intermediate, and advanced– were chosen and a cloze test simulating oral conversation as a writing task and a translation task including 18 Persian sentences were used to elicit the production of English articles. The results of the study showed that there was a statistically significant main effect for context, article type, and proficiency. The findings indicated SOC reveals an order of the = a > Ø, and TLU, the > a > Ø, across the groups. UOC indicated TLU is a more reliable acquisition measure, and SOC serves better as an index of accuracy level. The difficulties underlying acquisition processes were also identified. This study sheds some light on article pedagogy in view of the acquisition order, and actual difficulties in article choice for Persian speakers.

Keywords: semantic wheel model, English articles, language transfer, Persian speaker.

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Mohammad Javad Rezai, PhD in Applied Linguistics is an academic member of Yazd University, Iran. His area of interest includes L2 acquisition, Language Testing and Psycholinguistics.

Table 6

The Relationship between Iranian EFL Learners' Beliefs about Rote Learning, Their Use of Vocabulary Learning Strategies and Their Success in Vocabulary Learning: A Think-Aloud Protocol Study

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The purpose of this study was to investigate Iranian EFL learners' beliefs about the role of rote learning (RL) in vocabulary learning strategies. The participants of the study consisted of 25 freshmen and 25 seniors in the English department of the University of Isfahan. Three instruments were used to collect the data, i.e., a vocabulary learning strategy questionnaire, a vocabulary test, and think aloud protocol. After taking the vocabulary learning questionnaire, out of each proficiency group, three participants were randomly asked to take part in think-aloud sessions. The results indicated that Iranian EFL learners used rote learning strategies more frequently than other categories of memory strategy, and the list frequent was the use of images and sound. However, quantitative data and think-aloud revealed that there were some differences between high-proficient and low-proficient learners regarding the order of other categories of memory strategy and the way they used them. Triangulation of the data showed no relationship between the learners' beliefs about rote learning and their achievement in vocabulary test. Overall, the findings of this study imply the need for classroom pedagogy to explicitly integrate strategy instruction for students of different proficiency levels.

Keywords: learners' beliefs, rote learning (RL), think-aloud protocol (TAP), vocabulary learning strategies (VLSs).

Samira Hayati Samian is a Ph.D. candidate in Shahid Chamran University. She has been teaching English courses for eight years at several universities and institutes. She has already published some articles and presented her papers in three conferences. Her research interests are: reading comprehension, vocabulary learning, and foreign language teaching.

Do not Trust the Dead: The Impact of Ambrose Bierce's "An Occurrence at Owl Creek Bridge" on Two Contemporary Psychological Thriller Movies "Stay" and "Jacob's Ladder"

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In 1880, the American Ambrose Bierce published 'an occurrence at owl creek bridge ', which became famous for its irregular time sequences, ending twist and unreliable narrator. We follow the protagonist through some subjective experiences and hallucinations which happen in a fraction of second before his immediate death. Unreliable narrators are developed by some writers for several reasons including: deceiving the reader, shock value and creating sequences of dream-like visions. Interestingly several movie scripts including "Jacob's ladder" and "Stay" were influenced by the way Bierce developed the story's plotline and the surreal ambiance of the story. It has been long claimed that movies and stories have reciprocal effects on each other, and this mutual influence has been a proof of literature's practicality in the 20th and the 21st century. Taking a closer look at "Stay" and "Jacob's Ladder" and exploring their narrative e structures will help scholars to prove how several short stories had great contextual and formal effects on Hollywood's mainstream movies and how having a practical use of literature can be of great benefit, both artistically and financially.

Keywords: an occurrence at owl creek bridge, unreliable narrator, Stay, Jacob's Ladder, literature's practicality, narrative structure, contextual and formal effects.

Muhammad Sayyaf Jalalizadeh received his B.A in English language and literature from University of Tehran and is currently continuing his studies in University of Tehran as an M.A student. He has co-written and acted in play by the name of The keepers' which received academic accolades. His current research interests include post-colonial and immigration literature, film and media studies, Asian film industry and Cultural Studies.

The Role of Reflective Education through Journal Writing in Students' Self-Efficacy

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The purpose of this study was to investigate the role of journal writing in learners' self-efficacy. To this end, a qualitative quantitative study with quasi-experimental design was conducted on 60 BA senior students whose major was Teaching English as a Foreign Language, and were studying practical teaching course in two classes at Faculty of Persian Literature and Foreign Languages, Islamic Azad University, South Tehran Branch. Each class consisted of 30 students. Participants in the experimental group were asked to write journal after each session of their class, and reflect on their learning experience. Furthermore, they were required to write a journal at the end of the term and assessed the effects of journal writing technique on their self-efficacy about their learning capabilities. In contrast, the participants of the control group were taught practical teaching conventionally during the course. The questionnaire which was prepared based on Motivated Strategies for Learning Questionnaire (MSLQ) was administered to participants in two groups at the beginning, and end of the term in order to evaluate their self-efficacy. Both Quantitative and qualitative and findings revealed that reflective education through journal writing had a significant effect on the learners' self-efficacy of experimental group after receiving treatment. This study implies that journal writing improves learners' self-efficacy. Hence, it is recommended to incorporate journal writing to our educational curriculum.

Keywords: reflection, self-efficacy, journal (learning log).

Mansooreh Sagha Vazifehdan is currently an English instructor at Mashhad Azad University. She got her MA in TEFL from Azad University, Tehran South Branch in 2011. Her main interests include peer learning, reflective teaching, and reflective learning.

Mehdi Mahdavinia is a scholar activist with a Ph.D. in education (Curriculum Studies) from the University of Toronto in Ontario (OISE/UT), Canada, where he carried research and did his doctoral dissertation in the field of holistic education and its operation in Iran. He is a Professor of English at Islamic Azad University, Tehran South Branch. Dr. Mahdavinia's research interest centers on educational research and language learning. His current research is on holistic education and curriculum development.

Dialogic Narrative Discourse in Austen's Emma: A Bakhtinian Review

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The genre of novel has the potential to include plurality of voices in it through its inherent multiple-voicedness. Novelists, via taking oppositional textual positions, can create twofold narratives which serve to convey two different intentions simultaneously, the direct intention of the character who is speaking and the refracted intention of the author. Bakhtin (1981) believes that the voice of the author is not to be found in the narrator's commentary but it emanates in an altered way, through the disguise of clown, or what he dubs as carnivalesque character, transformed in various ways. Hence, such a double-voiced discourse is intentionally dialogized by means of an ironic or parodic discourse which embeds a potential unfolded dialogue, a concentrated dialogue of two voices, two world views, and two languages. Austen draws on such potentials inherent in novelistic discourse through creating carnivalesque characters, a layering of masquerades, and multiple mimesis to disguise her real voice and intention. Following Bakhtin's theories of dialogism and carivalesque, the present study sets to analyze Austen's Emma through tracing the carnivalesque character or Bakhtinian fool, extremely mocked by the objective narrator in the novel, who serves to disguise the real intention of the author and to create a double-voiced discourse leading the readers towards a double reading of the narrative.

Keywords: Austen, Emma, Bakhtin, dialogism, double-voiced discourse, carnivalesque character.

Soghra Nodeh has an MA in English literature from Shiraz University. She has presented some papers in different (inter)national conferences including ICALT 2012,

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Farideh Pourgiv is Professor of English Literature in the Faculty of Literature and Humanities, Shiraz University. She is the author of a number of textbooks and papers, the latest papers are published in *Marvels and Tales* (2012) and in *Atlantis* (2012). Areas of interest and research: Women's Studies, Children's Literature, comparative literature

Comparing Teachers' Views on the Role of Grammar and Error Correction in Language Teaching with Those of Their Students

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There has always been a great deal of controversy over grammar and error correction in language teaching. Furthermore, teachers and students might have their own specific views on these controversial issues, which makes the need for various investigations in this regard even more evident. Following the same line of research done by Schulz (1996; 2001), the present study primarily aimed at comparing teachers' and their students' opinions on the role of grammar and error correction in language learning. For this purpose, a 15-item questionnaire (an adaptation of Schulz's original questionnaire) was distributed among 440 students together with their 76 teachers in Tehran. A comparison of standard deviations revealed that students and teachers were almost equally consistent in their attitudes toward both grammar and corrective feedback; however, the chi-square results indicated that there was a discrepancy between teachers' and their students' perceptions of grammar and, especially, error correction, which could reduce the pedagogical face validity and in effect the effectiveness of the learning process. Another general finding of the study was that the students, as compared with their teachers, held more strongly positive attitudes toward grammar and error correction. The results further showed that female students were generally more in favor of error correction as compared with their male counterparts. Among the most significant pedagogical implications of the study is the need to consider the teachers' and students' perceptions of grammar and error correction and the possibility of discrepancy between the two before organizing instruction

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Mehrdad Yousefpoori-Naeim is a PhD student of TESOL and a visiting teacher at Shahid Beheshti University. He also did his MA (in TESOL) and BA (in English Language and Literature) studies at the same university. Mehrdad is currently the editor-in-chief of the scholarly journal *Threshold* and works as a contributor for The Grammar Exchange, a grammar community associated with Longman Pearson. Among his main research interests are grammar instruction and research methodology.

Meta-Cognitive Listening Strategies Instruction: Who Benefits More?

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Although decisions or inferences we make based on test scores depend both on characteristics of test-takers and of testing situations, there is just little research which has been undertaken on the effects of these characteristics on test performance (e.g., In'nami, Y., 2006). The effect of listening strategies on listening performance is also undeniable (Vandergrift, 1997). Thus, considering these two issues is the intention of the present study. This study not only investigates the effect of one of the personal characteristics of test-takers, namely test anxiety, on listening test performance but also find the relationship between instruction of listening strategies and test performance. At last, it focuses on meta-cognitive listening strategies (Vandergrift, 1997) instruction and its impact on test-anxiety.This study was conducted with 98students who were selected from one of the institutes in Tehran. After pre-test which was considered as proficiency test too, the participants were instructed for 4 hours. The post-test was administered and the analysis of data revealed that there is a significant relationship between test anxiety and listening performance among Iranian EFL intermediate learners and also there is a significant relationship between meta-cognitive listening strategies (Vandergrift, 1997) and listening proficiency among Iranian EFL intermediate learners but meta-cognitive listening strategies (Vandergrift, 1997) have no differential effect on high- and low-test-anxious Iranian EFL intermediate learners. It is to say that both groups of high- and low-test-anxious learners benefit the same from meta-cognitive strategies instruction. These findings again emphasize the importance of lowering test anxiety in exam sessions and also on instructing meta-cognitive listening strategies in EFL classrooms.

Keywords: meta-cognitive listening strategies, test anxiety.

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An Investigation of the Relationship among Critical Thinking, Language Learning Strategy Use and University Achievement of Iranian Students Majoring in English

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The present study aimed at investigating the relationship among critical thinking, thought to be an essential attribute of success in the modern era (Rudd, 2006), language learning strategy use, which has recently acted as a magnet for researchers in the field, and university achievement, regarded as the success of individuals in their studies. To this end, 76 male and female students majoring in English were selected as the participants of the study who sat a test of critical thinking, and filled out a validated questionnaire on language learning strategy use. Students' GPAs were then requested and subsequently collected from the university in which they studied and were then regarded as their university achievement. Next, the collected data were analyzed applying three main types of statistical procedures, namely, correlation analysis, regression and ANOVA. The correlational analysis indicated that both critical thinking and language learning strategy use had significant positive correlation with university achievement; however, the correlation between critical thinking and university achievement was much more robust. In addition, no significant correlation was observed between critical thinking and language learning strategy use and its subcomponents. The regression analysis revealed that between critical thinking and language learning strategy use, the former was a predictor of university achievement. The results of ANOVA demonstrated that the three groups of high, middle and low achievers were not significantly different in their use of language learning strategies; on the contrary, the three groups performed significantly differently on the test of critical thinking. Considering the post hoc comparison and descriptive statistics, it became evident that critical thinking was a plus to the high group. The theoretical and practical implications are discussed in details in the paper.

The Role of EFL Teachers' Classroom Discipline Strategies in Their Professional Success

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The present study investigated the role of teachers' classroom discipline strategies in their professional success from their students' perspective. A total of 1484 male and female students were selected by cluster sampling from thirty-five junior high-schools in Sari (n=7704). The participants completed classroom discipline strategy questionnaire that assessed their perceptions of the strategies their English teachers used to discipline the classroom on six main factors: punishment, aggression, recognition/reward, discussion, involvement, and hinting. Further, students evaluated their teachers' professional success by completing Iranian successful EFL teachers' questionnaire. The result of correlation coefficient revealed that professional success was positively and significantly related to involvement (r=.40, p<.01), recognition/reward (r=.375, p<.01), hinting (r=.28, p<.01), and discussion (r=.17, p<.01). Further, professional success was found to be inversely and significantly related to aggression (r=-.44, p<.01) and punishment (r=.25, p<.01). The results of multiple regressions revealed that three strategies could predict more than 30% of variance of professional success. Aggression (t=-13.62, ß=-.351), involvement (t=6.94, ß=.211) and recognition/reward (t=.5.34, ß=.139) were significant predictors of professional success.

Keywords: classroom discipline, professional success, students, teachers.

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Blackness and Epidermalization of Inferiority in Zora Neale Hurston's Color Struck: A Fanonian Reading of the Play

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Ever since the first encounter between Columbus and Native Americans, the West has embarked on a subtle process of "Otherizing" non-whites as a means to maintain its hegemonic power over the subalternized groups. This strategy was also employed by the dominant whites in the United States where a stereotypical representation of black slaves served as a justification for the institution of slavery and the atrocious deeds practiced against blacks. Through depicting blacks as irrational, lascivious and ignorant savages damned eternally with a deviant pigmentation, this racist representational strategy was a useful instrument in the hands of white America to subjugate African slaves and bring them under control. Under such circumstances, blacks, merely due to their different skin color, were mostly excluded from having any major contribution to the social, political or cultural spheres. Frantz Fanon was one of the commentators who were deeply concerned with the psychological effects of racism on the colonized subject. He believed that the prevalent racism would eventually result in an inferiority complex on the part of black-skinned subjects who found themselves unable to cause any alteration to the discriminatory status quo; that is to say, the dominant white group would gradually compel blacks to internalize the negative stereotypes of their skin color which portrayed blackness as the symbol of vice, sinfulness, depravity and corruption. According to Fanon, this would finally bring about blacks' self-hatred and their efforts to behave like powerful whites, a process which he calls epidermalization of inferiority. This paper tries to analyze African Americans' epidermalization of inferiority and their hatred of their black skin color in Zora Neale Hurston's play Color Struck (1925).

Keywords: racism, stereotypical representation, epidermalization, inferiority complex, blackness, Color Struck.

A Cognitive Perspective towards Assessing L2 Speaking Fluency

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Fluency is an essential yet complex concept in second language (L2) acquisition and testing. Besides the significance of developing valid and reliable scales of fluency, which is one of the pivotal aims of this study, identifying the characteristics of (non)fluent speakers is of great importance in L2 education and assessment. This study, drawing upon Levelt's (1983, 1999) cognitive model of speech production, aimed to explore the main deficiency sources (DSs) and problem-solving mechanisms (PSMs) of (non)fluent Iranian L2 speakers. To this end, an analytic fluency rating scale was developed integrating Fulcher's (1996) fluency scale and the IELTS speaking scale. The task-based (monologic and dialogic) speech productions of 180 EFL students at three universities in the southwest and center of Iran were audio-recorded, and 100 (non)fluent L2 speakers were identified. Two questionnaires were developed and used to explore the (non)fluent participants' DSs and PSMs in L2 use, and random retrospective interviews were also conducted with both groups to further investigate their use of PSMs struggling with different DSs. The results of the MANOVA showed that although fluent L2 speakers merely suffered from perceived deficiencies in their own outputs, the nonfluent L2 speakers were hindered by resource deficits, processing time pressure, and perceived deficiencies in the interlocutor's performance. Further, it was also revealed that the fluent L2 speakers were more adept at employing PSMs related to resource deficits, processing time pressure, and perceived deficiencies in the interlocutor's performance. However, the nonfluent L2 speakers utilized PSMs less frequently and used more negative lexical PSMs (e.g., message abandonment and reduction, complete omission). The findings suggest that L2 research and education include a cognitive conception of main L2 production deficiency sources and speaking problem-solving mechanisms in any attempt at L2 fluency development and assessment.

Keywords: L2 fluency, cognitive approach to L2 speaking, main deficiency sources, problem-solving mechanisms, L2 speech production.

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Table 7

Pinpointing the Classifiers of English Language Writing Ability: A Discriminant Function Analysis Approach

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The aim of this paper is to investigate the validity of language and intelligence factors for classifying Iranian English learner's writing performance. Iranian participants of the study took three tests for grammar, breadth and depth of vocabulary, and two tests for verbal and narrative intelligence. They also produced a corpus of argumentative writings in answer to IELTS specimen. Several runs of discriminant function analyses were used to examine the classifying power of the five variables for discriminating between low and high ability L2 writers. The results reveal that among language factors, depth of vocabulary (collocational knowledge) produces the best discriminant function. In general, narrative intelligence was found to be the most reliable predictor for membership in low or high groups. It was also found that, among the five sub-abilities of narrative intelligence, emplotment carries the highest classifying value. Finally, the applications and implications of the results for second language researchers, cognitive scientists, and applied linguists were discussed.

Keywords: L2 writing, narrative intelligence, vocabulary, grammar, discriminant function analysis.

Cross-Cultural Pragmatics: Thanking among Cultures

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Cross-cultural pragmatics accentuates the similarities and differences in pragmatic strategies between at least two languages and/or cultures (Blum-Kulka et al., 1989; Spencer-Oatey, 2000) or as described by Kasper and Schmidt (1996), cross-cultural pragmatics is a comparative analysis of the cross-cultural similarities and differences in the linguistic realization and the sociopragmatic judgment in contexts. Dissecting gratitude as a cross-cultural/intercultural phenomenon, the researchers' aim is to investigate the pragmatic behavior of realization of speech act of expressions of gratitude among Iranian and Malaysian university students' in Malaysia on the one hand, and to unearth the respondents' perception in the process of expressing gratitude considering their cognition, language of thought, and their perception of thanking. An open-ended questionnaire as a Discourse Completion Task (DCT) as well as a structured post-interview both in English were administered among students at Universiti Sains Malaysia to obtain the results. Analysis of data based on a modified version of Cheng's (2005) classification of thanking (1990) and comparing the obtained results with a group of American native speakers of English responses to the same DCT, researchers are thoroughly assured that the results of the current study spark off further investigations on such a cross-cultural phenomenon as there were dissimilar responses among students highlighting how different ideologies are voiced in different cultures. Some other spellbinding results were obtained concerning the differences between these two cultures with American native speakers of English that might be of great interest for material developers and course designers in English courses and social sciences.

Keywords: cross-cultural pragmatics, expressions of gratitude, speech acts, Iranian and Malaysian students.

Maryam Farnia received her PhD in Applied Linguistics from Universiti Sains Malaysia, Malaysia, in 2011. Her areas of interest include interlanguage pragmatics, intercultural communication and speech act studies.

Iman Tohidian got his M.A. in TEFL from Iran University of Science and Technology. His fields of interest are Psycholinguistics, Sociolinguistics, Critical Literacy, and Writing. He has co-authored some articles on different interdisciplinary topics and worked as an editor for GAJ International Publication, and a reviewer for some journals.

Paul Ricoeur Vis-a-Vis Jean-François Lyotard: The Nexus of Abstractions

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Attendant for long upon literary genres like the novel or the short story, in contemporary literary theories narrative has become paramount. In the postmodern era narrative is identified wherever someone tells others about something. In Jean-François Lyotard's definition narration is the quintessential form of customary knowledge which limns nations' self and desires. Lyotard postulates that all forms of discourse, such as history, sociology, and psychology hold narrative as their point of departure to impart ideas. Disenchanted with the assertions of grand-narratives like reason, truth, and progress, Lyotard holds that the postmodern epoch has come to sanction the integrity of disparate language games founded on petits récits (little narratives). Paul Ricoeur approaches narrative from the hermeneutic standpoint. For him, narrative, tied up with emplotment, mimics human action which makes human life comprehensible and meaningful. In other words, human beings comprehend their own selves and whereabouts in the world by interpreting their lives in the form of narratives. This study compares and contrasts Lyotard and Riceur's insights concerning narrative and its interdependence with history, time, freedom, and 'the postmodern condition.' The aim is to illustrating how comprehensive a conception narrative has become in the oeuvre of these two seminal theorists.

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Interaction Management: The Case of Talk Shows

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Although the language of institutional talk has been studied regarding various properties of its genre, the language of television talk shows, as a semi-institutional instance of broadcast discourse, has not been fully explored. Therefore, adopting a conversation analysis perspective, this study attempts to examine interaction management in an American talk show which has certain distinguishing characteristics compared to other instances of broadcast talk. Conversation analysis gives a unique perspective on the sequential organization of talk-in-interaction. Conversations are worth studying given that they are means through which human beings socialize and manage both the institutional organizations and the ordinary affairs of their social lives (Schegloff, 1996). Despite institutional forms of interaction are different from ordinary conversations in terms of their design and restrictions, ordinary conversation is the most central form of conversational interaction from which all others develop (Drew & Heritage, 1992). Moreover, people construct and manifest their relationships, roles, and identities in and through conversation (Hutchby, 1998). Hence, the management of interactions has been studied in the present work by identifying the contribution of the organization of turns, turn design, turn management, and turn distribution strategies to interactions. Sacks, Schegloff, and Jefferson's (1974) systematics for the organization of turn-taking serves as the theoretical framework, and both quantitative and qualitative methods of data analysis are drawn upon. Using the frequency count, the most frequently employed turn distribution strategy among the three identified strategies, i.e. instances of pre-selection, self-selection, and when the current speaker continues speaking, has been identified in transition relevance places with regard to the three sections of the talk show – introduction, body, and conclusion. Furthermore, pragmatic impacts of the turn distribution strategies on the discourse, hosts, guests, and co-present/overhearing audience are also examined through analyzing gestures, gazes, pauses, intonations, overlaps, discourse markers, and direct questions. The findings could shed light on the nature of talk shows, as a particular instance of ongoing talk-oriented process.

Keywords: interaction, talk show, semi-institutional discourse, conversation analysis, turn distribution strategies.

Evaluating EFL Teachers' TPACK Competence and Confidence in Iran: A Need for Curriculum Reform

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With ICT becoming an indispensible part of students' individual and educational life, meticulous attention should be devoted to preparing TEFL student-teachers for effective use of technologies in their profession. This is not achievable unless teachers reach a reasonable level of technological pedagogical content knowledge (TPACK) (Koehler and Mishra, 2006). This study, therefore, addresses English language teachers' TPACK competence and confidence and the degree to which English teachers in Iran are adept at incorporating technology efficiently into their teaching plans. To this end, "ICT Audit Survey" developed by Albian, Jamieson-Proctor & Finger (2012) was administered in 2012 to 45 in-service English language teachers in Iran. Preliminary results reveal that although the English language teachers participating in the study expressed a positive attitude toward the use of ICT for personal and educational purposes, they lacked the confidence required for successful integration of educational technologies into their teaching career and classrooms. With respect to computer competency, the responses clearly indicate that except for the very basic ICT applications such as word processing and web searching, the participants rated themselves inept and incompetent when aiming at more advanced and sophisticated software in their personal and professional life. The results of this research are suggestive of a need for a curriculum reform and the integration of CALL module into TEFL courses especially at university level in Iran. The empirical evidence supports the necessity for implementing a TPACK framework and devoting equal substance to all three facets of teachers' technological, pedagogical, and content knowledge in teacher education programs if they are meant to prepare teachers for 21st century learners. The findings of this research may have significant implications for curriculum designers, material developers, teacher educators and language teachers.

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The Effect of Learners' Affective, Cognitive, and Biological Characteristics on the Linguistic Properties of Their Writing Performance

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The purpose of this study was to investigate the probable effects of learners' characteristics (Extroversion/ introversion (affective), reflectivity/ impulsivity (cognitive), and gender (biological)) on linguistic properties of their writings. The linguistic properties of the learners' written performance were measured through Syntactic Complexity and Lexical Complexity. The participants were 112 intermediate male and female EFL university students. Data were collected using three instruments, TOEFL test, the translated version of EPQ (Eysenck Personality Questionnaire), composition writing, and a computerized text analysis program (Word Smith Tools). The students were homogenized through the paper-based TOEFL test and 86 were selected for the study. The participants were asked to write a 250-350-word composition. After a week interval, the translated version of EPQ (Eysenck Personality Questionnaire) for extroversion/introversion and Reflectivity/Impulsivity personality types was administered and accordingly, the participants were divided into extrovert /introvert and reflective/impulsive groups. A computerized text analysis program (Word Smith Tools) was used to measure the linguistic properties of the written compositions. Syntactic complexity of the written texts was calculated through two measures; ratio of subordination and average sentence length. Lexical complexity was measured through lexical diversity and lexical density. The result showed that Extroverts wrote in a more lexically complex way than introvert ones. But there was not any significant difference between reflective and impulsive learners with respect to the linguistic properties of their writings. Female and male learners also indicated no such difference with regard to the linguistic characteristics of their written performance.

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On the Relationship between the Uptaken Materials by the Students and Lesson Plan by Teachers in Iranian English Classes

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A better understanding of learning/teaching phenomenon in language classrooms can be gained by making a broad comparison between the learning outcomes and the teacher's plan and through the interaction of various factors which are involved in such contexts. Learning outcomes are not necessarily the reflection of the teacher's plan since, in the process of accomplishing instructional objectives, interactive work takes place among the participants and leads to the creation of a whole range of learning opportunities, many of which are perhaps unexpected. Studies of uptake –what students claim to have learned form a particular lesson- have focused on the relationships between discourse features in classroom interactions and what learners perceive of learning. Allwright's notion of uptake is concerned with the idea that language learning is a constructive process in which both teachers and learners contribute in interactions which lead to learning opportunities. In this study, we are concerned with the notion of uptake and the degree to which the teacher's and student's claims on the uptaken items are more accurately observed in language classes. For the sake of this study five classes were observed for three times, two successive sessions and one session before the end of term. The questionnaire of "Uptake Recall Chart" was used in order to collect the student's claims on the uptaken items. Students' claims and teacher's plans regarding the six categories of grammar, vocabulary, phrases, pronunciation, punctuation, and spelling were analyzed and compared. These results revealed to us that in all parts students claimed to have uptaken more points than what had been planned by their teachers and also the number of uptaken points regarding pronunciation was about three times more than what had been planned beforehand.

Comparing Teachers' Needs and Teacher Trainers' Priorities

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A glance at today's literature on general teacher education reveals that teacher education programs have little influence on what pre-service teachers do in their classrooms. Nor do these programs adequately prepare prospective teachers for the challenges they come across in their initial practices (Velez-Rendon, 2002). To this end, the priorities of course designers and teacher trainers should be adjusted to the teachers' needs. To identify the actual needs of Iranian English language teachers, this study addresses the perceived needs of teachers and priorities of teacher trainers in terms of a) the knowledge base a teacher needs to develop for effective teaching, and b) the challenges that teachers may face in the classroom and should become prepared to deal with them. Semi-structured interviews were conducted with 11 teachers of English to adults with varying years of experience, and 3 teacher trainers. Interviews were recorded and transcribed and finally the results were described in narrative. The results shows 1) categories underlying the attitudes of teachers and teacher trainers towards the necessary competencies for teachers to teach the language and cope with the challenges of the classroom, and 2) the existing mismatches in the teachers' and trainers' perspectives. Teachers and trainers emphasized the crucial role of teaching experience, in-service courses, and workshops in teachers' professional development The results of this study sheds some light on the actual necessities of English as foreign language teachers and helps in the development of training courses which are relevant to their teaching context.

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The Development of L2 Interactional Competence
in ZPD-Based Proximal Contexts

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Central to the Vygotsky-inspired Socio-Cultural Theory (SCT) is the concept of Zone of Proximal Development (ZPD) which is seen by some SLA researchers as a very useful framework within which L2 education can be conducted. Van Lier (2004) believed that the ZPD is activated in different 'proximal contexts' of equal peers, interaction with less capable peers, getting assistance from more capable peers or adults, and self-access groups. This study explored how L2 learners' interactional competence (IC) develops by performing interactive collaborative tasks and activities in different kinds of ZPD-based groupings and participation structures. The concept of IC, first introduced by Kramsch (1986, 1998), is supposed by Young (2011) as an alternative model for language ability models. To this end, an IC test was developed drawing upon Young's IC model and was used at the pretest and posttest times. Three intact EFL classes at Shahrekord University were chosen as the participants and were assigned to the expert- or more capable-novice, equal peers, and control conditions of the study. The co-constructed a/symmetrical interactions of the groups in the ZPD conditions were audio-recorded for five weeks. A triangulation (quantitative and microgenesis) approach was adopted analyzing the data. The results showed that the participants in the ZPD conditions performed better on the IC test and in the interactions over time. The microgenetic analysis of the interactional episodes is also presented.

