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Book of Abstracts

The 17th International TELLSI Conference

New Horizons in Language Studies

- English Language Teaching
- Translation Studies
- English Literature

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In the Name of God
The Compassionate, The Merciful

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TELLSI Conference
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MESSAGE FROM THE HEAD OF TELLSI

Ladies and gentlemen,

On behalf of the organizing committee of the conference, I extend a warm and sincere welcome to all those students, teachers and academic members who have submitted their scholarly abstracts to the 17th International TELLSI conference at Islamic Azad University of Tabriz. I hope you all enjoy your stay here in Tabriz and after the conference feel that you have taken enough from this academic gathering with you to make a platform for your future academic career. I hope TELLSI2019 to provide opportunities for all the participants to share experiences, provide a conductive social milieu, and reflect on a wide variety of issues in language, learning and pedagogy.

I owe a debt of gratitude to my colleagues at Isfahan University who initially agreed to organize the conference and they even started the preliminaries, but then for certain unwanted reasons and despite the grudge on both sides, the conference was cancelled. Thanks should also go to my colleagues at Islamic Azad University of Tabriz who, without any hesitation, agreed to organize this conference at an international scale, despite the time pressure caused by the impromptu switch from Isfahan to Tabriz. My appreciation go to all those academic and executive committee members of the conference who cordially extended their helping hands to us. Thanks for their unfailing efforts. I am also much obliged to all organizations and individuals who financially and spiritually supported this conference.

The major theme followed in TELLSI2019 is new horizons in language studies. Interest in the new perspectives toward linguistic research comes from the motivation to emphasize changes made to the study of language as a result of the development of technology which has opened new vistas to the study of the phenomena in the world including language. To take one example, as a whole brain-mapping approach, quantitative electroencephalography (qEEG), as new techniques used in digital signal analysis, is a field concerned with the numerical analysis of electroencephalography data and associated behavioral correlates (Niv, 2013). qEEG has also been utilized to provide neurofeedback, which is a form of biofeedback that manipulates psychological factors to enhance cognition (Reiner, Gruzelier, Bamidis & Aue, 2018). Alternatively, corpus-based linguistics has opened up new avenues of research and has been applied to diverse fields of study, including lexicography, English Language Teaching and English for Academic Purposes.

TELLSI2019 is aimed at giving the participants the benefit of the hindsight as well as providing them with wonderful opportunities to be on an upward academic trajectory. I hope that you all willingly follow the conference theme and enjoy the presentations.

Alireza Jalilifar

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Keynote Speaker

A Cross Contextual Perspective on EFL Teachers' Assessment Knowledge

Hossein Farhady[1]

ELT Department, Yeditepe University, Istanbul, Turkey

To be presented at TELLSI 17, Tabriz (November, 2019)

Abstract

Language education has witnessed considerable changes both in teaching and testing approaches in transition from the so called method era to the post method era. In the method era, teaching methods focused on transferring information from the teacher to the learner. In the post method era, however, the focus of teaching has been on helping learners achieve their goals by directing instruction towards their needs in the target language situation. In this era, learners are encouraged to engage in the process of learning as autonomously as possible to transform the available information and apply it to the real contexts in practice. Along with these shifts in teaching, similar moves have been made in testing as well. In the method era, the focus of testing was on measuring the product of the language as the outcome of learning. The dominance of psychometrically oriented high stakes standard tests in this era had an undesirable impact on instruction that lead to the popular measurement-driven instruction. In the post method era, however, the focus shifted to local and teacher made assessment that is intended to be at the service of learning. In this era, assessment is intended to assist learning that, in turn, is expected to lead to instruction driven assessment.

A pleasant consequence of this movement has been the treatment of teaching, learning, and assessment as intertwined processes (Purpura, 2014). This significant shift requires some fundamental changes in the perceptions and beliefs of teachers (Xu, 2015), learners, and other stakeholders as well as changes in the infra-structure of language education. One major concern in this movement has been putting most of the assessment process on the shoulders of classroom teachers. As the most important agents of instruction, teachers are expected to be well equipped with the principles of this new approach. They are expected to have necessary knowledge and skills to be able to meet these requirements (Inbar-Lourie, 2013; Malone, 2013; Taylor, 2009). That is why research has proliferated in the field investigating whether EFL teachers have the required language assessment knowledge (LAK) to cope with the rapidly changing field (Taylor, 2009, Fulcher 2012). However, despite the significance of the issue, most re-

