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Practical and Pedagogical Issues

in English Language Teaching and Learning

FIRST CONFERENCE ON PRACTICAL AND PEDAGOGICAL ISSUES IN ENGLISH LANGUAGE TEACHING AND LEARNING

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Message from the Conference Chair`

Seyyed Hossein Kashef

On behalf of the organizing committee, I'm delighted to welcome all the experts and researchers participating in the 1st National Conference on Practical and Pedagogical Issues in English Language Teaching and Learning at Islamic Azad University, Urmia Branch, Iran.

This conference aims at gathering Iranian EFL teachers and researchers together and providing an opportunity for the academicians nationwide to share their experiences and research findings.

I'd like to take this opportunity to thank our plenary speakers who warmly accepted our invitations namely, Prof. Rod Ellis, Dr. Ali Rahimi, Dr. Mohammadreza Anani Sarab and Dr. Karim Sadeghi for delivering fruitful lectures on ELT related topics. Furthermore, I'm really grateful to our scientific committee members from different universities for their support, hard work and cooperation with us in planning and organizing this event.

Certainly, the accomplishment of the conference depends on the efforts of many people including our students and executive committee members who have devoted a great deal of time and worked intimately with us in organizing the program. I'm also thankful to our sponsors, Arad Language Institute of Higher Education and Avagostar Publications, whose sponsorship enriched our conference.

I hope you can gain new ideas and perspectives from the sessions you attend and make beneficial academic relationships with colleagues you meet for your academic progress.

Thank you for attending the conference. We hope that you find the event informative, fruitful and interesting.

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KEYNOTE'S AND WORKSHOP'S ABSTRACTS

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Moving Task-based Language Teaching Forward

Rod Ellis

Curtin University, Perth (Australia)

Abstract

The advocacy of TBLT has met with resistance. The critiques of TBLT and the misconceptions that underlie them have already been addressed in Ellis (2009) and Long (2016). The purpose of this task is to move forward by examining a number of real problems that TBLT faces - such as how a 'task' should be defined, the nature and timing of the 'focus-on-form' required, how to determine task complexity and sequence tasks, the role of explicit instruction, the timing of focus on form and the teacher training needed to ensure effective uptake of TBLT - and to also consider what solutions are possible. Disagreements exist regarding the relative merits of task-based and task-supported language teaching. I will propose that a hybrid/modular syllabus that allows for a balance between an object-oriented and a tool-oriented view of language teaching offers the most promising way forward.

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Workshop: Corrective Feedback

Rod Ellis

Curtin University, Perth (Australia)

This workshop will invite discussion of the role of corrective feedback in language teaching and learning. It will address the following questions:

1. Should learner errors be corrected?

Ur (1996) noted that different language teaching methods have adopted very different positions to (1). For example, correction is seen as essential in the Audiolingual Method, but undesirable in Humanistic Methods such as Suggestopedia.

2. If so, when should learner errors be corrected?

A common position regarding (2) is that CF has a place in 'accuracy' work but not in 'fluency' work.

3. Which learner errors should be corrected?

Various proposals have been advanced for deciding which errors to correct. For example, some methodologists have drawn on Corder's (1967) distinction between 'errors' resulting from gaps in learners' L2 knowledge and 'mistakes' due to lapses of concentration. They suggest that teachers should focus on the former rather than the latter. But again, alternative positions are possible. It could be argued for example, that learners need to have their attention drawn to their mistakes as this will help them avoid them in the future (Johnson, 1988).

4. How should learner errors be corrected?

Error can be corrected using a variety of corrective strategies. These differ in terms of whether they are input-providing or output-prompting and also in terms of whether they are implicit or explicit.

5. Who should correct learner errors?

The teacher? The student who made the error? Another student?

Getting to Grips with Grandiloquent Rhetoric: Symbiosis of Bias Perception, Impression Management and Attitude Change

Ali Rahimi (Ph.D.)

Associate Professor, Bangkok University

Abstract

Language is a reflection of the power of its speakers. This power lies in the language style content and discursive structures. Any transformation or change, however, in the human society unavoidably requires a logical plausible level of communication. Media as one of the most prevalent forms of communication has turned into a heated subject under the title of media psychology. This branch of psychology profoundly analyses different forms of mass media, technological media and their influences and the interface between human behavior, decision making and the media. Undoubtedly, media through its manipulative rhetoric is capable of informing, controlling and influencing the audience, their attitudes, ideological perspectives, thoughts, attitudes and actions. These effects which could either be positive or negative are brought into play through propaganda techniques such as *name calling*, *testimonial*, *plain folks* and *transfer* to name a few. Moreover, Bias Perception is of utmost importance as to how media might affect the way the audience is presented with facts through techniques which would paralyze their perception leading to biased judgments. Inextricably interwoven with the previous terms, is the concept of Impression Management which is synonymously used as self-presentation. This term could either be applied to face-to-face or digital modes of communication. Self-presentation can be motivated in two ways either by matching the self-presentation with an inner self-image or with an outer expectation. Boasting, ingratiation and flattery are all strategies used to assert self-presentation which would satisfy the need for status and popularity. Each human being is a unique and valuable phenomenon and by conquering all uncertainties within, each member of the global human society would be able to tap their inner powers and transform their lives and those around them and take their power into their own hands through the language they use. Familiarity with the techniques employed by media to create and control bias, impression management and attitude change can be a safeguard against such manipulative practices. This talk focuses on you as an individual and on practical ways you can learn to relate to others, to contribute fully, openly, valuably and effectively to the society and to gain from what it, in turn, offers you. The very techniques which can help you can be twisted by clever exploiters, using this skill not to reveal but to obscure the truth, to manipulate you into views and positions that you would not of your own free will accept. This is a glaring instance of bias control and impression management. Grandiloquent Rhetoric can create the darker aspect of the world around us, revealing sleight of hand, trickery false personal business and political practices. By enlarging our understanding, teaching us what to value and

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what to reject, this discussion further empowers the individual. The aim of this talk is to enable everyone to take a fair and proper place in the world, to see clearly what is false or misleading in ourselves and others, to gain self-respect and respect all those who merit it, to play a full and appreciable part in the society.

Key words: Attitude Change, Bias Perception, Grandiloquent Rhetoric, Impression Management, Media

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The Impact of Teacher's Language Competence on Teaching Effectiveness

Karim Sadeghi

Urmia University

Jack C. Richards

Farah Ghaderi

Urmia University

Abstract

Language teaching experts link more effective teaching to higher language competence in second language (L2); however, little research exists to substantiate this general observation though. This study was conducted to provide empirical evidence on the link between language teacher proficiency and teaching effectiveness. For this purpose, eight English as a Foreign Language (EFL) teachers were observed teaching the same content in different language institutes. Teaching effectiveness and language proficiency were measured both through self-ratings and by independent raters. Teachers were compared in terms of such criteria as the quantity and quality of input provided, the amount and accuracy of metalanguage used, the extent and quality of feedback offered as well as classroom management skills. The results suggest that while language proficiency accounts for a major part of perceived and measured teaching effectiveness, certain aspects of teaching seem to have little link with teachers' command of L2. Further results and implications for second language teacher education are discussed and an agenda for future research in this neglected area is proposed.

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TEFL Professional Development: Research Methodology and Design Course in the Iranian MA TEFL Programs

Mohammad Reza Anani Sarab

Shahid Beheshti University

Goal setting and standards in the context of MA TESOL programs have been going on since the middle 80s. Research has taken different interrelated directions including course content and activities, teacher's competence and professional development, and experimentation with different models of professional development. The accumulated evidence shows variation in goals and standards due to a number of factors among which the great diversity of the sociocultural contexts of these programs is paramount. It also indicates disparity between what is planned and what is received for which the culprit is assumed to be the complexity of teacher learning. Based on the evidence provided in the literature and my own experiences with the research course unit for at least a decade, my presentation first focuses on the description of the context and content of the course followed by an account of the implications for goal setting and teaching learning standards. The presentation concludes with a number of recommendations for improvement.

Keywords: MA TEFL programs, research education, professional development,

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ORAL PRESENTATION AND POSTER ABSTRACTS

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The Representation of Gender in Robert. J. Merritt's *The Cake Man*

Himan Heidari

Abstract

As it is often reiterated by the contemporary theorists like Judith Butler, gender is an act instituted and constructed through the ongoing discourses within a culture. As such, the representation of gender within Aboriginal Australian context is something specific to themselves and at the same time unfamiliar and uncommon to non-Indigenous societies. Employing Butler's notion of performativity, this study aims to justify and represent the Indigenous gender roles in Robert. J. Merritt's *The Cake Man*. I argue that the characters' performances in the play, as a social and cultural act, break up the dominant notions of ideal masculinity and femininity. On the one hand, the emasculation of the male characters, their idleness, violence as well as their absorption in alcohol (Sweet Williams), and on the other hand, the independency, dynamism and strength of the female characters (Ruby) shatter the conventional view of masculinity and femininity, establish Indigenous masculinity and femininity and give rise to what is called the crisis of masculinity.

Keywords: Aboriginality, masculinity, femininity, The Cake Man, Judith Butler, performativity

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Number of Options in Multiple Choice Tests: An Examination of Test-Taker Preferences

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Karim Sadeghi

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Abstract

Throughout the history of language testing, testers and teachers have used different methods for measuring the performance of test takers in language tests including Multiple-Choice (MC), and completion tests. However, MC tests are utilized mostly in educational assessment because of their objectivity, ease of scoring, and reliability. This study aimed to compare Item Facility (IF) and Item Discrimination (ID) of MC vocabulary test items and to understand whether these indices are affected by the number of options. To this end, four 20 item stem equivalent vocabulary tests (3-, 4-, 5-, and 6-option MC) were administered to 194 (106 male and 88 female) pre-intermediate students. Besides, an attitude questionnaire was utilized to examine the attitudes of test takers towards MC test format. Results of one-way ANOVA showed that altering number of options in MC tests does not affect ID; however, there were significant differences between IF of 3-, 5-, and 6-option and 4-, 5-, and 6-option MC test but not between 3- and 4-option MC test, suggesting that 6-option test is the most difficult test. Also, the results of questionnaire revealed test takers' preference towards the use of 3-option MC. Findings demonstrated that increasing the number of options makes a test more difficult and that choosing the right number of option for MC tests is controversial. Testers are recommended to consider various factors while choosing the right number of options.

Keywords: Multiple Choice (MC); Item Facility (IF); Item Discrimination (ID); Attitude

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EAP Instruction in Iranian Higher Education: Challenges and Recommendations

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Abstract

The ongoing need for English proficiency among non-English major university students has highlighted the significance of EAP courses day by day. However, much of the research and literature in EAP has concentrated on syllabus and teaching content with little or no attention to teaching methodology. This paper aims at shedding light on the existing challenges in EAP instruction and EAP courses in Iranian higher education. The paper concludes by giving some practical implications for EAP practitioners emphasizing the role of teaching methodology in EAP courses.

Keywords: ESP; Iranian ESP context

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Organizational Commitment and Job Satisfaction between Experienced and Inexperienced EFL Teachers

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Mehdi Sarkosh

English Language and Literature Department, Faculty of Humanities, Urmia University

Abstract

Recently, organizational commitment and job satisfaction have become two important and popular issues receiving a lot of attention in administrative, organizational, and school settings. The present study investigates the relationship between EFL teachers' organizational commitment and job satisfaction, and evaluates whether teachers' experience moderates this relationship. For the aim of the present study, 100 male and female EFL teachers teaching at different Language institutes of Urmia, Iran were randomly selected. The participants were asked to fill out the two questionnaires of organizational commitment and job satisfaction. Organizational commitment scale was designed by Meyer, Allen, and Smith (1993) and included three subscales (Affective commitment, Continuance commitment, and Normative commitment) each including 6 items adding up to 18 items. Job Satisfaction Survey was developed by Spector (1985) containing 36 items with nine facets (Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Coworkers, Nature of Work, and Communication). Participation was completely voluntary and teachers were assured that their responses would remain confidential. The questionnaires were scored and analyzed by SPSS. To explore the correlation between teachers' organizational commitment and their job satisfaction, the non-parametric Spearman correlation and Sequential Regression were run. The final results obtained from the present study revealed a positive relationship between organizational commitment and job satisfaction among EFL teachers. Also, the results showed that besides the general correlation between organizational commitment and job satisfaction of EFL teachers, sub 1 and sub 3, namely, affective commitment and normative commitment were correlated with job satisfaction. However, the findings divulged that experience was not a moderator of this relationship.

Keywords: Organizational Commitment, Job Satisfaction, EFL teachers, experience, language institutes

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Applying Flipped Instruction to Teaching of Oral Interpretation Courses

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Abstract

Drawing on some learning theories and also the recent advancements in technology, some education practitioners have developed a kind of pedagogical method that is claimed to capture the needs of students that are now referred to as "millennial students" (Roehl, Reddy & Shannon, 2013) and "digital natives" (Prensky, 2001). This new pedagogical method which is usually referred to as "flipped instruction" requires radical changes both in methodology and content. Reviewing of the theoretical underpinning of the flipped instruction, the present paper aims at presenting a pedagogical flipped model for teaching Oral Interpretation Courses (OIC) in EFL setting.

Keywords: Flipped instruction, Oral interpretation course, Translation studies, EFL teaching

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The Wash Back Effect of Dynamic Assessment on Reading comprehension Ability of Iranian Intermediate EFL Learners

Mohammad Ahmadi Safa

Shima Beheshti

Abstract

Dynamic assessment (DA) seems to provide learners with a more complete picture of what the individuals are capable of, and offer beneficial washbacks to learners and teachers. This study attempted to investigate the possible washback effects of dynamic assessment, and the difference between the effectiveness of interventionist and interactionist DA on reading comprehension development of intermediate EFL learners. To this end, 90 intermediate female EFL learners were chosen from two English language institutes. This study included two experimental groups (30 female students in each group) and one control group (30 female students). In the first experimental group, the interactionist DA approach, and in the second experimental group, the interventionist DA approach were used. However, in the control group, conventional and static approaches to teaching and testing were applied. To answer the research questions, three one way ANOVA tests, three paired t-tests, and three Scheffe post-hoc tests were used. The data obtained showed that interactionist DA, interventionist DA, and static assessment were respectively the most effective teaching and testing methods for the intermediate EFL learners reading comprehension improvement.

Keywords: Interventionist DA, Interactionist DA, Reading comprehension

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**On the Relationship between Deductive/ Inductive Reasoning and Writing Fluency of
Iranian TEFL Students across Gender**

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Abstract

Critical thinking is a hotly debated topic. Many studies, to date, have been carried out on varied aspects of critical thinking, but its central role in relation to productive skills might seem to have gone partially unnoticed. To address this neglected area, the present correlational study was designed to probe into the relationship between critical thinking skills (deductive/inductive reasoning) and writing fluency of Iranian TEFL learners across gender. To this end, one-hundred forty students who were homogeneous in their language proficiency constituted the participants of the present study. As for the data collection, California Critical Thinking Test (form B), measuring deductive/ inductive reasoning, was administered to the participants. Then, researcher asked the participants to write on a given topic and their writing fluency was measured by words per T-units. To fulfill the inter-rater reliability, two language teachers were employed to measure writing fluency. The obtained correlation coefficient was 0.98, so a strong relationship between two sets of given scores for the fluency of writing was found. The data were mainly analyzed through running Pearson Product Moment Correlation. The results revealed that there was a positive relationship between deductive/inductive reasoning and writing fluency. For years, it has been observed that Iranian EFL students suffer from weaknesses in expressing their original thoughts in writing in a foreign language. This study can provide direct benefits to the administrators, teachers, lesson planners at the universities and institutes where an increasing number of EFL students ask for a good instruction that make them successful and skilled writers.

Keywords: Critical thinking skills, deductive reasoning, inductive reasoning, writing fluency

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Self-Perceived Communication Competence and Self-Assessment in EFL Speaking Courses: Exploring Possible Relationships

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Maryam Azadmousavi

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Abstract

This paper reports on a study that delved into the concept of self-assessment in the form of task-free and task-based assessment. In fact, the present study was an attempt to spot the possible relationships between the two types of self-assessment and learners' self-perceived communicative competence in speaking activities. To this end, forty eight upper-intermediate and advanced language learners were recruited to participate in the study. A self-perceived communicative competence questionnaire, learners' self-assessment (task-based and task-free) scores and teachers' assessment of learners speaking were the main sources of data collection procedures. The results revealed significant differences between learners' task-based and task-free self-assessment in speaking tasks. Besides, learners' self-perceived communicative competence and their self-assessment of speaking were found to be highly related. Finally, the data analyses demonstrated a positive relationship between learners and teachers in terms of their assessment criteria. The present study calls for an incorporation of the tenets of self-assessment in the second language education.