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Exploring the Relationship between L2 Learners' Metaphorical Competence and Intrapersonal Intelligence

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To understand language and thought better, L2 learners should challenge the task of understanding metaphors which are extensive in everyday life. Being metaphorically competent, L2 learners can have intimate participation in an L2 reciprocal atmosphere. Metaphorical competence has recently been of interest in L2 theory and research. Motivated by this theoretical orientation, the current study was an attempt to investigate the relationship between L2 learners' metaphorical competence and intrapersonal intelligence. The participants were 126 (51 males and 75 females) upper-intermediate M.A. TEFL and B.A. English Literature as well as Translation students from Shahrekord University and the University of Isfahan. The Bar-On EQ-i and a metaphor test were administered among the participants. To analyze the data, a Pearson product-moment correlation was run. The results indicated that there was a small positive correlation between the L2 learners' metaphorical competence and intrapersonal intelligence, that is, the higher the L2 learners' metaphorical competence, the higher their intrapersonal intelligence. The findings may motivate L2 teachers to consider the advancement of L2 learners' metaphorical competence in their syllabuses, and they show the relationship between L2 learners' metaphorical competence and intrapersonal intelligence. That is, the development of one might shape the growth of the other. Possible implications of the study will be discussed.

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Table 8

Exploring the Relationship between Usefulness of Measures of Lexical Richness and Standardized Vocabulary Knowledge Testing in Light of Various Aspects of Validity Argument

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With the increasing importance and wide ranging uses of lexical richness measures, validity concerns of its measures in regard to language ability merits more investigation. Many lexical richness measures are designed to compensate for their systematically decreasing rate with increasing text length (Malvern and Richards, 2004, Daller, Milton and Treffers-Daller, 2007), but none can fully capture the complexity of language ability construct. In particular, it is increasingly argued in literature that formulaic sequences are an indispensible part of lexical aspects of language ability (Martinez and Schmitt 2012). The present study aims to investigate the dimensions of language ability addressed by existing measures of lexical richness (LR measures), among which this study focuses on D-measure, Guiraud Index and Advanced Guiraud. To elicit LR, essay prompts were chosen and writing is argued as a key skill for contexts where English is taught as a foreign language, and clearly instructioned prompts were used to elicit essays to see how diverse vocabulary can be used. After piloting the instruments and procedures during two small scale studies, 140 student participants were recruited to write narrative essays in response to pictorial prompts (used previously by Singleton 2011) as well as a silent movie clip, starring Charlie Choplin (Modern Times 1931). The students also completed Vocabulary Levels Test (Nation 2001) and a Background Information Questionnaire (developed based on Freed et al. 2004). Information regarding their language ability, drawn from the latter two were analysed mainly in correlation with the scores on their LR measures. The result contains the analysis of constructs providing varying evidence arguing for and against the validity of these measures and includes an analysis of the formulaic sequences used. The contribution to knowledge is in having correlated the different measures with the VLT, in exploring those correlations, and in arriving at conclusion that while some emasures are more useful than others, all need to take account of formulaic sequences and the search for a single best measure is probably still a quest for holy grail.

Majid Fatahipour received his PhD in Applied Linguistics from the University of the West of England (Bristol) where working with CLAN and lexical richness programmes were part of his thesis and the department specialty. He has been lecturing in universities from 2004, being a faculty member of one and has published widely on various applied linguistic issues. His main research interests are vocabulary acquisition, lexical richness measurement and testing.

A Woman in Gown, a Woman in Chiton: A Narratological Comparsion of Ibsen's A Doll House and Euripides' Medea

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Due to its presentation of a nontraditional woman as well as an unconventional mother, A Doll House by Henrik Ibsen received much debate and tremendous attention by its audience and critics, being regarded as the beginning of a new era in drama. All the same, however nonconformist that Ibsen's heroine, Nora Helmer, is, she is not totally unprecedented and novel. In a play such as Medea by Euripides, dating back as far as Greek antiquity, a similar protagonist has had her own entrance on the stage. The latter play, also, shows a mother who does not conform to the motherly role that society has set for her. This essay tries to compare the two plays and show how greatly they are in line with one another, especially in the way they depict their female protagonists, whom they, both, portray as possessing conventional male attributes. In doing so, the essay employs feminist narratology todeal with the concept of gender in the case of both heroines. It also uses the notion of actants, first proposed by the semiotician and narratologist Algirdas Julien Greimas, to demonstrate how other characters of these plays, quite similar to one another, act to build up a narrative in which these two female protagonists end up being very unconventional.

Keywords: A Doll House, Medea, feminist narratology, gender, Algirdas Julien Greimas, actant

Mohammad Ezzoddin is currently an MA student of English literature in Tehran University, having received his BA in the same field from Allameh Tabataba'i University. His interests lie in creative writing, drama, and the classics; all, having outlined his literary path so far. At the present, however, he has directed his interest to Modern Greek literature to which he is devoting much of his time as well as studies, in order to carry out his next projects.

Improving Postgraduate EFL Learners' Writing Skill through Emailing Tasks

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Researchers and scholars of ELT are searching for new techniques in improving second language acquisition and learning by using new technologies. Poor writing skill is also a common problem among Iranian EFL postgraduates. This study investigates the effects of emailing on EFL learners' writing skill. For this purpose, 40 MA students in TEFL at Torbat-e-Heydarieh Islamic Azad University were chosen randomly. They were divided into two groups, one experimental group (n=20) and one control group (n=20). To ensure the groups' writing skill homogeneity, the researchers asked the participants to sit for a composition test. This was also used as the study pretest. While the instructor employed emailing tasks and assignments for experimental group, the students were taught through conventional techniques of teaching writing. This procedure continued about a university semester (13 sessions). The tasks and assignments were chosen based on some features such as novelty, attractiveness, relativity, creativity, etc. Students in experimental group, for example, were requested to ask and answer the questions related to their courses by using emails and write different types of letters. At the end, a posttest was given to all students and their written texts in emails were assessed. The findings revealed a significant relationship between using different emailing tasks and improving postgraduate EFL learners' writing ability ($p < 0.05$). This study showed that the university instructors can encourage creativity in their conventional writing tasks and use emailing technique to improve EFL learners' writing skill.

Keywords: writing skill, emailing tasks, electronic assignments, postgraduate EFL learners.

Dr. Khalil Motallebzadeh is assistant professor at the Islamic Azad University (IAU) of Torbat-e-Heydarieh and Mashhad Branches, Iran. He is a widely published established researcher in language testing and e-learning. He has been a visiting scholar at the University of Illinois at Urbana Champaign (UIUC) in 2007-2008. He is also an accredited teacher trainer of the British Council since 2008 and is currently the Iran representative of Asia TEFL.

Mahmood Khosravani is an M.A. student in TEFL at Islamic Azad University, Torbat-e Heydarieh Branch. He is a member of English Department, education office, South Khorasan Province since 2008. He has presented some papers in (inter)national conferences. His areas of interest are learning language components, critical thinking, and e-learning.

Learners' Autonomy Level and Learning Styles of Iranian Male and Female EFL Learners: Relationships and Differences

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In the process of developing the ways to learn a language, autonomy and learning styles of the learners are two important concepts in which learners need to take responsibility of their own learning and be aware of their learning styles. The present study aimed at investigating the possible relationship between autonomy levels and learning styles of Iranian EFL learners and also the difference between males and females in terms of autonomy and their learning styles. To do so, 130 undergraduate EFL learners were given 2 sets of questionnaires to identify their autonomy level and learning styles. Analyzing the data through correlation and t-test, the results revealed that the amount of correlation was 54%. It was also revealed that there was not a significant difference between male and female with regard to their autonomy level and learning style but there was difference in dominant learning styles between genders. The results of the current study will help teachers and curriculum developers take the learners' autonomy and learning style differences into consideration in creating the situation in which learners can learn the language in ways suitable for their own learning styles and take responsibility of their own learning which can result in successful language learning.

Keywords: learner autonomy, learning styles, learning styles inventory, EFL learners, autonomous language learners.

Dr. Sara Jalali is an assistant professor of TEFL at the Department of English Language and Literature in Urmia University in Urmia, Iran. Her research interests are mostly in the areas of testing and assessment in EFL. She has presented a number of articles in various national and international conferences.

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EAP Students' Perceptions of the Use of Synchronous Computer Mediated Communication (SCMC) in the Instruction of Academic Vocabulary

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This study explored the perceptions of the Iranian EAP students of the use of synchronous modes of CMC in the learning of academic vocabulary. To this end, 20 EAP students of Civil Engineering (CE) participated in the study. 10 chatting sessions were held with EAP students in which an academic topic was discussed based on students' SAMT EAP books. Each chatting session lasted one hour using Yahoo Messenger. After each chatting session, the EAP students attended chat conferences and the vocabulary used in the conversations were analyzed as post-task activities. After these ten sessions questionnaires and interviews were used to investigate students' attitudes toward SCMC to learn academic vocabulary. The results promise implications for EAP vocabulary instruction.

Reza Dashtestani is a PhD candidate in Applied Linguistics at the University of Tehran. His research interests include English for Specific/Academic Purposes (ESP/EAP), CALL, distance language learning, and electronic literacies.

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Researching Differential Effects of Corrective Feedbacks in Form-Focused Instruction

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Since Lyster and Ranta's (1997) taxonomy of corrective feedback (CF), this instructional technique has been vastly investigated in a wealth of studies, but the debate about its efficacy is far from over. Methodologically this study is unique since no study has so far investigated differential effects of three oral CFs on the acquisition of three grammatical structures with different natures (rule-based or exemplar-based conditionals) regarding high intermediate learners simultaneously in the form-focused instruction (FFI). To do so, 50 high intermediate adult EFL learners were randomly selected and assigned to 5 groups of ten: recasts+FFI, elicitation+FFI, metalinguistic feedback+FFI, FFI only and control. Before instruction the pretest in the form of untimed grammaticality judgment test was administered. FFI was implemented by the input enhancement technique in the form of typographically-highlighted texts along with treatment task of input manipulation in the form of text reconstruction during which CFs were provided. Each conditional type (C1, C2, and C3) was aimed separately in three sessions respectively and its immediate posttest was given in the following session along with its delayed version with a two-week interval. Mixed design two-way repeated-measures ANOVA with LSD post hoc pairwise comparisons tests revealed no significant difference among experimentals regarding C1 in both posttests. In C2, recasts+FFI group outperformed others in both posttests. As for C3, in the immediate and delayed posttests, elicitation+FFI distinguished itself. This study showed that CF effectiveness is a multifaceted phenomenon and linguistic target, length of treatment, and timing of posttests play key roles.

Keywords: corrective feedbacks, form-focused instruction, instructional effectiveness.

Developing a Profile of the High School Students' Needs of General English: A Critical Needs Analysis Approach

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The aim of this study was to investigate the foreign language learning needs of high school students studying in private and public schools in the province of Yazd and Shiraz. A total of 2000 high school students and 22 language instructors participated in this study which was designed on a qualitative-quantitative survey basis using questionnaires, semi-structured interviews, and class observations. Extensive qualitative and statistical analysis of the data highlighted the significance of General English course for the students' present and future needs and revealed the mismatch between the students' expectations and the present situation establishing the need for redesigning the General English curriculum in a way that it would effectively meet the needs of the students. Among the issues raised by the learners and instructors is the need for a General English course which encompasses the learners' academic needs, involves authentic, challenging General English materials, encourages productive learning, focuses on language skills development, and caters for any deficiencies of the learners. An overwhelming number of the participants expressed their dissatisfaction with the number of students in each class, content of the current textbook, teaching methodology used, method of evaluation and the number of credits offered for General English courses. It can be inferred that policy makers and curriculum designers should take into account (1) learning needs, wants, and lacks of the students, (2) objectives of the course, (3) resources available in terms of staff, materials, equipment, finances and time constraint, (4) the skill of the instructors and the instructor's knowledge and proficiency, and (5) integration of language and content learning at secondary and high school.

Dr. Golnar Mazdayasna is an assistant professor of Applied Linguistics at Yazd University, Iran. Her main interest is teaching English for Academic Purposes and has published a few articles in national & international journals in this relation. She has also participated in many national & international conferences.

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A Cross-Sectional Investigation of Interpersonal Resources

in Academic Writing

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The literature on the generic features of academic discourse has revealed that the communicative purposes of different sections of research reports (e.g. research articles) affect the degree of tentativeness, flexibility, and authorial engagement realized by various linguistic resources (see, for example, Hopkins and Dudley-Evans, 1988; Salager-Meyer, 1999; Abdollahzadeh, 2001). Following this assumption, a corpus of 32 research articles(16 male writer articles and 16 female writers articles) in the field of applied linguistics was analyzed in order to find out both the cross-sectional (i.e. Introduction-Methodology-Results-Discussion/Conclusion) and gender-based variations in the use of metadiscourse – as a key tool for establishing interpersonal relationships in academic writing. Hyland's taxonomy of metadiscourse was applied in this dissertation. The findings of the study revealed that the authors utilized interpersonal features differently in the four rhetorical atmospheres of their texts. Writers tended to employ high frequency of interactive metadiscourse resources in the introduction section of their articles, while the discussion/conclusion section of articles sought to be utilized more interctional resources. The findings clearly indicate that the differences in the discoursal functions of different sections of a research report play a significant role in writers' fashioning of interactive and interactional features. No significant gender differences were found in the overall distribution of interpersonal resources in four sections of articles (p-value>0.05). The results of this study can be drawn on in academic writing courses for research students and novice writers in order to facilitate their achievement in the writing process.

Davud Kuhi is a PhD in applied linguistics. He is currently member of Islamic Azad University, Maragheh Branch. He has been teaching English for over 10 years for B.A and M.A students in TEFL. His main areas of interest are genre analysis and discourse analysis.

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Mahin Yavari is an M.A in TEFL. She has experience of teaching in different institutions. She holds an M.A from Islamic Azad University, Maragheh Branch. Her main area of interest is discourse analysis.

An Interdisciplinary Study of Femme Fatale in Postwar Literature and Cinema

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When the Second World War ended, the role of the women in cultural productions acquired new dimensions. Since women had proven themselves during the war effort by undertaking male positions in the working world, it was evident that the female role was being recognized as something more than merely a homemaker. And their new role offered a threat to the male power. The distinguished role of the femme fatale is a staple of the film noir genre that appeared in postwar America. Instead of females being repressed, the femme fatale's purpose was to allure and manipulate the unsuspecting male character (usually the protagonist) to adhere to her demands. The Gothic noir can be considered a literary parallel. Angela Carter's fiction presents a wide variety of monstrous women ranging from vampires to grotesque bodies. Carter's Nights at the Circus perfectly delineates the new role of women in society. Fevvers's grotesque body makes her a full-scale monster for men as she is capable of manipulating and deceiving them: she exhibits some deviation from normal human body as she has been born with a full set of wings; she defies categorization as her body is partly human and partly angel and as many feminists have observed, she refuses to be defined and objectified by the gaze of her predominantly male audience. New Historicism evaluates how a text is influenced by the time of its creation. It also examines the social sphere in which the author moved, his/her psychological background, and the texts and theories that may have influenced him or her. Beyond that, many critics also look at the impact a work had and consider how it influenced others. The researchers will analyze the movie "Double Indemnity" directed by Billy Wilder and Angela Carter's novel -- Nights at the Circus--within the framework of new historicism. Movies and novels, due to the different medium in which they appear, make use of different techniques and accessories to depict the same concept, these differences will be elucidated with an interdisciplinary approach.

Laleh Atashi is a PhD student of English literature at Shiraz University. She has passed the comprehensive exam and is now working on her dissertation which is within the domain of interdisciplinary studies. She is interested in comparative literature, the intermedial relation between image and text, and literary criticism. Her MA dissertation was written within the theoretical framework of New Historicism and her PhD dissertation is within the framework of Post Colonial theories.

Sara Tavasoli is a faculty member of Semnan University. She has got her PhD in English literature from Shiraz University. She has also done her MA in Shiraz University. The title of her dissertation was "Gothic and Grotesque Revived: Postmodernism in Angela Carter's Fiction". Her area of interest includes literary criticism, comparative literature and women's studies. She has taught Literary Schools, Drama, Novel and Literary Criticism at university. She has published two articles in international journals.

Wh-Question Movement Parameter Setting: Bilinguals vs. Monolinguals

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There seems to be differences between monolinguals and bilinguals ability in learning a subsequent language. Some researchers have revealed that bilinguals are better than monolinguals in the area of lexical knowledge. Since most language learning takes place in bi- or –even multi-lingual conditions, investigating this issue may help the improvement of language teaching and learning. Following some studies in this domain, this study tested two groups of 34 Kurdish bilinguals and 34 Fars monolinguals who were participating in their general English course in Kurdistan University. The instruments of this study were a questionnaire and a grammaticality judgment test (GJT) based on Klein (1995b). The participants were tested on their ability to judge some special verbs subcategorized for their specific prepositions in 20 English statements. Besides, they were investigated on wh-movement parameters including pied-piping (P-P) and preposition stranding (P-S) in English questions related to the 20 statements in the study. The bilingual group significantly outperformed the monolinguals in the judgment of both statements and wh-questions sentences which is in line with the findings of Klein (1995b), Kao (2001) and Sadighi (2004).

Nouroddin Yousofi, PhD in TEFL, Assistant professor, English Department, Faculty of arts, Razi University. He has published or presented about 20 papers. His interests include language related studies, especially testing, language acquisition, and translation. He is an official translator to the judiciary.

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Table 9

Stephen King's "Rita Hayworth and the Shawshank Redemption": The Hope Key for the Redemption Lock

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This study aims to analyze the nature of "hope" in Stephen King's "Rita Hayworth and the Shawshank Redemption". Throughout the novella "hope" acts as a key to open the "redemption" lock. Characters of the story could be divided into two groups: redeemed and unredeemed. Those who really believed in the role of hope finally achieved redemption and salvation while the other characters remained in jail as they were hopeless and pessimistic. Redemption can be considered as an "island" where peace and quiet can be found. The vehicle to arrive there is nothing but a real strong hope in God, future, and destiny. This paper attempts to focus on the nature of "hope" and its salient link with "redemption" in the novella.

Amin Davoodi is an MA student of Applied Linguistics at Razi Univesity of Kermnashah, Iran. He is currently working as an EFL Instructor at the Adults' Department of the Iran Language Institute, Kermanshah Branch. He has published a couple of papers on Henrik Ibsen's plays in International journals in Canada and the US. His paper entitled "The Art of Language or the Language of Art: Similarities & Differences" presented at ICALT2012 won the best paper award on "Art & Language". He also presented at TELLSI9. His areas of research interests include: Language and Identity, Academic Literacy, CDA, and Comparative Literature.

The Distributional Patterns of Intensity Markers in

Academic Research Articles

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The present study attempts to explore the surface linguistic features by investigating the extent, form, and function of intensity markers in academic writing in order to reveal how different disciplinary and genre contexts influence argument. Based on a corpus of introduction sections of seventy five research articles belonging to three main academic fields of hard sciences, social sciences, and TEFL , each including five disciplines, the research has focused on those features writers apply to support their claims and establish credibility for their research. The analysis shows that intensity markers play a major role in rhetoric and persuasive power of research articles, while their distribution differs across the three main areas. The data obtained via this study demonstrate that, at least quantitatively, there is more frequent use of intensity markers in social sciences than hard sciences and TEFL. This finding suggests that in social sciences, writers depend more on discursive and rhetorical tricks in presenting research findings rather than on mere report of facts. Also, the writers of TEFL articles seem to be following the patterns of hard sciences more than social sciences. The present study provides useful implications for developing ESP materials, writing academic articles, and publishing in international journals as well as improving reading and writing skills via paying conscious attention to intensity markers.

Abutaleb Beig Mohammadi has received his MA in TEFL from University of Tehran and is currently a PhD Candidate in TEFL at the same university. He has also taught different linguistics, TEFL, translation, and ESP courses at Islamic Azad University, Payam-e-Noor University, and Farhangian University. His research interests include discourse analysis, CDA, genre analysis, translation studies, language testing, ESP, and Teacher Education.

Utilizing Assessment as Multi-Functional Tool

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Although assessment is an essential module of any instructional process, it is generally isolated from the main stream and its other invaluable aspects are overlooked. This project probed the hidden potentials of assessment. The purpose was to reveal the advantages of integrating assessment into the language teaching/learning process and use it as a means for planning, instruction and assessment. Providing a learner-centered atmosphere for the participants to reflect their knowledge and improvement, and filling the teaching/learning gaps through assessment and remedial timelines feedback were assumed to be the implications of the quest. To fulfill the promises qualitative processes with case study design were implemented on two classes consisted of 38 MA, TEFL students, during two Teaching Language Skills courses at Islamic Azad University, South Tehran Branch. Materials were taught through inquiry-based method, discussion, presentations and group works. The devices of documentation were teachers' and learners' portfolios including teacher's lesson plans and reflective notes, leaner's refection checklists, reflective essays and timelines feedback and final conclusion. Qualitative data were gathered through triangulation method including distributing questionnaires based on Reflection Manual, conducting interviews and observation, video and audio recording and keeping available documents. Based on the nature of the research the cyclical data analysis was applied during the semesters and evaluative data were analyzed and interpreted through description and narration at the end of the courses. Eventually the implementations shed light on the potential of assessment beyond merely evaluating the learner's final product and the findings manifested certain effects of integrative assessment on developing learners' knowledge, flourishing teacher's and learners' reflectivity, filling the instructional gaps, evoking learners' sense of individuality and self reliance.

Keywords: assessment, reflection, individuality.

Badri Modarres Tabatabaei received her BA in English Translation from Payame Noor University and her MA in English Language Teaching from Islamic Azad University (South Tehran Branch). Currently, she teaches English at Arman Private Institute. She has published two articles at the journal of Teaching and Learning and IOLC Conference e-book co-authored with Dr. Mehdi Mahdavinia assistant professor of Islamic Azad University and Dr. Rahimi assistant professor of Kashan University. Her current research interests include language assessment (alternative and integral assessment) and language learners' psychological attributes.

Mehdi Mahdavinia is a scholar activist with a PhD in education (Curriculum Studies) from the University of Toronto in Ontario (OISE/UT), Canada, where he carried research and did his doctoral dissertation in the field of holistic education and its operation in Iran. He is a Professor of English at the University of Azad, Tehran South Branch. Dr. Mahdavinia's research interest centers on educational research and language learning. His current research is on holistic education and curriculum development.

The Comparison between Explicit and Implicit Teaching of Pragmatic Competence: The Speech Acts of Apology and Request through Movie in The Intermediate Learner EFL Context

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This study aimed at comparing implicit and explicit teaching of pragmatic competence to EFL learners through video. To this end, firstly, a standard PET test was administered to 85 EFL students and 61 students whose score fell 1 SD above and below the mean were selected for the main study and were divided into two groups. The students in two classes were given MDCT of apology and request developed by Rezaee and Birjandi (in press) and their performance in the test was scored. The scene of movies included apology and request were shown in two classes in six sessions during six weeks. The situations were analyzed regarding formality, status, and the used expression in the explicitly taught class. On the other hand, the expressions of apology and request were just written on the board without any further explanation in implicitly taught class. After six weeks, students were given the same MDCT and their performance in the test was scored again. Paired T-test and independent T- test were used to compare the learners' performances on MDCT before and after treatment in each class. The results revealed that neither explicitly taught group nor the implicitly taught one performance have met changes after the instruction. Rose and Kasper (2002) review a series of studies testing the effectiveness of explicit teaching of pragmatic competence and conclude that explicit instruction of the target language pragmatic rules is effective in acquiring pragmatic competence. However, the findings of this study were not in line with the previous researches and the new finding can be attributed to hypercorrection among the learners. That is, raising the pragmatic awareness of the students in the explicitly taught classes leads to hypercorrection which occurs when someone deliberately tries to avoid making an error in the use of language but overcompensates and in so doing makes another error.

Keywords: interlanguage pragmatics, explicit teaching, implicit teaching, movie, hypercorrection.

Malihe Mousavi is PhD student of Kharazmi university and faculty member of PNU (Paym Nour University) at Tehran branch. She conducted some researches on washback and distance learning.

The Pilot SBU-MIT OCW Project and its Effects on Blended Learning System

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As a worldwide leader of higher education MIT has been a pioneer in establishing a new resource of knowledge by opening and sharing its courseware through the internet and free of charge. In this regard, and among the five other top educational institutions throughout the world, Shahid Beheshti University (SBU), Tehran, Iran, has been a translation affiliate of Massachusetts Institute of Technology (MIT), since 2006, for its OpenCourseWare program (OCW) and translating its course materials (64 courses up to date) into Farsi (language). This paper is to provide some details of the translation scheme of SBU-MIT OCW Joint Project, including a brief background, primary mission, vision and goals of the project, its pilot scopes and strategic planning to evaluate the strengths and weaknesses; following which, an analysis of its effects on blended learning system will be presented. Noteworthy is that in spite of the rapid development of IT in Iran, a lot of faculty members are still suspicious of using online education, which might simply be due to being inconvenienced and lack of technological experience, among other things. Accordingly the main research questions would be: To what extent has the planning for blended learning been useful in familiarizing the faculties and research institutes in Iran? Can a platform for a common high-level design of a blended learning system be effective within the country? How is the speeding up process for countrywide, interoperable learning materials to be achieved? The research results illustrate the growing of the OCW project at SBU from doing translations of MIT OCW, into publishing its own courses as OCW materials, and its effectiveness in familiarizing the faculties for this purpose and also in accomplishing a common high-level design for countrywide, interoperable learning materials to be achieved, which by itself facilitates online educational strategies in achieving respectable educational outcome by a combination of online and offline education system.

Keywords: OpenCourseWare format, blended learning, translation, OCW project

Non-Native Teachers' Response to Speaking Rater Training: Impact on Their Attitudes toward Speaking Construct and Scoring Accuracy

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The centrality of rater training programs is in bringing raters into agreement with each other in their rating. Despite previous studies on raters' rating behavior and rater variation in severity and leniency when assessing L2 speaking, two rater-related issues have gone rather unnoticed: (1) non-native teachers' attitudes toward speaking assessment in general and rater training program in particular and (2) the impact of rater training on teachers' speaking rating accuracy against the benchmark. To address these two issues, 28 non-native EFL teachers went through an intensive program, lasting six hours of training focused on assessing L2 speaking. Teachers' attitudes regarding the effectiveness of the teacher training program were explored through open-ended evaluation questionnaires. Moreover, the teachers rated 10 monologs before and subsequent to the training program in order to investigate their rating accuracy. The findings indicated that the teachers displayed patterns of harshness in ratings before attending the rater training program as measured against the benchmark, whereas following training the mean score of the trained raters got closer to that of the benchmark. In addition, the training program helped the teachers have more consensus on ratings. While their ratings varied widely from .90 to 3.30 on a 4-point Likert scale, they became more closely approximated to fall within a narrow range of 2.50 to 3.40. The results of written evaluation questionnaires showed changes in the teachers' attitudes toward speaking in many respects: they reported on improvement in their rating ability, their familiarity with a greater set of criteria for assessing speaking,

modification in their rating strictness, and the like. Overall, the findings from this study suggest the need for the inclusion of speaking rater training in teacher training programs in that it can enhance rating ability of non-native teachers, foster positive attitudes toward speaking, and lead to increased rating accuracy as measured against the native teacher benchmark.

Keywords: speaking assessment, rater training, rater accuracy, native benchmark.

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EFL Iranian Students' Investment in EFL, Their Multicultural Personality Traits and English Language Proficiency

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This study investigates the integration and mutual role between language and culture and their subsequent influence on personal identity of MA EFL Iranian students within the frame of investment hypothesis. It was attempted to find out how much EFL Iranian MA students invested in their L2 language leaning in terms of their five personality traits, namely cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility. Then it sought to find the relationship between these personality traits and their English language proficiency. In order to have a more precise analysis, these EFL participants, in accordance with their TOEF scores, were classified into three High-Efficient, Mid-Efficient, and Low-Efficient groups. Then the correlations between TOEFL and MPTs for High-Efficient and Low-efficient groups were separately investigated. It was found that in the HE group there were significant positive correlations between TOEFL and OP at 0.01 level (2-tailed) [r =.50, n =30], TOEFL and ES at 0.05 level (2-tailed) [r =.42, n =30], TOEFL and FL at 0.01 level (2-tailed) [r =.46, n =30]; whereas, there were no significant correlations between TOEFL and MPTs in the LE group. These findings proved that the higher the EFL proficiency, the higher the MPTs, and consequently the shorter the cultural distance between EFL students and EL natives in terms of MPTs.