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search findings consistently reveal that EFL teachers around the world are not well prepared to meet the new challenges. Nor are they receiving adequate training on language assessment in teacher education programs to be prepared for new developments (Inbar-Lourie, 2008; Farhady &Tavassoli 2018).
The purpose of this presentation is to report on the findings of research on LAK and argue that consistent findings of research on insufficiency of EFL teachers' LAK may not reflect a true picture of the state of teachers' LAK. Rather, the findings might have been the artifact of the framework suggested some thirty years ago (AFT, NCME, & NEA, 1990) upon which most LAK tests have been developed. I would also argue that such a framework no longer reflects the reality of language assessment today. Following Gotch and French (2014), I would argue that the present treatment of LAK, which is based on summative normative principles, may not be construct valid anymore. I will conclude the presentation with suggesting a comprehensive and realistic cross contextual framework that will hopefully represent a clear picture of the complex dimensions of LAK and lead to further research in this direction.

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A short bio statement about Hossein Farhady

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

Presently, he is a faculty member at the ELT department at Yeditepe University in Istanbul, Turkey and an adjunct professor at the University of Southern California, Los Angeles.

Keynote Speaker

Construct definition in the second language research

Mehdi Riazi
Macquarie University

One of the main challenges confronting researchers in general but second language (L2) researchers, in particular, is «construct definition». The challenge around construct definition is multi-fold and relates to different aspects of the constructs. On the one hand, defining a construct will delimit the scope of research and will provide a boundary around the object of the study. The boundary will then lead the researcher to choose a particular methodology that will, in turn, lead to the type of inferences that could be made. As such, construct definition is a crucial issue in second language study. Larsen-Freeman (2007), for example, observed that one of the areas of contrast and controversy between cognitivist and social views of L2 study is that of construct definition. Some of the primary controversial constructs in L2 studies are:

- Language
- Learning
- Acquisition versus use, and
- Competence versus performance

From a cognitivist perspective, the construct of language is usually defined as mental ability, «what learners know—their internalized linguistic competence» (Atkinson 2010: 600). In contrast, from a social perspective, language is a social construct. These two perspectives result in two different views of learning. Learning is defined as a change in the mental state of the language learners, and as a change in the social participation of learners, respectively. Accordingly, the primary research focus in a cognitivist approach is on language acquisition and not how learners use it for social participation, while a social view believes that language use and acquisition cannot be easily separated as viewed by a cognitive view. As a result, from a cognitivist view, the object of L2 research is in large part an internal, mental process: the acquisition of new linguistic knowledge and developing one›s competence; whereas the object of inquiry from a social view is discursive routines of communication processes. These two different views and perspectives have led to cognitive versus functional approaches to con-

struct definition and research. In my talk, I will attend to these and other issues related to «construct definition» in L2 study. This talk will hopefully help early career researchers to approach their research projects in more systematic ways.

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Keynote Speaker

New Trends In Elt: Blending Disciplines for 21st Century Foeign Language Learning

Prof. Dr. Birsen Tutunis

Abstract

The quality of foreign language teaching improves so long as foreign language teacher education is under constant change according to the challenging demands of the age we live in. The vision for 21st century learning P21 (Bellanca, 2010) offers a holistic and systemic view of how we can reconceptualize and reinvigorate public education bringing together all the elements- 21st century student outcomes and 21st century education support systems- into a unified framework. The main purpose is stated to be the preparation of the students for a better learning that would support them in their lifelong struggles. The belief is that doing well in school no longer gurantees a lifelong job or career, as it did in the past. Future learning is highly different from the past. It has been proved by the research (Higgins, May, 2011) that improving teacher effectiveness has a great impact on learner outcomes.Therefore, teacher knowledge needs to be enhanced by blending all disciplines into one.

This paper will focus on the new trends in English Language teaching and their effectiveness on learner outcomes.