Keywords: Self-assessment; task-based assessment; task-free assessment; self-perceived communicative competence; speaking

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**Learners' Attitudes Toward Using Dynamic Assessment in Teaching and Assessing
IELTS Writing Task One**

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Mahdi Nasiri

University of Zanjan, Iran

Elham Mohammadi

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Abstract

Regarding the importance and complexity of writing among the EFL language learners, this study explored the learners' attitudes toward teaching and testing writing through Computerized Dynamic Assessment (CDA). The participants of this study were 22 Iranian upper-intermediate EFL learners. All the participants were adults and participated in this study voluntarily. To meet the aim of the study, the researchers developed software which contained 11 series of multiple-choice questions tests. Throughout each test, participants received feedback based on their needs and within their Zone of Proximal Development (ZPD). After each session and test, the learners were required to write down their attitudes toward the effectiveness of CDA in teaching and testing writing. The participants wrote their attitudes in a form of diary. At the end, their diaries were analyzed and it was revealed that all the learners had positive attitudes toward the implementation of CDA in teaching writing.

Keywords: attitude, CDA, writing, ZPD

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The Effect of Teaching Vocabulary in Various Degrees of Contexts (Zero, Reduced and Full Context) on Vocabulary Learning and Retention of Iranian Female Intermediate EFL Learners

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Abstract

Vocabulary is considered as one of the most important components in language teaching. According to Russell (1961), vocabulary comprehension can lead to the improvement in listening, speaking, reading and writing; therefore, the present study tried to investigate the effect of teaching vocabulary in various degrees of contexts (zero, reduced and full context) on vocabulary learning and retention of Iranian female intermediate EFL learners. For this purpose, 67 female students within the age range of 16-21 from a language Institute (JDLI) in Iran participated in the study. Having homogenized them through Nelson proficiency test, they were divided into three groups of zero context (N= 19), reduced context (N= 20) and full context (N= 23). To teach the vocabulary, the zero context group received the definition of the vocabulary without any context. In the reduced context group, vocabulary was embedded in the disconnected sentences. And in the full context group, vocabulary was embedded in the full contexts such as a paragraph or an article. After administering the Pre-Test, Post-Test and Delayed Post-Test, the data were analyzed using one-way Analysis of Variance (ANOVA) and Tukey's post-hoc comparison to find the possible significant group differences in the tests. Based on the findings, teaching vocabulary in various degrees of contexts (zero, reduced and full context) had a significant effect on vocabulary learning and retention of Iranian female intermediate EFL learners; The results revealed that full context and reduced context groups performed significantly better than zero context group in both post and delayed posttests indicating that teaching vocabulary in full context (paragraph level) and reduced context (sentential level) had positive effect on learning and retention of vocabulary by Iranian female intermediate EFL learners.

Keywords: context clues ;(full context, reduced context, zero context), vocabulary knowledge.

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Practical and Pedagogical Issues

in English Language Teaching and Learning

Vocabulary Learning Strategies Used by Undergraduate EFL Learners

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Abstract

Vocabulary is known as the building block of any language and success in vocabulary learning is highly in correlation with second language competence. Research into how different learners acquire vocabulary can help better understand the process of SLA. The thrust of this study was to investigate using two vocabulary learning strategies (psycholinguistic and meta-cognitive for learning vocabulary) by male and female learners. Relevant vocabulary learning strategies questionnaire adapted from Kudo(1999) were administered to 90(Female=55, Male=35) EFL undergraduate students at Urmia University to collect data on the frequency of vocabulary learning strategies. The results were analyzed via SPSS and revealed slightly higher frequency for both psycholinguistic and meta-cognitive strategy use by female respondents while only 16 out of 44 VLS are being used infrequently. The study offers insights on the use of more effective vocabulary learning strategies to better L2 acquisition.

Keywords: gender differences, vocabulary learning strategies, language learning strategies

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**The Effect of Relative Clauses` Instruction on Reading Comprehension of Iranian EFL
Junior High School Female Students**

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Abstract

The present study explored the contribution of learners' syntactic knowledge, namely relative clauses in reading comprehension of Iranian EFL junior high school female students. The design of this study was based on a quasi-experimental method. To carry out the research, a pretest was administered to 47 female students from Shahed School in Urmia. Having homogenized by pretest, the researcher randomly assigned them into either experimental or control group. Then, the experimental group received treatment regarding relative clauses. However, the control group only approached the traditional teaching method. Following ten sessions for both groups, they all participated in the posttest of reading comprehension as to investigate the differences on the specific treatment program. The statistical analysis was performed on the collected data through t-test and the results suggested that relative clauses instruction has a significant effect on reading comprehension of Iranian EFL junior high school female students. Therefore, the null hypothesis was rejected. The findings could offer some implications for learners, teachers, and materials developers.

Keywords: Reading Comprehension, Grammar, Syntax, Relative Clauses

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The Impact of Using ClassDojo on Students' Motivation and Class Participation in Iranian EFL Classrooms

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Abstract

The use of technology in the classroom is becoming extremely common particularly in foreign language classes. The purpose of this paper was to find the impact of using ClassDojo on students' motivation and class participation in Iranian EFL classrooms and to determine to what extent their classroom engagement and behavior would be affected by the use of ClassDojo in TEFL classes? This study was completed in a private English language institute and included 30 elementary students. Data sources included: an observational record of students' on and off task behavior, monitoring students' from the beginning of the course to the end of the course, the motivation questionnaire and ClassDojo totals for "Positive" and "Needs Work" points throughout the ten-week study. ClassDojo was presented to the students for eight weeks. They were introduced to their ClassDojo avatar and instructed how it earned points for both positive and negative behavior via the ClassDojo application. Data show positive growth in student motivation, behavior and engagement. Study feedback indicates the value of adding ClassDojo to an existing behavior program. The results showed that game-based applications used in the classroom can investigate the interest generated as well as stimulate learners and engages their attention.

Keywords: Gamification, Motivation, Iranian EFL Learners, ClassDojo, Classroom engagement

The Comparative Effect of CAVL and Contextual Clues on Junior High School Students' Reading Comprehension**Farahnaz Rimani Nikoo**

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Abstract

Reading is one of the most useful and critical skills for daily life. People usually read different kinds of material because they want to obtain information about a specific subject (Farhady, 2005). Moreover, computer-assisted vocabulary learning (CAVL) and contextual clues can pave the way toward the enhancement of dull lessons in reading comprehension into interesting EFL classes, especially in junior high school (Esmaeili Fard & Nabifar, 2011; Johnson, Perry, & Shamir, 2010; Kiani, 2011; Rokni & Niknaqsh, 2013; VanWyk & Louw, 2008). This study is an attempt to explore the effectiveness of applying CAVL (Computer Assisted Vocabulary Learning) and contextual clues on junior high school students' reading comprehension. The presumption was that CAVL and contextual clues would play a crucial role in reading comprehension among the intended groups of learners. In the similar vein, comparing the possible different roles of CAVL and contextual clues on students' reading comprehension was another objective pursued in this study. To carry out the study, 88 homogeneous EFL learners were selected through Cambridge Young Learners English Test and were randomly assigned into a control group and two experimental groups. Before the treatment sessions, the researcher designed a reading test based on the content of the text books, and piloted it with another 29 participants; the test was afterwards administered as the pre-test in the three groups. During the treatment, the control group was taught using the current text book-based method, without applying any computerized software and contextual clues strategies. The first experimental group was taught with the aid of specially-designed pedagogical software and the second group was taught how to use clues. To measure the degree of the participants' reading comprehension after the treatment sessions, the teacher-made post-test was applied. The results of a paired-samples *t*-test revealed that the application of CAVL and contextual clues had a significant effect on junior high school students' reading comprehension. Moreover, the results of a one-way between-groups ANOVA indicated that CAVL and contextual clues had a similar effect on both experimental groups.

Keywords: Reading Comprehension, CALL (Computer Assisted Language Learning), CAVL (Computer Assisted Vocabulary Learning), Contextual Clues, EFL

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Lord Byron's "Darkness": A Personal Apocalypse

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Abstract

Lord Byron's poem "Darkness" has been generally looked at as a religious poem which is directly pointing to Apocalypse. Even though there are some connections between the imagery of "Darkness" and religious thought, the poem does not incorporate all the elements of Apocalypse in its dominant understanding. Drawing on Lord Byron's life and letters, this article aims to highlight the dark outlook of the poet at the time when he wrote this poem. Accordingly, it argues that "Darkness" could be considered as Lord Byron's personal apocalypse.

Keywords: Apocalypse; Byron; "Darkness"; dream; revelation

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Free Will, Responsibility and Anxiety in Franz Kafka's Selected Short Stories Based on Kierkegaard's Philosophy

Ehsan Khoshdel

Abstract

Existentialism is a philosophy of freedom, however some of the thinkers and philosophies do not believe in this free will. It is believed that humans are born biological beings but we must become existential individuals by accepting responsibility for our actions. This is an application of Existentialist idea to become what you are. Many people never acknowledge such responsibility but rather flee their existential individuality into the comfort of the faceless crowd. In this philosophy the human being is placed at the center and the ultimate value, the goal of our endeavors, should be the fostering of the freedom of the individual, by which he means the enhancement of his or her concrete possibilities of choice. That creative freedom should not be devoted to any higher value such as class or God. This echoes the image of what is called free spirits in his *Human*. The concept of choice refers to the responsible decision to opt for or against freedom itself. Freedom, from an existential perspective, cannot be separated from responsibility. With freedom comes responsibility. Yet, it is common for many people to seek freedom while trying to avoid responsibility. While, at times, it appears that people may be able to succeed at this, there remains a psychological consequence. This consequence is often not very noticeable, but may find expression through guilt, anxiety, depression, or even anger. Such freedom can be found among the characters of Kafka's short stories who have been free to choose but later they have to face the consequences in form of anxiety

Keywords: Freedom, Responsibility, Anxiety, Kafka

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A qualitative Investigation of Cross Linguistic Influences in Writing Persian and English Verb Aspects of Scientific Papers' Abstracts

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Abstract

Due to the increased number of academic publications, research article abstracts have gained importance in the past few decades. Therefore, writing clear informative abstracts in English has become a crucial skill for scholars. One of the characteristics of good pieces of abstract writing is attending to certain grammatical features. Native speakers of English have very little difficulty regarding writing compared to nonnatives and they can be used as a good source for judging EFL learners' articles' abstracts. Researchers used qualitative content analysis case study method to find the similarities and differences in using verbs, usage/pattern in comparison to the English and Persian papers which were written by 48 MA and PhD postgraduate students in different fields of study compared to 52 English abstracts selected randomly as the native writers. Results showed that cross linguistic differences affect nonnative article writing; their writings were not native like they were just translation of Persian abstracts. They used verbs in English writing the same as Persian usage. They transferred their mother tongue to their paper writing skill. Verbs used by nonnative highly educated EFL learners were not similar to natives'. The increasing interest in verb aspects is motivated by a need to supply models of academic and scientific texts for the students, so that they can produce those texts appropriately.

Keywords: CLI, Language transfer, EFL, Content analysis.

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Note-taking Strategies to Foster Self-Regulatory Learning: The Case of EFL Advanced Learners

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Mahsa Alinasab

Abstract

Taking notes while reading or listening activities appears to be a demanding process for a majority of foreign language learners. This process can be related to self-regulatory learning (SRL) that involves learners in a self-directed experience through which they can manage their own behaviors in order to accomplish the desired learning outcomes. The present study was an attempt to link note-taking strategies to self-regulatory learning in order to spot the possible relationships between the two processes. To this end, a quasi-experimental design was implemented to gauge EFL learners' self-regulatory learning improvements using a pretest-posttest layout. Twenty five female learners have been randomly divided into +note-taking and – note-taking groups. An instructional package consisting of explicit guidelines of not-taking strategies was designed and implemented in the + note-taking group, while the – note-taking group received its default EFL instruction. Based on students' responses to the self-f-regulatory learning questionnaire at the end of the treatment, it was found that the + note-taking group outperformed their counterparts in – note-taking groups in terms of the improvements in SRL. Besides, within + note-taking group, significant changes were observed in regard to SLR when compared to pre-test conditions. The present study calls for more incorporation of cognitive learning strategies such as taking notes in foreign language instructional courses in order to enhance a self- managing learning journey on the part of the learners.

Keywords: EFL learners; self-regulatory learning; note-taking strategies

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The Depiction of Mind-Forged Manacles in William Blake's

“Ah! Sun-Flower”

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Abstract

Blake's “Ah! Sun-flower” portrays the lonely Sun-flower and its insatiable thirst for reaching “sweet golden clime”. Blake's stance on the fashion of this yearning has been the subject of a considerable number of scholarly inspections, straddling mythological and apocalyptic sardonicism. This article revisits the poem by deploying a new lens. It provides a rereading of the sardonic tone of the poem utilizing the concept of “mind-forged manacles”. It argues that rather than targeting apocalypse, the sardonic tone of the poem aims to denounce the application of fatal methods and unnecessary deprivations of natural needs in order to reach that golden terrain.

Keywords: mind-forged manacles; William Blake; “Ah! Sun-flower”; sardonicism

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Instructional Efficacy of Corpus-Based Tools in Teaching Collocations to Iranian University Students with Different Specialized Domains

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Abstract

Coxhead's (2000) Academic Word List (AWL) has been frequently utilized in EAP classrooms and reconsidered in light of various domain-specific corpora. Although well-received, the AWL has been criticized for ignoring the fact that words tend to show irregular distributions and be used in different ways across disciplines that such difference concerns collocations. The present study investigated the instructional efficacy of corpus-based tools in teaching collocations to Iranian university students with different specialized domains. After administering the Solution Placement Test, participants were divided into control and experimental groups. Each group included seventy-five students with three specialized domains, namely; law, dentistry, and physical education. The experimental group was taught the collocations and lexical chunks through using corpus-based tools and the control group was taught through traditional method in which they did not receive any instructional tools, innovative materials, and instruments. The findings indicated that teaching collocations through corpus-based tools was of significant help to the students' retention and learning of collocations. Furthermore, the results showed that the experimental group outperformed the control group in both post-test and delayed post-test. The findings of the present study may offer implications to EFL teachers, materials developers, and curriculum designers.

Keywords: Corpus-Based Tools, Specialized Domains, Chunks, Retention, Collocations

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Comparative analysis of Persian and English advertisements in terms of creativity from a systematic functional point of view

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Hamideh Nami Anarjan

Abstract

Nowadays our daily life is surrounded by hundreds of advertisements delivered through mass media. Print advertisements are ones that are composed of two modes namely verbal texts and visual images. In advertising the elements of visual design like color, images and typography mix with written language to create a semiotic whole in order to influence the reader. The combination of verbal and visual elements are done in different ways to inject the creativity in advertising. This creativity is one of the most important elements in designing advertisements. This paper, with reference to the Systemic Functional Approach, analyzes image-text combination in advertisements. The purpose of this research is to do a comparative study of Persian and English advertisements within Martinec and Salway's (2005) taxonomy that is based on Halliday's logico-semantics, and also Liu and O'Halloran's (2009) Parallel structure based on Halliday's transitivity aiming to find the kind of relationships connecting text and image that are used by advertisers. A sample of twenty English and twenty Persian advertisements is analyzed in this study. The data are analyzed from both Martinec and Salway's (2005) taxonomy and Liu and O'Halloran's (2009) Parallel structure. Results show the lack of creativity and diversity in Persian advertising. On the other hand English advertisers use various kinds of image-text combinations to add persuasive features to advertisements. The result of the present study is hoped to be helpful for advertisers to add variety to their works.

Keywords: Systemic Functional Linguistics, Multimodal Discourse Analysis, Advertisements, Logico-semantics, Parallel structure

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A Multiple Case Study of Iranian High School Teachers' Beliefs, Knowledge, and Practices of Classroom Management

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Abstract

Teacher-pupil relationships in school years have been significantly correlated with a number of student outcomes including adjustment to school, academic success and social competence (Birch & Ladd, 1997; Hamre & Pianta, 2001; Pianta & Stuhlman, 2004). Teachers' beliefs, knowledge, and practices related to classroom management are also uniquely salient to the field of EFL education (Abidin & Robinson, 2002). This may have outstanding effects on learning English in a foreign language instruction setting like Iran and it would be surely very important to study this effect in Iranian high schools because all students at this level encounter the difficult task of learning English as a foreign language. Teachers are virtually always the ones who initiate the referral process and their opinions regarding student performance are considered vital. It follows that exploring teachers' perspectives on classroom management is necessary in order to develop a comprehensive understanding of the role that they play in determining educational placement, and whether their judgments concerning student behavior result in uniform and appropriate standards for referral. The present study was carried out in some schools in Urmia. The population to do the research was all high schools in Urmia. A pilot study was administered in the schools selected to have an almost homogeneous group of the experimental and control groups. The results showed the significant effect of Iranian high school teachers' beliefs, knowledge, and practices on classroom management.