Keywords: investment in L2, MPTs, EFL proficiency, identity reconstruction, language and culture, EADL.

Developing an ELT Context-Specific Teacher Efficacy Instrument

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Teacher efficacy has become a topic of significance in mainstream education due to its influence on students' learning, and there are now different teacher efficacy instruments to measure this construct. There are, however, different problems associated with the available teacher efficacy instruments, the most important of which is the generality of their statements/items, both in terms of subject matter and context. To overcome these problems, this study aimed at developing a new teacher efficacy instrument whose items were specific to different contexts in ELT classes. To this end, based on the information obtained from the literature and the researchers' conceptualization of typical ELT classes, a tentative theoretical framework of ELT teacher efficacy was developed. In the next stage, 18 English language teachers' classes were observed and the practitioners were interviewed to see how efficacious they perceived themselves to be; 13 English language students were also interviewed to discover who they considered a good efficacious English language teacher. Finally, 4 English teacher education experts were interviewed to get a more professional insight into the construct of teacher efficacy in ELT contexts. The tentative theoretical framework was then crosschecked with the results obtained from observations and interviews, and a Likert-scale ELT context-specific teacher efficacy instrument with scenario-based items was developed. Validation of the instrument was done through administration to 206 English language teachers.

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The Importance of Being Oblique, Dramatic Monologue and Aporia

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Victorian age has always been characterized by a decline in absolutism and a profound change in general idea about the aims of universal enlightenment. Different genres and modes in arts and literature were born to represent the situation and reflect the changing atmosphere of the age. In this respect dramatic monologue can stand as an exemplary genre in literature of the Victorian age. This study tries to investigate the importance of the birth of dramatic monologue in its own time and its function as a deconstructive device in the Victorian literary discourse. Marked by ambiguities and obliqueness, dramatic monologue poses a two- way approach towards the deconstruction of absolute ideas and this task is done by means of aporias. By referring to ideas from J.H.Miller regarding the nature of dramatice monologue and Jacques Derrida regarding the meaning of aporia attempts have been made to relate the two notions and provide a reading of the deconstructive potentiality of the dramatic monologue.

Shekufeh Ranjbar graduated from Tarbiat Moallem University in 2008 and continued her studies in M.A. University of Tehran. She has written articles and papers in her discipline. Her main interests lie in Victorian literature, theories of post-modernism and cultural studies.

Task Complexity and Grammatical Accuracy of EFL Learners' Argumentative Writing

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Based on Robinson's (2005) Cognition Hypothesis and Skehan and Foster's (2003) Limited Attentional Capacity Model, this study explored the effect of cognitive task complexity on the grammatical accuracy of university EFL students' argumentative writing. Cognitive task complexity was manipulated through different amount of writing assistance for three different groups: Group 1 was given only the topic; Group 2 was given the topic and idea, and Group 3 was given the topic, idea, and discourse markers. Grammatical accuracy was operationalized by the percentage of error-free clauses (EFC), the ratio of error-free T-units to total T-units, and the ratio of error-free clauses to total clauses (EFC/C). Sixty participants from Urmia and Ardebil universities were randomly assigned to the above three groups in which the availability of the writing assistance was in different levels. One-way ANOVA was utilized in order to see if there were any significant differences between those three groups. Results indicated that increasing cognitive task complexity did lead to significant differences in grammatical accuracy of EFL learners' argumentative writing. The third group (the least complex task) outperformed as all three codes of grammatical accuracy were considered and this lent support to Robinson's (2005) Cognition Hypothesis and Skehan and Foster's (2003) Limited Attentional Capacity Model. Further results and implications are discussed in the paper.

Zahra Mosalli has an MA degree of TEFL at the University of Urmia. She has taught English in private Institutes for some years. She has published some research articles in different Journals (including IJALEL, WASJ, etc.). Her major research interests include task-based language teaching and learning, ESP, SLA, and writing assessment.

Karim Sadeghi has a PhD from the University of East Anglia (UK) and is an academic member of Urmia University, Iran. His publications have appeared in TESL Canada Journal, Iranian Journal of Applied Linguistics, Asian EFL Journal, and Asia Pacific Education Researcher among others. He is the founder and editor in chief of Iranian Journal of Language Teaching Research.

Table 10

Move Patterns in Iranian EFL Learners' Written Summaries of Short Stories: Probing the Would-Be Role of Gender and Writing Proficiency

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The ability to write an effective summary might be regarded as one of the most important writing skills a college student is supposed to acquire. To gain an adequate level of expertise in summary writing, learners need to draw on sound strategies, among the least-heeded instances of which mention might be made of the use of overriding move patterns that configure any piece of academic writing. In an attempt to bring the educational/academic stakeholders into closer terms with the implications of move analysis for the partially-neglected, yet prominent skill of summary writing, the researchers in the current study amassed a corpus of 141 written summaries of 4 short stories from 55 BA English Literature students at Urmia State University. Resorting to a top-down approach in analysis of discourse, the researchers, then, went about the analysis of the obtained data based on the Swalsian definition of move. Later, in their hunt for the possible impact of writing power on the utilization of different move patterns, the researchers divided the corpus into three groups of weak, average, and strong writings. Finally, the corpus was divided based on students' gender to compare the patterns of moves used by male and female students. The study led to the extraction of seven overriding moves, two of which, i.e. 'plot' and 'climax' were rendered

obligatory. Furthermore, in line with the gained upshots, a significant relationship was found to hold between degree of strength of WSSS (written summaries of short stories) and the moves used in them. Ultimately, based on the findings, a significant correlation was reported to be at work between students' gender and the moves used in their WSSS.

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Maryam Moeini holds an MA from Urmia Islamic Azad University. She is mainly interested in the domain of discourse analysis.

An Analysis of the Pronunciation Errors of Iranian EFL Learners

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Learning a new language is considered as a multi-faceted issue in today's world. An adult who is trying to learn a new language is prone to transfer some of L1 features into L2 intentionally or unintentionally. The process of transfer considers the features of the first language which are used to comprehend and produce the second language. There are different types of transfer which range from grammatical to phonological. This study focuses on the phonological transfer and the pronunciation errors which are made by Iranian EFL learners. To achieve a clear understanding of the pronunciation errors made by Iranian EFL learner the researchers chose a number of thirty adult EFL learners who were attending an English class to develop their general English. The data were collected through one-by-one interviews about general subject. The interviews were recorded and transcribed for further analysis. After analyzing the interviews, some of the errors seemed to happen more frequently among the students; this was concluded based on the frequency of errors. Considering different articulation manners and places of articulation used to utter sounds in human's articulatory system, a final list was resulted from the analysis of data. Comparing the uttered sounds of Iranian and native speakers of English, the researchers came up with a detailed analysis which resulted in a list of most probable reasons for the errors. The result of this study could be helpful for Iranian English instructors who are looking for a comprehensive perspective on the subject of phonological transfer and can be either used for inductive teaching or deductive teaching.

Keywords: Phonological transfer, pronunciation error, manner of articulation, place of articulation.

Mania Nosratinia is Assistant Professor of Applied Linguistics at Islamic Azad University, Central Tehran Branch. She has been teaching at undergraduate and graduate levels in the areas of English language teaching methodology, language testing, and research methodology in language studies. She has published in national academic journals and presented in several national and international seminars.

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A Comparative Study of Compliments and Compliment Responses in Selected English and Persian Movies

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This paper reports a comparative study of compliments and compliment responses in English and Persian movies. The corpus used in this study consisted of 79 English and 45 Persian compliment/response sequences collected from eight English movies and eight Persian movies within family genre. The study examined the topics and functions of compliments, the types of responses that were given to the compliments and also the gender differences in complimenting behavior in English and Persian movies. The results revealed that there were both similarities and differences in the topics and functions of the compliments in English and Persian movies. The most frequent compliments in both English and Persian movies were on performance or ability and compliments on appearance were the least frequent ones in Persian movies. Although compliments were mostly used for encouraging good performance and maintaining solidarity in both English and Persian movies, there were some functions observed for compliments in English movies which were not observed for compliments in Persian movies and vs. Solution strategies were the most frequent response types in both English and Persian movies, however Persian speakers used rejection types more than English speakers. The results also show that males were more likely to reject a compliment than females. The results of this study may be pedagogically used to overcome some of the misunderstandings that occur in cross cultural communication.

Keywords: compliments, compliment responses, self- praise avoidance, gender.

Post-Structuralist Feminist Theory and Black Women Writers

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With the awakening of post-structuralism and weakening of structuralism in the late twenties new sounds were heard from theorists which influenced the world of language and thus literature. To name the few, philosophers such as Lacan, Derrida, and Foucault presented revolutionary theories that enhanced the capacities of language and the reading of literary works. There have been also female critical theorists and philosophers, who influenced by the mentioned male thinkers, have tried to represent their own philosophy, based on deconstruction and psychoanalysis for particular. Julia Kristeva, Luce Irigaray, Helene Cixous and Judith Butler are the most notable among those female thinkers. This paper is going to focus mainly on Helene Cixous and her theories. Helene Cixous has got a large range of novels, poetry, drama and critical thought among all. Her most well-known critical essays are 'The Laugh of the Medusa', 'Sorties' and 'Coming to writing', that are largely poetic as well as critic. She has been criticized by some scholars and praised by some others for this trait. She is also charged to be an elitist by some and an essentialist by some others. Moreover, some thinkers and literary critics think that her words and theories are suitable for a white middle-class woman and does not concern the everyday problems that women especially those who are of the working-class deal with. Here, the researcher aims to study and examine selected texts of three remarkable Black women writers by means of Cixous's theories in order to prove that they could be worked out in black women's works and on marginal black characters. The novels chosen for the goal of this paper are Zora Neale Hurston's Their Eyes Were Watching God, Toni Morrison's Beloved and Alice Walker's The Color Purple. Cixous, actually has invited every people to speak and write themselves.

Keywords: post-structuralism, post-structural feminism, ecriture feminine, openness, patriarchy.

The Effect of Length of Exposure to CALL Technology on Young EFL Learners' Grammar Gain

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In the twenty-first century, integration of technology into education is a force worthy of contemplation. Among all the possible technological tools that can be integrated into EFL classes, computers seem to have achieved a more dominant position. One of the outstanding features of computers is their potential to present educational games and to add fun to grammar learning. This study investigated the possible effects of the integration of CALL technology on young Iranian elementary EFL learners' grammar gain. Moreover, it examined the role of length of exposure to find an optimum balance for the proper amount of CALL integration to language activities. To this end, one control and two experimental groups, each consisted of 15 participants, were engaged. One of the experimental groups used CALL technology for twice as long as the other group. 'Family and Friends 2' with its accompanying MultiRom was utilized in the experimental groups. This software presented computer-based grammar activities. All the participants tried their answers in a pre-test and a separate post- test. In order to understand whether CALL application was more effective than traditional teaching, one way ANOVAs were used and the results demonstrated significant differences between groups in the favor of CALL groups. It was revealed that there was no significant difference between experimental groups. While further results are discussed in the paper, the pedagogical implications are far-reaching. The results of this study provide some insights for teachers and administrators to review their curricula, approaches, and educational tools, and to consider the possibility of incorporating CALL technology into their teaching.

Keywords: CALL, computer-based activities, length of exposure, grammar teaching.

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The Effect of Gender on Risk-Taking characteristic and Translation Quality of English Translation Students

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This study investigated the effect of gender on risk-taking characteristics of Iranian students of Translation Studies and the effect of the mentioned both gender and risk-taking on their translation quality in translation workshops and tests. The participants of the study were totally 132 BA students from three different universities of which 86 were homogenized through a TOEFL Actual Test. The participants received a personality questionnaire of risk-taking selected from the Eysenck Personality Questionnaire (EPQ) and also a translation test. Their genders were marked in their risk-taking answer sheets. The translations were evaluated through Christopher Waddington's method A which has three categories that can be utilized in the process of translation quality assessment, as micro structure analysis, based on error analysis and possible mistakes. According to the obtained data and some statistical analysis, correlation and scatter plot, there is a positive correlation between being a risk-taker and the quality of translation among the domain of Iranian BA Translation Studies students. The indication was that male students' risk-taking behavior affects their translation a little more than female ones. It could be concluded from the study that allowing the students to take risks might help them translate better and with more confidence.

Keywords: gender, risk-taking, translation quality, translation evaluation

Trajectories of a 'Silent' Student in an EFL Writing Class in Iran

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The epistemological foundation of English Language Teaching (ELT) has been formed mainly by asocial and language-bound views of linguistics and psycholinguistics which consider language as a static set of forms to be mastered rather than a dynamic means of critical dialog and transformation (Braxley, 2008; Pennycook, 1990). This view has colored the way second language writing is approached in tertiary education in Iran too. Instead of looking at writing as an opportunity for dialog, critical reflection, and transformation, some tend to consider it an autonomous and individual process primarily meant to improve learners' linguistic skills and help them meet market demands (Author, 2010; Shor, 1999). In order to help redress the balance between linguistic and critical pedagogical objectives of ELT in tertiary writing education, an Advanced Writing course was conducted as part of a BA Translation Studies program in Tehran based on principles of dialog as conceptualized by Bakhtin (1981) and critical pedagogy (Freire, 1972). The course procedures, namely peer feedback, teacher feedback, and other collaborative activities such as class/group discussions were directed toward different aspects of the participants' essays such as content, logical and critical reasoning, addressivity, as well as linguistic accuracy. In order to explore the contributions of this approach to the educational and intellectual improvements of a 'verbally' silent student, following the course, a longitudinal case study was conducted over a year through collaborative dialog involving face-to-face interviews and email correspondence (during the period when the instructor was living abroad) between the student and the instructor. The essays written by the student and the critical incidents which had occurred during the course formed the basis of this dialog. Thematic analysis (Braun & Clarke, 2006) of the data (around 10,000 words) showed that the silent student had undergone two major shifts: from avoidance learning to extra-role behavior and self-initiated engagement in classroom activities and from a defensive and anti-dialogical to a constructive and dialogical relationship with the instructor. In addition, it was found out that, as observed by Bax (1997), active mental participation and development is possible even in the absence of verbal participation. The implications

and applications of these findings with regard to the promises of practicing dialogic-critical pedagogy in EFL writing instruction are discussed.

Arman Abednia holds a PhD in TEFL and is currently working as a teacher educator. His areas of interest are critical pedagogy, teacher education, and needs analysis. He has presented in conferences such as AAAL, ALANZ, TWN, TELLSI, and ILACA and has published in journals such as Teaching and Teacher Education, Journal of Language and Literacy Education, Iranian EFL Journal, and TELL Journal.

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Not Being a Scarecrow: Re-Visioning Teacher Supervision through Action Research

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Classroom Observation as a sub-branch of Teacher Supervision has long been part and parcel of many educational programs. With that in mind, the present study aimed at providing an account of how such classroom surprise observations are perceived and represented by a group of language teachers as well as the supervisor of a local language institute. It also aimed at exploring the process through which such evaluative supervisions can be re-visioned by those involved. The study was conducted at two stages: At the first stage an interview was done with seven language teachers and the institute's manager. At the next stage, the supervisor and one of the teachers collaborated in conducting an action research which addressed a concern raised by the teacher. The analysis of collected documents at both stages revealed a language of institutionalization which governed both the cognition and action of the participants. It seems that taking for granted the role of supervisor as the corrector of teachers' "faults" and "deficiencies" has legitimized a top-down system of evaluation and judgment at this context. Furthermore, a "change phobia" appeared to intimidate both the supervisor and the teacher into pushing away the limiting norms and going off the beaten track.

Fahimeh Parsaiyan is a PhD candidate of TEFL, Al-Zahra University. She is currently Her areas of interest include Critical Discourse Analysis, Materials Development and Teacher Education. She has already presented papers at national conferences.

Corrective Feedback: A Contrastive Study of Iranian EFL Learners' and Teachers' Perceptions

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Second language acquisition researchers have claimed that feedback provided during conversational interaction facilitates second language (L2) acquisition. A number of experimental studies have supported this claim, connecting interactional feedback with L2 development. Researchers have suggested that interactional feedback is associated with L2 learning because it prompts learners to notice L2 forms. The present study examines the range and types of feedback used by the teacher and their relationship to learner uptake and immediate repair of error. The present study draws on 20 minutes transcribed interaction, comprising 351 student turns and 224 teacher turns, coded in accordance with the categories identified in Lyster and Ranta's (1997) model of corrective discourse. The results reveal a clear preference for implicit types of reformulative feedback, namely, recasts, leaving little opportunity for other feedback types that encourage learner-generated repair. Consequently, rates of learner uptake and immediate repair of error are low in this classroom. These results are discussed in relation to the hypothesis that L2 learners may benefit more from retrieval and production processes than from only hearing target forms in the input.

Keywords: corrective feedback, uptake, repair, learners' perception, teachers' perception.

Hamed Barjesteh is a Ph.D. student and a faculty member in Islamic Azad University. He has worked as an EFL teacher and teacher educator in Ayatollah Amoli branch, Iran. He has published journal and conference papers and presented at national and international levels.

Table 11

The Relation between Paragraph Organization and Topic Progression in Paragraphs Written by EFL Students

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Drawing on Lautmatti's (1978) framework, the study examines the types of topic progression techniques used in 120 paragraphs written by 40 Iranian undergraduate students. Each student was asked to write three types of paragraph, namely paragraphs of comparison and contrast, cause-effect and chronology, with two different types of organization, listing and time. That is, paragraphs of comparison and contrast and cause-effect are of listing organization, and paragraphs of chronology are of time organization. The present study investigates the relationship between the paragraph organization and the types of topic progression techniques used in them. It also examines the relationship between the types of paragraph and the types of topic progression techniques used in them. As the results of the Chi-square test show, there is a relationship between the paragraph organization and the types of topic progression techniques. Among four types of topic progression techniques—that is, parallel, sequential, extended parallel and extended sequential—sequential progression (37.2%) was the dominant type of topic progression technique in paragraphs with listing organization, and extended parallel progression (35.52%) and parallel progression (25.56%) were the dominant types of topic progression techniques in paragraphs with time organization. Moreover, according to the results of the Chi-square tests, there is a relationship between types of paragraphs and types of topic progression techniques. In paragraphs of comparison and contrast, sequential progression (38.44%) was the most frequently used type of topic progression. Similarly, in paragraphs of cause-effect, sequential progression (34.72%) was the most frequently used type of topic progression. However, in paragraphs of chronology, extended parallel progression (35.52%) was the most frequently used type of topic progression.

Keywords: Lautmatti's (1978) framework, topic progression techniques, paragraph organization, paragraph types.

Change the Curriculum, Start Teaching English in Elementary Schools

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As English has become the de facto global language, developing an appropriate curriculum that optimizes its teaching and learning should be one of the main issues of education. Many Asian countries, such as Japan, Malaysia, Korea and Taiwan started teaching English in elementary school. In addition, discussing the overwhelming similarities in Asia-Pacific countries regarding the initial age of instruction of English, Nunan (pointed out that the age at which English is a compulsory subject in those countries has shifted down recently. Hence, studies that investigate the validity of teaching English in elementary schools and detailed explication of its strengths and weaknesses are of primary importance and educational managers should take a close look at this concern. Despite this fact, very little attention has been paid specifically to elementary levels of English teaching in Iran. Thus, this study was an attempt to investigate the English teachers' attitudes towards starting teaching English in elementary schools of Iran. Data was collected interviewing 40 teachers, with more than five years experience of teaching English, from Kermanshah, Sanandaj and Illam provinces. After codifying the interviews, results indicated that: all of the teachers emphasized the need for starting teaching English from elementary schools. However, there were discrepancies among their ideas regarding the starting grade. Getting accustomed to English sounds and letters, increasing the hours of studying English, providing opportunity to make a balance between the amount of devoted time and the amount of teaching materials were among the most cited advantages of teaching English in elementary schools. They also believed that, this need could be described as a reflection of the English Fever phenomenon, the growing popularity of English education among Iranian students

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An Investigation on Iranian University Students' Views about Who Should Teach ESP Courses: A Specialist-in-the-Field Instructor, or an EFL Teacher?

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This study was an attempt to explore the Iranian university students' views about the rather controversial question who should teach ESP courses among EFL teachers and the specialists-in-the-field in Iran. For this purpose, 120 undergraduate students majoring in accounting, business management and industrial management were selected from among university students. The members of each major were divided into two groups of A and B, the former being taught their ESP course by an EFL teacher, the latter by a specialist-in-the-field instructor. Although different items of the research instrument (questionnaire) addressed diverse aspects of teaching method such as teacher knowledge, functions and techniques, the study was based on the following major research question: Which ESP instructor teaches more satisfactorily and effectively from students' point of view: the EFL teacher, or the specialist- in- the- field instructor? A survey questionnaire consisting of 35 items related to the ESP teachers' knowledge, functions and techniques used in the classroom was designed to collect the required data for the study. The data gathered was then subjected to both descriptive and inferential statistical analyses. Comparison of the total mean scores of the two groups for each major revealed that the students' rate of satisfaction with the EFL teacher was significantly higher than that with the specialist-in –the-field instructor. The study also offered some pedagogical recommendations for ESP practitioners.

Keywords: EFL, EFL teacher, ESP, specialist-in-the-field instructor.

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Parisa Pouyan is an English Language instructor. She holds her B.A. and M.A. degrees in English literature and TEFL respectively from Teacher Training University of Tehran and University of Zanjan. She has taught various English courses in different English institutes.

A Look at Classroom Managing in Iranian English Classes

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Assertive discipline (AD) as an approach to classroom management focuses on defining rules for students' behavior in the classroom. The aim of our experiments was to investigate students' views of their English teachers in managing their classrooms. This study also assessed the effect of using classroom management strategies on high school students' achievement. Data was collected using a questionnaire included 37 five point Likert-scale items on management strategies from four English classes. Results showed positive correlation between employing classroom management and students' achievement; particularly employing organization, teaching management, teacher sanctions/ reward strategies, but teacher-student relationship had no effect on students' achievement. The findings indicate distinct advantages of applying classroom management strategies.

Fereshteh Azizifard received her MA in TEFL at the Islamic Azad University of Urmia, Urmia, Iran in 20011. She received her BA in English Translation in 2005. Her main research areas of interest are second language acquisition, material development, pragmatics and critical discourse analysis.

Corrective Feedback, Teachers' Experience and Young and Adult EFL Learners Uptake

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This article sought to surface any relationship among EFL teachers' experience, corrective feedback and learners' uptake (i.e., responses to feedback) in 12 meaning-based classrooms at the primary level. Transcripts totaling 48 hours of classroom interaction taken from 6 experienced teachers teaching young and adult EFL learners classes, and 6 novice teachers teaching at the same age range were analyzed using Lyster and Renta' (1997) model for transcribing error-treatment moves. Results include the frequency and distribution of the four different feedback types used by the twelve teachers, in addition to the frequency and the distribution of learner uptake following each feedback type. The distribution of uptake following corrective feedback in adult classes is totally different when it is compared with young learners. Uptake happens more for young learners, on the other hand, adult EFL learners simply ignored teachers' feedback in 81.3% of the cases. The highest rate of uptake for young learners happened in the case of recast (88). Similarly, the highest number of uptake for adult learners took place for recasts and clarification requests, i.e. 50 and 15 respectively.

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The Impact of Computer-Supported Learning Environment on the Iranian Language Teachers' Attitudes toward Self-Assessment

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Through self-assessment (SA), as an increasingly popular reform in assessment, learners are able to take the responsibility of assessing their own language performance, in the hope of becoming autonomous learners. This study aimed at assessing the Iranian EFL teachers' attitudes towards SA before and after their engagement in teaching at computer-supported learning environments- Intelligent Schools-in Hamedan Province, Iran. Opening five such schools motivated conducting this research. To this end, a total number of 68 EFL teachers participated in this study. Because of the limitations in sampling process, convenient sampling process was applied. Thus, a sample of 36 EFL teachers who had already been selected and trained how to use computer in their teaching made the experimental group and the remaining 32 EFL teachers engaging in the traditional learning environments composed the control group. Participants in both groups completed the SA attitude questionnaire before and after an eight-month period of teaching. The results of the study showed an improvement in the Iranian EFL teachers' positive attitudes towards the SA in favor of experimental group. These findings supported the idea that Iranian EFL teachers' positive attitudes towards SA will improve if they are provided with computer supported learning and teaching environments, i.e. Intelligent Schools, and at the same time trained how to work in such environments.

Keywords: self-assessment, computer-supported learning environment, attitudes towards the SA, traditional learning environment, teachers' attitudes.

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On the Enhancement of Listening Comprehension: The Investigation of the Differential Effects of Speech Rate, Prosodic Features and Blurred Speech

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Discerning words and consequently listening comprehension has been an impediment for Iranian EFL learners. Part of this problem has been due to the bottom-up processing. The present study was aimed at investigating the correct parsing and segmentation of words in the blurred connected speech. There were eighty students majoring in English literature at Kurdistan University participating in this study. After administering a TOEFL test comprising listening comprehension, reading, and grammar sixty students were picked out. Then they were assigned to two experimental and control groups. Their homogeneity was obtained through running a t-test. The experimental group received instructions of correct segmentation from the book "American Accent Training", and the control group were just exposed to the traditional oral input. At the end of the term two versions of the oral text, one with correct parsing and the other with dislodged segmentation were read aloud by an educated Canadian native speaker at a speech rate of 230 words a minute. They were then given two tests, namely, MCQT and Cloze test. The results revealed that the displacement of the boundaries did not affect the listening comprehension of the experimental group on the MCQ test significantly. Although the subjects in the experimental group performed better on the cloze test, this difference was not statistically significant. The implication being that the fast blurred connected speech affected the performance of the two groups so greatly that correct segmentation could not make up for this kind of natural connected speech with features of fast rate, liaisons, and omissions. As Field (2008, p. 48) states, "It might appear remarkable that non-native listeners should be slower than native to adjust to a correct segmentation……".

Keywords: bottom-up processing, fast speech rate, liaison, assonance, omission, segmentation, speech rate.

Individualized Voiced in Undergraduate Writing in English as a Foreign Language

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The contexts within and through which both individuals and groups construct, negotiate and defend their identity or self-understanding is central to cultural studies as well as to the study of language use. In studies on writing in a second language, the representation of identity and individualized voice has been the concern of recent research in this area resulting in the analysis of its academic and nonacademic as well as practical and theoretical foundations. Inner beauties, emotions, biases and preferences in writing have been used to rate the intensity of the representation of voice in second language writing. This study aimed at reviewing some theoretical background on individualized voice in writing in English as a Foreign Language (EFL) and at illustrating identity and voice representations in EFL writing. 42 undergraduate EFL Learners (36 women and 6 men) at a major state university were randomly selected for the purpose of data collection. As part of their paragraph writing classes in three subsequent sessions, they wrote English texts on three topics. The participants EFL writing ability was measured using composition profiles and institutional records. The presence and intensity of individualized voice in their writing was examined as well using Helms-Park's and Stapleton's Voice Intensity Rating Scale, randomizing and anonimizing samples for the raters to avoid bias. Tentative results indicate that identity and voice are represented through EFL writing and that different demographic variables such as gender and writing ability level contribute to individualized voice in EFL writing.

Keywords: voice, identity, culture, writing.

EFL Teachers Scrutinized: On the Relationship between Teacher Self-Efficacy and Classroom Management

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Various features of EFL teachers in managing their classrooms have been touched upon by different scholars in the field. Teacher self-efficacy, as one of those features, is defined as the teacher's attitude towards his/her own capabilities in guiding the classroom. Although there have been lots of studies on self-efficacy, its relationship with classroom management, remains relatively untapped. The present study, a survey in nature, aims at looking at connecting teacher self-efficacy and classroom management. Two main purposes guided this study. The first was to identify the Iranian EFL teachers' level of self-efficacy and the degree to which they practice classroom management styles in their classrooms. That is to say, to what extend do EFL teachers perceive themselves to have self- efficacy? And which classroom management style, behavior management or instructional management, is mostly practiced by the teachers? The second purpose was to investigate the relationship between classroom management styles and teachers' self-efficacy. The data were collected from 120 EFL teachers who took part in the study by filling out the two questionnaires applied (BIMS and TEBS-Self). The results of the study revealed that Iranian EFL teachers conducted their classrooms primarily adopting an instructional management style rather than a behavior management style. Furthermore, teacher efficacy was found to be correlated insignificantly with classroom management. Hence the conclusion was that by and large instruction and teaching rules were the major preoccupations of most of Iranian

participant EFL teachers, and that their sense of efficacy did not contribute to the effectiveness of their classroom management.