Keynote Speaker

The Ins and Outs of Translating Poetry: The route which angels fear to tread on

Behrooz Azabdaftari

Poetry is the very image of life expressed in its eternal truth. (Percy B. Shelley, 1792- 1822)

Introduction

I have recently finished writing a paper titled "Walking with the Wind: Keeping in Step with Karimi-Hakkak". The paper is about Kiarostami's, film maker, "poems" and the translators', Karimi - Hakkak and Michael Beard, rendition of the poems in English. I still find myself under the spell of the expertise exhibited by the poet and the translators' virtuosity in doing this great task. The reader may have realized that in this paper the word "poems" is given in the quotation marks. I use this orthographic gambit to imply that Kiarostami's "poems" as they are composed are bizarre in the sense of patterning of structures, shades of meaning, and turns in perspective. Indeed, the "poems" represent a new voice, a new look, and a new diction. The poet has broken with the old traditions of Persian poetry and has offered instead fresh poetical stunts which take the reader by stark surprise, and leave him spell-bound. I am referring to Kiarostami's "poems" because during the past few years I have been engaged in translating some selected poems by some contemporary Iranian poets from Farsi into English; both the English version thereof are included in two books of mine. In this paper I intend to focus on two separate but related themes:1) A few gleanings from personal experience of translating some specimens of Persian poems into English, and 2) The arduous task of translating poetry: Does it pay off the effort invested in the enterprise? As to the first theme, I need to trace it back historically and say a few words about the first step I took in this arena

The first poem which I converted from Farsi into English was "The Swan's Death", composed by M. Hamidi Shirazi, Professor of Persian literature in Shiraz University, which was published in the journal Motarjem (Vol. 7, No. 26, Spring & Summer 1998). There is a short anecdote behind this event. I remember that once I was walking along a street in my home town, Tabriz, reciting the Farsi version of the poem to myself and improvising the English version of it in the same breath. When I got back home I committed the English version to paper. This event served as a stimulus for my future under-

taking in this direction. 'Great oaks grow from little acorns,' the English proverb says. Well, back to the drawing board. Three years later the same Farsi poem with the English version of it was reprinted in the journal of Bukhara (No. 82, 2002). Apparently, this venture of mine had hit the spot with the Iranian readership. Speaking from personal experience, translating a poem from a foreign language into one's native tongue, assuming that the translator is conversant with both languages, is much easier than the vice versa. To know a foreign language, I believe, is not just the matter of mastering the structures of the language concerned; you should also have a feeling for the subtle nuances of lexical items - words you have grown up with, are fully aware of the shades of meaning and are unwittingly cognizant of the senses that arise from the relationships holding between words and contexts. In the meantime, the translator is assumed to have subconscious feeling for the beauty and oddity of verbal expressions in his own native language in order to guard against going astray in his re-creation of the poem in the target language. In the past, I had the experience of translating poems both ways – form English into Farsi and from Farsi into English, and today I can say it with assurance that the latter route is much harder to traverse. The venture requires that the translator know the rules of grammar and have the uses of language at his fingers' tips. To be competent in the target language, in which the recreation of the original work takes place, the translator has two options: either (s)he has lived for many years in the target speech community, submerged in language learning activities, or (s)he is somehow a true bilingual while continually trafficking between the two languages concerned, and is shifting for a particular genera in a literary, journalistic, political, religious, or socio-cultural text, when necessary.

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Featured Speaker

Considerations in Using Cognitive Diagnostic Assessment in Language Testing Studies

Sayyed Mohammad Alavi[1]

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Faculty of Foreign languages and Literatures, University of Tehran, Tehran, I. R. of Iran.

Abstract

Examining language learners' mastery of a given set of skills or attribute in a specific language domain has always been one of the main concerns of language testing scholars. Such a concern resulted in developing innovative assessment theories, models, approaches and practices to explore the expected knowledge, ability, and skills of language learners and test takers. One of these innovative developments is Cognitive Diagnostic Assessment (CDA) that attempts to assess language learners' cognitive strengths and weaknesses. It also claims that potential areas of interventions for the attempts of language learners and test takers can be identified. This presentation, firstly, elaborates on features of a CDA framework and argues for considering it as an assessment instrument that can potentially be designed for measuring learners' specific knowledge structures and procedural skills. Secondly, it argues that the elicited information of a CDA based assessment instrument can provide language education authorities with relevant pieces of information (a) to make relatively valid data based inferences about the mastery or non-mastery of attributes in a particular learning domain, (b) to categorise learners and test takers based on their knowledge states, and (c) to give them appropriate individual guidance for remedial practices. Thirdly, this presentation describes a Q-Matrix that can present a theoretical correspondence between expected learners' cognitive attributes and their response patterns. And finally, on the basis of some common features of Cognitive Diagnostic Models (CDMs), this presentation argues for the implication of CDA in language assessment contexts. However, it also expresses concerns about the qualities of (a) the cognitive specification scale, (b) the mutual quality and contribution of

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test takers' cognitive attributes to their response to an item, and (c) the substantive theory of the construct in linguistics, education, and psychology that could explain test takers' conscious and subconscious processing of information in their attempts to answer an item.