Keywords: Iranian high school students, Iranian high school teachers, beliefs, knowledge, practices, classroom management

Task Complexity and EFL Learners' Performance Influenced by Written Mode

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Abstract

Over the past decade, task-based language teaching and learning and their relationship to L2 acquisition has become a burgeoning area of research within task-based language teaching, learning, and assessment in SLA (e.g., Ellis, 2003; Long, 2000; Skehan, 1998a). Research on SLA concentrated on tasks and investigating task difficulty, task complexity, task design, performance condition, and particularly regarding the effects tasks have on language learning and language performance in SLA research and language pedagogy. (see Bygate, 1999; Ellis, 2003, 2005; Robinson, 2003, 2005; Schmidt, 1993; Skehan & Foster, 1996, 1999, 2001; Tavakoli & Foster, 2008; Rahimpour, 1999, 2008, 2010; Salimi & Dadashpour, 2011).

Implicit in these investigations is the understanding that task design variables have an effect on learner production. This study explored the effects of task complexity on the fluency, accuracy, grammatical and lexical complexity of EFL students' writing task across proficiency level. Whereas Skehan (1998) proposes that increasing task complexity with respect to resource-directing factors results in reduced fluency, complexity, and accuracy of oral Language production, Robinson (2001a, 2001b, 2003, 2005) argues that increasing task complexity with respect to these factors enhances complexity and accuracy but reduces fluency. This study attempts to determine whether accuracy and complexity of language production can be improved simultaneously through the use of task design. The dependent variables in this study are lexical, grammatical complexity, accuracy and fluency. The independent variables are task complexity (resource-directing, number of elements and resource-dispersing, planning time) and proficiency level, as the study investigates the effect of task complexity on the written performance of L2 learners of different levels of linguistic proficiency. whereas task complexity was defined according to Robinson's Triadic Componential Framework, also known as the Cognition Hypothesis (Robinson, 2001a, b, 2003, 2005, 2007). This study carries some implications for second language acquisition (SLA) researchers, language teachers, and syllabus designers. Findings may also add to the present literature in SLA theory, language testing, syllabus design, and material development. Therefore, providing insights on designing and implementation of tasks in L2 classroom settings.

Keywords: Task complexity, resource-directing, resource-dispersing, EFL learner, written performance

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David Mamet's *Oleanna* and the Educational System as an Ideological State Apparatus in the Capitalist Society of America

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Abstract

Among many American playwrights who have illustrated the circumstances of capitalism in America, David Mamet is known as the most capable one in presenting a real picture of capitalist society of America in his plays. He depicts the social problems of America in 20th century elaborately due to his own life experiences in such capitalist society and the conditions of people in it. In his plays, Mamet displays that how middle class people are abused and that how they try to achieve their ambitious dreams anyway. He illustrates that the humanitarian feelings between people are gone and they are fragmented and alienated from each other. Mamet also shows that, in such a capitalist society, the class conflicts take place between opposed social classes in order to obtain power and authority. This article focuses on Mamet's *Oleanna* in which some of these capitalist problems can be seen. This play is about student-teacher relationship in the context of educational system which can be interpreted as a superstructure or one of Ideological State Apparatuses (ISA) of the capitalist society of America. This paper analyzes the play mainly based on Marxist theories of Louis Althusser and Karl Marx to display its socioeconomic problem through these approaches. The findings of the study show the influence of capitalism on the behavior and relationship of the characters and their dreams.

Keywords: Capitalist society, Marxist theory, Althusser, ISA, *Oleanna*, American dream

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The Iranian EFL Major and EAP Students' Awareness of Metacognitive Reading Strategies

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Shima Beheshti

Abstract

Metacognitive reading strategy awareness is said to play an important role in second language reading comprehension. Accordingly, the problem of poor reading comprehension seems to be resolved by learning metacognitive reading strategy skills.

The present study thus aimed at investigating the EFL and EAP readers' overall pattern of metacognitive awareness of reading strategies (i.e. global, problem solving, and support strategies) as well as the relationship between the participants' metacognitive awareness of reading strategy and their reading performance. To this end, 75 students from various fields of engineering and 75 students from English Language majors were selected. After completing a reading comprehension test, their awareness of metacognitive reading strategies was assessed by a questionnaire of metacognitive awareness of reading strategies developed by Mokhtari and Reichard (2002). The results of four independent samples t-test showed no significant differences between EFL and EAP students in terms of their metacognitive awareness of overall reading strategies and problem solving strategies. However, the participants revealed significant differences in their metacognitive awareness of global and support reading strategies with EFL learners being significantly more aware of global reading strategies and EAP students having significantly higher awareness of support reading strategies. Additionally, the analysis of the descriptive statistics revealed that both EFL and EAP readers were medium-strategy users. Moreover, Pearson correlation coefficient revealed statistically significant correlation between readers' perceived use of strategies and their reading scores.

Keywords: Metacognitive awareness, Reading strategies, EAP students, EFL students

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Iranian EFL Learners' Attitudes toward Bilingual Education: Context and Proficiency Level Explored

Roghayeh Pourbahram

Abstract

In the era of information and communication, the relation between people of different cultures and languages has expanded widely. Meanwhile language as a first factor in establishing these relationships has been the focus of attention for many scholars. Considering the popularity and importance of bilingual education in language learning subject, the present study investigated EFL learners' attitudes towards bilingual education. A total number of 184 EFL learners were randomly chosen from private language institutes and university. The learners comprised of two different proficiency levels (i.e., beginners vs. advanced). A questionnaire was utilized to find out the learners' attitude about bilingual education. The results of the independent samples *T-test* indicated that there was not any significant difference among learners' attitudes in different proficiency levels with regard to bilingual education. However, it was found that EFL learners of language institute had more positive attitudes towards bilingual education than their counterparts at university. Findings of this study will help curriculum developers and syllabus designers to adapt their teaching materials to learners' demands.

Keywords: Attitude; bilingual education; context; proficiency level

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The Effect of Cartoons on Improving Iranian Young EFL Learners' Speaking Performance

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Abstract

Your speaking can reveal as much about your individual history as your appearance. Speaking is one of the four macro skills to be gained as a means of efficient communication in both first and second language education contexts. Thus the current study aimed at investigating the potential role of English Cartoons on improving Iranian young EFL learners' speaking ability. Sixty elementary level (all female) learners have participated in the Quasi-experimental study which lasted for one academic semester. There were two groups –one as experimental and the other as control. The results indicated that the authenticity of the cartoons leads to enhancing speaking ability. Since cartoons are made for native users of languages for native use, thus are of seriously effective role in the process of language learning in general and language learning in particular.

Keywords: cartoons, speaking performance, Iranian EFL learners

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The Trumpeter of the Apocalypse in Shelley's "Ode to the West Wind"

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Abstract

Even though Percy Bysshe Shelley's "Ode to the West Wind" has generated much insightful commentary since its publication, the role of the poet as a trumpeter has been generally sidelined. This article explores the image of the poet focusing on the last five lines of the ode. It reads the poem through an apocalyptic lens drawing on Shelley's "A Defence of Poetry". It argues that the poet is like the trumpeter of the apocalypse who blows the west wind into the apocalyptic trumpet to disseminate his words and thoughts among humankind in order to awaken them. The study, thus, aims to provide a more perspicuous definition of the role of the poet that leads to a better understanding of Shelley's oeuvre. It further seeks to establish a framework for the poet moving beyond the settled regulations of a canonical poet of Romantic era.

Keywords: Percy Bysshe Shelley; poet; trumpeter of apocalypse; "Ode to the West Wind"; "A Defence of Poetry"

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The Philosophy of Schopenhauer in the Plays of Samuel Beckett and Sara Kane

Mehdi Deilami

Abstract

Arthur Schopenhauer was a great philosopher whose influence on western philosophy and on later generation of philosophers is undeniable. In his magnum opus, *The World as Will and its Representation*, he explicates the ultimate moving force of the world as a blind force which controls the whole world of phenomena. He describes this controlling force as Will. This blind energy is based on lack, without which there is no need for any movement in the world. The satisfaction of this lack eventuates boredom, and the path toward satiating this lack causes crave and suffering in Schopenhauerian philosophy. This article first depicts the pendulum of boredom and suffering in Beckett and Kane's dramas as manifestations of Schopenhauer's world and then presents the way out of this doomed circle of the world of phenomena offered by these dramatists through redeeming power of love. Undoubtedly this redeeming love has its own defining features. Being sexless and directed toward an object that is unworldly, this love has the qualifications prescribed by Schopenhauer in order to deny the Will; therefore, reaching freedom and an unshackled human.

Keywords: Schopenhauer, Samuel Beckett, Sara Kane, Redeeming Love, Will, Freedom

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Digital Storytelling in EFL Classroom: A Pathway to Improve Writing Skills

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Abstract

This study analyses the results of the application of digital storytelling in an Iranian undergraduate EFL classroom to see the effects of using digital storytelling techniques in the improvement of learners' writing competence. Participants were divided into two groups by the researchers/instructors. One group created their digital stories of the given stories selected from Perrine's literature course book. All stories were presented one by one during the course. After each presentation, the students were asked to write a review of each classmate's digital story in line with a list of standards provided by the researchers/instructors. The other group was asked to read the given stories and then paraphrase them as a summary work. Both groups were tested for their writing competence by the end of the course. The findings of this study showed that digital storytelling technique can effectively help EFL learners to develop better writing skills and it can be considered as an essential tool in foreign language learning and teaching.

Keywords: Digital Storytelling; EFL Classroom; EFL Learners; Stories; Writing Competence

Pragmatic Transfer of Iranian EFL Learners': The Case of Refusals**Fatemeh Jafari****Abstract**

L2 learners often develop grammatical competence in the absence of concomitant pragmatic competence (Bardovi-Harlig & Hartford, 1990, 1993). Pragmatic transfer is a research field in interlanguage pragmatics, which is known as the influence exerted by learners' pragmatic knowledge of languages and cultures other than second language on their comprehension, production and learning of second language pragmatic information (Kasper, 1992: 207). Many studies show that in spite of having a perfect competence in L2 grammar, learners have difficulties at pragmatic level when having a conversation with native speakers. The present study deals with pragmatic transfer of Iranian EFL learners' refusal strategies as reflected by their responses to a modified version of 10- items discourse multiple choice task. Each question in the questionnaire has three options. One of the options is correct, one is a distracter and one is an option that has been effected by learners' L1. The participants are 60 Iranian EFL learners in advanced level that haven't been to English speaking countries. The purpose of this study is to find out the pragmatic competence of EFL learners in Iran. This study first investigates pragmatic failures that Iranian EFL learners tend to commit in understanding pragmatic multiple choice tasks and answering the questions. Then, building on the analysis of the collected data, it further discusses the amount of the pragmatic failures among Iranian EFL learners and the source of this failure. The results of the study show that all of Iranian EFL learners commit pragmatic failure and answered more than 72 percent of the questions incorrectly. The results show that almost half of the pragmatic failure of Iranian EFL learners are due to L1 interference. The results of the present study are useful for language teachers and syllabus designers.

Keywords: Refusal strategies, Pragmatic transfer, Discourse Multiple Choice Task, Iranian EFL learners

Complexity Theory: Iterative Activities for an IELTS Class**Naser Rashidi***Email: naser.rashidi@shirazu.ac.ir***Mahdi Modarres Mosadegh***Email: mahdiop@ayhoo.com***Abstract**

Designing class activities with integrated, progressive input in order to create a better chance for more potent output is always a tempting aim for IELTS teachers. However, this has been generally tried out with repetition rather than reiteration. Reiteration, as Larsen-Freeman (2015) puts it, is a property of complexity theory which refers to meaningful repetition and dynamic, spiral progression of a topic or activity. In this article the researcher tries to identify the current trends in designing repetitive tasks for classrooms through a review of pertinent seminal studies in recent years and the possible gaps these may have for an IELTS class. Accordingly, he tries to design a reiterative activity as well as a small series of them for an IELTS class. In doing so, the Kramsch's transcultural competence (2010), Haliday's triple relation of language to social reality (1978) and Branden's triadic component structure (2016) are used as the initial frame model. The model proposed in this study lends support to transcultural competence as the point of departure for designing reiterative activities with major emphasis on localizing and personalizing the input. The main feature of these activities is that they revolve around one topic, but try to shift perspectives as they progress; that is, students are required to receive the integrated input of ecological tasks and try to localize the knowledge and create a more self-centered description of the activity in which everything is recounted from the speaker/writer's point of view. Finally, the researcher attempts to evaluate the model in terms of bringing integrated productive activities i.e. speaking and writing into one IELTS class session or a series of sessions and the workable outcomes for the students. The findings show that reiterative activities, unlike repetitive activities which the exact repetition of a task is favorable, provide a multi-dimensional view of one concept. This comprehensive view can affect the way candidates approach productive tasks as they have a more fully developed concept of an issue and can exhaustively elaborate on it. The view may also be enhanced by background knowledge of the candidate and the way they personalize the concept .

Keywords: Complexity theory, reiteration, shift of perspective, transcultural competence, personalizing information, IELTS

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Language Identity toward Language Proficiency Growth among Iranian EFL Learners

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Abstract

This study investigated aspects of language identity in the Iranian context as well as Iranian ELT students' attitudes toward English language learning. The study involved a total of 135 ELT learners, 65 of whom were low-intermediate sophomores, in their second year of B.A. program, and 70 M.A. candidates in ELT at the high-intermediate level of general English proficiency. The participants were studying at different universities in Isfahan province. To fulfill the aim of the study, a language identity questionnaire including 19 items, adapted from Khatib and Rezaei (2013), was employed as the main data collection tool to investigate all the 6 aspects of language identity. The questionnaire was given to both high-intermediate and low-intermediate groups. Besides, some participants attended a round of interviews on a random basis. Mann-Whitney U test and independent t- test were used to analyze the data obtained through the questionnaire and interviews. The purpose of the statistical analyses was to find out whether there were any changes among the students' language identity while they made gains in English language proficiency. The results revealed that, on balance, the Iranian students held a generally positive attitude towards English language learning. In addition, it was observed that having a positive attitude towards learning English positively correlation with the participants' proficiency level. Precisely, as the level of proficiency grows, so does the positive attitude towards English learning experience. It is hoped that the outcomes of this research study on different aspects of language identity showing the participants' interests, will be of use for textbook designers and Iranian EFL practitioners. The results can also be of significance in that they contribute to the available body of research findings in the field of identity.

Keywords: Attitude, ELT, High-Intermediate, Language Identity, Low-Intermediate, Language Proficiency

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**The Effect of Portfolio Application on the Improvement of Grammatical Knowledge
and Writing Skill of Iranian EFL Learners at Intermediate Level**

Arshia Keyvanfar

Mahshid Madhi

Abstract

Current study was conducted to investigate the effect of portfolio as a pedagogical instrument on grammar knowledge and writing skill of Iranian EFL learners at the intermediate level. The study focused on two dependent variables of grammar knowledge and writing skill while the method of teaching grammar in writing (with two conditions of using and not using portfolio) was the independent variable. Based on convenience sampling, 32 adult Iranian IELTS students attended in an intensive preparation course of English in two consecutive terms twice a week for 90 minutes over 5 weeks. It is necessary to mention that basic elements of an acceptable writing were presented in both control and experimental groups to make students aware of the fundamental requirements of writing. The results through ANCOVA revealed that all the null hypotheses of the study, except one, were rejected and significant differences were found between the average performance of the two portfolio and the non-portfolio groups in grammar, IELTS and PET and finally PET writing. However, no difference was found between the average performance of the two portfolio and the non-portfolio groups in IELTS. It was hence concluded that the use of portfolio can significantly improve grammar knowledge, general proficiency and to a lesser extent the writing skill of Iranian EFL learners at the intermediate level. Peer-assessment, self-assessment, authenticity, sense of responsibilities, ownership in the period of implementation, cooperation among learners, highly motivated students and student-centered class in a process-oriented approach were the results of applying portfolio.

Keywords: grammatical knowledge, portfolio application, writing skill

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The Role of Critical Discourse Analysis and Critical Thinking in an EFL Context: A Case Study of Economic Texts

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Abstract

The current study was investigated to probe the effect of critical discourse analysis (CDA) on English as a Foreign Language (EFL) learners' critical thinking (CT) ability in economic translation texts classes. To this end, 60 undergraduate English translation students including 22 males & 38 females were selected and then they were randomly assigned into two groups, namely, experimental and control ones. The researcher utilized a Preliminary English Test (PET) in order to homogenize the participants with regard to English proficiency level (i.e., at intermediate level) and likewise their critical thinking ability and select a sample of intermediate students from 80 EFL university students studying at Islamic Azad University in Tabriz, Iran. Each group was instructed for 12 sessions, once a week. The experimental group received instruction in order to make critical analysis both on articles handed out by teacher as well as follow-up CDA based presentations. The results of the posttest showed that CDA has a positive and significant impact on EFL learners' critical thinking ability. Furthermore, the results revealed that CDA have the highest influence on two components of CT, interpretation and recognizing unstated assumption.