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On the Impact of Match/Mismatch between Learners' Learning Style and Teachers' Teaching Style on Students' Academic Achievement

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The present study intended to examine the impact of match/mismatch between learners' learning style and teachers' teaching style on students' academic achievement. The participants included 200 students and seven English teachers to whom a translated version of Paragon Learning Style Inventory (2004) and Grasha-Reichmann (1996) Teaching Style Inventory were respectively administered. To measure learners' academic achievement, their scores through long-term assessment have been utilized. Findings made it clear that students with introvert, sensate, thinker, and judger learning styles achieved better academic scores when exposed to teaching styles of facilitator and delegator. The study, thus, tends to support the idea that students with particular learning styles can achieve better academic scores when confronted with teaching styles that respond to their learning preferences. Accordingly, teachers are recommended to accommodate their students' learning styles or to teach in a balanced style in order to accommodate different learning styles. Likewise, learners are suggested to take more responsibility for their own learning and to inform teachers about the way they prefer to learn since they themselves know their own needs and learning preferences best. They need to learn how to meet those needs through their own efforts both in and outside the classroom. The implications of the findings for learners and teachers are further discussed to enhance achievement and learning outcomes.

Mohammad Aliakbari is an associate professor of TEFL in Ilam University. His areas of interest embrace SLA, sociolinguistics and teacher education. He has presented and reviewed papers in international conferences all around the world and has spent two sabbatical experiences as visiting scholar in Griffith University and the University of Southern Queensland in Australia. He is well published in international scholarly journals including, 'Journal of Pragmatics', 'Educational Psychology', 'International journal of intercultural relations' and "Educational Management Administration & Leadership".

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Patterns of Teachers' Oral Feedback and Their Discoursal Realizations: A Case of Iranian EFL University Instructors

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The literature on corrective feedback has predominantly focused on recast and explicit negative feedback and provided meager account of its discoursal realization in teachers' classroom dialogic interactions. This study explored Iranian EFL teachers' patterns of oral feedback and its discoursal realization in four B.A-level English-major classes. Transcripts totaling 10.16 hours of the teachers' classroom interactions were analyzed using a conversation analysis approach. To this end, teacher feedback moves were coded to discover different feedback categories. The results revealed 11 categories of positive and negative feedback, some of which not having been reported in the previous studies. Explicit positive feedback encompassed (a) acceptance and (b) acceptance+alternative provision, and implicit positive feedback included (a) alternative provision/seeking, (b) utterance confirmation, and (c) comprehension demonstration. By contrast, negative feedback, albeit falling into the two traditional explicit and implicit types, was found to be made up of some new categories. Explicit negative feedback included the two categories of (a) rejection and (b) rejection+metalinguistic feedback, while implicit negative feedback consisted of (a) recast, (b) prompt, (c) clarification request, and (d) confirmation check. The findings showed an overwhelming tendency of teachers to use recast in their corrective feedback. The data on discoursal realization showed the patterns the four teachers employed to provide feedback. The patterns did not exceed seven for each feedback category. Moreover, repetition of part or the whole of the learner's utterance, either with a rising or falling intonation, served as the discoursal realization of six feedback categories, manifesting the teachers' tendency to draw on a limited discursive repertoire to realize various positive and negative feedback types. The overall findings led to the emergence of a new model of feedback which can be integrated into teacher education programs to make teachers aware of the range of feedback types and how they are realized in discourse. Moreover, the expansion of the range of discoursal realizations of the observed feedback types seems to be what is needed, since it can boost the efficiency of

teacher-student dialogic interactions and enhance the variety of discoursal patterns for the provision of feedback.

Keywords: feedback, discoursal realization, conversation analysis, interaction.

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Table 12

A Comparative Study of Contrastive Discourse Markers in iBT Speaking Module and BNC Corpus

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A corpus is a large and principled collection of texts stored in electronic format (Reppen & Simpson, 2002); on the other hand, corpora have been used to distinguish similarities or differences across different national or regional varieties of English. The present study endeavored to find out if the frequency of contrastive discourse markers (CDMs) in iBT speaking module is in line with the BNC findings. To this end, 30 EFL Iranian high intermediate learners (25 females and 5 males), homogenized by standardized placement test of Cambridge, participated in the study. After being homogenized, they were categorized into one group and asked to participate in the pre-test, namely iBT speaking sample using the software offered by Phillips (2007). Not knowing about the results, they were asked to attend the treatment sessions where they were exposed to 18 speaking tasks listed in Phillips, CDMs taxonomy adopted from Fraser (2010) followed by the elaboration from Longman Dictionary (2009). Then, they took part in post-test followed by a delayed post-test after an elapse of two days. In the time interval, they were required to do the assignment similar to the pre-test and post-test questions and interact with each other. Next, three raters considering data-driven reasoning processes listened to 540 participants' recorded files and ranked 25 CDMs proposed by Fraser into three classifications, namely more common, less common, and zero occurrence. In the final phase, these classifications were compared with the findings of BNC, and surprisingly the mentioned classifications were in line with the figures of corpus. Since the most significant application of corpora is providing a basis for deciding which language characteristics and structures are vital and also how various features and structures are used, the findings of the present probe are cogent evidence to apply corpora outcomes in EFL.

Keywords: contrastive discourse markers (CDMs), iBT speaking module, BNC Corpus.

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The Effects of Task Structure, Gender, Pre-Task Planning and on-Line Planning on Different Aspects of Iranian Advanced EFL Learners' Performance (Fluency, Accuracy, Complexity, and Lexical Density) in Written Tasks

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The Effects of Task Structure, Gender, Pre-task Planning and On-line Planning on Different Aspects of Iranian Advanced EFL Learners' Performance (Fluency, Accuracy, Complexity, and Lexical Density) in Written Tasks Mohammad Alavi Associate Professor, University of Tehran Narges Davoodi M.A. Takestan Islamic Azad University Sakineh Jafari M.A. Tarbiat modares University The present study aimed to investigate the effects of task structure, pre- planning and on-line planning on written performance of Iranian advanced EFL learners. Participants of this study were 70 male advanced EFL learners. There were two groups, one group for pre-planning condition and another group for on-line planning condition, each consisting of 35 students. Each participant in each of the two groups performed three types of tasks with different inherent structure i.e. personal, narrative and decision-making task, during three weeks. Learners' performances were measured in terms of fluency, accuracy, complexity and lexical density. The following results were attained: 1) there was a significant difference between pre- planners and on-line planners regarding accuracy and fluency, 2) there was a significant difference among three task types regarding fluency and accuracy, 4) there was an interaction between, planning condition and task structure regarding fluency and accuracy. The findings justifies the integration of different kinds of planning time and use of different tasks in writing activities as it promotes some aspects of learners' performances.

Keywords: task structure, planning condition, fluency, accuracy, complexity, and lexical density.

Patterns of Vocabulary Strategy Choice and Use by ESP Students of Engineering and Humanities

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Recently, there has been a growing body of research on vocabulary learning strategies given that they are believed to ease second/foreign language vocabulary learning and recall. The main objective of this study was to investigate the differences between ESP students of Humanities and Engineering in terms of vocabulary learning strategy choice and use. To this end, 105 undergraduate students (39 students from the Engineering faculty and 66 from the Faculty of Literature and Humanities) studying at Bu-Ali Sina University-Hamedan during the academic year of 2011-2012 participated in the study. For data collection purposes, a five-digit Likert-scale vocabulary learning strategies questionnaire (VLSQ) containing 45 statements was administered. Using pilot testing, expert view, and factor analysis, the questionnaire was found to have an acceptable validity rate. Also using Cronbach's alpha consistency, the reliability of the questionnaire was calculated to be 0.88. Using SPSS software version 16, the results of independent samples t-tests indicated that, overall, the two groups were not significantly different in the choice and use of vocabulary learning strategies. However, running chi-square analysis, significant differences were found in individual strategy use in 6 out of 45 strategies. That is, while Humanities students used more "superficial" and "straightforward" strategies like repeating the new words orally and asking the teacher for the translation of the new words, the Engineering students preferred much deeper, thought-provoking strategies like using a monolingual dictionary and learning vocabulary through collocations. Further, the five most and the five least frequently

used vocabulary learning strategies by the two groups were specified, out of which only two strategies in each category (i.e. "I guess the meaning of the new word ", and "I repeat the new word orally several times" among the five most frequently used strategies and " I ignore or pass the new word", and "I draw the new word" among the least frequently used strategies) were commonly shared by both groups. The possible reasons why the results have turned out to be so as well as the implications of the study are discussed in details in the paper.

Keywords: ESP, engineering students, humanities students, strategy use, vocabulary learning strategies, vocabulary learning strategies Questionnaire (VLSQ).

The Use of Word Association in Learning/Expanding Vocabulary Knowledge by EFL Learners

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"Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (Richards & Renandya, 2002, p. 255). This study investigated the relationship between vocabulary size and word association knowledge in the Iranian EFL context. The author believed that what makes a learner learn/expand vocabulary knowledge efficiently, and help support the long-term retention of vocabulary knowledge of the learners was via word associating. In doing so, attempts were made to answer the following research questions that whether instruction through word associations offer potential advantages to the Iranian EFL learners and if word association techniques contribute to learning/expanding vocabulary knowledge; in addition, to find whether the students are aware of vocabulary learning techniques, especially, word association among other techniques. The experiment included 50 subjects from a particular proficiency level (senior English majors). In order to conduct the study in the first phase, a vocabulary level test (2k, 3k, 5k, and the university word level) were given in order to test (examine) learners' vocabulary level (vocabulary size). Having examined the learners' vocabulary size, a word association test was given to the testees in order to examine their word association knowledge deeply. Afterwards, a questionnaire was given to the testees in order to further investigate the ways and techniques learners use in associating different words to

particular words. Finally, some testees were interviewed in order to elicit any other techniques, especially personal ones, apart from those mentioned in the study. The analysis of word knowledge and word association tests indicates that, word association as a technique has a positive and effective role on learning or expanding vocabulary knowledge. The results obtained from the questionnaire present that learners make use of word association technique more than other ones in learning or expanding their knowledge of vocabulary. In addition, the analysis of the interviews reveals that in the process of using different vocabulary learning techniques, word association technique is among the mostly uttered by the interviewees.

Keywords: vocabulary learning techniques, word association, word knowledge.

Obstacles in Implementing CALL in Iranian EFL Classes

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Despite the spread of reliable technological tools and the availability of computers in the Iranian universities as well as the mounting evidence of the effectiveness of blended teaching, many Iranian language teachers are still reluctant to incorporate such tools in their EFL classes. This qualitative study investigates the obstacles, perceived by the Iranian EFL teachers, toward implementing CALL in Iran. In so doing, 8 teachers, comprising 2 supervisors with no CALL experience, 2 teachers with the experience of integrating technology in their EFL classes, 2 teachers with no CALL experience, and 4 teachers who had recently finished an online CALL teacher education program, were interviewed. The semi-structured interview questions were designed by the researcher with the help of two experts in CALL and teacher education. The researcher conducted the interviews which lasted for 30-50 minutes. The researcher used content analysis of the interview transcripts to find themes relevant to the research question. The results suggest that the obstacles in implementing CALL in language classrooms could be classified into three categories: technical, pedagogical and institutional hurdles. Examples for each of these categories are provided and implications for designing CALL professional development programs for EFL teachers and supervisors.

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Teaching Grammar:
Teachers' Beliefs, and Their Practice in Iranian Context

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The history of language teaching is essentially the history of the claims and counterclaims for and against the teaching of grammar. It has always been the central debate in foreign language teaching. The choice of grammar as the focus of investigation in this study is triggered by the controversies and paradoxes that surround it. Therefore, this study attempts to reinterpret the process of grammar teaching and learning from an English teacher's point of view and find relationships between teachers' beliefs in grammar teaching and their practice in Iranian context. The theoretical background gives a comprehensive picture of grammar teaching approaches, and cognitive theories underlying the processes of grammar acquisition. The research component firstly explores patterns of teachers' belief systems that consciously or unconsciously influence teachers' pedagogical practices. It also attempts to investigate whether at the level of beliefs, teachers are influenced by the principles of the communicative approach. Finally, it tries to reveal if the typical grammar teaching applied by the majority of teachers is still characterized by traditional forms-focused activities, grammar practice activities and translation. To answer the raised questions, a belief inventory questionnaire containing 50 items was applied for 30 participants of the study. It had three sections: teachers' ideas about their knowledge of grammar and the book; their beliefs about teaching grammar and their practice in the class. Ten of the participants' classes were observed to see what teachers actually do in their classes when teaching grammar, and after the class they were interviewed. The result of the application of statistical analyses including Pearson correlation, chi square test and cross tabulation showed that teachers are not consciously aware of the different processes involved in grammar acquisition. They also believe in certain communicative principles and that such grammar knowledge should embrace both form and meaning; however, their teaching is still characterized by traditional forms-focused, grammar practice activities and translation. This information thus provides the basis for drawing conclusions about grammar teaching in the English classrooms today and for outlining implications for the teaching of English as a foreign language (TEFL) and teacher training.

Keywords: grammar, pedagogical grammar, focus on form, focus on formS, teachers' beliefs.

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A Comparative Study of the Production of Refusal Speech Acts among Farsi Speaking EFL Adult Learners and Canadian English Speakers

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From the point of view of language learning and intercultural communication the individual who wants to acquire a new language should know the communicative actions of that language in addition to the grammatical system of that language. The advanced Iranian EFL Students are capable of producing grammatically correct sentences but may still be incapable to produce language that is socially and culturally appropriate. So because speech act are usually culture–specific, therefore learners should learn the value system of that language, after that the illocutionary meaning can be understood beyond the speech act. Thirty native speakers of English (fifteen females, fifteen males) in a Canadian university in Alberta (CESs), and thirty Farsi speaking EFL adult learners who were majoring in teaching English in Islamic Azad University, Najaf Abad Branch (fifteen females, fifteen males) were asked to fill out a Discourse Completion Test, DCT taken from Beebe, Takahashi ,and Uliss-Weltz (1990). The subjects were given a questionnaire consisting of 12 revised situations of refusal speech act including a number of brief situational descriptions, followed by a short dialog with an empty slot for the speech act under study. Based on the Chi-square inferential statistical method the collected data were suggested that a similar range of semantic formulas were used by these two groups ,but there are differences in the frequency and content of semantic formulas used by each language group in relation to the contextual variables, that include the status of interlocutors (i.e. higher, equal, lower status) and eliciting acts (i.e., requests, invitations, offers, suggestion). For example, Canadian English speakers used direct refusal formulas much more frequently than did Farsi speaking EFL adult learners. And also there is significant difference among Farsi speaking EFL adult learners and CESs in the production of refusal speech acts. But there are not significant differences regarding to the gender and status of the interlocutors in these two groups.

On the Relationship between Teacher Personality, Teacher Proficiency, and Their Reflective Behaviour

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On the relationship between teachers' personality, teacher proficiency, and their reflective behavior This study aims to find the predictors of teacher reflection among Iranian high school language teachers. As such it hypothesizes aspects of the Big Five Personality model as well as reading and writing proficiency to be predictors of reflective behavior among Iranian high school language teachers. The participants were 120 English teachers teaching English at Fars, Kohgiluyeh and Boyer-Ahmad, and Khuzestan provinces. The instruments used in this study were (a) a translated version of the NEO Big Five Personality Questionnaire, (b) the reflective practice instrument, and (c) the reading and writing parts of a TOEFL iBT. The participants were reached through the Bureau of General Education. The first instrument to administer was the NEO Big Five Personality Questionnaire. Two weeks later the second instrument, namely, the reflective practice instrument was administered. Subsequently, the participants took a two-part of TOEFL iBT. A correlation matrix was run on the data to determine if there were any correlations between the subscales of the construct of the Big Five Personality factors, namely, conscientiousness, agreeableness, neuroticism, openness, and extraversion and the subscales of the construct of teacher reflective behavior, namely, metacognitive, cognitive, critical, practical, moral, and affective factors. A similar correlation matrix was run between two facets of language proficiency, namely, reading and writing and the six facets of teachers' reflective behavior. Significant correlations were found between aspects of personality and of proficiency on the one hand and aspects of teacher reflection on the other hand. As a result we came to the conclusion that both personality factors and proficiency level were significant predictors of teachers' reflective practice. The results are in line with previous theoretical positions regarding the possible relationships between type of personality and aspects of teachers' behavior.

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EFL Teachers' Awareness of Learners' Personality Variables: Theoretical Knowledge, Practical Implementation

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The purpose of this two-phase, sequential mixed methods study was to obtain statistical, quantitative results from a sample of Iranian EFL teachers regarding their knowledge of learners' personality factors, and then follow up with a few individuals to probe or explore how well they practically employ that knowledge in their classrooms. The participants were thirty five Iranian EFL teachers, teaching in eight different language institutes practicing Communicative Language Teaching. In the first phase, the researcher tried to measure the participants' theoretical knowledge of learners' personality factors through a questionnaire, containing questions about concepts such as self-confidence, anxiety, inhibition, risk-taking, and extroversion/introversion. In the second phase, there were qualitative interviews with a few participants and also observations of their class in order to investigate their practical implementation of their knowledge in their classrooms. The researcher in this study also examined the factors that may have affected teachers' theoretical knowledge of learners' personality factors such as teachers' gender, degree and teaching experience. The results of the questionnaire revealed that the teachers had a significant command of knowledge concerning learners' personality factors, and they were theoretically familiar with and aware of these factors (80 percent of the participants obtained medium or high range of scores in the questionnaire). The results of participants' interviews and classroom observations further indicated that teachers could not reflect their theoretical awareness of learners' personality factors in their classroom due to various reasons such as institutional rigid regulations, the heterogeneity of the learners, the high number of students in classrooms, and teachers' own personality.

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Emergentism and Chaos/Complexity Theory:

Legitimate Challenges to Nativism Paradigm

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Emergentism is reasonably a new challenge in the field of applied linguistics and it is a matter of hot dispute nowadays regarding the fact that its advocates particularly Nick Ellis and his associates propose it as a main alternative to the assumptions of Universal Grammar proposed by Noam Chomsky. As its main tenet, it is asserted that a great deal of contemporary emergentist research believes that language acquisition can be abridged to the use of simple learning strategies to take out statistical regularities present in regular linguistic input which is exactly harmonious with what chaos, complexity scholars believe in considering the features of chaotic complex systems. In fact emergentist scholars believe that knowledge of language is shaped in response to opportunities to interpret and/or form utterances in the course of communication. Therefore, Emergentism is an obvious challenge to UG as it disputes some of its major assumptions. Sympathizing with emergentism and chaos complexity theory, the present paper tries to illustrate the implausibility of Chomskian account of language acquisition in terms of UG. What's more, the present paper also sheds light on those aspects of language in which the Chomskian nativist paradigm fails to account considering the explanatory adequacy of those cases and reasons that how both emergentism and Chaos complexity theory are in better positions.

Keywords: emergentism, chaos complexity theory, Chomskian nativism, universal grammar.

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Table 13

Language Teachers' Teaching Behavior under the Washback Effect of Konkoor

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Washback effect has long been considered a very important issue in language teaching and testing. It is commonly agreed upon in the field of language testing that large scale language tests influence teaching and learning to a large extent. The present study investigated the washback effect of a large scale test in Iran, i.e. Konkoor on the teaching behaviors of teachers in high schools from their own viewpoints. A questionnaire was used to gather data from high school teachers' about their views towards the aspects of their teaching behavior which are affected by Konkoor. Analyses of the data revealed that various aspects of the high school teachers' teaching, including teachers' choice of the medium of instruction, arrangement of lessons and teaching on the whole, lesson preparation, classroom talk, activities, and teaching aids are all under the influence of Konkoor.

Keywords: Konkoor, washback effect, teachers' teaching behavior, language testing, large-scale tests.

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On the Relationship between Language Learning Strategies and Learning Style and Multiple Intelligences: A Case of L2 Learners

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Recently, second/foreign (L2) researchers have shifted their attention from products of learning to the processes through which learning occurs. Thus, individual differences have been introduced as one of the prominent areas in L2 research. Among learner variables, attention has been drawn to the important role that language learning strategies, learning style, and multiple intelligences play in learning processes. In light of these issues, the present study aims to explore the relationship between language learning strategy use, on the one hand, and learning style and multiple intelligences, on the other hand. For this purpose, 90 undergraduate EFL learners from Shahrekord University, Semnan University, and Payame-e-noor University of Shahrood participated in this study. To collect the data, (a) Strategy Inventory for Language Learning (SILL), (b) Multiple Intelligences Developmental Assessment Scale (MIDAS), and (c) Index of Learning Style (ILS) were utilized. Pearson Product-Moment correlational statistics were employed to find out any probable relationships between these variables and their components. Results indicated the highest relationship between learners' strategy use, on the one hand, and their linguistic and intrapersonal intelligences as well as visual and global learning styles, on the other hand. In addition, further analyses showed statistically significant correlations between several language strategies and various components of learning style and multiple intelligences. Implications are drawn for L2 teachers, learners, material developers, aiming not only to take into the account such differences in the process of learning but also to help learners have a better reception and retrieval of language information.

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Complexity in Writing Assessment: Novice vs. Expert Raters

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Assessing writing holistically is still considered to be one of the most demanding areas in educational settings because of the ambiguous nature of raters' assessing ideologies. Furthermore, the differences between novice and expert raters have added to this intricacy. Accordingly, this two-fold exploratory study tried to investigate these differences in an Iranian context focusing on fifteen achievement writings which were separately scores by two groups of novice and expert raters. The results obtained from Cronbach's alpha as a consistency estimate of inter-rater reliability and the independent t-test between the average scores indicated that not only the raters in each group were highly consistent in their decisions for assigning the scores among themselves, but also they did not give significantly different scores to the compositions. However, this study, benefitting from other methods of data collection such as the retrospections, the questionnaire, and the rating behavior framework proposed in an earlier study, attempted to observe whether these analyses could simply suggest the sameness in rating practices and assessing procedures. It also proposed an eight-stage model of rating processes which best fits our present EFL context. The research, therefore, clearly elaborates on the decision-making behaviors which help us in achieving a clearer picture of the overall rating performances of various raters. Given the importance of scores in the consequential validity of a test, the findings of the study warns us against inaccurate interpretations of students' writing scores and finally emphasizes the central role of raters in test fairness.

Keywords: writing assessment, raters, decision-making behaviors.

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Innovations in TEFL Bacholors' Degree Curriculum

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The recent establishment of a major coherent reform agenda for teacher education programs across America and 46 European nations, as well as current initiatives in many other Asian and African countries, highlights both the emerging areas of concern and the range of positive developments in teacher education around the world (Mooi, 2010). Even though teacher education has a high degree of complexity and variations, common trends in program reforms are identifiable, and in some cases they have been supported by a good deal of literature. In an attempt to capture trends in teacher education in a global perspective to find out the possible improvement for our local context, this article deals with three main sources of information; it conducts a meta-analysis on the trends and tensions prominent in the teacher education reforms, reviews the relevant literature regarding their problems and outcomes, and overviews the status quo of teacher education in Iran to develop insights in addressing perceived problems and to make local recommendations regarding changes in structures and practices in the national enterprise. The article proposes a hypothetical model for the TEFL curriculum in Iran at BA level, including the planning, pre-execution, execution and evaluation phases, with special considerations to content areas, timing and practicality issues. I designing the curriculum content, attention has been paid to the promotion of critical thinking skills, creativity, reflection, group work and research skills. Suggestions have been, also, made regarding the establishment of a professional teachers' organization, a hybrid diffusion system of education, and teacher residancy programs which are discussed in details. The article concludes with thoughts on some promising directions for further research on the improvement of the teacher education programs in Iran.

Keywords: reform movement, curriculum innovation, curriculum model, TEFL, teacher education.

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Iranian EFL Learners' Attitudes about Ethical Considerations in Research and Assessment

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This study has investigated the attitudes of the students of English about various rules and parameters regarding research ethics. In order to perform the study, after a pilot review, a 25-item questionnaire was constructed out of the standard ethical principles issued by APA (American Psychological Association) and AERA (American Educational Research Association). 91 B.A. students of English language and Literature and 23 M.A. students of Teaching English as a Foreign Language in Semnan University participated in the study. The results –as representative of the findings specific to the context of Iran– showed that although the participants don't feel disturbed when revealing their age, gender, likes and preferences and religious attitudes in a questionnaire, they don't feel secure to display their name, political attitudes and romantic affairs. When a study includes filming or recording, they believe it will encompass potential risks for them. In addition, the length of the study, privacy of the requested information and ambiguity of questions are among the most frequent reasons why they prefer not to participate in a research or not to answer some questions in it. The study also reveals interesting findings about the contrastive views of male and female participants and B.A. and M.A. students concerning the ethical rules which must be observed in assessment. Overall, it seems that consideration of the ethical preferences of the participants will not only increase their cooperation but also increase the reliability and validity of the study.

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The Relationship between Shyness and the Accuracy and Fluency of Iranian EFL Learners' Task-Based Speech

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A major problem for Iranian adult English learners is to produce accurate and fluent speech. Affective factors play a significant role in adult language learning (Crozier, 1997; Dewaele, 2002). Thus, the major question posed in the present ex-post-facto study was whether there was any relationship between shyness and the accuracy and fluency of Iranian learners' task-based speech. The participants included fifty intermediate female learners at a private language institute in Urmia, a metropolitan city in the northwest of Iran, whose shyness was measured through The Revised Cheek and Buss Shyness Scale (RCBS) (Cheek, 1983). They were further engaged in a picture strip description task and their speech was audio-recorded in an English laboratory, transcribed, coded, and scored by two experienced raters. The Pearson's Product-moment correlation of the data indicated that shyness was negatively correlated with the accuracy and fluency of the participants' task-based speech. The findings underscore the basic need to control adult learners' shyness through various methodological techniques as a prerequisite to enhancing the accuracy and fluency of their task-based speech.

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Configuration of Montage in Salvador Dali's Metamorphosis of Narcissus and Samuel Beckett's Molloy

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Not all parts of our thoughts are verbal, hence; to conjure up their flows clearly literature is not the only medium at hand. Nevertheless, critics have rarely attempted to compare the crystallizations of stream of consciousness in literature with other media like painting. One literary technique which was directly extracted from particularly two of the features William James, the progenitor of stream of consciousness, attributed to thought, namely uniqueness and selectiveness, is montage. Montage in literature is used to show the simultaneity and spontaneity of life by juxtaposing disparate qualities which can be temporal, spatial, or visual. The first novel of Samuel Beckett's trilogy, Molloy, is the most traditional novel in contrast to the others, in that elements of plot are not disintegrated that extremely. Molloy comprises two parts with two different monologists, Molloy and Moran, whose narration has a cyclical order, and the structure of the novel forms an observably mirroring quality. These features in addition to constant blurring in and out of discrepant characters and times in an undecidable fashion do a fair job in exemplification of montage. Likewise, Salvador Dali's "paranoid-critical" paintings, in particular Metamorphosis of Narcissus (below), indispensably encompass these features. The simultaneous showing up of the pre and post metamorphosed Narcissus in this painting can be dubbed as the visual counterpart of character/time montage in Beckett's Molloy. This paper aspires to compare Molloy and Metamorphosis of Narcissus in terms of the employment of this modern technique and, if possible, to come up with a generalization from these examples. Accordingly, the follow up questions will be answered: • Is it possible to trace time montage, which necessitates the presence of a narrative, in Dali's Metamorphosis of Narcissus too? • Can one designate Dali's paranoid-critical method as the visual counterpart of stream of consciousness writing at large? • How do Metamorphosis and Molloy interact to signalize a cross-connection between the literary and artistic schools they belong to?