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Biodata

Dr. Sayyed Mohammad Alavi received his PhD from Lancaster University, UK, in 1997. Currently, he is teaching as a full professor of Applied Linguistic in University of Tehran. He is also the Chief Editor of Foreign Language Research Journal published in Persian in the Faculty of Foreign Languages and Literatures, University of Tehran, He teaches research, language testing and teaching related courses to BA, MA, and PhD students. His main research interests, in general, are language testing and assessment and the implications of technology in these two fields. In particular, he researched task based language teaching and assessment, language teacher education, teaching and assessment of young language learners. Professor Alavi presented his research in national and international conferences. He also published papers in prestigious journals such as Studies in Educational Evaluation, System, Modern Language Journal, RELC, Distance Education, Educational Assessment, Porta Lingua, Language Testing Journal, and Language Assessment Quarterly.

An Investigation of Metalinguistic Clue and Recast as Oral Corrective Feedback Strategies in the Improvement of Accuracy in Spoken Performance of Pre-Intermediate Learners

Nazanin Moradirad[1], **Asghar Salimi**

Maragheh University

Abstract

During the last decades, the notion of corrective feedback has gained an increasing attention. Specifically, with the focus of classroom instruction changing towards an emphasis on functional language within the communicative context, this notion has gained more prominence. The aim of the present study was to investigate the utilization of metalinguistic clues and recast as oral corrective feedback strategies on the accuracy of pre-intermediate learners' spoken performance. Following an increasing attention to the notion of corrective feedback, many studies were conducted to examine this issue from different perspectives. However, few studies have examined the effect of recast and metalinguistic clues on the intermediate learners' speaking accuracy. For this purpose, 45 learners were randomly selected and put into three groups including metalinguistic clues, recast, and control group. Following the pretest, the treatments were presented for five weeks, and through focus on form instruction, the supposed material was taught and the data was collected using a recorder in the last sessions. In the sixth and eighth week, immediate and delayed posttests were administered. The results of ANOVA revealed that the recast group had a higher level of accuracy following the treatment. Generally, the present study presents teachers and syllabus designers with a better vision of pedagogical perspectives.

Keywords: Metalinguistic Clue, Recast, Oral Corrective Feedback, Accuracy

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معاونت پژوهشی و فن‌آوری واحد تبریز

Motivational strategies and teaching practices applied by Iranian EFL teachers according to Dornyei's system of Motivational Strategies

Safiyeh Davtalab[1]

Karaj Azad University

Abstract

The developments in the field of Teaching English as Foreign Language (TEFL) have heightened the need for paying attention to learners' motivation. The present article is an attempt to investigate some of the teaching practices related to the motivational strategies set forth by Dornyei (2001) as an increasingly important factor in teaching. He proposed four motivational strategies and also some teaching practices related to each strategy. Because of some cultural considerations; part of the suggested teaching practices are not applicable in EFL classes in Iran. This study investigates the teaching practices applied by thirty-nine EFL teachers participating in the study, who had more than two years of teaching experience. First, the researcher explained motivational strategies and provided examples related to teaching practices. Then, the selected EFL teachers were requested to discuss some motivational teaching practices they applied consciously and intentionally. The study tries to find the most common teaching practices the selected EFL teachers proposed, considering cultural exigencies in Iran in order to make these practices applicable for other Iranian EFL teachers.

Keywords: Motivation, MOLT, Motivational Strategies, Teaching Practices

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Relational Identity and Language Learning Performance in Iranian English Language Learners

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Abstract

Using a sociolinguistic approach, the present study tried to screen language learning perceptions of a group of Iranian adolescents on four diverse relational contexts including the learners' family members, English teachers, classmates and their best friends along with two self-conceived perceptions (public vs. imposed). To this aim, a sample of 38 EFL learners, with an age range of 12-16, were randomly selected from several language institutes and were required to complete a modified version of the validated Quadripolar Model of Identity (TQMI) questionnaire designed by Taylor (2010). The findings indicated that the preferences for including "family members" in the learning processes and future functioning were conspicuous. Regarding two other factors (public and imposed perceptions), the level of imposing on the part of "language teachers" and "families" on the learners was more noticeable. This study has certain implications on how Iranian English language learners' identity constructors in their immediate society can shape their goals in learning.