Keywords: Critical discourse analysis; Critical thinking; Economic translation texts

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The Effect of Using Nursery Rhyme on Female and Male Learners English Vocabulary Knowledge

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Abstract

Vocabulary is one of the most critical elements in language learning without which communication is not possible. Therefore, it is important to adopt an effective method for teaching it. The aim of the present study was to investigate the effectiveness of using nursery rhymes on male and female learners' English vocabulary knowledge. Thus, it was hypothesized that gender has a moderating role in the effect of nursery rhymes on learners' vocabulary knowledge. The participants in this study were 40 EFL learners who were chosen non-randomly from learners in Andishe Sabze Ehsan Language Institute in Urmia, Iran. They were divided into two groups, the first group was control group (N=21), the second one was experimental group and treated by nursery rhyme (N=19) and both groups included male and female learners. All participants in two groups participated in the pre-test to be determined whether they were homogeneous regarding their vocabulary knowledge. After ensuring the homogeneity of groups, the researcher instructed both groups. Both groups of the study were taught two sessions a week for nine weeks. In order to test the research hypotheses, independent t test was used to measure the differences between participants in nursery rhyme. The obtained results of the Independent t test ($t=-0.17$, $df= 38$, $p =0.85 > 0.05$) showed that the gender of learners has not any significant influence on learners' vocabulary knowledge. The findings of the current study may have some useful implications for language teachers and syllabus designers to include a variety of audiovisual with the aim of improving vocabulary learning in kids' classes.

Keywords: nursery rhyme, vocabulary, learning

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Genre-based or Genre-interfered Societal Signs in Iran

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Abstract

In heyday of going beyond genre different from the Swalesian approach involving just linguistic features, new rhetoric approach implies rather dynamic social purposes. Therefore, tactical aspects of specific genres, adopting different discriminative strategies and following some regularities in their structures, signal their membership and discourse community. So, this study was curious to determine the extent to which societal signs serve their purposes through specific conventions or they break the pattern of specific genres to imply some other purposes associated with different genre types. To this end, this study adopted Bhatia's 7 steps, including situational context, surveying literature, speaker/hearer and reader/writer, history of discourse community, networks of texts, the use of genre, focal level, lexico-grammatical features, text-patterning, and structural analysis, for genre analysis in 80 traffic, 78 education, and 83 advertisement societal signs. Furthermore, 7 specialist informants were consulted to ensure the interpretation of the aforementioned issues in three 45-minute focus group discussion sessions. Results showed 64 percent of traffic signs as religiously, ethically and politically genre-interfered, 69 percent of education signs as religiously and politically genre-interfered and 38 percent as genre interference of congratulation in advertisement signs. At last, in order to endure the complexities of the modern world and provide a life-long instruction, teachers can expose content-based, subject-specific studies in ESP courses through genre training, consciousness-raising activities and translation-based tasks.

Keywords: Genre-based, Genre-interference

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A Psychoanalytic Reading of Sylvia Plath's Lady Lazarus: The Issue of 'Cut in the Body'

Salahaddin Mohammadi

Abstract

Being under the pressure of a strict patriarchal society, the speaker at Sylvia Plath's poem tries to define her core nature by new standards on the basis of which she can carry out her process of integration and making a new identity. Sylvia Plath has always been known for her groundbreaking, non-conventional, and argumentative poetry. This paper tries to find a new way to describe and enlighten the core issue of the poem Lady Lazarus by alluding to one of the controversial discussions of the famous psychoanalyst, Julia Kristeva, namely 'cut in the body'. In this act, women try to disintegrate themselves so they can set themselves free from the restraining social bonds made by the male figure. In the course of this paper, some ideas by such figures as Slavoj Zizek will be brought up to further elaborate on this issue of making a new identity. On the whole, it seems that women usually tend to make some cuts in their body to defy the society in which they live; this way, they can act as some outsiders and by this means they can truly define who they really are. This paper, then, will try to further understanding of this issue of 'cut in the body' in Plath's poem and analyze the intricate interconnections resulting from this issue on one's identity.

Keywords: Symbolic order, the Real, body, cut, patriarchy

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Writing Assessment Literacy: Beliefs, Knowledge, and Practice

Among Persian EFL Practitioners

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Abstract

General perception concerning Language Assessment Literacy (LAL) has been created among different practitioners in diverse levels. The time is accordingly ripe to consider assessment literacy from more detailed aspects of language such as writing, which is now moving beyond a mere skill towards a vital aptitude in breaking the boundaries between academic disciplines. The study is a Persian adaptation of the investigation done in Europe by Crusan, Plakans, and Gebril (2016) titled *Writing assessment literacy: Surveying second language teachers' knowledge, beliefs, and practices*. This study examines writing assessment literacy (WAL) in English classrooms in three classifications of newcomers, experienced, and highly experienced EFL practitioners. The focus of the study is on the significant components of LAL (beliefs, knowledge, practice) regarding writing assessment via a survey instrument. Similar to the European study, this study aims at answering the following questions: (1) How have Persian EFL Practitioners obtained assessment knowledge? (2) What do Persian EFL Practitioners believe about writing assessment? (3) What are the assessment practices of Persian EFL Practitioners? (4) What is the impact of linguistic background and teaching experience on writing assessment knowledge, beliefs, and practices? In addition, this study compares the finding of the current endeavor with the European investigation to observe the similarities and differences. It is also compares Persian EFL practitioners in three levels of proficiency to check the possible influences of their professional developments concerning WAL. The study is illuminating in depicting the current condition of WAL among Persian EFL practitioners in attempts to develop their future training courses. Also, the study would set the scene for teacher/master trainers to embed the proper assessment knowledge in their courses with regard to the level of proficiency among course and workshop participants.

Keywords: Assessment, Language Assessment Literacy, Writing Assessment Literacy

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How do Iranian EFL learners apologize in different contexts? An Investigation of the Role of Gender and Power Relations

Farid Akhlaghi

Abstract

This study aims at finding out the strategies Iranian EFL learners use to apologize. It also investigates the effect of gender and power relation on the choice of these strategies. For this purpose, 76 Iranian advanced EFL learners participated in completing a DCT of eight different situations and Olshtain and Cohen (1983) apology framework was used to analyze the data. The results yield some pertinent answers to the study questions: based on the finding of this study a cline can be drawn representing the most used versus the least used strategy by Iranian advanced EFL learners at two opposite poles between which there are other types of strategies. The results also indicate that males and females in Iran EFL context apply diverse strategies to apologize and that both gender and power relation can affect their choice of these strategies.

Keywords: interlanguage pragmatics, apologizing strategies, gender, power relations

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Theurgic Power of Shadowing on Speaking Fluency

Vahid Vazifeh
Saeideh Ahangari

Abstract

The mastery of speaking as the most formidable skill is primordial to language learning process. The current study was mooted to introduce a revised technique called '*Planned Shadowing*' i.e. intensive listening followed by simultaneous speaking to accelerate the act of speaking. This, undeniably serves an innovation to most ELT scholars. It is believed that the lack of exposure to sounds and structures of the target language and the dearth of language practice result in speaking deficiencies. On the other hand, many researchers seek for effective methods to accelerate the act of speaking for their students by dint of integrating modern techniques. Hence, this paper delves into a less explored area of shadowing research, the combination of Planning and Shadowing, called Planned Shadowing (PSH). To do so, Forty EFL learners were asked to imitate (shadow-like) particular recorded inputs (for fifteen sessions) extracted from the book the students were being taught during the course, adjacent to using the audio-scripts in source and target language (Persian and English) which were intertwined in a planned way with the topics the students were supposed to tackle during each unit. New expressions and vocabularies and grammatical difficulties were taught before taking the task of shadowing up. The part-takers were supposed to listen to the level-adapted audio tasks and try to shadow the audio files with the lowermost delay. The current work lent general support to the claim that Shadowing, when accompanied by pre-task planning, ameliorates fluency and its constancy leads into Learner Autonomy.

Keywords: Planned-Shadowing, Speaking Fluency, Learner Autonomy

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The Effect of Public vs. Private Feedback on Iranian EFL Students' Face in English Writing Skills

Zahra Kamjoo

Rahman Sahragard

Abstract

This study examined the effect of public versus private feedback on Iranian EFL students' face in writing skill. This study also investigated the effect of these two types of feedback on the number of the students' errors and their attitudes toward receiving feedback. Sixty Iranian EFL high school students in Larestan were chosen based on availability and ease of access. The participants were in two intact groups containing thirty learners as two experimental groups. The students in the first experimental group received public feedback and the students in the second one received private feedback. Students in each group received the same instruction in writing paragraphs. Collected data in this study consisted of number of students' errors in English verbs in terms of tense and subject agreement as well as their responses to a Likert-type questionnaire administered after the treatment. The data gathered from both experimental groups were analyzed using SPSS software version 21. Data analysis revealed that both types of feedback had positive effects on the number of the students' errors. However, public feedback had more positive effects than private feedback. The students' responses to the questionnaire showed that private feedback had positive effects on the students' face and they showed positive attitudes toward private feedback, whereas public feedback had negative effects on students' face and their attitudes toward public feedback were negative. However, students' motivation seems to be a key factor, accordingly, public feedback turned out to be more effective in reducing learners' errors.

Keywords: face theory, oral feedback, written feedback, English writing skill

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Subversion of Social Class in George Bernard Shaw's *Pygmalion*

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Abstract

The present study tries to shed light on the aspect of social status created by language and how it marks subversion and containment in particular social class. An example of such social interaction is represented in George Bernard Shaw's *Pygmalion*. This paper attempts to look at the play through the theory of "subversion-and-containment" introduced by Stephen Greenblatt. Greenblatt argues that a system tries to control and contain its subjects through generating subversive activities that provide containment of particular group of people. The present study attempts to apply Greenblatt's theory to social classes rather than its original colonial aspect of his account, and tries to examine how language plays a crucial role in subversion and containment in *Pygmalion*. It comes to prove that high class Professor Higgins uses the language as a device for containing Eliza Doolittle from lower classes of society.

Keywords: *Pygmalion*, subversion and containment, Greenblatt, social class

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The Effect of Flipped Classroom Model on EFL Learners' Reading Comprehension

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Zahra Jafari

Abstract

The present quasi-experimental study investigated the effectiveness of Flipped Learning Model (FLM) on the improvement of reading ability of Iranian pre-intermediate EFL learners. To this end, after administering the Oxford Placement Test (2007) as the proficiency measure among 90 pre-intermediate students who were studying at Saadatabad Bilingual Institute of Tehran, 60 students were selected based on their scores on the test. The participants were all female and their age range was 12-13. Those who scored one standard deviation above and below the mean were selected. The participants were categorized into two groups: an experimental and a control group. The researcher randomly assigned 30 of the participants to the control group and the other 30 to the experimental group. The experimental and control groups participated in a reading pre-test (the reading section of PET, 2004) and the independent samples t-test analysis of the two groups' scores revealed no significant difference between them. The conventional method of communicative language teaching (CLT) was employed in both groups but the experimental group received the FLM as the treatment prior to the class. At the end of the semester (after 16 sessions) both groups took part in the post-test of the study. The collected data from the post-test were submitted to statistical analysis (SPSS, version 16). The researcher used t-test technique to detect any significant differences between the post-test scores of the two groups. The results showed a statistically significant difference between those who were taught reading skill by FLM and the conventional reading skill (CLT). In other words, the experimental group significantly outperformed the control group. This showed that the instruction they received was significantly more effective than the instruction that the control group received. The findings of the study will be useful for teachers, learners, materials developers and interested researchers.

Keywords: Flipped Learning Model (FLM), EFL learners, Reading Skill, Communicative Language Teaching

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The Relationship between Global, Situational, Task Self-esteem and Writing Performance of Iranian EFL Learners

Ali Bastanfar

Sara Pari

Abstract

This study aims at investigating the relationship between global, situational, task self-esteem and writing performance of Iranian EFL learners. The data was collected through administering a PET, three questionnaires of self-esteem including global, situational, task self-esteem sections and a writing performance test. The reliability and validity of the tests and questionnaires were examined through a pilot study. From among 110 EFL learners studying in four private English institutes in Boukan 60 intermediate EFL learners were selected based on their scores on PET for the main study. Pearson correlation was run to examine inter-rater reliability of the scores given by the two raters in writing performance test. The results of the three Pearson coefficient correlation tests performed on the results of the three questionnaires and writing test showed significant correlation between these variables. The association between “self-competence” and “writing score” ($PC = .57$) as well as the association between “self-liking” and “writing score” ($PC = .71$) were fairly strong ($P < .05$). The results showed a significant relationship between the two dimensions of the global self-esteem and writing performance ($PC = .58$). Positive correlation was found between situational self-esteem and writing performance, ($PC = .76, p < .05$). Likewise, positive correlation was found between task self-esteem and writing performance ($PC = .86, p < .05$). Results of the study revealed that the level of the student’s writing ability was poor in general, and it should be given a serious consideration and remedy.

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همایش ملی مسائل کاربردی و آموزشی در تدریس و یادگیری زبان انگلیسی

Practical and Pedagogical Issues

in English Language Teaching and Learning

Exploring Tolerance of Ambiguity and Pragmatic Achievement of EFL Learners

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Abstract

This study investigated tolerance of ambiguity (TA) and pragmatic achievement of EFL learners. The research was carried out with a group of 75 female and male intermediate and advanced students studying English at Golestan institution. This study examines whether any statistically difference existed between Iranian male and female learners' in their ambiguity tolerance. The present study aimed to investigate the tolerance/intolerance of ambiguity of EFL learners. It also sought the relationship between ambiguity tolerance (TA) and pragmatic achievement of EFL learners. To do so, a version of pragmatic test was administered to measure the participants' achievement in pragmatic. Then, second language tolerance of ambiguity scale was given to the learners. The Pearson correlation of TA was used to analyze the data. The result indicated that there is a significant relationship between overall pragmatic achievement of Iranian EFL learners and TA. Moreover, the effect of learners' gender on TA was supported.

Keywords: tolerance of ambiguity, pragmatic achievement, gender.

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**Practical and Pedagogical Issues
in English Language Teaching and Learning**

**Examining the Relationship between Motivation and Job Performance among EFL
Teachers Working in Public and Private Language Schools**

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Solmaz Asem

Alireza Bonyadi

Abstract

Motivation seems to be one of the most important aspects of human psychology. English institutes design motivation systems to encourage the teachers to perform in the most effective way. The key to create the efficient motivation system is an answer to the question what really motivates the teachers. Significantly, job satisfaction and motivation are very essential to the continuing growth of educational systems around the world in genuinely determining educational success and performance. Thus, the present study intends to find out the relationship between EFL teachers' motivation and their teaching performance working in public and private language schools. In so doing, a total of 152 male and female EFL teachers constituted the sample size. To collect the required data from among the participants of the present study, two questionnaires were employed, namely, Weiss, Dawis, England, and Lofquist (1967) Minnesota Satisfaction Questionnaire; Hackman and Oldham (1980) Motivating Potential Scores of Job. Findings of the study showed that there was a positive relationship between motivation and EFL teachers' teaching performance in private school. Also, there was a positive and strong relationship between motivation and EFL teachers' teaching performance in public school. In addition, it was found through the use of Mann-Whitney test showed that EFL teachers in private schools perform better when compared to the teachers in public schools.

Keywords: Motivation, Intrinsic Motivation, Extrinsic Motivation, Teaching Performance.

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**Practical and Pedagogical Issues
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**Social Networks and Language Learning: Technology-based or Multi-Synchronous
Language Environments**

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Abstract

Palmtop electronic devices such as Smartphones create innovative and omnipresent language contexts. Development of mobile systems and Internet access has been made feasible more sophisticated applications which allow the use of world wide databases and interactive web content. The current study investigated the impacts of creative interaction in social networks on EFL learners' vocabulary knowledge in Online Mobile Language Learning (OMLL) course. The results of the study discussed the ways which new technologies established authentic and effective interaction between human and computer in learning contexts as well as challenges that developing countries have in conducting OMLL courses.

Keywords: technology-based educational tools, long life learning, social networks, Multi-Synchronous Language Environments

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The Effect of Dogme Model in Teaching Reading in Iranian EFL Context

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Abstract

Dogme ELT is the name of a loose collective of teachers who challenged what they consider to be an over-reliance on materials, including published course books, in current language teaching. Dogme ELT is a very brand new glimpse of English language teaching which has not been tested/scheduled in Iranian EFL context. This view formed a new movement in language teaching to perform high effects in English classes by less materials. This study is trying to find out how teachers and students of English language in Communicative Language Teaching (CLT) classes in Iranian EFL context can perceive this methodology/procedure and the possible differences regarding oral and written performance after implementing an experimental methodology. To this end, 30 intermediate students are randomly chosen from an institute in intact classes of 2 to 4 weeks, 3 sessions per week and 45 to 60 minutes per session. The participants will be divided into two groups receiving different instructions. First group will receive CLT approach with course book structures and all content would be delivered upon textbooks. But, second group will receive controversial procedure; the Dogme. During the treatment, the experimental group will receive non-course book authentic materials with controlled content index from CEFR. The results will be reported in accordance to students' perceptions about Dogme ELT as well as their performance after the implementation of the treatment.