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Iranian Language Teachers' Professional Development: An Investigation of Predictive Factors

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Recently, the growth of burnt-out teachers has called attention to teacher professional development among practitioners. Hence, educationists have endeavored to foster factors related to teachers' professional development stimulating teachers' learning and transformation of their knowledge into practice. While a considerable proportion of the teaching society is language teachers, there is a dearth of research examining contributing factors in the professional development of language teachers. Among these factors teacher autonomy (TA), organizational learning (OL) and group cohesiveness (GC) have not been fully touched upon. To this end, this study was conducted with 200 language teachers investigating the role of TA, GC and OL in their professional development. To measure the relation between the independent variables (TA, GC, & OL) and dependent variable (innovation of teacher's professional development), a Likert questionnaire was distributed among participants and Pearson product-moment correlation and multiple stepwise regression analysis were carried out. The results illustrate that the three investigated factors have a significant effect on teacher's professional development and act as critical issues. Accordingly, to further teachers' professional development, teacher trainers are suggested to embark on the inculcation of TA, GC, and OL in their student teachers through their educational programs.

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Complementiser Phrase:
The Case af English Wh-Embedded Clauses

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Complementiser Phrase (CP) is headed by a complementiser which can be filled by a wh-word or an auxiliary verb (Radford, 2005). When there is auxiliary inversion in an interrogative structure, the auxiliary fills the C position (head) of CP; and the wh-word, if used, precedes the auxiliary and fills the Specifier (spec) position of CP. English is such a language in which Questions either with or without wh-words usually need auxiliary inversion. Also, English wh-words are strong and when used, they must be preposed. In Persian, wh-words are usually weak or In-situ; i.e., the wh-word does not get preposed to specifier position. Similarly, there are Echo questions (You are going where?) in English with special uses. Persian EFL learners encounter an over-differentiation problem; i.e., the acquisition of auxiliary inversion in English standard questions. Having acquired, the learners are likely to overgeneralize the rule to English indirect or embedded questions. Radford (2005) claims that in sentence "I know where you are going." The underlined part is a complement clause which does not need auxiliary inversion. In the present study, 75 Persian EFL learners at three proficiency levels took part as the participants. A production task containing 20 incomplete sentences, and a grammaticality judgment test containing 30 wh-embedded clauses were used as data-collection tools. The results revealed that the lower intermediate learners had problems in producing correct wh-embedded clauses. Similarly, the problems were detected in the grammaticalityjudgment test. Difficulties were also observed with the intermediate learners while the upper intermediate learners experienced fewer problems in both tasks, confirming the positive role of proficiency.

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Dictionary Writing and Vocabulary Learning

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Despite spending several years learning the foreign language, many foreign language learners do not have rich lexicons. Finding ways to help them improve their vocabulary knowledge, therefore, gains importance. Engaging EFL learners in dictionary writing is considered to be one of the valuable mediums for improving vocabulary. By reviewing the research carried out in the field of TEFL, however, one can notice that no attention has been heeded to the impact of dictionary writing on the foreign language learners' vocabulary learning in Iran. This study, thus, was intended to determine whether writing a bilingual dictionary by each student during the term as a project has any effects on vocabulary learning of EFL learners. To this aim, 60 Iranian sophomore students majoring in physics, mathematics, and chemistry at Lorestan University were selected as the subjects of the study based on their foreign language scores in Unversity Entrance Exam (Konkor) which ranged from 47% to 70%. They took general English course (3 credits) in the first semester of academic year of 1390-91. First, a pre-test was run to all students (N=70) to make sure they didn't know the vocabulary. Ten students were excluded from the research because they answered 30% to 40% of the items in the pre-test. They were randomly divided into two groups namely experimental group and control group each group containing 30 students. The same teacher (the reseacher) taught General English for 15 sessions to both groups. At the beginning of the term, students in the experimental group were taught how to write a bilingual dictionary alphabetically and then they were told to use the textbook during the term and design a bilingual (English to Persian) dictionary based on their textbook (Expanding Reading) individually and submit it to the teacher at end of the term, while the control group were not asked to write a dictionary and were allowed to use their own way of vocabulary learning during the term. In the meantime, both groups benefited from their teacher's teaching the textbook equally during the term. At the end of the term, a post-test, containing 100 multiple choice items, was administered to both groups. The data obtained through the post-test were submitted to a t-test to compare the significance of the difference between the means of the two groups. The post-test results showed that

the students in experimental group performed significantly better than those in the control group. Based on the results obtained, teachers of foreign languages are recommended to have their students write dictionaries for the EFL textbooks they are studying because it increases vocabulary learning significantly and familiarises them with dictionaries.

Keywords: dictionary writing, vocabulary learning.

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Table 14

A Critical Discourse Analysis of Wall Street Journal and New York Times Editorials of the Representation of Egypt Crisis and Its Pedagogical Implications

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This study investigates the way a political crisis along with its major participants and their actions are represented in newspaper editorials. Employing analytical tools from Van Djik's (2004) model, the study examines the editorials on Egypt crisis published by two elite American newspapers "Wall Street Journal" and "New York Times" to identify the specific ideology propagated by these two newspapers. The findings of the study indicate that the two American newspapers 'coverage of Egypt crisis tends to present a negative image of the Egypt government and the way the parliamentary and presidential election followed uprising in the context of "Positive self-presentation" and "Negative other-presentation". The finding provide evidence to support the claim that news media do not simply reflect the social reality but articulate dominant ideologies in representing political events. The study contributes to the understanding of the ideological role of language within news discourse in constructing representations of a society.

Toward a Feminine Irony: Subverting the Subjugation of Women in Shakespeare's "The Taming of the Shrew"

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Shakespeare's The Taming of the Shrew has always been the controversial subject of the disparate debates concerning the side that Shakespeare takes toward the position and nature of women. Critics exploring the significance of the play tend to consider the play as either a means of empowering the patriarchy or an attempt to subvert it. However, a comprehensive study holding that Shakespeare's portrayal of women in this specific play approves liberation of independent and self-assertive women is neglected. The following study attempts at recovering The Taming of the Shrew as a play against subjugation of women and prevalent misconceptions about shrews, male-female relations and marriage. The theoretical base of the argumentations would be the preoccupation of feminist critics to explore feminine stereotypes - specifically as the title suggests "shrew" -in a classical and male-dominated canon. The chief method is to lay bare the substantial irony which is at work throughout the play. Through a minute study of irony and other theatrical techniques that the play adopts it would be revealed that contrary to the title the shrew is not tamed at the end of the play. The primary results of this article can be applied to other comedies of Shakespeare so as to establish him as an upholder of feminism as opposed to the prevailing misogynist outlook of 16th century.

Keywords: The taming of the shrew, irony, feminism, shrew, subjugation, misogyny.

Semiotic Construction of Meaning for Change:
An Iranian TEFL Context

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Giving the understanding of social factors and their resourcefulness for meaning-making in social semiotic theory, the extent to which semiotically constructed meaning can cause change in real practice is a controversial one. Fairclough (2010) rejecting the Humean accounts of constant conjunction between cause and effect, argues that semiotics is causally efficacious and can be responsible for changing something that is ignored by critical realists. Considering dialectical relationship between semiosis and classroom context in an Iranian TEFL context, this study tries to elaborate on how and to what extent the semiosis of the classroom can have effects on real changes in the states of affairs. The data for the study comes from classroom discussion, questionnaire and subsequent observing of some of the classes of 22 English Language teachers attending in-service program in Zanjan. The framework for the analysis of data comes from Fairclough (2010) and draws upon (a) The social precondition and context of semiosis (b) the dialects between semiosis and social structuration (c) semiotic formations. The analysis of data revealed that at least some of the variation of the classroom activities can be accounted for by the way semiotics of the classes are formed confirming Fairclough in this regard. The findings of the study sheds light on the relationship between semiotics and variations in social practice in the classroom context helping the teachers and educators to be aware of the potentials of semiotics for change which goes beyond hermeneutic approaches toward meaning-making and can contribute to understanding of mechanism of possibilities of making change in broader political and socio-cultural context.

Keywords: semiotics, critical discourse analysis, meaning, change, TEFL.

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Nasser Rashidi is presently the academic member of the Department of Foreign Languages and Linguistics of Shiraz University, Shiraz, Iran. His area of research is TEFL including language teaching and testing, discourse analysis and sociolinguistics. His recent publications include *Practical Contrastive Analysis of English and Persian with Special Emphasis on Grammar* with L. Yarmohammadi (2009) and *Practical Contrastive Analysis of English and Persian with Special Emphasis on Vocabulary* with L. Yarmohammadi (2010).

Integration of CALL and Self-Directed Learning into Traditional Classroom Learning: Hybrid Learning and Iranian EFL Learners

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Hybrid Learning (HL) is a learning approach considered by many researchers such as Buzzetto-More & Sweat-Guy (2006), Mason & Rennie (2006), Thompson (2003), and Wong (2008) as synonymous to Blended Learning (BL). However, while BL emphasizes a mere mixture of on-site and on-line teaching and learning, the definition of HL adopted in this study has an additional point of focus. HL comprises not only Computer Assisted Language Learning (CALL) and face-to-face interaction, but also learners' interaction in environments other than the classroom or the net (Bärenfänger, 2005; Pöysä, Lowyck, & Häkkinen, 2005; Paechter, 2004; Arnold, 2004; and Waddoups & Howell, 2002). The present study is a qualitative investigation of the advantages and disadvantages of blending these three learning modes with a focus on the merits and demerits of integrating a course weblog as the CALL application in this HL course. Participants of this study comprised a group of Iranian adult advanced EFL learners who attended an English class with a special focus on vocabulary. They made use of a few CALL applications, mostly through the internet, such as a course weblog, online dictionaries and various vocabulary-related websites and also held self-directed learning (SDL) gatherings. Data was collected by means of the researcher's observations of the learners' activities in the class, their posts on the weblog, and their reflective essays. Based on the results, educational use, non-educational use, compensating for time shortage, all-time availability, and contact line were the pluses for integration of a course weblog, while asynchronicity was the only observed minus. Using such a HL course for learning English, while these Iranian language learners did not have to break the habit of attending traditional classes, they developed the habit of making use of computers and internet and taking responsibility for their learning. Self-directed learning activities and CALL applications proved to build a bridge from dependant learning inside the classroom to a more autonomous way of learning outside.

Idée Edalati Shams did her BA in English Translation and her MA in TEFL both from Islamic Azad University, South Tehran Branch. She has a 5-year teaching experience at Iran Language Institute (ILI), a few other institutes, and also at the extracurricular department of Sharif University of Technology. She currently works as a newscaster and narrator at English Radio. Her research interests lie in the fields of learner autonomy, self-directed learning, and CALL.

The Application of an Argument-Based Approach to Test Fairness

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This study seeks to expand research in the area of test fairness. To this end, an argument-based approach to test fairness, developed by Xi (2010), is adopted to investigate the degree of fairness of samples of standardized high-stakes tests of IELTS and TOEFL iBT. This conceptual approach allows the extent of fairness explorations to be expanded and clarified, taking advantage of the well-defined framework for validity. The target objective of this study is to delineate potential sources and degrees of unfair testing and contribute to further fair testing practice that will benefit all groups of test takers using a mixed-mode design of research. The investigation of test fairness using an argument-based approach was conducted on two officially released sample tests of TOEFL iBT and two officially released sample tests of IELTS. This involved triangulated multi-level analyses at different levels of test development, administration, scoring and interpretation. Data collection procedure for this study was carried out by a careful test content analysis using the argument-based framework, semi-structured interviews with test takers, teachers and raters, a validated test fairness questionnaire which was completed by test takers, teachers and raters, field notes, and observations. The results of this study have marked the degree of fairness enjoyed by each of these tests. Besides, the comparative report of fairness indices of these two tests helps educational systems to decide which test is fairer to use.

Keywords: test fairness, an argument-based approach, fairness argument, validity argument.

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Developing Reading Comprehension and Fluency in EFL: How "Assisted Repeated Reading" Affects Comprehension and Fluency Development in Iranian Intermediate Language Learners

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Hitherto, extensive research has been done on different ways of enhancing the reading ability and more specifically on the effect of fluency on comprehension (e.g. Samuels, 1988; Johns, 1993). Furthermore, most research indicates that good reading ability is not possible without reading fluency. Hence, efficient methods of improving fluency must be developed. In response, "extensive reading" (ER) programs have been basically implemented to promote language learners' fluency. Another approach named "Assisted Repeated Reading" (assisted RR) has newly introduced in improving reading fluency and comprehension in foreign language classrooms. The present study was an attempt to investigate the effect of the assisted RR on English foreign language (EFL) learners' fluency and comprehension. To that end, the assisted RR model was compared with the traditional and widely accepted model of ER. The study was done on 30 (23 females and 7 males) Iranian intermediate English language learners divided to two groups of 15, an experimental group (taught based on assisted RR) and a control group (taught based on ER). Initially, a pretest was administered to them as a placement test to check their base reading ability. Then ER and RR strategies were introduced in detail to control and experimental groups respectively. Every group had to 2-hour sessions per week and totally 14 sessions. As many test takers cannot read and answer all texts and questions, two post-tests were administered to each group immediately after the course, with and without time limitation. The results compared by t-test between and across groups suggested a significant improvement in the experimental groups' fluency and hence comprehension. It is hoped that the findings will open up new horizons for language teachers and practitioners on teaching the reading skill methods.

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Virtual Writing Course: Peer Collaboration

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Online courses have found their way into higher education all around the world. Many graduate programs are now offered entirely online. Unfortunately the online courses are not being dealt with professionally at some universities. This study was conducted at the Iran's University of Science and Technology. In this course a lot of emphasis was put on the students writing and the purpose was to improve their writings by getting all the students involved in witting comments and feedbacks for their peers. A group blog was created by the instructor to facilitate the work for the students so they would be able to see each other's writings. Apart from the group blog, wikis and forums were also used in the class which made the collaboration easier for the participants. A t-test was calculated and a significant difference was seen on the students pre- and post-tests. To further confirm the results of the study, a questionnaire was distributed among the students and also some of the students were interviewed. Students showed a lot of satisfaction and they claimed that they had learnt a lot.

Keywords: writing, computer assisted language learning (CALL), collaboration, virtual learning.

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Translation of Nonverbal Communication Signs in the Drama

"A Streetcar Named Desire"

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Besides verbal means, nonverbal communication plays an important role in characterization and creation of almost every text, especially a multilayered dramatic text. However, intercultural differences in nonverbal systems constitute a great challenge in translation. The present study aimed to investigate the translation of linguistic and paralinguistic signs, costume, lighting and music in Tennessee Williams' play, A Streetcar Named Desire translated into Persian as otubusi be name havas by Marjan Bakht Mino, according to the translation strategies proposed by Yuan (2007) for the translation of nonverbal communication. It was concluded that Yuan's strategies are not ample, and even the translator did not pay enough attention to the importance of nonverbal communication signs while translating. This has led to the weakening of the perforambility of TT. Two more strategies were added to Yuan's list: literal translation and deletion.

Keywords: nonverbal communication signs, drama translation, performability, translation strategies.

Iranian EFL Young Adult Learners' Accuracy:
Implicit, Explicit and Negotiated Corrective Feedback

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Drawing upon Long's Interaction Hypothesis (1996), and Swain's Output Hypothesis (1995), researchers argue that corrective feedback strategies facilitate the process of second language development. This study was, thus, motivated to investigate the effect of three types of feedback strategies, namely, explicit, implicit and negotiated corrective feedback on foreign young adult language learners' accuracy. Out of a pool of 200 young adult learners of English, 66 homogenized participants, assigned randomly into three groups of 22, were selected based on their performance on an in house placement test. Through 30 hours of treatment in the course of 15 sessions; one group received negotiated feedback through scaffolding on their errors, while the other two received explicit and implicit corrective feedback, respectively. Data on the effect of corrective feedback strategies on the participants' performance was collected through a highly reliable multiple-choice test, designed by Iran Language Institute teachers- testing center, on the forms focused throughout the experiment. We also conducted a delayed post test with a three weeks time interval in order to decide if possible changes in learners' interlanguage last through time. Results submitted to a series of two-way ANOVA indicated that learners receiving scaffolding outperformed those who received explicit and implicit corrective feedback. Findings are discussed in relation to effective EFL instruction, through providing fruitful insights to syllabus and task designers, and textbook writers.

Keywords: explicit feedback, implicit feedback, negotiated scaffolding, accuracy.

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Sima Modirkhamene has a PhD in TEFL/TESOL from the University of Surrey, UK. Since her return to Iran in September 2006, she has been lecturing at undergraduate and postgraduate levels and researching in Urmia University, Iran. Her main research interests include: bilingualism, first and second language acquisition, cross-linguistic transfer, and multiple intelligences in relation to language learning. At present she is the head of the English Language Department, Urmia University. She has served as the Deputy Head of the Foreign Languages Center of Urmia University since 2008.

Exploring In-Service Teachers' Perceptions of Benefits and Limitations of Reflective Journal Writing

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Despite extensive research on contributions of reflective journal writing to teacher development, there is a paucity of research exploring student teachers' perceptions of the benefits and limitations of reflective journal writing. To address this gap, in a participatory study, the teacher educator conducted a 10-hour focus group discussion among six in-service teachers on different aspects of a BA Second Language Teaching Methodology course they had attended, namely class discussions, materials selection, assessment, and reflective journal writing. A focus group was used because the naturalistic conversational situation it creates helps obtain authentic data (Bohnsack, 2004; Wilkinson, 2004), and its focus on "multivocality of participants' attitudes" (Madriz, 2000, p. 836) was in line with the participatory and collective nature of this research. The section focused on reflective journal writing included discussion about the advantages and challenges of this task. Thematic analysis of the discussion which was done collectively by the student teachers and the teacher educator showed that writing journals had contributed to the participants' self-awareness, understanding of issues related to ELT, reasoning skills, and dialog with the teacher educator. However,

high demands on their preparation for writing journals and the tension between their schooling background and the reflective nature of journal writing emerged as the major challenges facing the student teachers. Finally, in order to maximize the effectiveness of journal writing, the participants suggested that the teacher educator should clarify its nature and goals more fully and encourage the student teachers to read and comment on each other's journals. In the present paper, the above themes and their implications and applications are discussed in detail.

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Shohreh Teimournezhad is an EFL teacher. She holds an MA in TEFL from Sharif University of Technology. Her areas of interest are teacher education, professional identity and culture in language education.

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Table 15

The Impact of Task Complexity and Reading Proficiency Level on Learners' Pedagogic Task Performance

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This research project has investigated the impact of task complexity and reading proficiency level on the performance pattern of university students across different pedagogic task types. Ninety students of State, Payamme-Noor, and Islamic Azad University took part in the present study. They were all taking a reading comprehension course at the time. The study was conducted in two phases. In phase 1, a reading TOFEL test was administered so that all participants could be placed into two levels of reading proficiency i.e. high and low. In phase 2, two different reading passages with three different pedagogic task types for each (Comprehension-check, Restatement, and Synonym) were administered. Descriptive statistics, post-hoc tests and repeated measures ANOVA were utilized to analyze the data. The results indicated that reading proficiency of the learners had a significant impact on their performance across the pedagogic task types but the effect size was moderate. Participants in the high reading proficiency group outperformed those in the low reading proficiency group on three different pedagogic task types. Task complexity also affected learners' performance on the pedagogic task types significantly and the effect size was strong.

Keywords: pedagogic task types, task complexity, reading proficiency level.

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The Manifestation of Imagined Identity in Private Speech:

Two Case Studies

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Recent work on private speech, defined as speech directed to the self (Lantolf and Thorne, 2005, Sonmez, 2011), has restricted itself to its psycholinguistic dimensions. Such psycholinguistically-oriented work, while preparing the way for more theoretically diverse investigations, creates the illusory impression that private speech does not fulfill any functions beyond practice. This research study constitutes a psychological investigation of two EFL learners learning motives. The present study situates itself at the intersection of SLA and identity research by exploring how private speech becomes a site for the performance of identity. In so doing it engages with the theme of imagination in language learning (Norton, 2003). The study compares the private speech of these two learners. The two case studies presented concern themselves with the content of private speech of two advanced SLA learners. They reveal how the two learners bring their imagined future identities, which are interwoven with their command of English, to bear on their private speech. As such, the study seeks to shed light on how language learning creates a space for self-expression. The study also considers implications for language teaching and learning.

Language Endangerment:

Ethnography of a Vital Insular Dialect in Southern Iran

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Language wise, vitality of a dialect over centuries prompts more questions than its death particularly when it comes to an insular one. The presence of a version of Punjabi dialect in two small villages in southern Iran among the ocean of neighboring Persian varieties with no geographical and social contact from the point of Diaspora has created a language situation lending itself to an array of related queries on social and linguistic scales. The current study aims to investigate the most prominent reasons behind the extreme vitality of an insular dialect in southern Iran. In the light of comparative studies on regional contact dialects, a three-phase is suggested: 1) CALIBRATION - locating and identifying the insular dialect in terms of ecological parameters along with its dynamics with the host environment (Chambers and Trudgill, 2004), 2) ANALYSIS – assessing its vitality level and searching for insular innovations (Fishman, 1991), and 3) SAFEGUARDING - putting forward a viable blueprint to safeguard the dialect and raise awareness at national as well as international levels.

Evaluation, personnel, and method policies in
Iran's English language-in-education policy

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It is argued that language-in-education policy can be defined by decisions that are made about eight considerations, processes, or policy areas (Kaplan & Baldauf, 2003; Baldauf, 2005). The present study aimed at examining three such policy areas; evaluation, personnel, and method in Iran's EFL policy. To collect data, structured interviews were conducted with 22 head teachers and two material developers in the Ministry of Education. Also, open-ended questionnaires were administered to 672 practicing teachers in 13 provinces. Qualitative analysis of data revealed the following for evaluation, personnel, and method policies, respectively. First, teacher quality is essentially evaluated by student examination success; general and ideological criteria play important roles in evaluation process; and, ELT naïve principals use one-for-all evaluation forms to evaluate English teachers. Second, there are no predefined language proficiency standards for prospective teachers and teacher employment is undertaken by a special office. Third, more than half (57.14%) of the head teachers argued that there are discrepancies between how teachers teach and test and how they are officially expected to perform. It is argued that such an evaluation policy contributes to the gap between macro-level policymakers and micro-level policy implementers (i.e., teachers). Also, the personnel policy has resulted in problems with efficient and successful curriculum implementation reflected in national reports and documents of High Council of Cultural Revolution and those of the Ministry of Education. Finally, revision of evaluation policy, launching a supervision mechanism as well as macro-micro level interactions are needed to ensure what is officially planned is indeed enacted in the classrooms.

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High School Students' Judgments of Fairness Standards for the Assessment of English: An Iranian Case Study

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The study aims to investigate perceptions of fair assessment from the perspective of Iranian high school English language learners who are one of the major stakeholders in the national ELT program. The issue was explored by constructing a 6-point Likert scale questionnaire describing fair and unfair assessment practices and validating it with 117 high school students who rated the unethicality/ethicality of the practices. Kunnan's (2004) Test Fairness Framework (TFF) was used as a source for the generation of the questionnaire items. Results of component analysis yielded two factors showing items describing fair assessment practices have similar loadings separating them from items reflecting unfair assessment practices. Chi-square was used to show the extent to which students can differentiate between fair and unfair assessment. In addition, qualitative data related to different sources of invalid scoring and students' feelings about and reactions to (un)fair assessment were obtained. The findings show that students can distinguish between fair and unfair assessment practices; however, they also believe that language testers and teachers should see them in a broader context of social and educational injustice.

Validating a Questionnaire on the Pre-Writing Strategies Used by Iranian EFL Learners

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Second language writing research is a rapidly growing area in SLA. Moreover, in recent years, researchers and practitioners in the field of language learning and teaching have been paying considerable attention to the development of learning strategies (Petri and Czárl, 2003). As Leki (1995) points out, there is still a need for "the fullest range possible of strategies employed, that is, a catalogue" (p. 240). One of the main reasons for the lack of such catalogue can be found in the insufficient methodological approaches used by researchers and hence the lack of a validated prewriting questionnaire to explore the learners' strategies. Motivated by such problems, this paper intends to introduce a questionnaire in order to obtain a research instrument which makes it possible to survey the self-reported pre-writing strategies of non-native advanced speakers of English who write in English for academic purposes. Such an instrument, hopefully, would resolve the methodological inadequacies and enable researchers to compare findings in different EFL learning contexts. Meanwhile, it could serve a twofold pedagogical application as a needs analysis or diagnostic instrument for EFL teachers and also an awareness-raising device for the learners. The main source for different parts of the questionnaire refers to Philip Scholfield's proposal of different categories on planning writing task (2008). The construct was operationalized as a list of written statements in eight categories, each of which presents an assertion about the use of a prewriting strategy and some additional information about the students as writers. Two different kinds of quantitative analyses were carried out to interpret the data. In the first place, a test-retest method demonstrated a high reliability level for the instrument (.82). Secondly, a set of statistical factor analyses revealed that the planning phenomena associated with prewriting parameter correlated almost perfectly in the post-intermediate and intermediate samples. Indeed, the principal component analysis indicated that most of the eight variables of the questionnaire contributed quite well to form the same underlying cluster. The above findings are generally in harmony with the view that L2 learners' prewriting strategies can validly explored through the present instrument.

Keywords: prewriting strategies, validity, reliability, questionnaire, writing task.

Dr Masoud Khalili Sabet, PhD in applied linguistics from state university of Isfahan, is currently the head of English Department and presenting EFL courses at state the university of Guilan in the north of Iran. His major teaching and research interests as well as (inter) national conference paper themes include L1 & L2 syntax acquisition, L2 reading and writing strategies, ESP and testing English as L2. He has published a good number of academic papers, textbooks, and translations for a complete list of which you are required to refer to Dr Khalili's Home Page at the site of Guilan University.

Machine vs. Human Translation: a Comparative Study on Syntactico-Morphological Errors in Persian-English Translation

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This paper is going to study syntactico-morphological errors in machine translation and then compare them with human translation. The dream of natural languages translation in seventeen century now became true in twentieth century. Hutchison (1995) described machine translation (MT) as computerized systems which are responsible for the production of translations with or without human assistant. The researcher conducted a translation project on fifty EFL undergraduate university students in English studies and also five Persian-to-English translation softwares. The participants had to translate 20 sentences from Persian to English, and the same sentences were given to translation softwares. The analysis of syntactic-morphological errors has done based on "Linguistic Taxonomy of Errors" by Keshavarz (2008). This paper also reviews a deep literature on history and applications of MT in local and global environments. The researcher hypothesized that errors in use of typical Persian constructions in English and errors in the distribution and use of verb groups are the most errors in machine translation, whereas, error in use of articles is the most frequent error in human translation (Tafazoli, 2012). This research is helpful for computational linguists, natural language processors and artificial intelligent experts to get aware about some problematic areas of MT and its improvement form linguistics point of view. Moreover, it provides some pedagogical points for English language teachers in Persian context.

Creative Thinking as Generative: The Cognitive Taxonomy to Examine Translation Thinking in Iran's Official Textbooks

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Developing creative thinking ability as a main objective of every educational system is no less important than knowledge acquisition. Creative thinking as one type of translation thinking is characterized in terms of "generating", "planning" and "producing" levels of Anderson and Krathwohl's (2001) cognitive taxonomy. Textbooks play a crucial role in fostering creativity in teaching and learning and are viewed as the next important element in translation classrooms after the teacher. Therefore, this study reports on an evaluation of SAMT (The Organization for Researching and Composing University Textbooks in the Humanities) official textbooks related to the field of English translation currently used in Iranian universities' undergraduate program in terms of creative thinking. To this end, all officially published translation university textbooks (N=4) were content analyzed systematically in terms of Anderson and Krathwohl's cognitive taxonomy of educational objectives using a detailed checklist developed based on the respective classification of the cognitive domain. A qualitative analysis of the involvement of the cognitive processes in the textbooks along with a comparative examination of the extent of their engagement revealed that creative thinking skills as higher order cognitive skills have negligibly been accommodated in the translation textbooks investigated. The textbooks; however, were preoccupied with lower-order cognitive skills. The results of this study have implications for curriculum policymaking and materials planning and development.

Keywords: creative thinking, translation thinking, higher-order thinking, Anderson and Krathwohl's cognitive taxonomy.