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The Portrait of Elizabeth I in Marlow's *Tamburlaine*

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Abstract

This study explores the dominant ideology of the Elizabethan age in the play *Tamburlaine the Great* by Christopher Marlow. It examines the textual patterning of the play and makes comparison between *Tamburlaine* and Elizabeth I to demonstrate how the play is a mirror of the age. For analysis, the study relies on the idea of "Circulation of Social Energies" by Stephen Greenblatt. He believes dominant social energy is encoded into artworks, since they visualize those energies internalized by people. In other words, he considers literary creations as cultural formations shaped by the circulation of social energy. The study specifies on similarities between Elizabeth I and *Tamburlaine* that represents the figure of Elizabeth I circulates in *Tamburlaine*. Through analyzing a text in context of its creation, this study indicates that social energy is reflected in the text.

Keywords: Circulation of Social Energies, Stephen Greenblatt, Christopher Marlow, Elizabeth I.

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Iranian EFL Teachers' Views toward English Pronunciation Instruction

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Abstract

Intelligible pronunciation is a vital element of communicative competence. Persons who have good pronunciation improve their language skills better than those who have bad pronunciation. Despite its significance for oral communication, pronunciation is ignored in many EFL contexts. The purpose of this study is to investigate the Iranian EFL teachers' views toward English pronunciation instruction. Fifty Iranian EFL teachers from the three Islamic Azad Universities of Guilan Province were voluntarily chosen for this study. A questionnaire consisted of 10 statements was developed with the help of English language teaching experts. The researchers distributed the questionnaire to the participants. The researchers gathered the data and then analyzed them through the use of statistical procedures like percentages. The results of this paper revealed that lack of time, confidence, motivation, resources, materials, and educational facilities stop teachers from teaching pronunciation. According to the obtained findings, it was indicated that if teachers wish to increase their efficiency in English pronunciation instruction, they should have enough time, motivation, appropriate teaching materials and resources, and specifically educational facilities such as computer technologies.

Keywords: English pronunciation, instruction, EFL teachers, views

The Effects of Problem-Based Learning on Students' Engagement Level in an Iranian EFL context

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Abstract

Engaged learning is an integral part of the “Teach Less, Learn More” initiative. The particular teaching method which encompasses indicators of active engagement can be problem-based learning (PBL). This research study intended to implement Problem-Based learning as a possible solution for learners' disengagement problem in EFL context. For this purpose, two intact groups of elementary undergraduate EFL junior students at Islamic Azad University, Osku Branch-Iran were selected. The number of students was about 40 in each group. These two groups were assigned into experimental group applying PBL method with a focus on using hard scaffolds and control group applying lecture-based teaching method. At the beginning of the study, PETALS Engagement Instrument (PEI) with eight scales of Pedagogy (P), Experience of Learning (E), Tone of Environment (T), Assessment (A), Learning Content (L), Affective Engagement (GA), Behavioral Engagement (GB) and Cognitive Engagement (GC) was used as a pretest in both experimental and control groups to specify their engagement level in class. After implementing different phases of PBL in experimental group and lecture based teaching in control group, at the end of the study, PEI was administered again as the posttest to measure the change in learners' engagement level in both PBL and non-PBL classes. Statistical analysis indicated that there was a meaningful and significant difference between two groups; PBL group improved their engagement level to a high extent in class in comparison to lecture-based teaching group. Also, taking the components of engagement into account separately, it became clear that PBL learners were generally better than control group. The most important difference between two groups was related to cognitive engagement. In PBL group, cognitive engagement had been improved to a large extent and more than other components while in control group cognitive engagement had been improved to a very little extent and less than other components. Syllabus designers and teachers should pay special attention to this new method of teaching and apply it in teaching contexts if they want to bring about successful learners.

Keywords: affective – assessment - behavioral – cognitive - engagement– experience of learning - hard scaffolding - lecture-based teaching – learning content - pedagogy - problem-based learning – tone of environment

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**Orientalism: A Comparative Study of Eastern Thoughts in the Works of Emily
Dickenson and Sohrab Sepehri**

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Mahsa Fazlavar

Neda Akbari

Abstract

Many religions and methods have risen from the Orient. Sufism and Buddhism are of the most important ones that have been practiced not only in the East but also in the West. They also had a significant effect on the literary world. Comparative literature is regarded as one of the important sub-categories of literary studies. Sohrab Sepehri and Emily Dickinson, as contemporary poets, have a great impact on the poetry of their own era. Since these two poets are affected by Buddhism and Sufism, their thoughts are not exclusively influenced by just one of them. In fact their poems are a fusion of these two frames of thoughts the emergence of the Eastern thoughts and religion in the works of these modernist poets makes us have more and extensive research on this issue. This paper aims to compare the influence of oriental mysticism on the works of Emily and Sohrab regarding nature, death, life, color, and suffering. Sohrab and Emily repeatedly used these notions in their poems showing their attitude toward life.

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Shahraam Rahimian's *Dr. Noon Loves His Wife More Than Mussadiq*: Living in the
Imagined Community of Iran

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Abstract

This study aims in critically investigating Shahraam Rahimian's *Dr. Noon Loves His Wife More Than Mussadiq* from the standpoint of Benedict Anderson's theory of imagined communities. Anderson conceives the nation as a political community that is characteristically an imagined and limited entity under a sovereign state. Considering this, the researchers attempt to demonstrate nation, depicted in the novel, as a construct, built culturally and historically. Furthermore, they will propose that the formation of such a construct owes much to the configuration of a shared national identity which is largely abstract and theoretical. The researchers, therefore, minutely delineate the processes through which Iranian imagined community is effected.

Keywords: Imagined Communities, Shahraam Rahimian, Benedict Anderson, Dr. Noon, Nation, Nationalism

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The Quest of “Name” and “Soul” in Walcott’s *Omeros*

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Abstract

This article examines Derek Walcott's *Omeros* (1990) to elucidate the ways in which this *magnum opus* renders the difficulties of “return to Africa” for New World inhabitants. As the Caribbean has witnessed the violence of displacement, deracination, and transplantation the quest for ancestral homeland and the attempt to recuperate the past may cripple the mind of the homecomers. This paralysis is scrutinized in Achille's katabatic *nostos* to Africa. In this journey, Walcott demonstrates the disillusionment and unhomeliness of Africa for the Achille-like African-Caribbean people in the New World. However, as Walcott contends, if due to the fractures of history Africa is lost for African-Caribbeans, Africanness can still be recuperated by reviving and preserving its cultural residues in the new land. Furthermore, through the figure of Achille and his revelatory journey, Walcott suggests that the New World inhabitants should value the prospects of the present- the here and now- rather than being lost in the hallucinations of the past.

Keywords: *Omeros*, Achille, atavistic homeland, retour, katabanic nostos

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The Effect of Task Complexity on Iranian EFL Learners' Speaking Ability

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Seyed Dariush Ahmadi

Abstract

Task-based language teaching (TBLT) has gained considerable momentum over the past thirty years; in some countries like New Zealand and Vietnam, TBLT has even been propagated by the national government as the most favored approach to second and foreign language teaching (Van den Branden, 2016). Based on the cognitive and interactive perspectives of task research, the cognition hypothesis states that requiring L2 learners to engage in tasks of increasing complexity along a resource-directing dimension promotes greater interaction and feedback and thus facilitates L2 development (Robinson, 2001a, 2003, 2005, 2007a). Meanwhile, it is worth mentioning that many studies have attempted to show the relationship between task complexity and L2 performance, but very little research has explored the role of task complexity on L2 learning in English as a foreign language (EFL) classroom contexts among Iranian EFL learners. The purpose of this thesis will be to examine the effects of task complexity on the occurrence of interaction-driven learning opportunities and L2 development of Iranian pre-intermediate EFL learners in EFL task-based language classrooms.

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Main Problems in Implementing of CLT Method in Iran from EFL teachers' perspectives

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Abstract

Methodology is one of the critical factors that plays a significant role in achieving the acceptable result in educational fields, particularly in the process of language teaching and learning in applied linguistics, and pave the way to fruitful improvement. CLT as a modern method has been accepted in language teaching in many developed countries but in some developing countries it does not have same popularity. The purpose of present paper is to review the main problems of using CLT method in Iran from Iranian EFL teachers' perspectives. Knowing about these problems can be helpful for EFL teacher to get some perceptions about CLT method and help them to monitor their classes in successful way

Keywords: Methodology, CLT, Implication, Implementation, Teacher, Perspective

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Critical Portfolio as a Teacher Professional Development Tool

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Abstract

Research literature has recently seen portfolios as a tool for critical thinking in English language educational programs. However, there is no evidence to show the using critical portfolios as a teacher professional development tool is perceived by the teacher. Framed in critical pedagogy theory which conceptualizes teacher professional development programs as critically situated practice, this study, hence, was to explore the impact of using critical portfolio on professional development from the lens of Iranian EFL teachers' perceptions who applies portfolio in their language institutes. In order to meet research objective, a questionnaire based on critical pedagogy's principles was designed and then administrated among 80 English language teachers selected by Snowball Sampling in Islamshahr English language institutes. The findings showed that most teachers had more positive perception of critical portfolio and perceived it as a promoter for teaching process and their future development. This study also has some ramifications for English language education programs such as per-service and in-service teacher training ones and many other educational stake holders.

Keywords: Critical Portfolio, Teacher Professional Development Tool, Critical Pedagogy

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The Relationship between Emotional Intelligence and Language Learning Strategies

In Iranian English Learners

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Abstract

The increasing number of recent researches shows that emotional intelligence is important as well as other intelligences in many aspects of people's lives. Although it is not vastly used or studied, it can be found in language teaching and learning. This study was an investigation to detect the relationship between English as a foreign language students' emotional intelligence and their language achievement at university level. To do this, 100 undergraduate EFL university students from freshman and women to senior ones from Rasht Islamic Azad University, Iran, took part in this study. For the purpose of data collection, the researchers administered Proficiency test and Bar-On's (1997) emotional intelligence inventory. One-hundred participants were considered homogeneous to start the research. To analyze data, Pearson correlation coefficient was used. The findings of the present study revealed that there was a significant relationship between the students' emotional intelligence and their language learning strategies. In addition, the most frequent strategy used by Iranian Learners was metacognitive strategy. The findings of this study may serve as recommendations to instructors to modify methods which can be appropriate for students and their emotional intelligence level and also might help them select appropriate teaching materials for students with different abilities.

Keywords: EFL learners, emotional intelligence, Learners' proficiency, Learning Strategies

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De-motivating Factors and their Relation with Language Achievement among Iranian EFL Learners

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Abstract

Motivation has a significant role in English language learning process. Motivated students are more successful in learning language. However, there always exist some obstacles on learning second or foreign language leading the learners to become de-motivated. Hence, this study tries to identify the possible de-motivating factors and indicate the relationship between de-motivating factors and language achievement among Iranian EFL male secondary school learners in a school in northern Iran. In order to meet the main objective of this study, two validated questionnaires were used. Firstly, a modified version of Attitude/Motivation Test Battery Questionnaire (AMTB) originally developed by Gardner (2004) was administered in order to demonstrate the amount of students' motivation. Then, and a modified version of Warrington's (2005) questionnaire was administered to show the most significant factors from the students' point of view. The findings showed that the most three significant de-motivating factors were a) lack of using language of English speaking people and their culture and customs, b) no focus on oral skills such as speaking & listening c) difficult and boring educational content and also materials d) the fast speed rate of speaking during the lesson among English teachers. In order to measure the learners' achievement focusing de-motivating factors, Oxford Placement test (OPT) was finally used. Adminstrating (OPT) among students represented that the outcome of (OPT) students' score in Attitude/ Motivation Test Battery (AMTB) was different. Those motivated students had high scores and de-motivated ones had low scores. Findings of the study have some ramification for educational policy makers and curriculum developers to develop learning English language education programs focusing removing de-motivating factors.

Keywords: De-motivating Factors, Language Achievement, EFL Learners

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Metalinguistic Corrective Feedback and its Possible Impact on Iranian EFL learners'

Vocabulary Enhancement

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Abstract

Providing language learner with appropriate feedback has had a significant place by itself in foreign or second language instructor. In the same vein, the purpose of this study is to investigate the impact of meta linguistics corrective feedback on the vocabulary enhancement of Iranian EFL learners. The participants were 60 male EFL learners in an English language Institute in Azadshahr, a northern city in Iran. Prior to the experiment, the participants also received a researcher-made diagnostic vocabulary test. After the pretest, the participants in experimental group received metalinguistic corrective feedback but the control group received no feedback on their production during 18-session treatment. Each session took 90 minutes and was held three sessions a week working on Top Notch 1 book. Their progress was measured by another researcher-made test similar to the pre-test. The findings showed that metalinguistic corrective feedback type is significantly effective in vocabulary enhancement of Iranian EFL learners. This study has some ramifications for English language teachers as well.

Keywords: Metalinguistic Corrective Feedback, Iranian EFL learners, Vocabulary Enhancement

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Metalinguistic Corrective Feedback and Iranian EFL Learners' Motivation in Vocabulary Enhancement

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Abstract

In many EFL contexts, students are highly dependent on their teachers as they want to increase their vocabulary knowledge. In these educational settings, Metalinguistics corrective feedback can be introduced as an effective technique for learners' vocabulary enhancement. Designed in an experimental one, the present study was to identify whether the metalinguistic corrective feedback contributes on the Iranian EFL learners' motivation in vocabulary enhancement. The participants i.e. 40 female EFL learners in an language Institute in Azadshahr, a northern city in Golestan province in Iran were divided to the control group who followed the traditional method of vocabulary learning and the experimental group which followed up the metalinguistic corrective feedback as an effective technique. To analyze the data taken from pretests and posttests, mainly t-test was run to probe any significant difference between the experimental and control group on development of vocabulary. The results demonstrated a significant difference between the control and the experiment group receiving metalinguistics corrective feedback group and there are significant differences in motivation for vocabulary learning among the control and metalinguistic groups. This study has some pedagogical implications for language teachers focusing vocabulary enhancement.

Keywords: Metalinguistic Corrective Feedback, Iranian EFL Learners' Motivation, Vocabulary Enhancement

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The Effect of the Type of Cognitive Tasks on Iranian EFL Learners' Critical Reading Skills

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Abstract

The present study examined the impact of the two sorts of cognitive tasks on Iranian EFL learners' basic critical reading skills. In order to get the results of this study, the researcher tried to discover the contrasts between pre-test and post-test scores regarding the development of critical reading skills between the control and experimental groups by considering the scores acquired through pre-test and post-test regarding content, association, language, message conveyance and the degree to which they have perused the passages critically. In this very study, 80 homogenized advanced Iranian EFL students took part through eight sessions in both the groups due to the study. The treatment incorporated the utilization of two cognitive tasks (i.e. sentence completion and visual perceptual matching) for the experimental group though the control group proceeded with the standard strategies which were indicated by their instructors. Language learners in both control and experimental groups were to deal with a few texts and attempt to peruse them critically. A sum of 160 composed items for pre-test and post-test were evaluated by two English instructors. After data collection, the score-means were ascertained and independent samples T-test was utilized to decide the presence of the conceivable effect of cognitive tasks on the development of the learners' general critical skills. In the meantime, the learners' attitudes toward the cognitive tasks were researched utilizing a questionnaire. In view of the consequences of this study, the majority of the learners concurred and unequivocally concurred the consideration of these tasks, and among the groups of the present study, the posttest results were significantly different, and thus the utilization of cognitive tasks can reinforce dramatically the learners' critical reading skills.

Keywords: Cognitive Tasks, Critical Reading, Iranian EFL Advanced Learners.

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همایش ملی مسائل کاربردی و آموزشی در تدریس و یادگیری زبان انگلیسی

**Practical and Pedagogical Issues
in English Language Teaching and Learning**

The Cross-Cultural Analysis of TV Talk Shows with Regard to Conversation

Structuring Rules

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Abstract

Exposure to native speakers' daily language is crucial in learning a foreign language effectively. Since in most of foreign language learning environments there is no or slight possibility of such exposure, applying authentic materials as TV talk show transcripts would be advantageous. In order to find the structural accuracy of TV talk show patterns the data were taken from the transcript of an episode of the famous American TV talk show, *Larry King Live*, and the transcript of an episode of the well-known Persian talk show, *Pargar*. The turn taking, adjacency pair, preference organization, pre-sequence and closing sequence systems were investigated through a comparative cross-cultural methodology to discover the degree of similarity/ dissimilarity. The results show that turn taking system is universal and cultural differences have insignificant influence on it. Although, adjacency pairs proved not analyzable due to insufficient identification criteria, it is clear that question-answer is the dominant type of adjacency pairs and the roles are pre-allocated by institutional turn-taking system. In terms of preference organization, unlike *Larry King Live* host and against the rules, *Pargar* host not only disagrees with the guests but he also participates actively. Regarding presequence system, the study shows that Iranians are more direct than Americans are in claiming the floor. Closing sequences in the transcripts display a unique structure, three-step closing. The results also show that TV talk shows are semi-institutional and host controlled. Based on the transcripts' overall adherence to naturally occurring conversation systems, the transcripts are recommended as a source of language learning material. The results are beneficial to English teachers, institute managers, syllabus designers, educational policy makers, and Iranians living abroad.

Keywords: TV talk show, conversation, conversation analysis, turn taking, adjacency pair, preference organization, pre-sequence system, closing sequence system

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Practical and Pedagogical Issues

in English Language Teaching and Learning

**The Content Analysis of the Junior High School English Textbooks of Iran and Iraq
with an Emphasis on Critical Thinking**

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Abstract

Despite curriculum emphasis on critical thinking, there is not any motivation and willingness to encourage students' critical thinking skills; moreover, in spite of the claims on the importance of critical thinking in developing and facilitating more and better training, lecturers only provide some formalized and regular approaches to memorization rather than critically thinking (Maleki & Habibi-pour, 2007). Thus, this study aimed at comparing the contents of fourth grade high school English textbooks of Iran and Iraq with respect to critical thinking. The instruments included all fourth-grade high school English textbooks of Iran and Iraq, in which the parts related to students' critical thinking were selected as the study sample. Taking notes was the main tool of the study. Research question was examined using content analysis method by William Roman. The results showed that fourth grade high school English textbooks of Iraq considered creative thinking in all three units of texts, questions and illustrations more than the Iranian one. Implications are discussed in terms of enhancing critical thinking in Iranian textbooks.

Keywords: critical thinking, content analysis, fourth grade high school English textbooks, Iran, Iraq

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**Practical and Pedagogical Issues
in English Language Teaching and Learning**

Assessing Iranian EFL Teachers' Assessment Literacy and Their Classroom Practice

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Abstract

Assessment literacy of teachers has been a major concern in all educational disciplines in general and in EFL community, in particular. Despite the ample research on assessment literacy, little information is available on the relationship between the degree of assessment literacy of teachers and their performance in real classroom settings. The previous literature on this issue has mainly focused on finding out the extent to which a certain group of teachers is assessment literate. The aims of the article are to examine the level of assessment literacy among Iranian EFL teachers, to lay hands on the most momentous subparts in language testing which have determining shares in better test designs by testers, to determine the hypothetically feasible role of a lengthy experience in the field of English language testing as an alternative for assessment literacy, and to find out the relationship between the teachers' assessment literacy and their own practice. The findings of the study indicated that the Iranian EFL teachers are at a medium level of assessment literacy, the knowledge of the general issues in testing (i.e., reliability, validity, and practicality) as long as the knowledge of the test construction (i.e., what and how standard items should be like) had a big share in comparison with other subsets of the assessment literacy on the teachers' performance on test constructions; the teaching experience cannot individually make good testers; and there is a clear relationship between assessment literacy and the teachers' performance.

Keywords: Assessment, Assessment Literacy, EFL Teachers, Teachers' Performance, Classroom Practice

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**Practical and Pedagogical Issues
in English Language Teaching and Learning**

Iranian ELT Teachers' Use of First Language in *Prospect Series* Course Books

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Mohammad Ali Kowsary

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Abstract

Nowadays, one of the most serious issues in teaching a second language is whether using first language is allowed or not during the teaching process. However, this critical issue is also important for Iranian teachers in teaching *Prospect 1*, a new course book for Iranian junior high school students. The study tries to consider the use of the first language (Persian) by both Iranian EFL teachers and learners in teaching *Prospect 1*. Moreover, teachers and students' attitudes toward using Persian in English classrooms are scrutinized in this paper. To conduct this research, thirty five Iranian EFL junior high school teachers, teaching *Prospect 1* in Khorasan-e Razavi Province, and sixty Iranian junior high school students participated in the study. The data were collected through two sets of questionnaires, for both the teachers and students. A questionnaire was used to collect data. As the results of the study reported, the tendency is toward using both L1 and L2 where *Prospect 1 Course book* is taught.

Keywords: *Prospect1*, Junior high school teachers, Junior high school students, First language, CLT.

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Practical and Pedagogical Issues

in English Language Teaching and Learning

The Effect of Collocational Knowledge on Reading Comprehension: The Case of Iranian EFL Learners

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Abstract:

The importance of vocabulary collocations has not been clearly defined yet. As MOON (1999) states, collocations have always been a challenging issue in teaching and learning a foreign language. Thus, the current study was an attempt to investigate the possible effects of knowledge of collocations on Iranian EFL students' reading comprehension achievement. The participants of this study were randomly selected among 79 male and female students studying at Urmia University. The participants were divided into two groups of experimental and control. The main treatment was based on instructions on collocations. During this period the experimental group received a treatment based on collocations, while the control group did not experience any treatment. Results showed that the instruction on vocabulary collocations had not any significant impact on students' reading comprehension achievement. In other words, the experimental group did not outperformed the control group. As regard to the relationship between participants' scores on collocations and their scores on reading comprehension tests, a significant correlation has been observed. The implication and suggestions for further research are discussed.

Keywords: Vocabulary Collocation, Reading Comprehension, EFL Learners

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Dissidence through Desiring Abjection in “Othello”

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Abstract

This study aims to indicate how Desdemona resists the dominant ideology in Renaissance society through desiring Othello. Othello as a Moor is considered threat to social reason and order addressing abjection in terms of Julia Kristeva. According to Kristeva, abjection in society is a quality or a person that harms the social order, for that reason it should be expelled. While Othello as a black is abject, Desdemona desires and marries him. Marrying a black is Desdemona`s resistance against the dominant ideology of Venice that considers interracial marriage a threat to established hierarchy. Venice at time was a patriarchal society in which women were subjected to men, and marriage of colors was not believed to be reasonable. Conversely, Desdemona as a woman shows dissidence against the authoritative ideology of a patriarchal society through an interracial marriage. The idea of Othello as abjection and Desdemona`s dissidence moves forward this paper which intends to point out that desiring abjection in a patriarchal society like Venice of Othello overthrows the social order.

Keywords: dissidence, abjection, self, other, Moor, Othello, Kristeva, Sinfield

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The Effect of Clustering on Iranian Intermediate (EFL) Learners' Vocabulary Performance
Maryam Rastgar

Abstract

There is no doubt that vocabulary is essential in learning a language. Finding an effective method for vocabulary teaching is of great importance. Vocabulary cluster is a valuable tool for delivering whole group instruction on unusual or hard-to-learn vocabulary words. Semantic clustering implies that language learners are provided with new words in the form of the sets of words that share an intimately related meaning. Thus the current study tried to investigate the effect of clustering on Iranian Intermediate (EFL) learners' vocabulary performance. Sixty male high school learners participated in the quasi-experimental study. They were divided into two groups; one experimental and the other control 30 in each. One pre-test was conducted to both groups before the study. The treatment lasted for an academic semester. After the treatment, the same vocabulary post-test was administered to the groups. The data analysis through the statistical test of t-test indicated that clustering had a significantly positive effect on vocabulary performance of intermediate EFL learners. The positive effects of clustering are result of their role in aiding learners in making sensible connections among words and objects. Schema connections are result of clustering, that is; through using clusters learners knew how to remember the relevant words they acquired before. The effectiveness of teaching new vocabulary items in semantically-related groups, i.e. semantic clusters, derived from early educational psychology.

Keywords: Vocabulary knowledge, Clustering, Traditional instruction

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A Study of the Relationship between Critical Thinking and Subscales of Emotional Intelligence in Predicting Iranian EFL Teachers' Professional Success

Moussa Ahmadian

Seyyedeh-Mahsa Amini

Leila Bahrami

Abstract

The effect of teachers on the teaching and learning processes and on their students' educational life is crucial. Teachers' emotional intelligence, as the ability to tackle emotions, feelings, and affects, can help them to bring about their academic performance and professional development. In addition, critical thinking as one of the facets of professional quality of teachers seems to be crucial for EFL teachers to perform well in evaluating and using information. Critical thinking is the link between cognition and emotions in the emotionally intelligent person. Thus, investigation of emotional intelligence can also include critical thinking (Elder, 1997). This study examined possible associations between critical thinking ability and subscales of emotional intelligence in predicting Iranian EFL teachers' professional success. The participants included 50 male and female Iranian EFL teachers from two English language institutes in Isfahan and Zanjan, Iran, together with 602 students who completed the Successful Iranian EFL Teacher Questionnaire (SIETQ). The research instruments included the Watson-Glaser Critical Thinking Assessment (WGCTA), the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT), and the Successful Iranian EFL Teacher Questionnaire (SIETQ). The results of multiple regression analyses revealed that Iranian EFL teachers' managing emotion, which is a subscale of emotional intelligence, is a stronger predictor of their professional success, with critical thinking standing at the second place. The findings of the present study may have some implications for teacher trainers and teacher training programs to explore curriculum designs and alternative teaching practices that incorporate critical thinking and emotional intelligence into the curriculum of teacher education.

Keywords: Critical Thinking; Emotional Intelligence; Professional Success; Managing Emotion; EFL teachers.

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Practical and Pedagogical Issues

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Dealing Correctly with Idiomatic Expressions: A Review of Teaching Approaches

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Abstract

“There are fixed phrases consisting of more than one word, with meaning that cannot be inferred by knowing the meaning of the individual words” (Fromkin & Rodman, 1983.p. 181). Foreign language learners of English often have trouble in understanding idiomatic expressions and using them correctly in the appropriate situation. In order to enable students improve their vocabulary, teachers should become aware of the importance of idioms and proverbs and how to deal with them correctly. This paper is based on my studies and experiences in the two credit course entitled “Idioms and Metaphorical Expressions in Translation”. Even though students and teachers judge the idioms as useless, due to the fact that the expressions are not frequently encountered in real life situations. Such a belief is in line with Simpson and Mendis (2003), Liu (2003), and Irujo (1986) who also maintain that textbooks often introduce uncommon and inappropriate idioms. This study is, therefore, an attempt to present different approaches to teaching idiomatic expressions effectively, and to help teachers to make more educated decisions regarding idioms encountered in a text, and to help their students to use them in real language use.

Keywords: idioms, explicit instruction, lexical approach, collocations, incidental learning

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The Effect of Task-induced Involvement on Incidental Vocabulary Learning: The Case of Iranian EFL Learner

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Abstract:

The current paper reports on a study that investigated the efficiency in the use of tasks with different involvement loads in L2 word learning and retention of Persian learners of English with respect to Laufer and Hulstijn's (2011a) Involvement Load Hypothesis. To this end, two tasks, a retelling task (strong effort) and a reading comprehension plus interactive glossary task (moderate effort) were completed by two groups of male learners in a language institute, including 21 high and 20 low proficiency learners. In order to determine the unfamiliar words, two vocabulary checklists, each of which consisting of some words selected from the texts (Two short stories: 'Scary night' and 'Little brother') and some distracters were given to learners a week before treatment. Receptive and productive knowledge of target words were assessed immediately after the treatment and again 10 days later by the use of the same Paribakht and Wesche's VKS (1996) to estimate the short-term and long-term word retention of learners, respectively. In line with the prediction of the Involvement Load Hypothesis, the retention of words was higher in the retelling task and lower in reading comprehension plus interactive glossary task. An interesting finding of this study was that the proficiency level of learners does not significantly affect their amount of vocabulary learning and retention. Implications and suggestions for further research are discussed.

Keywords: Involvement Load Hypothesis; Word Retention; Task Use; Receptive and Productive Knowledge

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A Cultural Comparative Analysis of Humor Translating in *Ramona Quimby* Series

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Abstract

Humor plays an important role in the context of cultural communication. One of the major roles to transfer humor between cultures is fiction. This study sought to investigate the way humor in *Ramona Quimby* series written by Beverly Cleary are translated by Parvin Alipour into Persian. This study showed what strategies have been used in translation of humor as a salient component of children's literature. Further, to what extent Persian translation of *Ramona Quimby* series reflected equivalent humor through Attardo-Newmark theory. For determination of the types of strategies used in the translation of humor in children's literature a new model, a combination of Newmark's and Attardo's (2002) Verbal Humor and was introduced to find out the appropriate translation of humor. Frequent strategies used by the translator were identified, tabulated, and analyzed. The findings of the study can benefit translators, translator trainers and researchers in the field of humor translation in children's literature.

Keywords: humor, children's literature, Attardo, Newmark, *Ramona Quimby* series

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Practical and Pedagogical Issues

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Iranian EFL Teachers' Assessment Perceptions and Practices in Advanced Classrooms

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University of Tehran

Hossein Khezerlou

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Abstract

The act of consolidating teaching, learning, and assessment has made it mandatory for English teachers to fulfill the role of instructors as well as assessors in classrooms if they have the intention to survive this new challenge. However, despite plenty of studies done focusing on learners and opportunities to enhance their potential for learning, the domain of teachers is not bounteous in this regard, and assiduous efforts are required to enrich the field as well. This fact can even become more critical when it comes to assessing advanced learners as they face great challenges in their real-life interactions in English. This study accordingly investigates the assessment perceptions and practices of Iranian EFL teachers at classrooms while teaching advanced levels. The participants of the study are institute teachers with at least two advanced classes in their weekly schedule. The study utilizes a questionnaire to survey the participants' perception of advanced language proficiency along with their classroom practices. The participants are also divided into two groups of experienced and highly-experienced teachers to monitor whether years of teaching can be considered as a criterion to differentiate advanced level teachers based on their assessment perceptions and practices in classrooms. Understanding the current condition of advanced level teachers considering assessment can shed more light on teacher training programs especially when the target audience is experienced and highly experienced teachers. The study would also be fruitful when institute managers and supervisors intend to allocate advanced classrooms to teachers.

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Investigating the Effects of Writing Exercise on Vocabulary Learning Performance of English Language via Reading in High School Students

Leila Rostami

Abstract

The current research aims to investigate the effects of writing exercise on vocabulary learning performance in English language via learning in teenage high school students. Statistical population of this study was entire high school students in Sufian city, East Azerbaijan Province. Among statistical population 180 students were selected through random stratified sampling method from which 90 students were male and 90 were female. Participants were required to write three paragraph about a desired subject within classroom including 20 new English words with given meaning Farsi. But, control group only received words and their meaning in Farsi without any writing exercise. The written texts were corrected by teachers and returned to students. Students in the next week class were tested using a researcher-made test including vocabulary questions about the 20 new words. Results showed that writing exercise affected vocabulary learning performance of students. Also, results indicated that there was no difference between male and female students.

Keywords: Listening, High school, English language, writing exercise, Student.

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**Practical and Pedagogical Issues
in English Language Teaching and Learning**

**The Effect of Playing Online Video-Based Games on the Development of Translation
Competence among Intermediate EFL Learners**

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Abstract

In the process of translating, vocabulary plays an important role. In order to achieve translation competence in translating texts, students should have an adequate number of words and should know how to use them accurately. This study showed how playing online video-based games promoted vocabulary knowledge which eventually advanced translation competence of intermediate Iranian EFL students. For this purpose, the researcher utilized a three-dimensional framework, which is mainly based on; computer assisted translations (CAT), Digital game-based learning (DGBL), and Process of Acquisition of Translation Competence and Evaluation (PACTE) model for translation competence. In this quantitative study, the researcher used experimental (pretest, post-test) methods. The research participants included 80 EFL learners' students were divided into two experimental and control groups. Experimental group learned vocabulary via playing online video-based games, while the control group was taught through some traditional method. To fulfill the objective of the study, independent samples t-test was applied to study any significant relationship between the variables. Results revealed the higher performance of experimental group in post-test of translation. The online video-based games and translation competence are closely inter-related. They can be effectively used as beneficial techniques in progressing the vocabulary acquisition of intermediate EFL learners which in end positively affects their translation competence. The findings of this study can be used for pedagogical purposes and implications dealing with computer assisted translation.

Keywords: computer, game, learning, translation

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Practical and Pedagogical Issues

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The Effects of Graphic Organizer Strategy on Improving Iranian EFL Learners' Reading Comprehension

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Abstract

For many learners reading is definitely the most important language skill. It even becomes more challenging when it comes to EFL learners with their limited exposure to target language and insufficient opportunity to make use of target language in real situations. There is no doubt that Graphic Organizers are effective instructional tools of language teaching. Graphic Organizer is a visual and graphic display that represents information in a variety of ways. A graphic organizer demonstrates the relationships between facts, terms and ideas within learning task and makes incremental growth. Accordingly the current study aimed at investigating the effect of Graphic Organizer Strategy on Improving Iranian EFL learners' reading comprehension. Sixty female learners participated in this quasi-experimental research which lasted for one academic semester. For the purposes of this study, 60 learners were divided into two groups. Before the treatment, both groups were administered a reading comprehension pretest. The experimental group (n=30) was taught reading comprehension through Graphic Organizers. However, the control group (n=30) received the traditional instruction of reading comprehension. At the end of the study a post-test was administered to both groups. The results of t-test indicated that Graphic Organizers had a considerably positive effect on reading comprehension of Iranian EFL learners. The positive effects of Graphic Organizers are due to their effectiveness in matching the mind and making reasonable links between concepts, and facilitating the process of meaningful learning.