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Incidental Focus on Form in a Meaning-Oriented EFL Talk Show Class: The Rate of Uptake and Linguistic Coverage

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In recent years, a large number of empirical studies have been carried out on the type, rate, and effectiveness of planned reactive focus on form. However, incidental reactive and preemptive focus on form in general and their linguistic coverage in particular have not enjoyed this much attention, and an exploration of their frequency and effectiveness is almost missing from the literature on focus on form studies, particularly in EFL settings. The present study explored the frequency of reactive and preemptive incidental focus on form, their linguistic coverage, and uptake in a communicatively-oriented EFL class. It attempted to expand our accounts of focus on form by addressing the relationship between preemptive as well as reactive Focus on Form Episodes (FFEs) and their linguistic coverage. It also examined the correspondence between the linguistic coverage of reactive and preemptive FFEs and the rate of uptake. In so doing, 18 hours of classroom interactions between a teacher and her 15 students in an intermediate Talk Show class, where the primary attention was on negotiation of ideas and meaningful interaction, were observed and audio-recorded. After identifying and transcribing all FFEs, the linguistic coverage of both preemptive and reactive FFEs in terms of vocabulary, grammar and pronunciation as well as their effectiveness, measured through uptake, were investigated. The findings revealed that in both reactive and preemptive FFEs, vocabulary was the most attended linguistic feature and lexically-oriented FFEs occurred far more frequently in the case of preemptive FFEs. Regarding the effectiveness of FFEs, the findings revealed that uptake was more likely to be successful in episodes involving pronunciation rather than vocabulary or grammar and that reactive FFEs led to uptake three times as often as preemptive FFEs. The results of the study have implications and insights for EFL teachers on their use of focus on form.

Keywords: incidental focus on form, reactive, preemptive, linguistic coverage, uptake.

Neda Safdari is an MA in TESOL from Urmia University. She is an experienced EFL teacher and lecturer in Tabriz. Her publications have been on integrating focus on form instruction and communicative language learning in ELT. She is also interested in pragmatics and discourse studies.

The Effect of the Involvement Load Hypothesis on Vocabulary Learning through Synonyms, Definitions, and Exemplifications

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This article expatiates upon the full-fledged impact of the enlarged vocabulary on the overall dexterity in picking up L2s in general and reading comprehension in particular. The Involvement Load Hypothesis is counted as a prolific approach in heightening and broadening the vocabulary knowledge of L2 learners. To prove this, three approaches of L2 vocabulary learning that is, synonyms, definitions, and exemplifications are discussed. 180 male and female students participated as the participants of this study classified into 2 phases. In the first phase, these participants were divided into three 60 male and female subject groups (A, B, and C). Each group was supposed to have six classes during regular 50-minute English class sessions where they centralized on one of the three approaches, that is, synonyms, definitions, and examples, within the passages in order to learn new words in English. The findings based on the ANOVA test statistically unraveled that the participants who availed themselves of the definitions of the new terms did a better job on the test and excelled the other two. In the second phase, the 180 participants were classified into six 30 subject groups and got separate instructions on synonyms, definitions, and exemplifications. The results acquired through this phase were analyzed by a two-way ANOVA. The F-observed value for the interaction between the sex of the participants and the input modification on the performance of the participants on the posttest revealed that the input offered through giving definitions to the complicated words had a significant effect on the performance of the female participants only. Exemplification helped the male participants more than the female ones, and the passages along with the synonyms of the new terms helped the female and the male participants' performance to an equal degree. In the long run, the product of this study can broadly help L2 practitioners in the domain of teaching and materials development and the differences between the two sexes from the cognitive and metacognitive point of view in learning and teaching.

Iraj Noroozi is an assistant professor in TEFL graduated from the Islamic Azad University, Science and Research Branch. He has been the head of the English department for two consecutive years and has also been the head of the faculty of the literature and humanities at the Islamic Azad University, Varamin-Pishva Branch for three years. He has published six course books under the title of general and specialized English for the university students and has developed twenty articles in the realm of language learning and teaching. He has conducted four research projects thus far as well. He has also the command of the French and German languages.

Table 16

Assessment Rubrics as Learning Tool to Enhance Students' Academic Performance

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Assessment rubrics, or guides for scoring student performances, work in a number of ways to advance student learning in higher education (Wolf & Stevens, 2007). They not only improve assessment quality (Arter & McTighe, 2001), they can also enhance teaching and learning (Stiggins, 2001), with particular potential for non-traditional, first generation, and minority students (Delpit, 1988). In addition, rubrics can be a vital component of an effective outcomes assessment system, contributing to program improvement and university accreditation (Angelo, 2002). In an effort to further examine the impact of rubrics on student learning, this study seeks to explore the usefulness of rubrics from the perspective of students. Fourteen graduate TEFL students (eight female and six male students of M.A) participated in semi-structured interviews in focus groups. All student interviews were recorded on audio tape and then transcribed by the researcher. The interview transcriptions were coded and analyzed by the researcher according to learner perspectives on rubric-referenced assessment that influenced their learning and academic performance. The students' comments regarding rubric use were consistently positive. They discussed the ways in which they used rubrics to plan an approach to an assignment, check their work, and guide or reflect on feedback from others. Further, they claimed that using rubrics helped them focus their efforts, produce work of higher quality, earn a better grade, and feel less anxious about an assignment. Their comments also revealed that most of the students tend not to read a rubric in its entirety, and that some may perceive of a rubric as a tool for satisfying a particular teacher's demands rather than as a representation of the criteria and standards of a discipline. Therefore, rubrics seem to have the potential of promoting learning and/or improve instruction. The main reason for this potential lies in the fact that rubrics make expectations and criteria explicit, which also facilitates feedback and self-assessment. Given these findings, further research on students' conceptions of and misconceptions about assessment and approaches to rubric use is confirmed.

Keywords: rubrics, assessment, learning, teaching, higher education.

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An Investigation of Iranian Students' English Proficiency Test Scores in Relation to Some Selected Sociolinguistic Variables

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Every day many students apply for and enroll in language teaching courses to achieve their aims through learning another language. However, learning another language does not occur identically among all students. Some learn a language, even their own mother tongue, earlier but some need to spend more time to acquire a language. Seeking out for the probable reasons for such a difference, the current study following the constructivist approach to language learning and bearing in mind the role of society and human communities in language learning, was concluded to investigate the probable impact(s) of some social variables (social status, attitudinal and motivational status of learners) on language learning outcomes of Iranian adult learners assessed through a standardized English Proficiency Test. The findings have revealed that the social milieu in which learners live may play a decisive role as far as learning opportunities, input and resources are concerned.

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A Cross-Sectional Study of Iranian EFL Learners' Realization

of Request Speech Acts

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The present cross-sectional study contributes to the research to date on interlanguage pragmatics by exploring Iranian EFL learners' realization of requestive speech acts compared to that of British English native speakers. Specifically, the study examined the requestive behavior of Iranian EFL learners from four different English proficiency levels in terms of directness, as well as the social variables of power and distance to reveal their pragmatic development, if any, in the target language learning. To this end, a Discourse Completion Test (Jalilafar, 2009), as well as Cross-cultural Speech Act Realization Project (CCSARP) (Blum-Kulka et al., 1989) were employed to elicit and code requestive interlanguage data from 115 Iranian EFL learners, as well as English baseline data from 10 British native speakers, respectively. The study findings revealed that there was evidence of pragmatic development across the English proficiency levels of the Iranian learners in terms of directness as well as in relation to the situational variable of power. However, in terms of the strategy selection and frequency of strategy use, as well as the social variable of distance the EFL learners exhibited requestive performance somewhat different from that of the native speakers. In this regard, the advanced level learners, compared to the other levels, showed requestive production closer to that of the British participants. Yet, the Iranian learners at this and lower levels required further development of their pragmatic competence.

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A New Approach to Assessing Strategic Learning:
The Case of Self-Regulation in English Composition Writing

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Acquisition of writing is a long-term process which requires good instruction and hard-working (Zimmerman and Kitsantas, 2002). The majority of research to date has shown that good writers use a high level of self-regulation in their composition writing. This need stems from the fact that writing as a complex activity is usually self-planned, self-initiated, and self-sustained. The present study aimed to investigate EFL students' use of self- regulation (SR) strategies in the process of English composition writing. It further tried to find out if there was any significant difference between males and females in the use of SR strategies and identify the types of strategies that student use in the process of writing. The results of the study revealed that females were more self-regulated in surface approach, whereas males favored in deep approach of self-regulation strategies. Pedagogical implications of the study help language educators to see how language learners should be trained and encouraged. Curriculum developers may incorporate teaching SR strategies in students' teaching materials for composition writing.

Keywords: self-regulation strategies, self-efficacy, attitude.

Willingness to Communicate and Socio-Economic Orientations in Foreign Language Learning Context: The Case of Iran

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The essence of communicative language teaching is the engagement of language learners in communication to allow them to develop their communication competence (Savignon, 2005). In a context where modern language pedagogy places a strong emphasis on authentic communication as an essential part of language learning (McIntyre, Baker, Clement, and Conrod, 2001), the individual differences in communication tendencies play an important role. On the basis of MacIntyre et al.'s (1998)L2 willingness to communicate model, and Stratification theory which tests structured social difference in cultural, social and material formations and provides a framework for analyzing differences, this paper examines the relationship patterns between socio-economic factors, i.e. parental occupations, cultural capital, and willingness to communicate in English in Iranian context. The data were gathered through two instruments, based on namely, MacIntyre, Baker, Clement & Conrod's (2001) Willingness To Communicate (WTC) questionnaire and Bourdieu's (1985, 1986, 1989) status-based approach to social stratification. Questionnaires were administered to 120 female high school students studying in Shiraz .Individual semi-structured interviews were also used to obtain supportive data. A range of quantitative and qualitative analyses were used to analyze the data of the study. The result of the study revealed noticeable evidence of the existence of a strong relationship between willingness to communicate in English and socio-economic orientations.

Keywords: willingness to communicate, parental occupation and cultural capital, foreign language learning.

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The Relationship between Listening Anxiety, Listening Strategies, and Listening Proficiency among Iranian EFL University Students

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The present study was conducted to explore the relationship between listening anxiety, listening strategies, and listening proficiency among Iranian EFL university students. A total number of 110 EFL language learners participated in this study. Three instruments were used in this study. The instruments were comprised of: (a) Foreign Language Listening Anxiety Scale (FLLAS), (b) Listening Strategy Questionnaire, and (C) an original TOEFL iBT test by ETS. Based on the results, it was found out that EFL language learners use Meta-cognitive listening strategies the most followed by affective strategies, memory strategies, compensation strategies and cognitive strategies. Moreover, it was found out that all listening strategies were negatively correlated with listening anxiety, which means that as the anxiety level of the participants increases they use listening strategies less and vice versa. In addition, it was found out that compensation and meta-cognitive category of listening strategies positively correlated with listening proficiency, while cognitive category negatively correlated with listening proficiency, suggesting that more proficient participants use more compensation and meta-cognitive strategies but less cognitive listening strategies. In other words, as listening proficiency increases, compensation and meta-cognitive listening strategy use increases and cognitive strategy use decreases. Finally, it was found out that listening is an anxiety-inducing skill and listening proficiency plays a key role in determining the level of anxiety. In other words, as listening proficiency increases, the listening anxiety decreases and vice versa.

Keywords: listening anxiety, listening strategies, listening proficiency.

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Combating Inter-Language Fossilization through Corrective Feedback: Does It Work?

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This pseudo-longitudinal study adopted typical-error and corrective feedback approaches to investigating interlanguage fossilization. Using the analysis model proposed by Gass and Selinker (1994), the errors in the argumentative essays of 76 Iranian EFL learners within and across three proficiency levels were identified and classified. The learners were first provided with implicit and then explicit corrective feedback on these error categories to see if they improve written production, and if there were errors that persisted despite the pedagogical intervention. The results indicated that the error categories of word choice, plural, word form and article "the" were the most frequent types of errors across the proficiency levels, with "word choice" topping the list. Results also showed that, although providing learners with corrective feedback could lead to a reduction in errors, explicit feedback was a more effective corrective strategy. However, t-test results demonstrated the short-term impact of corrective feedback could not be sustained over time, a finding congruent with those of Truscott (1996, 1999, 2004, 2007) who questioned the efficacy of error correction. Moreover, results revealed that the error categories of pronoun, word order, voice and possessive were likely candidates of fossilization because, although for all the other errors types implicit feedback could be beneficial, these four categories showed resistance to correction and needed explicit feedback to be eliminated.

Keywords: inter-language, fossilization, implicit vs. explicit feedback, Iranian EFL learners, argumentative writing

English Language Teaching in Iran: Counteracting the Cultural Hegemony of the West or Investing on One's Cultural Repertoire

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The link between language and culture is considered so powerful that some scholars view the learning of language, cultural meanings, and social behavior as a single continuous process (Watson-Gegeo and Gegeo, 1995). Scholars who advocate the significance of culture in the process of language learning depict intercultural language learners as open-minded representatives of their L1 community (Savignon, 2002) who are engaged in an investing endeavor in using and acquiring the L2 because of the returns they receive in terms of friendship, education, as well as material gains (Peirce, 1995). This process has been perceived as a "neo-humanist" approach characterizing language learning as an empowering process during which the home culture is never refuted nor degraded, yet the intercultural learner sees his/her beliefs challenged by contact with others in a course of constant negotiation (Corbett, 2003). On the flip side of this process, however, some scholars accuse ELT as an imperialistic process promoting the cultural hegemony of the West (e.g., Philipson, 1992). Some scholars in fact view policies of language education as both reflecting and producing broader colonial discourses serving purposes relating to power and economics in the centre-periphery relation (e.g. Pennycook, 1994). The purpose of this article, keeping these two strains of thought in mind, is to probe into the way English teachers in Iran view the impact of English culture on the learning process of the learners either as a hegemonic force of the West threatening the local Islamic and Persian culture or as an influential impetus contributing to a more thriving language pedagogy. The results of this study bears significant repercussions on future policies on further including English culture into materials development and curriculum planning.

Keywords: culture, ELT, imperialism, intercultural learners.

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Translation of Culture-Bound Terms in the English Subtitles of the Persian Movie "A Separation"

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Translation of Culture-Bound Terms in the English Subtitles of the Persian Movie A Separation Since culture-bound terms are deeply rooted in a specific culture and language, their translation into another language can be a demanding skill. Consequently, one of the difficulties faced by the translator is to find the most appropriate strategy for successful conveying of cultural aspects to the target audience. Taking account of such problems, the present study investigated the strategies used in translation of culture-bound elements in the Persian movie A Separation and their English renderings in the subtitles. The culture-bound elements were classified based on the taxonomy presented by Pedersen (2005). The data were collected from the Persian movie A Separation which was subtitled into English. To gather the required data, the researchers watched the movie to find the culture-bound terms. Then, they compared these terms with their English subtitles to identify the strategies used in translating them. Finally, in order to find the strategy with the highest potential for conveying the intended meaning, the frequency of the used strategies was examined.

Keywords: translation, culture-bound elements, subtitling.

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An Application of the Mnemonic Methods of Keyword, Picture, Imagery to the Acquisition of English Language Vocabulary

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The present research tried to investigate how three different approaches (the keyword method, the picture method and the imagery method) to teaching lexical items affect recall and whether instruction through the keyword method leads to a better and more persistent learning of vocabulary compared to picture and imagery methods; and if there is a significant difference in this matter between male and female pre-intermediate students. For this purpose, 90 young pre-intermediate students studying English at two language institutes were chosen to participate in this study. Their homogeneity was made sure of by an Oxford quick placement test of language proficiency. To assure that the target words have been unknown to the students, a pretest of vocabulary was administered at this stage. The participants were then randomly divided into six equal groups, each containing fifteen students (three male and three female groups for the three methods.) The first two experimental groups received instruction based on the key-word method. The participants were helped to construct a mental picture of the lexical items using the keyword method. The second two groups based on picture method tried to pair pictures with words and the last two groups based on imagery method were helped to imagine a scene or a picture, which has a strong association with the words. At the end of the treatment, a multiple-choice posttest of vocabulary was administered to compare vocabulary achievement among the groups. In addition, the average scores of the students on two vocabulary quizzes were used to measure the participants' short-term memory recall of the lexical items. Analysis of the results of the posttest revealed a positive effect for the keyword method. Comparison of the results of immediate posttest and delayed posttest of the groups showed that the participants who used the keyword method could store and retain vocabulary items in their long term memory better than those who used the other two methods. The results also showed that gender was effective. The study has some implications for language practitioners as they come to teach young pre-intermediate language learners.

Keywords: method, picture method, imagery method, recall, long-term/short-term memory.

Ali Mohammad Fazilatfar, an associate Prof. in TEFL, received his PhD from the University of Manchester in 1998. He is the co-authors of four books for young and adult language learners and has supervised over 30 M.A. theses. He has also published some articles in refereed journals and presented some papers in national and international conferences. Now He is the Deputy of Education and Research of the Faculty of Language and Literature of Yazd University. He is also running TEFL courses at BA. MA. And Ph.D. levels at Yazd University. His main interests are teaching methodology, language skills, genre analysis, Li & L2 reading skills and research methods.

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The Study of Speech Errors Made by Iranian
EFL Learners at the Iran Language Institute

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Errors are one of the most common features of any language learning classes. There have been many studies conducted on errors of second language learners especially English (Richards, 1989); (Corder, 1984); (Norrish, 1993). However, there have been very few studies on speech errors due to the enormity and complexity of the data elicitation and analysis tasks (James 1998). The present study was designed to investigate the most frequent morphological speech errors of the language learners in elementary, pre-intermediate, intermediate and high intermediate levels in both male and female classes at the Iran language Institute. The participants ranged from 14 to 40 years of age from different educational and social backgrounds. Their spoken errors were recorded while the learners were speaking English in various tasks such as giving summaries, making sentences, interacting with the teachers and peers. Then, their morphological errors were analyzed based on the model presented by James (1998) who classified the speech errors as omission, addition, preservation, misformation, blend etc. The frequency and taxonomy of the different speech errors were investigated in each gender across various levels of proficiency. The results were in line with Fromikn's model stating that special errors are made in certain levels of language production plan (Carrol, 2008). The results also showed that the language leaners in elementary and pre-intermediate levels made errors mostly due to language transfer like omission of plural morphemes and overextension such as overuse of the definite article the while in higher levels they were mainly interlanguage errors such as misformation of suffixes and prefixes, addition and omission of bound morphemes like the third person singular and past and past participle markers. The findings of this study would be of high pedagogical values to English teachers in general and language institute teachers in particular.

Keywords: speech errors, error analysis, contrastive analysis, second language acquisition, interference, interlanguage, language pedagogy.

Poster Presentations

Table A

A Functional Analysis of Subject within Theme Segment in English and Persian Advertising Discourse

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These days, advertising is conceivably the best known; most commonly discussed, or most extremely criticized business by the public. Generally, copywriters make use of linguistic means in advertising message so as to make people buy the advertised products or services. Systemic functional Linguistics (SFL) is a multi-perspective model, designed to provide analysts with complementary lenses for interpreting advertisement language in use (Martin & White, 2005). Thus, the present study attempts to analyze 100 advertisements texts, as salient mode of discourse, by conducting SFL (Halliday & Matthiessen, 2004) as the linguistic and discourse-oriented approach of research. This study has focused mainly on the followings: the Mood and Theme systems, here specifically Subject realization in Theme position of the clauses of persuasive corpora of ads. To this end the statistics including frequency and percentage of Subject and Theme types were conducted. With regard to Subject in Theme position, two languages were compared statistically to show in what respect they are significantly dissimilar, while demonstrating structural differences between English and Persian, The Findings support the fact that Subject is indicative of the type of information exchange that occurs within advertising discourse in two languages.

Keywords: advertisement, systemic functional linguistics, theme, subject

The Relationship between Iranian EFL Learners' Perceptual Learning Styles and Their Teachers' Teaching Styles

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This study was an attempt to develop the insight for understanding the relationship between perceptual learning style and perceptual teaching style of Iranian EFL learners and teachers. It further investigated the relationship between perceptual learning style and age, gender, and proficiency level of Iranian EFL learners. A total of 112 students and 23 teachers participated in this study. The data is collected via Ried's perceptual learning style questionnaire and the perceptual teaching style questionnaire (modified by the researcher). The reliability for both questionnaires is estimated by Cronbach α. Then a comparison made between the learning styles and teaching styles of all participants. The results revealed that the kinesthetic was their major learning style, and the teachers' major teaching style was Group teaching style. To find out the relationship between learning style and other independent variables a Chi-square analysis is done. And there was a significant relationship between perceptual learning style and age in one hand and perceptual learning style and perceptual teaching style on the other hand. The observation revealed that however the teachers favored group learning style but they didn't apply it in practice. The findings of this research can pave the way for more need-based instruction, and can be applied in teacher training, learner training and material development.

Keywords: perceptual learning style, perceptual teaching style, visual, auditory, kinesthetic, tactile, group, individual

Setting Reading Goals and the Ultimate Achievement of Persian EFL Learners in a Computer-Mediated Environment

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This study aimed at investigating the effects of reading goals on L2 reading comprehension in a computer- mediated environment when reading is self-paced by the learners and students are responsible for their own comprehension. Sixty participants (30 males & 30 females) in three groups of 20 were provided with one of three reading goals: read to comprehend the text, read to take a test, and read to teach the material to another student. Then, the participants were asked to read three different passages on a computer screen. A computer program, written in C#.NET program, presented the text on the screen four lines at a time, and measured the amount of time students would spend on each page initially, how many times students re-read pages, and how much time students would spend re-reading pages. L2 learners' comprehension and learning strategies were measured in three ways: recall of materials, time spent reading each page of the text and time spent re-reading pages, and the number of times pages were re-read. Finally, after one month from the first test a posttest was administered to determine which group could remember materials better. The results revealed that recall of materials was significantly greater for the teaching-goal group than the other two groups in both first and second tests. Time spent re-reading was significantly greater for the teaching- goal group as well. These findings suggest that reading goals do have an effect on comprehension and recalling in a computer-mediated environment and students with a different reading goal performed differently while reading passages. This study proposed a way to reduce the burden of teaching on teachers and made the learners responsible for their study.

The Relationship between Multilingualism and Iranian EFL Learners' Multiple Intelligences

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The current study aimed at describing the possible effect of multilingualism on multiple intelligences (MI) of English as foreign language (EFL) learners. Originally, a total of 162 EFL learners, including both males and females, from Urmia, Kerman, and Tabriz universities participated in this study. However, since the participants' age, socio-economic status, linguistic background and English language proficiency were to be held constant, this number was reduced to 76 intermediate EFL learners. The participants, who were within the age range of 18-26, consisted of 18 monolinguals, 43 bilinguals and 15 trilinguals. Data was collected through: (a) a two-part questionnaire composed of background information and Multiple Intelligence Profile (MIP), and (b) an adapted version of the First Certificate in English test used for homogeneity purposes. Results of a set of two-way ANOVA statistical test revealed a significant effect of linguistic background on the MI profile of the participants. This effect, as the results of post-hoc Tukey's HSD multiple comparisons demonstrated, was in favor of multilinguals especially trilinguals who reported higher level of MI. In addition, findings indicated no significant interaction between linguistic background and gender of the participants in terms of their MIP. The findings are discussed in relation to effective EFL instruction especially to multilinguals in multilingual contexts and recommendations for language policy-makers.

Keywords: multiple intelligences, multilingualism, additional language learning

Graphic Organizers: A Suitable Writing Tool or Not

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This study was conducted to investigate 1) whether the use of graphic organizers had any impact on improving advance EFL learners' writing performance, and 2) whether the effect of teacher-made graphic organizers vis-à-vis group-made ones was more significant on improving their writing. The participants were selected from among 120 students taking part in a piloted proficiency test with a writing test section. Ultimately 60 whose total scores fell between one standard deviation above and below the mean were divided equally and randomly into two experimental and control groups. Both groups underwent a 12-session course of teaching writing with experimental group receiving six sessions of group-made organizers first and, subsequently, another six sessions of teacher-made ones. At the end of each series of six sessions, a writing test was administered to both groups. To verify the two null hypotheses, a mixed ANOVA was run (between-subject factor having organizers in the experimental group and within-subject factor of organizer type in the experimental group). The data reveled that using graphic organizers had no significant impact on improving EFL learners' writing performance; however, the use of teacher-made organizers did have more significant effect than that of group-made ones.

Keywords: advance organizer, graphic organizer, writing

Language Learning Motivation among Iranian Undergraduate Architecture Students

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This study investigated Iranian undergraduate architecture students' integrative and instrumental motivation for learning English as a foreign language (EFL) at Eastern Mediterranean University (EMU) in North Cyprus. The participants were 80 intermediate and upper intermediate architecture students at EMU, Faculty of Architecture department. Data were collected by using a questionnaire, on measuring students' motivation for learning EFL. In order to determine the students' tendency towards the two kinds of motivation a modified 25-item survey adopted from Gardner's (1985) and Clement et al.'s (1994). The results have indicated that Iranian students were very motivated toward learning English which was totally more instrumentally oriented than being integrativelly oriented. In conclusion some recommendations for educators and teachers have been mentioned.

Difficulties of Translating Diexis in Poems from English to Persian

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The present research is a report of comparative translation study of poetry from English to Persian in which deixis are under attention. Deixis are very common categories conveying messages in talking, and so effective in transferring speaker's massage both in speaker's language and from the source language to the target language. It must be said that translators are always surrounded by a number of difficulties like the existence of lexical, syntactic, semantic, pragmatic, and the world perspective differences between languages. With regards to cultural differences, language classifications and language usages are also different. One of the syntactic areas showing this difference is the issue of deixis. To make this subject transparent, the way deixis in Shakespeare sonnets have been translated to Persian is being studied. Based on the data under study in the current work, a noticeable difference is observed in the use of person, place and time deixis in original sonnets and their translations. At last obtained linguistic conclusion is expressed.

Keywords: translation, linguistics, diexis, Shakespeare's sonnets

Code: Wa-8

The Effect of Portfolio Assessment on writing ability of Iranian EFL Learners

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The present study attempted to investigate the effect of portfolio assessment on improving writing ability of Iranian EFL learners. A further concern of this study was to address the probable correlation between the scores of a writing portfolio assessment and those of a writing test. The subjects participated in this study were 50 Iranian EFL learners. The experimental group was exposed to portfolio assessment while the comparison group received the traditional writing instruction and assessment. Data were obtained through writing portfolio assessment and a writing test. Data were analyzed using independent t-test and Pearson Product Moment Correlation. The results of data analysis indicated that portfolio improved the students' writing performance. The conclusion was that portfolio-based writing instruction and assessment as one alternative in assessment can contribute to progress of the students in terms of writing ability and it can be used as a promising testing and teaching tool in English language classes.

Keywords: writing skill, portfolio, alternative assessment

A Curriculum Evaluation of Master's Level in English Translation in Iran

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This paper reports on the results of a curriculum evaluation study of two main courses offered at M.A. program in English translation at Iranian universities with regard to students' needs and teachers' attitudes. More specifically this study concerned Translation Quality Assessment and Translation Criticism which are seemingly overlapping courses. We explored learners' opinions about the official curriculums and instructors' syllabi for both courses in order to see whether or not the official curriculum objectives are compatible with students' needs and whether these objectives are met at the end of the semester. To this end, we developed a questionnaire for each course and administered it to students of four universities. A total of 38 Translation Quality Assessment students and 61 Translation Criticism students filled out the questionnaire. A semi-structured interview was also conducted with course instructors to obtain their opinions about the curriculum. Three Translation Quality Assessment instructors and three Translation Criticism instructors participated in this study. A detailed qualitative content analysis of the collected data indicated that the curriculum objectives do not corresponded to the students' perceived needs and they do not often achieve the competencies that are targeted in the curriculums. A majority of students hold negative attitudes toward the official curriculums. Further, they are dissatisfied with their instructors' syllabi. The instructors also point out to some deficiencies of the curriculums and insist that they need some modifications. Thus, it is suggested that both the official curriculums and course syllabi be revised in order to make the program more effective and efficient.

Code: Wa-10

Evidentials in Introduction of Research Articles Written in English; the Study of Referencing Natives by Iranian Writers

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Using evidentials (EVs) and references in all academic writings is inevitable and this fact signifies the importance of distinguishing and applying EVs for those who attempt to write in academic prose. Despite their importance in academic writing, we know little about how EV markers are used in different disciplines and genres. On the other hand, some writers are not the native speakers of English and write their research articles in English. With the aim of investigating the distribution of EVs in academic texts and based on the new model of researcher, this study focuses on the frequencies of referencing natives by Iranian writers in introduction of research articles written in English. To this end, a corpus of thirty-two introduction section of social and physical sciences research articles written by Iranians in four disciplines of Psychology, Management, Computer Sciences and Chemistry were considered. The findings of the study indicate significant differences in the distribution of referencing natives by Iranian writers as non-natives of English in four disciplines and also between the two genres. The results show that although Iranian writers as like as their native counterparts in different genres and disciplines seem to make use of EVs as a fundamental devices giving credibility to their claims, their preferences in referencing other writers' utterances sometimes differ. Moreover, the findings of the present study may have some implications for someone new to the academia who wants to write successful papers consistent with the norms of the community, especially to foreign language learners of English.