Keywords: Graphic Organizer strategy, Iranian EFL learners, reading comprehension

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**Practical and Pedagogical Issues
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Exploring the Influence of Pre-thematic, Thematic and Post-thematic Contextual Visual Aids on the Reading Comprehension Ability of Adult EFL Learners

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Abstract

One of the main difficulties of English as a Foreign Language (EFL) learners is their weakness in reading comprehension. The current study aimed to investigate the effect of contextual visual aids on Iranian EFL learners' reading comprehension ability. To do this, a quasi-experimental study was designed and 96 EFL participants were chosen out of 150 learners through a homogeneity test. The main participants of the study were assigned to three experimental groups (pre-thematic, thematic and post-thematic) and one control group. Data for the present study was collected by means of three tests: a PET test, a pretest and a posttest of reading comprehension. A one-way analysis of variances (one-way ANOVA) was run to analyze the research hypotheses posed in this study. The findings revealed that contextual visual aids had a statistically significant effect on Adult EFL learners' reading comprehension ability and among the contextual visual aids, pre-thematic aids had the highest effect on the learners' reading comprehension ability. The findings could be employed by English teachers, EFL learners, and materials developers in the field of ELT in the Iranian context to pave the way for the improvement of ELT status in the EFL classes.

Keywords: Contextual Visual Aids, EFL learners, Reading Comprehension ability, Pre-thematic, Thematic, Post-thematic

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Practical and Pedagogical Issues
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The Relationship between Iranian EFL Learners' Achievement Goals, Emotional Intelligence, and Their Achievement Emotions

Seyyedeh-Mahsa Amini

Rasoul Salehi

Abstract

Emotions in education play significant roles in the academic performance and achievement of students. Emotions, as the inputs to students' goal system, are related to their learning activities, performance, and achievement. Academic emotions, as part of everyday school life, are directly tied to achievement goals (Pekrun, 2000). Identifying students' current goals is a matter of paramount importance in gaining a clear and great understanding of students' emotions. In this respect, this research makes an effort to investigate the relationship between Iranian EFL learners' achievement goals and emotional intelligence and their achievement emotions. In view of that, 249 female IELTS learners from six English language institutes in the northwest part of Iran, as participants of the study, filled out the Achievement Goal Questionnaire, the Mayer, Salovey, and Caruso Emotional Intelligence Test, and the Achievement Goal Questionnaire-Revised. All the participants were M.S. holders who majored in subjects related to engineering such as Mechanical Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, and Computer information Engineering. The collected data were then submitted to the correlational data analyses that indicated a significant relationship between Iranian EFL learners' achievement goals and their achievement emotions, and between their emotional intelligence and achievement emotions. Therefore, the results of the study imply that emotions can play noteworthy roles in the educational life and academic achievement of students. Thus, it is most likely to be concluded that setting achievement goals is as important as being an emotionally intelligent learner. This ultimately results in experiencing positive achievement emotions. The findings of the present research may have some implications for further studies in educational psychology and language education.

Keywords: achievement goals; emotional intelligence; achievement emotions; Emotion, Goal.

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همایش ملی مسائل کاربردی و آموزشی در تدریس و یادگیری زبان انگلیسی

Practical and Pedagogical Issues

in English Language Teaching and Learning

ESP for Undergraduate Chemical Engineering Program: A Case Study of Syllabus Design as Part of the Curriculum of Iranian Universities

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Abstract

Investigating the curriculums of Iranian universities in the field of chemical engineering as well as the availability of consistent standard course books to fulfill the objectives in educating the command of specialized English ,as an indispensable requirement for qualified engineers, to undergraduate students necessitates designing of comprehensive course books that comply with the ESP or CLIL teaching methods and setting definite objectives to be accomplished by the students at the end of the semester. This article is an account of the first phase of an exhaustive project ran by the private sector with the aim of publishing comprehensive course books to be credited and taught as references in Iranian universities. First, the significance of ESP for the Iranian chemical engineering students and different aspects to it is discussed. Then, the drawbacks and deficiencies in teaching ESP to the undergraduate students are investigated and identified. Next, according to the qualifications and competence requirements in chemical engineering, the overall objectives are set. Finally, based on the findings as well as the materials and the subjects comprising the curriculum, a comprehensive syllabus is designed and introduced.

Keywords: ESP, CLIL, Chemical Engineering, Curriculum, Specialized English

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The Effect of Mobile Social Networking on Iranian Pre-Intermediate EFL Learners' Writing

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Hazrat Masoumeh University

Nasim Bazvandeh

Abstract

Today, the use of mobile technology has created a new form of learning called Mobile Learning (M-Learning), or Mobile Assisted Language Learning (MALL). Mobile social networking is an online social networking service, where individuals with similar interests converse and connect with one another through their mobile phones and/or tablets for publishing, sharing and discussing information. The present study employed a pre-test, intact group, post-test design with one experimental and one control group. Sixty homogeneous participants were assigned to a control and an experimental group (N=30). The study lasted for 20 sessions, participants in both groups receiving instructions in 18 sessions (twice a week, in a 9-week period). Each session lasted ninety minutes: sixty minutes for teaching the textbook and thirty minutes for instruction on writing. The instructions were selected from the book Family and Friends 6. The experimental group also received the mobile social networking (Telegram) treatment, as out-of-class activity, four times a week. To analyze the quantitative data collected after administering the pre-test and post-test, an independent samples t-test was conducted. The results demonstrated that learners using Telegram outperformed their counterparts, who received conventional and traditional technique in terms of writing performance. Telegram had superiority over the traditional technique on promoting English language learner's writing ability. Conducting Telegram-based tasks can be beneficial for foreign language learners, foreign language teachers as well as curriculum and syllabus designers in different ways. Regarding the advantages of mobile social networking in relation to the rate of student participations, interaction, and communication, the findings of this study might be beneficial to EFL learners and teachers.

Keywords: Writing, Mobile assisted language learning, Telegram

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The Effect of Explicit and Implicit Instruction on the Use of Appropriate English Speech Acts

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Abstract

The present study attempted to investigate and compare the effect of explicit and implicit teaching on the appropriate use of English speech acts by Iranian upper intermediate EFL learners. The participants were 40 EFL learners from two intact university classes. They were both male and female junior English majors at the 22-26 age range. Initially, a general proficiency test (TOEFL test, 2003) was administered among the participants to homogenize the groups. The analysis of the pre-test revealed that there was no significant difference between the two groups. The two groups were assigned to the control and experimental groups. Subsequently the participants took the pre-test, which included a multiple-choice discourse completing test (MDCT) and a written discourse completion test (WDCT). Then the participants of the groups were exposed to some English speech acts (complaint, suggestion, request, and apology) in a booklet of dialogues. The experimental group received explicit instruction on the speech act features after reading and listening to the dialogues while the control group only read and listened to the dialogues. Finally, they took the post-test, including a MDCT and a WDCT. The results indicated that the explicit group outperformed the control group on both the MDCT and WDCT post-test. Moreover, the comparison of the pre-test and post-tests results indicated that explicit teaching had a significant effect on the acquisition and use of appropriate speech acts, but implicit teaching did not. The pedagogical implications of the study will be discussed.

Keywords: Speech acts, explicit teaching, implicit teaching, discourse completion test (DCT)

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Spectral Project of the American Modernity: Case of Edwards Albee's A Delicate Balance

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This paper presents the unfinished project of modernity and its spectral trace in Edwards Albee's *A Delicate Balance* in light of trauma criticism to exhibit the ungoing trauma which exists in the drama. *A Delicate Balance* explores the confusion that erupts in a modern family's effort to avoid pain and imbalance. Characters in *A Delicate Balance* find the pain of this reality too much to bear, and they return into the fragile protection of the delicate balance of their lives, even though they now realize that its forms and rules are empty. Denial of emotions, loss of opportunities and regret over paths not taken as mirrored in the lives of a very well-to-do suburban couple who have retired but find their long-sought freedom about to decay. Their home comes under attack by emotionally wounded family members and friends, who, in the end, expose the couple's own emotional insecurities. The characters in *A Delicate Balance* must face reality of their lives. *A Delicate Balance* has been credited with creating an archetype for American drama with its classic study of the American family, albeit a quite dysfunctional one. According to Diaspora criticism, modernity of America was due to suffering of blacks and it was shaped wholly by these people, but American society fails to accept this reality and eventually, leads to failure of American Dream's ideals and Albee tries to exhibit this failure in the lives of that period. In this play, Albee depicts the disintegration of American nuclear family and the state of domestic affairs and sense of identity is clear in the characters.

Keywords: American Dream, Trauma, The Black Atlantic, Unfinished Project of Modernity, Memory

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The Differential Effect of Brainstorming and Summary Telling on Learning Idioms by Iranian EFL Learners

Fariba Tizfahm

Abstract

This study investigated the differential effect of Summary Telling and Brainstorming on Iranian EFL Learners Idiom Learning. There were two groups of sixty students of post elementary learners studying English at Shahre Zaban Language Institute, ranging from thirteen to nineteen. To provide homogeneity all students participated in KET (Key English Test), and then students were assigned to two experimental groups of Summary Telling and Brainstorming .students participated in pretest and posttests which were piloted before. The Paired sample t- test was calculated and according to the results, the effectiveness of the treatment was significant. The results of the paired-samples t-test, ($p \geq 0.05$) Study revealed that Brainstorming didn't have significant effect on Idiom learning and independent t-test ($p \leq 0.05$) indicated that students performed better in Summary telling group, so Summary telling has been more effective in Iranian EFL learners Idiom learning.

Keywords: Brainstorming, Summary Telling, Idiom, Learning

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**On Legitimizing the Stance of Activity Theory in SLA: The Case of the Relationship
between Autonomous Learning and Activity Theory Based on Leontief's Activity
Perspective**

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Nima Shakouri

Islamic Azad University, Roudbar Branch

Abstract

Activity theory has been originally proposed by Rubinshtein during the early 20th century, it was Leontief who some years later in (1930) expanded and introduced the main concept of activity theory in the field of language learning and teaching. This paper argues how one can use activity theory (AT) as a framework to make learners more autonomous in the area of language learning. Therefore, the present paper sets out to develop a relationship between activity theory and learner autonomy by using learning strategies as one of the means to increase learners autonomy. To this end, the paper traces the historical development of activity theory through Rubinshtein, Leontiev (1975/78; 1981), and Luria's expansion of Vygotsky's original understanding of object-oriented activity.

Keywords: activity theory, learning strategies, autonomous learning

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Demonstration of Eco-Criticism and Human Relationships in D. H. Lawrence's *The Rainbow* and *Women in Love*: A Comparative Studying

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Abstract

Life and nature are similar concepts because nature is the study of how life acts and cooperates within the circle of existence. When we take the time to examine the beauty of the world around us, we are capable to see equals within our own lives. Writers with eco-concern give worrying explanations of degraded nature and the man's developmental greed. The fast step of cultural, ecological and economic changes in the world provide creative feed for the literary enthusiasts, and their works lend themselves to eco-critical clarification. David Herbert Lawrence wants man to act with an open mind to reliably connect with nature and community and to experience the flow of the living earth, in and around him. The natural resources have to be left to exist in their natural state. This will become conceivable only if man realizes his promise to nature and humanity. It seems that Lawrence in his novels; *Women in love* and *The Rainbow* takes a particular interest in nature as a subject. This study will endeavor to show that Lawrence's novels signify the ecological idea on the human relationships. The relationships in which one side dominate the other side.

Keywords: Eco criticism, Culture, Ideology, Power

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Technology in classroom: Flipping the classroom through teacher-made videos

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Abstract

As a response to the call for technology enhanced, student-centered learning environments, the flipped classroom approach has received considerable attention in teaching and learning recently. In a flipped classroom, in-class activities replace typical class-lectures. Lectures are normally delivered over some other medium such as video on-demand or podcasts. The present study was an attempt to investigate the effect of flipped classroom on Iranian EFL learners' grammar learning. The study also sought to identify university students' perception of the flipped classroom instruction in an EFL grammar classroom. This quasi-experimental quantitative research compares the flipped classroom methods and the traditional lecture/homework structure and its effect on students' achievement. The participants were 28 male and female Iranian who were undergraduate students of Translation studies at Islamic Azad University of Urmia. Initially, Students were divided into two groups. One experimental group which was treated with flipped classroom materials and control group which did not receive any treatment. Materials and instruments included video lectures, pre-test, post-test and a questionnaire. The students watched the class videos beforehand. To control student's primary knowledge in each group *Covariance Analysis* was used. Based on the findings, the flipped classroom approach did not have statistically significant effect on learner's achievement. However, according to the results of descriptive analysis from questionnaire, students have positive attitudes towards flipped classroom.

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Exotic Image of the Abyssinian Maid in Coleridge's Kubla Khan

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Abstract

This study is aimed to examine the usage of the image of the 'Abyssinian maid' in 'Kubla Khan' by S.T. Coleridge. There have been some different views about the usage of this image in the past but it has not been looked upon through the historical and cultural aspect of that time. The study reveals that the reason behind using the image, was Abyssinia's not being colonized throughout the history and the other meaning of the word 'Maid' which was common at that time, has made this image a reason for S.T. Coleridge to get inspired to remember the rest of his poem which he has forgot.

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Intrinsic and Extrinsic Motivation: Blurring the Strict Boundaries

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Nima Shakouri

Islamic Azad University, Roudbar Branch

Abstarct

Motivation is a key factor in learning. It provides the impetus to initiate L2 learning and later the force to continue the long and often boring learning process (Dorniye , 2005).A distinction is usually made between extrinsic and intrinsic motivation . The purpose of this study is to suggest a kind of interaction between intrinsic and extrinsic motivation which blur the strict boundaries between the two concepts. Social contextual conditions that support one's feelings of competence, autonomy, and relatedness are the basis for one maintaining intrinsic motivation and becoming more self-determined with respect to extrinsic motivation. The facilitation of more self-determined learning requires classroom conditions that satisfies the three basic human needs—that is that support the basic needs to feel connected, effective, and agentic as one is exposed to new ideas and exercises new skills. This study argues for teachers' attempt to give students more autonomy or control over their own learning by allowing them to make choices and use cooperative learning approaches. In addition, teachers should establish a supportive classroom environment with respect to goal structures, attributions, and external evaluation.

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**The Effect of Providing both Background Knowledge and Required Vocabularies on
EFL Intermediate Students' Reading Comprehension Performance**

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Abstract

Reading in a second or foreign language, as one of the four basic skills, is an interesting area of research because the factors affecting reading have brought about much controversy in related theory and research. Particularly, schema theory and vocabulary knowledge have raised long-term debate about whether background knowledge and vocabulary knowledge facilitate or impede reading comprehension. In recognition of such issues, the current research was conducted to examine the impact of providing students with both background knowledge and required vocabularies on EFL reading comprehension performance. Eighty intermediate level students of English from Danial language institute, Naqadeh, Iran, participated in the study. Ten reading comprehension texts were provided for the students under four treatment conditions of providing students with: a) background knowledge, b) required vocabularies, c) both background knowledge and required vocabularies, and d) no specified treatment (control group). The results revealed no significant difference between background knowledge group and control group; and also between required vocabulary group and control group. On the other hand, the obtained results indicated significantly positive effects of providing students with both background knowledge and required vocabularies on EFL reading comprehension performance. Based on the findings of the study some implications for second language pedagogy in view of teaching reading and classroom assessment of reading comprehension have been suggested. However, the most important finding of this research relates to the significant effect of providing both background knowledge and required vocabularies (together) which has not been given due attention in previous research.

Keywords: Background Knowledge, Required Vocabularies, Reading Comprehension Performance, EFL learners

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The Effect of Using Picture Series in Improving Students' Writing Skills at Shahed Nasle Payam high School.

Leila Noori

Fahime Sadat Hosseini

Azad University of Urmia

Abstract

This research's goal is to improve students' writing skills via using picture series of the upper intermediate students of Shahed Nasle Payam high school in the first semester of the academic year of 2017. Our study was an action research project which was conducted by groups with five students in each group. The subjects of the study were 30 young female students with an average age of 14 years old. The researchers conducted three exams and also they prepared a questionnaire to know students' attitude toward teaching- learning process. The results of the research indicated the effectiveness of using picture series in improving students' writing skills. This study helped students to generate ideas. It also attracted students' whole attention and increased their motivation in writing sections.

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The Impact of Using online platform and Web-based Materials on Iranian EFL Learners Writing Achievement

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Abstract0

The present study was intended to investigate the Impact of online platforms and materials on Iranian EFL learners' grammar achievement. In order to this end, a group of 28 EFL learners was randomly placed in two groups, after conducting the placement test. The participants were placed in one experimental group, namely online platform (N=14), and one Control (N=14). The participants of the online platform and web-based materials received learning via the web online. Participants of the control group, however, were taught based on the traditional teaching methods of grammar and received the materials, instructions, and feedback through traditional methods in the classroom. In order to collect the data, first a pre-test, then post-test and the last one delayed post-test consists of 30 multiple-choice items was given to the participants. The results of the one-way analysis of variance and repeated measure tests showed that the participants of the Tradition group outperformed of the experimental group in their grammar achievement. Having a more meticulous look at the results, it was observed that participants of the Web-based group although had a significant performance in the post-test and delayed post-test, too. It significantly outperforms those of online learning and web-based classroom. In conclusion, the results of the study revealed that employing an online Learning platform creates a desirable condition to enhance achievement of the EFL learners grammar knowledge. This is because participants were completely familiar with the benefits the method can have for EFL learners by using the technology (software, web pages, ...). Therefore, an important implication of the study is that EFL learners who are familiar with computer can boost their performance as soon as possible.