Investigating Written Persian Deficits in Deaf Students Writing: A Support for Critical Period Hypothesis

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Investigating language development in deaf individuals can provide a fascinating window into the nature of language acquisition process. Hearing loss as one of the most serious impediments to normal language development often leads to life-long delays in educational achievements. Investigators have documented hearing-impaired children's deficits in vocabulary, grammar, concepts, pragmatics, and speech intelligibility. However, most of the research available has focused on European languages and communities. This is particularly true of research into written language deficits in deaf students. Applying a qualitative method, the present study aims to investigate morphology of written texts produced by ten secondary school deaf students with mean age 16. Data collection was conducted using a variety of techniques such as direct observation of classes in special school for the deaf; written interviews with participants; composition writing on a previously assigned topic. In-depth analysis of texts indicated problems with word order, pronouns, and inappropriate use of morphological morphemes. Along with evidence provided by previous research, this paper might support the existence of a critical period for language acquisition.

Keywords: morphological deficits, critical period hypothesis, language acquisition process

Simultaneous Learning of English and French by Adult Persian-Speaking Learners in Iran

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Nowadays in Iran, people have faced a new prerequisite: knowing more than one foreign language. This need has raised a preliminary question: To what extent is it possible for an adult learner to follow courses in two languages simultaneously? As English and French have proved to be the most required languages in Iran, we have done an analytical-descriptive study on simultaneous learning of these two foreign languages by adult Persian-speaking learners. A one-month intensive course was conducted in two groups: one group at elementary (A) and the other at intermediate (B) level in English, both beginners in French. The results showed that group B, apart from learning French, could elevate their English one level up, whereas group A did not show any progress. The latter result is not considered to be disapproving however because their English knowledge, though basic, remained stable. Both groups were equally competent in learning French, while group B had a slight benefit on their lexical knowledge, which is thought to ease the learning process. Interferences observed throughout the course were considered normal, which is common even among bilingual children. This study offers a positive panorama to language teachers and learners and serves as a starting point for future studies for advanced levels.

Keywords: simultaneous learning, Persian-speaking learners, interference, bilingualism

Table B

Code: Wb-1

Role of Culture in Teaching Practices of Cypriot EFL Teachers

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Teaching culture while teaching a second language has been widely recognized and challenged in recent years. The diversity of cultures encountered in an English language classroom requires teachers to convey both home and target culture of the learners to prevent communication problems. English learners are not part of a single language community, but as Baker (2009) puts it they are "shuttling between communities", "between the local and the global contexts in which a variety of norms and repertoire of codes are expected." Therefore, contextualized knowledge and local uses of English language gain more value and multilingual and multicultural communicative practices come into focus. The purpose of the present study was to investigate non-native English teachers' attitudes towards incorporation of cultural issues in their language teaching. The survey was carried out through a questionnaire including Likert scale and open-ended items. It was concluded that though most teachers are aware of the significance of incorporating culture in the process of language teaching and multicultural awareness has turned into a critical issue which needs due consideration from teacher educators, material developers, and syllabus designers.

Keywords: teaching culture, local context, global context, non-native English teachers

The Enhancement of Lexical Collocation Learning through Concordanceing and Scaffolding: A Case of Iranian EFL Learners

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The study was aimed at providing more insights on the application of concordancing in developing EFL learner's knowledge of lexical collocations. Four tests were administered to 34 Iranian EFL learners in order to assess their ability (1) to identify (mis) collocations, (2) to provide answers with suggested options, and (3) to provide their own correction. They were randomly divided into two groups. The experimental group received some scaffolding on searching collocations by concordancing. The control group received some texts through mail. Regarding student's ability to identify (mis) collocations and to provide answers with suggested options, the statistical analysis showed that concordancing and scaffolding significantly improved their score. Concerning student's ability to provide their own correction, both concordancing and scaffolding were hardly effective on student's performance.

Keywords: concordancing, lexical collocation, data-driven learning, corpus linguistics

A Survey of EFL Learners` Attitudes towards the Use of Cell Phones in Learning English

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In the last few years the use of mobile devices to aid language learners in the learning process has attracted such an increasing attention that the phrase Mobile-Assisted Language Learning (MALL) has been coined to signify the use and effect of mobile devices in language learning process. The penetration of cell phones in our country keeps increasing and almost every student owns and uses a cell phone in daily life for different purposes such as calling, receiving and sending SMS, and playing games. The widespread use of these devices among students led the researcher to consider using it for language learning purposes, and more specifically for learning idioms. Most of the previous studies have focused on the potentiality of this technology to learn vocabularies. The aim of this study is to find out EFL learners` attitudes, perceptions, and preferences towards the use of cell phones to help them learn English idioms. Every day they received one idiom accompanied by its meaning via SMS, and after 1 month their attitudes and preferences were elicited through a post-survey questionnaire. In order to gain a more in-depth understanding of students` attitudes, a semi-structured interview session was run with some of them. Overall, the participants held positive attitudes towards learning idioms via their cell phones. The results of the study indicated that learners enjoyed the experience and were willing to continue using their cell phones in language learning process. Realizing the potentiality of technologies including cell phones and also recognizing learners` attitudes and preferences can allow language teachers and educators to take measures to integrate cell phones in language learning process.

Keywords: MALL, cell phones, idioms, attitudes

Teachers' Critical Thinking: A Precursor for Perception of Critical Pedagogy Principles into the Classroom?

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The questions of how to teach and what to teach have given rise to a heated debate among language practitioners. The perception of the teachers on various aspects of teaching is extremely important in order to promote effective language teaching and to facilitate students' learning. Facing huge amounts of incoming information and communicating too many people who are trying to convince others nowadays, teachers' ability to think and to teach critically gains an ever greater saliency as a prime goal of education. Despite the great emphasis laid on the importance of being critical, it is not really known whether English teachers are all aware of Critical pedagogy principles in ELT or whether different components of ELT curriculum, widely practiced in educational system, including material development, teaching styles and strategies, and testing methods and outcomes are consistent with principles of critical pedagogy. Therefore the present study was carried out to substantiate the relationship between the teachers' critical thinking and their awareness of critical pedagogy principles as the vital essence of language teaching (Birjandi & Bagherkazemi, 2010; Braa & Callero, 2006; Canagarajah, 1999, 2003; Keesing-Styles, 2003; Morgan 1998; Morgan & Ramanathan, 2005). To fulfill this aim, measures of critical thinking ability of 112 Iranian EFL teachers, obtained by the Farsi version of Watson–Glaser Critical Thinking Appraisal, Form YM (Watson–Glaser, 1961), were estimated and compared with the data collected through Critical Pedagogy Questionnaire (Maki, 2011). A statistically significant correlation between these two measures ($r= 0.55$, $p \leq 0.01$) was indicated through analysis done by Pearson Product–moment correlation. The findings of this study provide insight into the effective teaching and present suggestions for further research.

Keywords: critical pedagogy, critical thinking, English as foreign language (EFL)

The Effect of Using Summarising Strategy Instruction in Answering Inferential Reading Comprehension Questions in Advance Level

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In the reading section of advance level test, there are inferential multiple-choice questions that ask students to draw a conclusion from the information provided in the passage. Summarization strategy, on the other hand, is the ability of producing a condensed version of information. With relating summary to text structure, students will be able to produce a summary that includes only important elements and retains the order of the original information. This research work examines the effect of summarization strategy in answering inferential multiple-choice questions in advance level. It seems that both of which have the same goal and that is extracting the important points of a passage. This study was designed as a quasi-experimental research. The independent variable was summarizing strategy and the dependent variable was answering inferential reading comprehension questions. The sample consisted of sixty learners who were studying the fourth advanced reading comprehension course. Thirty learners comprised the experimental group and received strategy instruction in summarizing. Thirty learners in the other class served as the control group. The learners in experimental group received instruction in a strategy-based format through fourteen weeks. Rather than being presented in a separate learning task, the strategy was incorporated into the regular classroom learning activities. The groups were pre-tested and post-tested on inferential reading comprehension questions. To compare the means of the two groups a t-test was employed. The results showed that learners who received summarizing strategy instruction had more gain than the learners in the control group. It is suggested that more training should be given to learners in using strategy embedded into regular classroom activities.

A CDA of Los Angeles Times and Tehran Times on the Representation of America's Financial Problems and the Pedagogical Implications

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Critical Discourse Analysis (CDA) aims to show how discourse shapes and is shaped by power relations in society. Conducted in a CDA framework, this study aims to investigate how ideological differences manifest themselves in the discourse of Los Angeles Times and Tehran Times dealing with America's financial problems, in order to give a consciousness-raising about the power of language in changing one's view about the events. In this study, van Dijk's (2000) framework has been used to detect the discursive strategies which are used in the two newspapers to represent this issue according to their different perspectives. The news reports were collected from May 15 to June 21,2011. After the analyses of the news reports with the same subjects and the comparisons of the results, it was found that the two newspapers represent these issues differently to their readers, according to their different ideologies by the use of two overall semantic macro-strategies of positive self-presentation and negative other-presentation which are realized by other discursive strategies such as: lexicalization, repetition, consensus, hyperbole and vagueness as the most frequent ones used in the news reports which were analyzed in this study. Possible implications of the study for language pedagogy have been also discussed.

Keywords: critical discourse analysis, ideology, newspapers, discursive strategies, language pedagogy

Literature in Classroom: An interdisciplinary Study

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Literature and literary works have been used to promote students' cultural understanding and reading comprehension, besides being studied per se as university courses. One of the courses which has always been studied is literary criticism, whose one of the areas of interest is archetypal review of literary works. This study intends to see into efficacy of using archetypal criticism principles in promoting students vocabulary knowledge. To achieve this aim, a sample of 45 students, out of a school population, was randomly assigned to three groups. The first group was given a familiar story, Rustam and Esfandiar, as the reading material consisting archetypal and mythical motifs. The second was given a reading text of unfamiliar story, Achilles and Hector from Iliad, with similar motifs. The third group, the control group, worked on a war story, with no significant motifs. The students were first pretested on a set of war vocabulary, on the study target words. For three sessions students were involved in reading comprehension tasks and practices, and were post-tested on the fourth session. Later, with a two-week interval, they were tested again. The study revealed significantly better performance of the first two groups, though a little better for the first, on the delayed post-test. However, on the first test, groups worked similarly the same. The results were in line with the principles under study.

Keywords: archetypal motifs, vocabulary, task, literary criticism

Investigating EAP of Tourism in Iran

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The study presented here was conducted to investigate the present needs of sixty MA students of Tourism Planning and Management who were asked to present their opinions concerning their preferences for the target proficiency needs, their present level of proficiency, and their attitude towards the role of English in their careers. The findings of data analysis revealed that homogeneity was the most important obstacle for any efforts in monitoring the course; neither the level of proficiency nor their attitude was found to enjoy any acceptable degree of homogeneity. It is suggested that, in addition to measures to be taken before admission of students to the program of study such as giving greater significance to the TEFL section of the entrance exam and setting up proficiency requirements, modifications to the course design including choice of self-study reading materials, limited use of L1, and choosing easy to do tasks for the weak majority are suggested.

Keywords: EAP, present situation analysis, target level needs, attitude, homogeneity, tourism planning.

Subtitled Task Videos and Their Effects on EFL Language Production

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It has been frequently suggested that Computer Mediated Communication (CMC) can help learners improve their oral proficiency and tasks have a definite influence on the extent to which the learners engage in negotiation. These views stimulate researchers to examine the effects of subtitled task videos on language production of EFL learners in an online task-based language-learning (TBLL) environment. The present study investigated whether exposure to foreign language under different computerized task conditions had a differential impact on learners' ability to recognize and produce the target language immediately after exposure to the input and over time. The semi experimental research design of the study assessed long term gains in fluency, accuracy, and complexity including lexical and syntactic complexity from exposure to a curriculum with subtitled video tasks. For the purpose of this research 48 students (24 males and 24 females) were chosen randomly from among the students majoring in English Language and Literature at the BA level of a state university. Both males and females were divided into two groups in order to have conversations together after watching the videos. Six groups in each gender were provided with subtitled task videos and the other six groups were not. Data from the chat-scripts showed that the learners produced more fluent and more accurate language when provided with the subtitled similar task videos than those were not provided with them. This study can have some implications for language practitioners to design more effective materials for their language classrooms by using computerized tasks.

Code: Wb-10

SMART Boards in Young Language Learners' Classroom: The Case of Reading Comprehension Skill

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Abstract About two decades have passed from the time the first SMART Board was introduced. This new technology has been created and widely used to facilitate learning. However, few investigations have been carried out to support its efficiency in the context of young language learners. The purpose of this article is, then, twofold; First to introduce the gadget as a versatile e-tool, and second to investigate the effects of using it on improving reading skill among Iranian EFL children ranging in age from 3-6 years old. To this end, two groups of participants totally 36 children at the age of 3-6 were randomly chosen. The control group received reading course (Jolly's system) through tasks and actions whose playful works make children create enthusiasm of very early ages to read. The experimental group received the same course using a SMART Board. The pretest, which included questions on their ability to name the pictures on flash cards, was given to both groups orally, since they were not yet able to answer a written form test. At the end of the experiment, both groups were asked to read some preplanned words and simple sentences as a post test, then the correlation of performances of both groups would be estimated. The article is in progress right now. Yet, there is a general expectation that the second group would learn to read English words in a more appropriate way and with higher rate.

Keywords: SMART Board, young language learners, reading skill, children

The effect of Input and Output-based Instruction on Intentional L2 Vocabulary Learning

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Research on second language (L2) vocabulary learning has typically focused on incidental vocabulary learning and the ways to enhance the rate of incidental vocabulary learning. There is little L2 research with respect to intentional vocabulary learning. This article investigates the effect of input-based and output-based instruction on intentional L2 vocabulary learning. Forty Iranian English learners were assigned to two experimental groups and a control group. The participants of group 1 were required to consult dictionary and use targeted lexical items in new sentences. The second group was provided with the targeted lexical items in different sentences. They were supposed to read and focus on the targeted lexical items in different contexts. The control group received no instruction. All groups took one recognition test, namely a multiple-choice test, and one production test, i.e., a sentence completion test once as the immediate posttest and three weeks later as the delayed posttest. Data analysis lends support to the positive effect of the input-based instruction on intentional L2 vocabulary learning. The findings and pedagogical implications of the study are discussed in detail.

Keywords: L2 vocabulary learning, intentional vocabulary learning, input-based instruction, out-based instruction

The Relative Effects of Advance Organizers and Input Enhancement on the Accuracy of EFL learners' Spoken Productions

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The present study was an investigation into the effects of two types of advance organizers as compared to those of input enhancement in the presentation of grammar rules on the accuracy of intermediate EFL learners' spoken productions. A sample of 80 intermediate students were assigned to three experimental groups and a control group. One of the experimental groups was exposed to interlingual grammar advance organizers prior to the presentation of a new grammar rule (InterAO group). The second experimental group received intralingual advance organizers before being exposed to the new target rules (IntraAO group), and the third experimental group received the same input, with the target forms being visually enhanced (IE group). The one-way analysis of variance conducted on the results of the post-tests revealed that the scores of the InterAO group were significantly superior to those of the IntraAO and IE groups. The analyses also showed that the IntraAO group outperformed the IE group, but the difference did not reach a level of significance. The implications of the results are discussed and it is argued that the models of attention should also account for the linkages between grammar rules, rather than focus on the salience of the target forms per se.

Keywords: advance organizers, input enhancement, accuracy

Using a Focused Essay Technique for Investigating Willingness to Communicate

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Willingness to communicate (WTC) is emerging as a construct responsible for first and second language communication (Yashima, 2002). Scholars propose that generating WTC should be the ultimate goal of language instruction (MacIntyre, Clement, Dornyei, & Noels, 1998) for it produces more independent and autonomous learners who extend their learning opportunities not only inside but also outside the classroom context (Kang, 2005). This article reports on a study which uses a focused essay technique (MacIntyre & Gardner,1991; MacIntyre, Burns, & Jessome,2011) to investigate WTC among Iranian learners of English as a foreign language (EFL).Particpants of this qualitative study were 54 EFL learners (14 to 22 years old) at a language institute at Ilam, Iran. Participants were asked to describe the situations in which they were least willing to communicate (92 entries) and those in which they were most willing to communicate (100 entries). The findings indicated that subtle changes in the context lead to change in students' affective tone of experience. Variables like familiarity with interlocutors, perceived competence, linguistic competence, and knowledge of topic were found to be determinant. Error correction and media usage were also found to decrease and increase WTC respectively. This paper suggests some pedagogical implications for generating WTC in language learners.

Keywords: Willingness to Communicate (WTC), second language (L2) communication, pyramid model, self-determination theory, communicative approaches

Table C

Russia Lashes Out at or Agree with Iran? A Demonstration of Language Manipulation in Two Newspapers and the Pedagogical Implications in ELT

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Critical Discourse Analysis (CDA) aims to show how discourse shapes and is shaped by power relations in society. Conducted in a CDA framework, this study aims to investigate how ideological differences manifest themselves in the discourse of Los Angeles Times and Tehran Times representing the reaction of Russia after a speech delivered by Iran's President on May 26, in order to give a consciousness-raising about the power of language in changing one's view about the events. In this study, van Dijk's (2000) framework has been used to detect the discursive strategies which are used in the two newspapers. After the analyses of news reports and the comparisons of the results, it was found that the two newspapers represent the reaction of Russia significantly differently to their readers, according to their different ideologies by the use of two overall semantic macro-strategies of positive self-presentation and negative other-presentation which are realized by other discursive strategies such as: lexicalization, repetition, consensus, hyperbole and vagueness as the most frequent ones used in the news reports which were analyzed in this study. Possible implications of the study for language pedagogy have been also discussed.

Keywords: critical discourse analysis, ideology, newspapers, discursive strategies, pedagogical implications

Developing Listening Through Movie-Based Grammar Instruction: Skill as a Means; Skill as an End

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The notion of Conversational Grammar (CG) instruction in light of its terminological features obviously implies more authenticity in pedagogical decision rather than artificially devised program. So the main concern for the researcher was to exercise an innovation in this trend so that integrative development of language skills can be effectively implemented; conversational grammar consciousness raising through movies (as an authentic platform) aimed at an integrative development of grammar and listening skill. To meet the purpose, 76 Iranian EFL learners were selected based on PET out of 140 participants and then divided into two roughly equal groups: Control and Experimental. They were, then, exposed to two sets of diagnostic test measuring their both listening and grammar abilities prior to a movie-based and a conventional instruction processes. Following the treatments, a researcher-made achievement test was administered to measure the extent of progress. The collected data were analyzed statistically which revealed three major findings: movie-based CG instruction entailed significant achievement in the participants' listening and grammar abilities. The findings bear promising pedagogical messages for mainly teachers and syllabus designers so that they can observe incorporation of authenticity, consciousness-raising and integrative teaching in their classrooms, as well as incorporation of authentic materials in the process of syllabus designing and materials development for language instruction purposes, respectively.

Keywords: movie-based instruction, conversational grammar, listening ability, consciousness-raising

The Impact of Consciousness-raising Tasks in Extensive Reading on the Learners' Writing Accuracy in Terms of References (Personal Pronouns and Demonstratives)

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One of challenges facing EFL teachers is to improve learners' grammatical competence with least explicit reference in class. Some scholars emphasize extensive exposure to language as a means of improving their language ability including grammar (Krashen (1993, 2005). Others including Ellis (2005) believe that extensive exposure, though important, may not be enough for improving language ability alone. They believe that in addition to extensive exposure, focus on form or consciousness raising is as important as any other factor in improving learner's language ability (Anderson, 1996; Coady, 1997; Day & Bamford, 1997; Elley, 1996). However, not much is done to investigate the effect of the combination of extensive reading and consciousness raising on students' language performance. To address the issue, the present study investigated the impact of consciousness raising activities during extensive reading on learners' writing accuracy regarding proper use of references (personal pronouns, demonstratives). Selection of these grammatical elements was based on the results of a survey of 15 experienced teachers who claimed that Iranian learners have trouble in understanding and using of personal pronouns and demonstratives, even at advanced levels. 147 students from Marefat Language Institute in Tehran participated in the project. They were divided into three groups: two experimental groups and a comparison group. While all three groups took part in an extensive reading program, and read at least five storybooks. In addition to extensive reading activities, the participants in two experimental groups received different consciousness raising activities as well. A grammar test and a writing test were administered to all groups as pre- and post-tests. The findings revealed significant differences between the mean scores of the comparison group and the experimental groups on the post-test. The outcome of this research supported the incorporation of consciousness raising activities in extensive reading to improve learners' use of references including pronouns and demonstratives.

Keywords: focus on form, consciousness raising activities, extensive reading, grammatical competence, writing accurac

Traditional Vocabulary Activities vs. Guessing from Context: Which Is More Effective?

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Reviewing the methods in language learning and teaching reveals the very fact that some methods have tried to accentuate the significance of vocabulary in learning a new language and this, in fact, is good enough to settle the framework that vocabulary learning should be given special importance and effective ways for its enhancement must be highlighted. The purpose of this study was to know which technique language learners benefited more; guessing from context (GFC) through some thematically related texts or traditional vocabulary activities (TVA) in which they were exposed to various tasks and exercises. The participants included two pre-intermediate level groups; each consisting of 45 male students who were randomly assigned as the control and experimental groups. Based on pre and post-test assessments, the data collected were analyzed using t-test. The results of the study indicated that giving an equal amount of time for treatment, the group which was exposed to Traditional Vocabulary Activities (TVA) outperformed the Guessing from Context (GFC) group and an observed t-value of -2/1 which was greater than that of critical-t for 88 degrees of freedom (df), proved the significance of the difference at the probability level of 0/05. To increase the validity of the test, the participants were required to introspect their choices relying on VKS categories (Paribakht & Wesche, 1999). It is concluded that if systematic development of l2 vocabulary is anticipated, it cannot be left to the learners themselves to "pick up" substantial or specific vocabulary just by resorting to GFC. For a long-run word consolidation, learners must be exposed to vocabulary exercises common in traditional methods. Besides, language teachers should think twice on whether to follow any technique in their teaching pedagogy just because it is considered MODERN!

Keywords: Traditional Vocabulary Activities (TVA), Guessing from Context (GFC), VKS categories, introspect

Functional Interactions between Written Formulaic Sequences Produced by English Learners in L1 and L2

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The present contrastive study examines the functions of formulaic sequences in a parallel corpus of 120 Persain and English writings produced by Iranian learners of English. Learners mostly complain about their poor performance on the writing tasks in high stake tests. According to Hall (2010), learners' use of written formulaic sequences in writing can be highly influenced by the functional contrast between L1 and L2 forms. The participants of the study include 10 student writers and produced 120 pieces of writing during a 3-month writing course. The participants' proficiency in English and Persian writing was checked in an entrance exam. The target formulaic sequences were exposed to the participants in two separate groups, namely explicit and implicit formulae. The findings of the study reveal that learners' use of formulaic sequences in English is highly influenced by the type of functional interaction these sequences have with their Persian counterparts. The researchers also found that learners with similar L2 proficiency level but different L1 proficiency level performed differently in L2 tasks. The results imply that increasing learners' knowledge of the pragmatic aspect of formulaic sequences in both Farsi and English can improve their L2 writing performance. The repercussions of these findings for the pedagogy and assessment of L2 writing are discussed.

The Impact of using Audio CD on Reading Comprehension of Iranian Pre-Intermediate EFL Learners

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This study is an attempt to investigate the effect of listening comprehension skill on reading comprehension as one of the most fundamental issues in language studies. The question this study tries to answer is whether there is a relationship between listening and simultaneous reading. To answer this question, 200 students of translation training program from the Islamic Azad University of Rasht were selected and were tested on OPT test. After OPT, 60 homogeneous students were randomly assigned to two groups, 30 in control and 30 students in experimental group. They were trained and tested on different forms of reading. The data of the study was analyzed through t- test and ANCOVA. The relationship between the variables of the study was proved, rejecting the null hypothesis of the study. With additional documentation into the aspect of aural stimuli and reading, educators will be able to extend and broaden knowledge for the present and future generations.

Keywords: listening, simultaneous reading, reading comprehension, multimedia, listening comprehension

Inefficient Use of Reading Strategies and Iranian EFL Learners' Particular Problems with Cloze Test

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In Iranian educational system, cloze test has been considered as an efficient tool in measuring language learners' integrative competence based on the knowledge of grammar, vocabulary, reading, thinking and writing. English teachers make use of such procedure to improve students' comprehension abilities while reading. However, the majority of Iranian EFL learners regards this tool as the most challenging part of their language assessment and usually performs poorly in such tests. The present study aims at investigating some particular problems Iranian EFL learners have while dealing with cloze tests and exercises, and probing any possible association between such problems and inefficient use of reading strategies. For the purpose of this study, a group of 50 Iranian undergraduate students, majoring in English Translation at Zanjan University was randomly selected. The data was collected through interviews, cloze tests, and a questionnaire distributed among students and English teachers. The findings of the study reflected the lack of appropriate instructions of reading strategies on the part of EFL teachers and inefficient use of such strategies with cloze exercises on the part of EFL learners. The findings have direct relevance to the improvement of language teaching and to the establishment of certain techniques to facilitate students' reading competence.

Applying Functional Framework to Academic Word Use in an Applied Linguistics Research Article

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This study applies functional framework to academic word use in an applied linguistics research article to show that academic words assume subject-independent functions in academic writing. The functional framework was developed by Hirsh (2010), based on the three layers of the functional grammar of Halliday (1979): textual, ideational, and interpersonal. The three layers are corresponded with functional categories: (a) metatextual, extratextual, and intratextual (textual), (b) scholarly process, states of affairs, and relations between entities (ideational), and (c) authoritative (interpersonal). A sample paper, including 468 academic words, is selected from a recent issue of the journal of Reading in a Foreign Language. The analysis showed that each occurrence of academic words was assigned to a functional category. The researcher argues that the assignment of academic vocabulary to functional categories is related to the uniform reporting standards, required by the research community to disseminate knowledge easily. The findings of the current research highlight the importance of a general academic word list that assumes functions across different subjects and disciplines, and at the same time gives a noticeable return for learning, for writing and reading purposes, in EFL contexts.

Differential Effects of Two Feedback Methods on Writing Accuracy

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To shed further light over debates about value of feedback, e.g. between Truscott (1996) and Ferris (1996), this study investigated differential effects of feedback and its complementation with logs and sheets on written accuracy of capitalization, mechanics, words, and number agreement. Due to lack of participant contribution and two failures, the data collection (n= 93) ultimately involved 22 students in three groups: 1) main experimental (n=9) who wrote on topics, received feedback, and kept logs and sheets; 2) second experimental (n=7) who received feedback; and 3) control (n=6) who merely wrote. ANOVAs and post-hoc comparisons showed no overall significant difference in and between the performances of the groups, but a significant effect for main treatment on capitalization (.028).

Keywords: feedback, EFL writing accuracy, edit log, error sheet

The Impacts of Scaffolding Techniques on Writing Accuracy among Iranian Intermediate EFL Learners

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Writing is a challenging skill which deserves much attention from the side of the teachers and must be practiced and learned through experience. One of the most important challenges faced by L2 students is the poor writing accuracy, where most of them are unable to construct proper sentences and make too many conspicuous grammatical errors. This study investigated how quickly and efficiently learners could improve their writing accuracy within a short time frame. Twenty five intermediate students were scaffolded using five steps to scaffold them towards completing the writing process (Veerappan, 2011). The steps were: applying a writing checklist, writing the first draft, introducing the moves within the target writing task, assisting the students with the alterations, and finally sharing. There were 8 weekly writing tasks by the students. They experienced the scaffolding techniques all weeks except the first and the last weeks whose tasks were considered as pre- and post-test. There was also a control group (N=25) in which the teacher set a writing task every week. They were also checked by the teacher but never returned to them. The Hyland's (2003) Analytic Scoring Rubric was used to assess the writing tasks under three areas: format and content, organization and coherence, and sentence construction and vocabulary. The tasks were scored by two expert raters and the inter-rater reliability was also calculated. The results of statistical analysis indicated that all the students were at an improved level at the end of the eighth week in the experimental group, where they could construct more grammatical sentences with few errors, make fewer repetitions of the same vocabulary, establish a more coherent set of sentences, and have fewer errors in punctuation and spelling. The findings of this study underlined the advantages of scaffolding in improving writing accuracy among intermediate students.

Code: Ta-11

Mobile Language Learning; How does SMS consolidate Iranian EFL Learners' Vocabulary?

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Learning vocabulary is one of the main challenges language learners tackle over the process of learning a foreign language. Various studies have covered and shown a lot of ground to assist language learners in becoming independent during the process of vocabulary learning. There has been continuing interest in portable technologies such as mobile phones and MP3/4 players which allow learners to access tools for learning languages in virtually any time or place that suits them. It means that the range of possibilities for language learning has greatly broadened the horizons. The present study aims at exploring the effectiveness of Short Message Service (SMS) on vocabulary learning of EFL learners. To fulfill the purpose of the study, 48 (both male and female) learners from among 116 language learners, who were learning English in Sanjesh Language Institute in Amol, participated in the study. The subjects were divided into two groups of experimental (EG) and control (CG) based on the results of the proficiency test of the institute. The target words in the book Total English (Elementary) by Foley & Hal (2009) were taught to the groups, using synonyms and antonyms. Six to seven words were introduced and taught to these learners each session. The subjects in the EG were required to send the researchers SMSs containing a sentence for each covered word in class while those in the CG wrote some sentences containing the target words to exchange them with their partners and bring their assignments to the class the next session. Results of t-test analysis showed that EG subjects surpassed those in the CG. The results of this study can help teachers to provide a pleasant atmosphere to teach new vocabulary, and also provide pedagogical implications for using SMS as a helpful and supportive learning tool.

Keywords: vocabulary learning, EFL learners, mobile language learning, short message service, English language institute

Exploring the Use of Recast as the Most Frequent Spoken Corrective Feedback in Iranian EFL Classes

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Feedback has been considered as a remedial measure and consequently a substantial body of research has been done over the last decades into the value of different kind of responses offered to students and their effects on student performance. Feedbacks are commonly categorized based on Lyster and Ronata's (1997) model of corrective discourse which sorts them into six classes including explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. Many studies are conducted on the effect of different types of spoken error correction in Iranian EFL classes and the type of feedback which is mostly used by teachers (e.g. Vaezi, Zand Vakili & Fard Kashani 2011; Ahangari & Amirzadeh 2011; Rassaei&Moinzadeh 2011) but very few studies are carried out on finding teachers' intentions of preferring a certain type of feedback over other types. The present study explored the reasons of using recasts as the most frequent type of corrective feedback in Iranian EFL context. Data was collected from 100 Iranian EFL teachers from different parts of Iran; they filled in a questionnaire in order to find the reasons of their preference. The study revealed that teachers rely on aspects of error correction such as being short, immediate and to the point as well as saving learners from negative feelings that do not fully go with what is likely to facilitate learning and increase uptake rate.

Keywords: error correction, feedback, recast

Table D

Code: Tb-1

Representation of Palestinians and Israelis in George W. Bush's Speech: A Critical Discourse Analysis

Mansoori Nejad, Ali

Representation of Palestinians and Israelis in George W. Bush's Speech: A Critical Discourse Analysis M. R. Shamsaddini, PhD. Persian Gulf University rshamsaddini@yahoo.com A. Mansoori Nejad, M.A Islamic Azad University, Boushehr Branch mansooria313@yahoo.com Abstract One of the main functions of critical discourse analysis (CDA) is to chain linguistic categories to ideological functions. The way social actors are ideologically and grammatically represented, and the interaction between ideology and discourse are taken into account in the realm of critical discourse analysis. The present study set out to critically analyze the way Palestinian and Israelis were represented in George W. Bush's political discourse. The present study employed the analytical framework developed by van Leeuwen (1996) in order to investigate the passive and active representations of these two communities. Besides the analytical framework, the study also benefited from the political discourse analysis (PDA) developed meticulously by Van Dijk (1998). The quantitative analysis of data indicated that there were significant differences between Israeli and Palestinian activation and beneficializstion in terms of distribution. Ideologically speaking, the results also suggested that the discourse reflected the Palestinians as harshly invading victimizers and incapable (of setting up their state) actors, whereas the same discourse represented Israeli actors as the hopeless victimized and as important allies for the Palestinians who help them improve the political and economical stability of their state.

Code: Tb-2

Fathers and Sons: Pope's Sex Cover-up Scandal in Newspaper Headlines

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Critical Discourse Analysis (CDA) sees language as discourse, or as a form of social practice which plays an important role in producing and reproducing social reality. In the same vein, Halliday's (1994) Systemic Functional Linguistics (SFL) in general sees language as a societal phenomenon which establishes a relationship between grammatical structures of language and their social context. With the analytical tools provided by CDA, the ideologies and representations of the world that are latent in media text can be unpacked. Employing a number of analytical tools from Van Dijk (1998) and Halliday's transitivity model, the study examined the headlines of news stories on the Pop's sex-abuse cover-up scandal and the limits of atonement published by a number of British newspapers in 2010, to identify the specific ideology propagated by the newspapers. The findings provided evidence to support the ideological role of language within news discourse in constructing representations of a society. The findings may have implications for raising awareness of the nature of teacher or student interactions with these texts which in turn affects students' language proficiency and critical reading ability.

Keywords: critical discourse analysis, transitivity, newspaper headlines, systemic functional linguistics

Code: Tb-3

What Challenges Do English Teachers Face in High-School Classrooms

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The purpose of this qualitative case study is to explore the perceptions of English teachers (n= 20) who have had teaching experience in Iranian high schools and agreed to participate in the study, and the challenges they faced in teaching English to high school students. Data were collected from multiple sources: teachers' profiles, surveys, interviews, and their journal reflections during the two academic years of 1389-90 and 1390-91, and then analyzed, and triangulated. Results showed that English teacher participants encountered numerous challenges including resources; different perceptions and expectations of the roles of the teacher, students, and parents; different teaching pedagogies and styles; classroom management; and developing different skills. The main findings suggest that English teaching mostly fall into a strategy of preparing students to take tests and students cannot be motivated because language learning is not associated with their lives, needs, interests, and learning styles. Lacking knowledge and skills with teaching pedagogies and classroom management could greatly hinder the teaching process and students' ability to achieve the learning goals set forth in the classroom. Many teachers in the interviews reported that both teacher certification programs and in-service professional development prepared them to be more qualified language teachers; however, not all of their individual needs and challenges they encountered have been addressed in their professional development training. The insights gained from this study can inform professional development for English teachers and the results will provide a great service to the English teaching profession in Iran and will equip future teachers with a better understanding of how to adapt more effectively to the teaching environment.

Keywords: challenge, English teacher, high school

The Iranian students' perceptions toward three ways of focus on form (FonF) in learning grammatical points

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Many studies have tried to exam the efficacy of FonF in learning and teaching of linguistic forms, especially grammar, however, few studies have described students' perceptions regarding FonF and three ways of FonF. In an attempt to gain a better understanding of students perceptions regarding three ways of FonF in learning grammar, the opinions and perceptions of 150 (75 male, 75 female) intermediate adult learners by means of a research-made questionnaire were surveyed. The analysis of the obtained data from the questionnaire revealed that Teacher-initiated FonF was more effective in learning grammatical forms. Also, there were significant differences between male and female students' perceptions regarding three ways of FonF. In this regard, male students preferred that Reactive FonF was effective in learning grammatical points, while female students believed that Teacher-initiated FonF was effective. The research findings also showed that Reactive FonF is mostly and frequently occurred in EFL classes

Keywords: focus on form, focus on forms, reactive focus on form, teacher-initiated focus on form, student-initiated focus on form

Assessing Grammatical Knowledge of Iranian EFL Freshmen through Computerized Dynamic Assessment: An Interventionist Approach

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This study investigates two important problems regarding Dynamic assessment (DA) studies. First DA researchers believe that Non-dynamic(traditional) tests cannot show a complete picture of the learners' abilities while Dynamic Assessment can do so through accounting for both ZAD and ZPD of the test takers. Second, this study addresses an inherent problem of most DA procedures, that is, their narrowness of scope in terms of their participants and the number of issues addressed in a single DA procedure. To overcome these problems, a software package called Computerized Dynamic Test of Grammar (CDTG) is developed. CDTG is able to interact with the test takers through providing them with online feedback in terms of graduated and contingent hints whenever they commit an error.At the end of the test, a scoring profile appears which will contain two scores: a non-dynamic score which stands for the sum of test takers' correct answers in their first try for each test item, i.e. without using the hints; a dynamic score which accounts for the learners' score based on the number of hints used in the test. 64 Iranian EFL students all majoring in translation participated in the study. The result of the study revealed a significant difference between the test taker's' dynamic and non-dynamic scores, showing that DA tests can reveal a more thorough picture of the test takers' grammatical knowledge.

Dynamic Assessment of IELTS Listening Skill: The Impact of Mediation on the Development of Listening Ability among Iranian IELTS Applicants

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This paper focuses on the implementation of dynamic assessment (DA) which roots in Vygotsky's theory of Zone of Proximal Development (ZPD), in the development of Listening comprehension skill of Iranian IELTS applicants. In recent years the IELTS test takers were mostly given some hints and were taught how to take the test to have further test-wiseness, and would therefore get higher scores. But the need for the development of the listening proficiency of the applicants is still ongoing. This paper attempted to apply dynamic assessment procedure within a test-mediation-retest design to help learners appear at a level closer to their potentials. 48 high intermediate students participated in two groups of control and experimental during 12 sessions.The mediations were provided systematically and precisely in proper times along the course of study through instruction of listening comprehension techniques according to the context and learners' needs, and during the test administration by providing some hints, but towards the end of the course, we tried to control the amount of mediation and instruction in order to enable the learners become more and more independent. The statistical results of the pre- and post-test scores showed a significant development of the learners' listening comprehension proficiency with higher test scores in the listening subtest of IELTS.

Code: Tb-7

Showalter's Gynocriticism: Female Wild Zone of Experience in Adrienne Rich's the Dream of a Common Language

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Believing that women constitute a muted group, the boundary of whose culture is not wholly contained by the dominant (male) group, Showalter develops a new model of feminist criticism known as gynocriticism which involves a study of the structures of women's literature and the trajectory of female literary career. The first task of a gynocritic is to contrive a precise cultural locus of female literary identity and to describe the forces that intersect an individual woman writer's cultural field. Showalter's gynocriticism, therefore, develops a cultural model serving to interpret women's writings in relation to the social context in which they occur. Without apprehending the framework of female subculture, one would fail to construe the female tradition or the wild zone of female experience. Wild zone or Female space, as the target of a genuinely woman-centered art, allows women to write out of the cramped confines of patriarchal space through symbolic use of invaluable female art forms such as embroidery. The present study, looking from Showalter's perspective of women's culture through gynocriticism, aims at expounding Rich's The Dream of a Common Language as a female text source of strength which can make its own symbols, creating a wild zone of female experience, for articulating female issues as an opposition to the restrictions of male tradition. The main finding of the research is that Rich, through using such genuine female art forms as piecing and patchwork, brings into being the symbolic weight of female consciousness, illustrating the oppressive forces that obstruct female expression, and creates a female space in her text.

Keywords: Elaine Showalter, Gynocriticism, Wild Zone, Adrienne Rich, the Dream of a Common Language

Ambiguity Resolution of Three – Word Compounds by Persian L2 Learners

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New words and meanings are continually being added to the lexicon of all languages. A number of word formation processes such as compounding are at work to expand the lexical repertoire of languages. Compounding is defined as the combination of two or more lexical items to coin new words. Noun compounds can be syntactically ambiguous when they contain more than two words. The grammar of three – word compound nouns seems simple, while they exhibit syntactic ambiguity and high parsing complexity. Three – word compounds which can have two possible bracketings can be analyzed as either left-branching or right-branching leading to different interpretations. For instance, the three – word compound (child language acquisition) can be interpreted in two different ways. Based on left-branching interpretation, it can be analyzed as (the acquisition of child language). Whereas, the right-branching analysis can lead to another interpretation i.e. (the acquisition of language by child). The present research was carried out to investigate how Persian L2 learners resolve the ambiguity embedded in three – word compounds. It further aimed at exploring the effect of prosodic factors on the interpretation of three – word compounds. To this end, 30 advanced Persian learners of English, selected on the basis of Oxford Placement Test, participated in two different experiments. They were first given 30 sentences containing ambiguous three – word compounds followed by two interpretations (left or right-branching). In the second experiment the participants listened to ambiguous three – word compounds and determined the left / right-branching interpretation based on prosodic factors. The results of this study revealed that selecting the most probable binary bracketing for ambiguous three – word compounds represents a difficult task, as bracketings are not syntactically, but semantically governed. The results of the second task generally indicate that the L2ers are sensitive to prosodic factors leading them to disambiguate the three – word compounds. This will in turn shed more light on the interface between syntax and phonology in processing second language lexical items.

Keywords: three-word compounds, ambiguity resolution, prosodic factors, left-branching, right-branching

Acquisition of English Telicity by Iranian EFL Learners

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In recent years, research on the interaction between the syntax and the semantics has shown that these two systems work together to build the linguistic system. This type of interaction has particularly been attested in the investigation of telicity and in the acquisition of telicity in L1 and L2. Focusing on how learners interpret telicity in English and setting its bases on First Phase Verbal syntax developed by Ramchand, the present study examines the acquisition of telicity by Persian-speaking learners of English. To do so, the study choses Complex predicates as its instrument. It takes 60 Iranian EFL learners of two different proficiency level: Intermediate (n: 30) and advanced (n:30). The results of the study show that there are learners at both levels of proficiency that have difficulty with the interpretation of telicity in complex predicates. We argue that these interpretations are due to the structural differences between Persian and English aspectual systems. The results of the study hope to sensitize Persian EFL Practitioners to structural differences of two languages and that raising learners' awareness of these differences in complex predicates may help them in improving their reading and writing ability.

Keywords: aspect, first phase verbal syntax, telicity, complex predicates, light verb

The Relationship between Iranian EFL Students' Achievement Goal Orientations and Their Academic Achievement: A Multiple versus a Single Goal Orientation

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Since learners have gained an important place in the educational psychology over the past few decades, issues regarding individual differences have been of great interests to educational psychologists and researchers. In fact, one of the sources of individual differences is related to their adoption of different types of goals. Accordingly, since goal orientation plays a very important role in predicting the students' academic achievement, one of the most important concepts of research is to investigate the students' achievement goal orientations. Therefore, in the present study, the researcher has tried to explore if there are any significant relationships between students' achievement goals and their academic achievement and to examine which type of goal (i.e., a multiple or a single goal orientation) predicts their academic achievement better. Therefore, 182 B.A. students studying English Literature at Shiraz University filled out the achievement goal orientation questionnaire. Having analyzed the data, small positive correlations were reported between mastery and performance approach oriented students and their academic achievement. Finally, students' adoption of both performance approach and performance avoidant showed that a multiple goal orientation could be a better predictor of their academic achievement rather than a single goal orientation.

Keywords: goal orientation, educational psychology, academic achievement, multiple goal orientation

Academic Cheating among Undergraduates: Prevalence, Methods, and Influencing Factors

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Cheating is one of the most prevalent types of academic dishonesty that is highly debatable in formal educational exercise. This research firstly investigates the frequency of cheating and the cheating methods used among undergraduate students. Secondly, it tends to study both individual factors such as age, gender, and GPA followed by contextual factors for example honor code, understanding the Academic Integrity policy, and students' perceptions of peers' behavior. To this end, a questionnaire was distributed among three groups of undergraduate students of science (n=72). The results indicate the spread of cheating followed by its methods among students and also contextual factors were reported by students as the most powerful causes for cheating. This study also offers appropriate preventions and insights for cheating management and introduces practical guidelines and pedagogical plans for minimizing students' academic misconduct and encouraging academic honesty. Finally, the findings have implications for language policy makers, curriculum developers, and language teachers.

The analysis of Grammatical Errors on Persian-English Translation among Iranian EFL students

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This study is designed to survey the frequency of different kinds of grammatical errors made by Iranian EFL students based on the results of TPTs (Translation Production Test). In this research, 30 subjects were selected and tested. They were at a level of TOEFL courses study and were competent in English, particularly English grammar. In so doing, two kinds of tests were administered to a sample of 30 subjects: a multiple-choice Grammar Test and a translation production test (TPT). Subjects were to translate from Persian into English. All necessary vocabularies were glossed since only students' knowledge of grammar is of our primary interest in this study. The error analysis in student's translation revealed that English language grammatical knowledge has a positive impact on Persian-English translation competence. In order to examine different kinds of grammatical errors that were more frequent in TPTs, The researcher found out totally 780 errors and tried to classify the errors into 10 grammatical categories. Among them, errors regarded Tense (with the frequency of 245: about 31.23 percent) enjoys the most and those related to the category of Conjunction (with the frequency of 17: about 2.1 percent) includes the least occurring type of errors.

Keywords: TPT, grammatical errors, translation competence, error analysis

Symposia

EAP instruction in Iran:
Ripe time for reforms in textbooks and methodologies

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English for Specific Purposes (ESP) is a highly dynamic approach in ELT with many conceptualizations, diverse theoretical orientations and varied practical models. English for Academic Purposes (EAP) is currently considered as a well-established branch of ESP worldwide with its unique agenda for research, curriculum planning, course design, materials development, implementation, evaluation and renewal of academic literacy programs. Reading-based EAP courses in Iran constitute a remarkable part of ELT curriculum for university students. Having begun in the 1970s, the university EAP programs have worked for a local model of instruction characterized by specificity of content in terms of academic disciplines and some limited collaboration between the content teachers and ELT instructors in the materials development phase. However, apart from macro problems of incoherence in the curriculum system, there are serious challenges in the implementation of these programs in terms of materials and methodologies. In this symposium, we will present a quick background of local EAP instruction and research and will highlight the status quo. Then, an outline of the thorniest issues will be presented with a focus on materials currently used in EAP instruction. Finally, we will brief the new agenda in SAMT for publishing fresh EAP textbooks and revising the existing publications. It is hoped that the new textbooks will foster more critical awareness on the part of EAP instructors as to what the stakeholders may manage to fulfill in order to improve actual implementation of our EAP programs, in spite of some chronic fallacies dominating policy and practice of these programs.

Mahmood Reza Atai is currently an associate professor of applied linguistics at Kharazmi University, Tehran, Iran. He is the editor of Iranian Journal of Applied Linguistics and head of ELT & ESP Department at SAMT Organization, Iranian Ministry of Science, Research and Technology. His research basically addresses EAP

issues including genre-based pedagogy, needs analysis and teacher education. His recent papers appear in Reading in a Foreign Language, System, Computer Assisted Language Learning, RELC Journal, Innovation in Language Learning and Teaching, ESP Across Cultures, Taiwan International ESP Journal and Asian ESP Journal. He has published four EAP textbooks for Iranian university students. Also, his recent book chapter on ESP in the Middle East will appear in Akbari & Coombe (2012).

Does the supply meet the demands? The mismatch between researchers' interests and practitioners' needs

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During the last five decades, Iranian ELT research has attempted to provide insights, awareness, and theoretical knowledge framework for contemplating the daily work of practitioners. Although the influence of this diverse and growing body of work on ELT practice is difficult to ascertain with certainty, its growth and promise are surly not. The important initiative of bringing together Iranian ELT researchers and practitioners in the 10th Annual TELLSI conference for "Bridging the Gap between Research, Policy and Practice" is opportune for a reappraisal of the history, the status quo, and the potential of research in English education in Iranian context for addressing questions of relevance and applicability to practice. Toward this end, in this symposium, we begin with a look back at the emergence of modern language education in social and political context of Iran, situating the development of the Iranian ELT profession within a four-phase historical account. We turn next to Iranian researchers' efforts to provide generative implications for classroom practice. In particular, we present the results of the analysis of research topics that have been addressed in 375 research papers published in nine Iranian ELT-related journals between 2001 and 2011. Subsequently, we compare the results of the analysis of research topics and areas with Iranian practitioners' research needs collected through a comprehensive survey analysis. Finally, we close by proposing a set of suggestions for improving the gap between research and practice in Iranian ELT context.

Keywords: ELT, Iranian context, Practice, Research.

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Toward the Development of an All-inclusive English Language Policy Education for Iranian Public Schools: Idealization vs. Materialization

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The necessity of giving due attention to English, the global language of the time, is arising by the minute. Given that English is so invaluable in the fields of technology, science, education, business and international communication, the national documents of our country have also accentuated its significance. However, resorting to a reductionist approach to language education i.e. focusing on reading and grammatical points of the language, as it is the case in our public schools now, cannot satisfy the needs of students in this new world. This status quo of foreign language education has resulted in a sense of dissatisfaction among all stakeholders including parents, students, teachers, academics, officials, and there appears to be a consensus that this situation needs to be changed. Such dissatisfaction with the current situation may be partly due to the fact that Iranian national curriculum in general and English language curriculum in particular suffer from lack of organic relationship among their components both in policy making and implementation.

To address the above problems, the present research was an attempt to initiate a movement toward the development of an all inclusive unitary foreign language education policy for Iranian public schools which is an essential prerequisite for all the subsequent activities in the fields of teacher education, teaching materials, syllabus design, teaching methodology, classroom practices, and evaluation hoping also to bridge the gap between school level and higher education. To attain such objectives, the following research questions were posed. research:

1. Considering the philosophy of education in Iran and national documents as well as the latest findings of ELT policy planning, what theoretical basis should English language teaching policies of Iran draw on?

2. What are the general objectives of English language teaching in Iran with regard to the National Curriculum Document (NC) and other superordinate documents? What are the experts and teachers' views toward these objectives?

3. According to the National Curriculum Document, what specific English language learning objectives can be identified for different grades and age groups? What are the experts, teachers and TEFL students' attitudes toward this?

4. In order to accomplish the objectives of the National Curriculum Document and other National Documents and considering cultural and identity issues, what is the best age/grade to introduce English language teaching into the school curriculum?

5. Considering the objectives of the National Curriculum Document, is the amount of time allocated to teaching English language in different grades adequate?

6. How essential/plausible and desirable is the introduction of English language as an autonomous high-school major? What view do experts hold as to the introduction/requirements and content of such a major?

7. Considering the relevant national documents, facilities, human and educational resources in Iran and global experiences, how plausible is the localization-decentralisation of policy planning and implementation of English language curriculum?

To answer the research questions, three different sources were examined. The first source was the related parts of the main superordinate national documents that draw the guidelines for foreign language education. These included the 20-Year Vision, the Comprehensive Science Map of the Country (SMC), the National Document of Education (NDE) and the National Curriculum Document (NC). The second source was the related literature which consisted of national and international journal papers, official documents of various countries as well as pertinent books and websites. Finally, field studies were done in two phases: qualitative and quantitative. In the qualitative phase of the study, it was intended to seek the stakeholders' opinions as to major aspects of policy making and practicality of foreign language education in Iran. In this regard, a sample of twenty applied linguists, fifteen Ph.D students of TEFL and twenty three English teachers were interviewed. Content analysis was used in order to analyze the responses given by them. Subsequently, in the quantitative phase of the study, the research intended to investigate whether the participants' opinions in qualitative phase could be substantiated. To that end, 3000 participants including policy makers, domain experts, teachers and students in all grades participated in this study. The data were collected by administering four different questionnaires and diverse statistics procedures were used for analyzing the responses. First, descriptive statistics was utilized for probing into the participants' demographic features. Then, the validity of the questionnaires was examined through Principal Component Analysis. Finally, to explore the differences among the groups concerning their opinions about "the present and ideal situations", "the formal establishment of an English-only discipline in high school, and "treatment of cultural and national issues in foreign language education", a one-way ANOVA was run.

The upshot of all above gave us a clearer idea of what national documents of the country propose, global experiences point to and ELT expertise yearn for. Furthermore, the study came up with findings which can be of high interest to the policy makers and practitioners alike. Regarding different aspects of policy making, all stakeholders believed that extensive modifications are needed in every aspect of English education in the country, i.e. onset age for English language education, the centrality or localization of policy making and practice, material design and development, the approach taken toward English education, the common method(s) used in teaching English, teaching skills and treatment of cultural issues.

Gholam Reza Kiany received his PhD degree from Essex University in the UK. He is currently an associate professor in Tarbiat Modares University. After his years of teaching different courses including research methodology, language testing, and psycholinguistics, he has taken perspectives on CAT, program policy and evaluation as his recent areas of interest. He has authored several English books and EFL-related papers. He has also conducted a number of national ELT research projects in the Ministry of Education and Ministry of Higher Education.

TEYL in Iran: Practice and Policy

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The ultimate goal in the education of children is to help students become self-sufficient learners. According to Butler & Winne (1995), self-sufficient learners are self-regulatory, motivated, and possess a wide body of knowledge and skills and demonstrate ownership in learning situations. Education of children, according to Vygotsky (1978) is symbolic of a period during which language, originally a social and cultural tool used for communication merges with cognition. Mastery of English as a foreign language is a skill which will result in an array of competencies and future capabilities.

An Iranian young learner needs to master the English language in order to be able to take the lead in the years to come, both developmentally and internationally. It is now the most significant time for the young educated Iranian to be able to enter global academic discourse that governs international academia. Taken the Iranian stance on becoming economically independent, it is essential that young learners start learning English from the beginning years of life.

In order to look into the state of the art of teaching English to young learners in Iran, three parallel studies have been carried out. In order to ensure successful learning, motivation - - the result of a person's desire to reduce the discrepancy between one's ideal self and one's actual self-state, according to Higgins (1987) - - is a necessary component. Based on the findings of this study, young learners are mainly "instrumentally" motivated by parents to pursue English classes from a young age. This means that parents are among the most prominent stakeholders with regard to TEYL.

According to the data collected, current practice of TEYL is done mainly in language institutes, or non-governmental schools, which means that policy makers see adults and teenagers, rather the young learners more capable of being taught the foreign language. There are two perspectives on this issue. In this view, language can be seen as a means of communication, according to which language is the main tool for expressing one's self and for interacting with others. From another perspective language is a means of enhancing cognitive capacities in children. According to Vygotsky, language is a tool that shapes thinking. In this regard, a study has been carried out in which "organizers" according to Mayer (2003), have been used successfully to enhance thinking through the skill of reading comprehension. Since teaching language is teaching the end by means of the means itself, it is necessary to make reference to Oller's general "g" of intelligence. The point being expressed is that teaching English to young learners is advocated , not only from the perspective of teaching the language as a means for communication, but also as a tool to help enhance cognitive functioning.

The cognitive benefits of bilingualism as mentioned by Bialystock & Craik, 2010 and Bialystok et al., 2007 can be attained only when a supportive environment is created in the YL classroom. One criterion predicting the features of a successful English classroom is the proportion of Teacher Talk Time versus Student Talk Time. The findings of this study point to the fact that in YL classes in an Iranian context the proportion of TTT is proportionately more than STT. But it varies according to the level (proficiency) of students in the class

The prospective emphasizes the fact that TEYL in Iran will be developing and expanding whether language policy makers support the trend or not. Is it not the time to jump in onto this sailing ship, as Iranian professionals in the field, and lead it to the destination we wish it to arrive at rather than allowing it to float into any direction the winds take it?

Shahin Vaezi assistant professor of TEFL of at the Iran University of Science and Technology. The areas she is interested in are: TEYL (Teaching English to Young Learners), psycholinguistics, Intercultural Competence, among other areas. She is ambitious of being able to synthesize academic findings into the local Iranian context. Dr. Vaezi had three research assistants. They are:

1) **Tolou Mollabashi**, a professor, affiliated with the Foreign Languages Department at the Iran University of Science and Technology. She worked of Teacher Talk Time versus Student Talk Time module of this study attempting to find a healthy ratio.

2) **Fatemeh Zolfaghari** an M.A. student at the IUST. She studied young learner motivation towards English instruction module.

3) **Fatemeh Mohammadi** recently graduated from Allameh Tabatab'i University in the TEFL Masters program. She has published in reading strategies. In this study she studied the effect of the "organizing thinking" through the reading of English texts.

English Language Curriculum for Secondary Schools: How to Align Policies and Planning Procedures to Support Changes in Practice

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Curriculum planning in English Language Teaching has evolved as an important area of study with a body of research which has accumulated over the last three decades. With its solid foundation in theory and practice, it has provided a unique platform for curriculum developers to share their experiences using the same frame of reference. The practice of English curriculum planning for secondary schools in Iran has until recently been limited to material development. The insulation of the material development process from the effects of the language policies and the language teaching practices has led to a number of issues among which we can refer to the gaps in the chain of elements which constitute the system of language teaching in secondary schools. In the

present symposium we will first sketch the gaps in the different levels of policy making in Iran using the results of a PhD project focusing on this issue. We will then present the outcomes of the recent curriculum planning initiatives in the Ministry of Education followed by the presentation of the concrete steps taken in syllabus design and material development for English as a subject in the curriculum of secondary schools.

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