Keywords: Online learning, Online platform, Web-based learning, Web-based material, Writing achievement

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Computer and Technology-assisted Language Learning

**EFL Learners' Beliefs about Telegram as a Social Network channel in Using Different
Components of English Language in Urmia**

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Abstract

Telegram is one of the most famous online social networks among EFL learners in Iran and it is an important tool in online communication, and can create new space for English learners. Accordingly, the present study aims to investigate EFL learners' beliefs about Telegram as a social networks in using different components of English language in Urmia, Iran. To this end, a questionnaire was designed and conducted to assess learners' beliefs about Telegram as a typical social networks in using different components of English language. The participants in this study were 600 (300 male and 300 female) EFL learners, ranging from 18-30 years old. The results indicated that Telegram learning can bring technological and pedagogical advantages for EFL learners and major percent of learners prefer to use Telegram for reading and writing components. According to learners' statements, it has also a significantly positive effect on the development of vocabulary learning in EFL context as a technology-assisted tool. The findings of present study are considered to be useful in applied linguistics and teaching methodology.

Keywords: Telegram, Beliefs, EFL learners, Social network, English, language Components

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**A Discourse Analysis of Iranian Female and Male EFL Learners' Request Strategies
Use in Different Proficiency Level**

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Abstract

Many researchers (Baradovi- Harlig, 1996; Bachman, 1990; Kasper, 2001; Holtgraves, 2007) have asserted that successful communication not only involves mastery of syntax, morphology, phonology and lexis, but also the ability to use suitable expressions in appropriate context. Accordingly, speech acts are considered as crucial parts of pragmatic competence which help learners to understand the other speakers' intended meaning of an utterance according to context and use language for different purposes such as suggesting, greeting, requesting, informing etc.(Holtgraves, 2007). Therefore, the current study tried to investigate the difference in the choice of request strategies by Iranian EFL learners and their preferred request strategy within various proficiency levels among male and female. To do so, 60 female and 57 male students within the age range of 15 and 22 in intermediate, upper-intermediate and advanced levels from Jahadeh-e-Daneshghahi Language Institute (JDLI) were selected. Later, Discourse Completion Task (DCT) was distributed among participants and their responses were coded according to the categories of request strategies presented by Hudson's et al. (1995). The findings of the study revealed that the most commonly used request strategy by Iranian EFL students was Request Head Act Strategies with the percentage of 68.8%. also it was shown that the most commonly used strategy by male and female students was Request Head Act Strategies. In addition, no statistically significant difference was observed between the use of strategies by male and female students. However, there was a significant difference between Iranian EFL learners' proficiency level and their choice of request strategies.

Keywords: Discourse analysis, pragmatic competence, request strategies, face threatening act

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Evaluating the MA TEFL Program in Iran from the Perspective of the Wellbeing Theory

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Abstract

Focusing on the place of students' wellbeing in the Iranian higher education system, in this research, 101 MA TEFL professors and students from 28 state universities in Iran were recruited to evaluate the quality of and offer a recommended status for this concept in this program. To this end, 24 character strengths that comprised six virtues (Peterson & Seligman, 2004) underlying wellbeing, were put into a questionnaire and the participants indicated the extent to which they were already paid attention to in this program and the extent to which they were important and therefore, should be considered, both on a 4-point Likert scale format. The participants also offered their recommended strategies for a wellbeing-based MA TEFL program. T-tests revealed male students had significantly more positive attitudes than their female counterparts towards the current status of wisdom and knowledge, courage, humanity, temperance in the program and female professors more than male professors believed courage, humanity, and temperance are currently attended to in the program. Students believed more than professors that transcendence and wellbeing are considered in the program while professors mentioned transcendence should be paid more attention to in the recommended program. Professors and students believed that the six virtues are more important than what is currently observed. Except in one case, in the other differences, the amount of eta squared showed moderate to large effect. Further interpretations and implications of results are discussed in the paper.

Keywords: Character strengths, Iranian students and professors, MA TEFL programme, Programme evaluation, Virtues, Wellbeing theory

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The Effect of the Acquisition of Word Meanings while Reading in English as a Foreign Language among Iranian Learners

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Abstract

This study investigated the nature of the involvement load in second language (L2) lexical input processing through reading by considering the effects of the reader-based factors of L2 reading proficiency and background knowledge. The lexical input processing aspects investigated were lexical inferencing (search), attentional allocation during target word verification (evaluation), and changes in lexical input processing. This study also addressed the relationships between inferencing and retention. A questionnaire on self-reported strategy utilized during the attentional allocation during target word verification task was designed to assess motivation and cognitive involvement. A repeated-measures design was used with a cross-sectional sample of 30 adult L2 learners of English. Participants read narratives (one more and one less familiar) that contained nonsense words. They guessed the meanings of the unknown words. After reading all of the texts, participants completed an inference verification task whose goal was to confirm or to correct guesses and to encourage deeper processing of unknown words. This was followed by a test of target word episodic memory (*yes/no* verification) and a strategy questionnaire. Afterward, participants completed two tests that measured receptive retention of meaning. Analyses revealed differential effects of the reader-based variables across the different aspects of lexical input processing. Results revealed how reader-based factors also affect learner involvement and lexical input processing. The results provide useful indications for further research and also highlight the need for targeted instruction on teaching reading skill and ESP reading courses. The findings have important implications on how word meaning acquisition might improve field related research articles comprehension in English.

Keywords: lexical input processing, inferencing, attentional allocation, target word verification task

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Emotional Intelligence and Willingness to Communication in Speaking Ability: A Case Study

Najmeh Bagheri

Samad Mirza Suzani

Abstract

This study investigated relationship between Emotional intelligence and willingness to communication in speaking ability. To this end, three types of instruments were applied to collect research data, i.e., McCrosky's (1992) Willingness to Communicate Scale, Bar-On's (1997) Emotional Quotient Inventory (EQ-i) as well as a final achievement exam administered at the end of the term to gather students English speaking grades. For the analysis of the data correlation and independent samples t- test to test the hypotheses at 0.05 level of significance were used. The findings indicated that there was a relationship between speaking ability and emotional intelligence. Also, there was a positive relationship between speaking ability and willingness to communication. On the other hand, there was not a significant difference between females and males on the speaking task, emotional intelligence and willingness to communicate.

Keywords: Emotional intelligence, willingness to communication, speaking ability

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Authority and Invisibility in ELT Research Articles: Functional Analysis

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Abstract

This study intends to investigate the realizations and discourse functions of the notions of identity and invisibility in ELT research articles. The notion of identity refers to the realizations of first person pronouns and the notion of invisibility refers to the realizations of empty subjects (it and there) in the subject position. This study was carried out on a corpus of 50 research articles extracted from ELT Journal published by Oxford University. All research articles of corpus have the structure of introduction, method, results, and discussion. The corpus was analyzed for the realizations and discourse functions of the notions of identity and invisibility. The results showed that the linguistic features that realize identity and invisibility perform different discourse functions. The results of this study could act as a guide to help novice writers to use first person pronoun and empty subjects in their research articles.

Keywords: identity, invisibility, first person pronoun, empty subject, research articles

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The Use of Nominal Stance in Sections of ELT Research Articles

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Abstract

This study intends to investigate the use of nominal stance in sections of research articles from discipline of English Language Teaching. This study was run on a corpus of 50 ELT research articles extracted from ELT Journal published by Oxford University. The research articles have the rhetorical structure of IMRD (introduction, method, results and discussion). The research articles were published in the last seven years. To analyze the corpus for the nominal stance, Hyland (2015) taxonomy was followed. The results indicated that there are differences between rhetorical sections of ELT research articles concerning the use of nominal stance. Results of this study could help novice writers specially novice non-native writers to use the nominal stance in their research articles.

Keywords: Nominal stance, ELT, Research article, rhetorical sections

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Bilingualism and Reading Proficiency: The Case of Armenian, Persian and Azeri Students

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Mehdi Dadashi

Urmia University

Abstract

The present study was an attempt to investigate the role of bilingualism in EFL students' reading comprehension proficiency considered as crucially important in the realm of education. To do so, six classes (n=102 male students) were randomly chosen from three high schools. These high schools were Soghomonian (Armenian bilinguals), Taleghani (Turkish bilinguals) and Ershad (Persian monolinguals). They were given a questionnaire and a reading comprehension test. The data obtained were analyzed through One-Way ANOVA. The performances of the three groups were significantly different from statistical viewpoint. Tukey's Honestly Significant Difference (HSD) test showed that the Armenian bilingual group was the first and best group, the Persian monolingual group was the second one, and the Turkish bilingual group proved to be the weakest. The results suggested that L1 literacy practices of the Armenian bilinguals had worked to their advantage to the extent that they had outperformed the other two groups. This has not been the case with the Turkish bilinguals due most probably to the fact that they are not biliterate. The findings of this study could have some implications for those inclined to focus particularly on foreign language acquisition.

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A Wound in Being: The Persistence of Unhappy Consciousness in Edward Bond's War Plays

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Abstract

This study aims to identify the issue of Unhappy Consciousness in Edward Bond's *The War Plays*. Edward Bond has been widely regarded as a pessimist whose plays largely deal with a materialistic and Marxist view of the world. Moreover, the overall image that emerges from the studies conducted on Bond's body of works remains to be highly skeptical of all forms of social organizations and his characters, mainly for material reasons, seem to be highly at conflict with themselves and with their societies. In a different vein and from a non-material and existential point of view, this research aims to study three of Edward Bond's plays: *Red, Black and Ignorant* (1983), *The Tin Can People* (1984) and *Great Peace* (1984) to see how in these plays characters frequently find themselves embroiled in social situations that reinforces their unhappy consciousness. For this purpose, the concept of Unhappy Consciousness borrowed from Hegel by the two French pre-war existentialists, Jean Wahl and Benjamin Fondane, and exploring its manifestations in Edward Bond's War Plays will be the main argument of this research. Moreover, Sigmund Freud's psychoanalytical theories concerning the relationship between individuals and societies and the problems that arise from this relationship, will be consulted intensively to support the main argument of this research.

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“When I face listening texts with a new or unknown topic, I feel anxious.” Role of foreign language listening anxiety, topic familiarity, and text type on Iranian EFL learners’ listening test performance

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Abstract

As a skill requiring active involvement of the learners, listening ability can be very much subject to task (e.g. passage topic and type) and individual (e.g. listening anxiety and proficiency level) variations. Still, the role of these factors and their interactions has not been adequately addressed drawing on more recent frameworks in a single study in our Iranian context. This paper reports the first part of a comprehensive mixed-method study investigating the possible role of listening text type, topic type, and/or listening anxiety (as a discrete construct of anxiety) on the Iranian EFL learners’ listening performance. To this aim, 136 Iranian young-adult female EFL learners from the Iran Language Institute (the ILI), Urmia branch, completed Kim’s Foreign Language Listening Anxiety Questionnaire (FLLAQ) along with a listening comprehension test tapping into both text type and topic familiarity, followed by semi-structured interviews. Drawing upon the findings of a full model factorial design, Pearson Correlation and qualitative data, we could describe and explain in detail the role of “topic familiarity,” “monologue versus dialogue text type,” “listening anxiety,” and their interaction on the learners’ listening performance. For instance, the findings showed the effect of topic type and listening anxiety, emphasizing the significance of anxiety reduction techniques and strategies as well as practice with different text and topic types. Suggestions for further studies and implications for language learners, teachers, teacher trainers, and test developers were also presented and discussed.

Keywords: listening, listening text type, listening topic type, listening anxiety

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Metadiscourse Marker Use across Disciplines: An Investigation of Native and Non-native Professors' Use of MD Markers in Different Academic Fields

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Abstract

Metadiscourse as a rhetorical means of organizing the discourse as well as involving the reader or speaker in the discourse with the purpose of making it more understandable, is considered to be of great importance in the academic setting. The present investigation is a corpus-based study which seeks to find out the significant difference in utilizing metadiscourse markers across class presentations of various disciplines, among English and Persian class presentation of various disciplines, and between the Persian and English class presentation of the same discipline. For the purpose of the study, six Persian class presentations of diverse disciplines were tape-recorded and transcribed namely, sports medicine, management, physics, accounting, civil engineering, applied linguistics. Afterwards, the English counterparts of the disciplines were chosen, downloaded from *You Tube.com* and *MIT Open Course University* websites and then transcribed. The type and frequency of the metadiscourse markers and its different subcategories utilized in each transcription were determined by statistical analysis through employing SPSS version 18. Descriptive and statistical analysis revealed that, all class presentations in both English and Persian have used all types of metadiscourse markers. Hence, there was not any difference in type of metadiscourse markers used by various groups Chi-square Test clarified the significance of the difference in using MD markers. The ultimate results of the test depicted that there was a statistically significant difference at the level of 0.05 in utilizing metadiscourse markers across class presentations of various disciplines, among English and Persian class presentation of various disciplines, and between the Persian and English class presentation of the same discipline.

Keywords: Metadiscourse, Interactive Markers, Interactional Markers

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The Differences of Iranian EFL learners with L1 (Turkish vs. Kurdish) in Willingness to Initiate Communication across Different Contexts and Receiver Types

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Willingness to communicate is the most basic orientation toward communication. Almost anyone is likely to respond to a direct question, but many will not continue or initiate interaction. This study has investigated Iranian EFL learners' perceptions of their willingness to initiate communication across types of context and types of receiver. The study employed a questionnaire consisting of 20 situations in which a person might choose to communicate or not to communicate. The study concludes that learners were highly willing to communicate in two context-types (Group Discussion, & Meetings) and one receiver-type (Friend). They were not willing to initiate communication in other situations in both L1 groups. The main reason is that majority of Iranians have the experience of communicating in English only in language classrooms in which they can have some group discussion, meetings, and friendly chat. In general, it can be said that Iranian EFL learners are willing to initiate communication in situations experienced before, like group discussion or communicating with their friends. They do not feel confident enough to initiate communication in unfamiliar situations like public speaking. Therefore, context- and receiver-type familiarities are thought to be effective factors for the situation in which a learner initiates communication. Also results in this research showed that Kurdish learners are more interested in communication in target language while Turkish learners showed to be more competent in target language communication performance.

Keywords: Willingness to communicate; Turkish EFL Learners; Kurdish EFL Learners; context-type; receiver-type

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Relationship of Personality Characteristics with Educational Aid: the mediating role of academic adjustment among second level

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Abstract:

The main objective of this research is to investigate the relationship between the cause of personality and educational assistance: the role of academic adaptation among students in the second elementary school in Urmia. Which was done by descriptive-correlation research method (path analysis). The statistical population of the study includes all 6th grade elementary students of Urmia 2nd District, who studied in the academic year 96-95 and have 1813 students. In this study, using a Morgan table, 317 students were selected as the sample size by random classification method. In this research, using the Personality Questionnaire for ISANK and the Sina and Singh Educational Adjustment Scale (1993) and the Rhin and Pentich (1997) Spectrum Assistance Scale for organizing, summarizing and analyzing the data, descriptive and inferential statistics were used. The results of the test showed that there is a significant relationship between personality traits and educational aids through academic adjustment, and the relationship between psychosis, neuroticism and illiteracy with negative and meaningful adaptation is between psychosis, neuroticism, lying with help There is a quest. There is a positive and significant relationship between externalization with adaptation and with auspiciousness. There is a positive and significant correlation between positive and positive adjustment. Adaptation is a good predictor of academic student assistance and can be used as an indicator in identifying the role of adaptation in educational assistance.

Key words: personality traits, educational empowerment, educational adaptability

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**Comparison of Social Self-efficacy and Attitude to Learning English
between students bilingual Turkish and Kurdish in sixth grade private
schools in primary schools in Urmia**

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Abstract

Bilingualism and prejudices are a major problem in the field of learning, especially learning English. The aim of this study were Comparison Social Self and Attitude to Learning English between students bilingual Turk and Cord in sixth grade private schools in primary schools in Urmia. This research causal-comparative (post facto) and the objective are fundamental. The population of all students bilingual Turk and Kurd sixth grade primary school private schools in Urmia in the academic year 2017-2016 (5876 people). Volume sampling in random access by gender, 50 People was determined for each language. In order to gather information from questionnaires Social Self-efficacy (Dennis and Vndrval, 2010) and Attitude to learning English (Tadaiooni, 2006) used. The results showed that Self-efficacy and its components and Attitude to learning English and its components in students examine differences are not significant. Among Social Self-efficacy and attitude to learning English there was no significant difference in primary school children. Need to get away from view ethnicity realistic and also sexist should students be bilingual and Social Self-efficacy be strengthened to the learning English ahead solve problems and to learn more attempt it.

Key Words: Attitude to learning English, Social Self-efficacy, Bilingual students, Turk, Kurd, Sixth Grade, Primary school, Urmia.