Keywords: Identity, Imposed self/identity, Parental involvement, Public self/identity, Relational context

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Little Knowledge is a Dangerous Thing: Collaborative EAP practices within Iranian and Non-Iranian Academic Settings

Marjan Vosoughi [1], **Susan Ghahremani, Atefeh Navarchi**

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Abstract

Aimed at extending recent Academic Literacy (AL) trends within English for Academic Purposes (EAP) courses in Iranian universities, this research was undertaken with one major goal: Surveying legitimization of English language teachers in collaborative EAP courses inside the country. The research scheme in this research was non-observational tapping into expert views. Some focus groups including seven Iranian and eighteen non-Iranian teachers (both from ELT and non-ELT contexts) at tertiary levels participated in the study and their views were collected through two successive researcher-made questionnaires and an online sequential conference talk in the Research Gate social networking website. Various in-depth interviews were conducted with the target participants to 1) peek into what had been lacking in previous EAP teaching models thus far regarding collaborative models of EAP both in and outside Iran, 2) investigate English language teachers' innovations highlighted in their practices for upgrading EAP teaching for collaborative aims, and 3) survey the co-presence of language and content teachers along with language learners in EAP classes. The data from the joint talk lines and the two questionnaires were analyzed using Maxqda (ver12.4). The findings demonstrated that in many cases Iranian ELT practitioners inside the country believed in collaborative practices, but, in most cases, they did not suggest specific measures to create such an environment. Non-ELT teachers inside the country, on the other hand, constantly talked about two separate expertise on their own parts, which did not include language teachers as their legitimate colleagues in such courses. Across the outside borders, the situation was far more satisfactory, though, which showed a more optimal cooperation between language and content teachers. The findings point to the need for further research to inform Iranian subject matter professors about the legitimacy of language teachers for literacy practices in EAP courses.

Keywords: Collaborative EAP; Language teachers; Content teachers; Tripartite EAP; Academic literacy

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Challenging Trends: On Design and Implementation of a Moodle-Based Reading Course and Its Promise for the Development of L2 Reading Ability

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Abstract

From among the technological breakthroughs in the 21st century, Modular Object-Oriented Dynamic Learning Environment (Moodle) has marked a major milestone in pedagogy as a course management system that allows ELT enthusiasts with little or no programming savvy to develop interactive, highly customizable web-based courses for quality education. The first part of this paper is devoted to an extensive review of six design principles (Cummins, Brown, & Sayers, 2007) in which the researcher detailed the development of a sample Moodle-based reading course in a stepwise manner and in the following order: stage one is characterized by providing learners with opportunities for deep processing of meaning using the Glossary Module of Moodle; the second stage aims at relating instruction to prior knowledge and experience by familiarizing practitioners with the Mindmap Tool, its stunning features, and the way it can be exploited to activate students' schemata; the third stage has as its overriding objective the promotion of collaborative inquiry among learners using the Wiki Module; the fourth stage is characterized by encouraging extensive student involvement in all language skills using the RSS (Rich Site Summary) Module; the fifth stage aims at promoting strategy investment among learners using the Workshop Module; and finally, the sixth stage has the goal of promoting students' identity investment using the My Moodle page. The second part of the article reports on the results of an experiment in which the researcher examined the affordances, if any, of the Moodle-based reading course designed earlier for the development of students' L2 reading ability.

Keywords: Authoring Tools, L2 Reading Ability, Moodle, Multimodal Pedagogy, Technology-Enhanced Language Learning

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Into the Book: On Teaching Reading Strategies through Online Games and Its Effects on L2 Reading Comprehension Ability of Iranian EFL Learners

Hamed Babaie Shalmani[1], **Milad Habibnejad Mordabsary**

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Abstract

Over the past decades, the development and use of educational games have gained unprecedented momentum so that practitioners now need to rethink their current practices and to show wider recognition of the potential role of games in enhanced learning within game-based learning (GBL) environments. Educational games have defined learning outcomes and seek to balance the learning material to be taught with activities that engage learners in competition, interaction, and even collaboration with the computer or their peers via the computer. The field of applied linguistics has also witnessed a multitude of gaming applications designed to harness the skills required for language learners to communicate fluently, accurately, and appropriately in real life communication. Whereas there are games with direct learning outcomes, very few have focused on strategies required for achievement of learning objectives. Given a paucity of games targeting teaching of such strategies, the present article reports on the results of an experiment in which the promising effects, if any, of an educational online game called 'Into the Book' were examined on the learning of reading strategies and, ultimately, the comprehension of English reading passages by Iranian EFL learners. To this end, 30 EFL students were randomly assigned to two equivalent groups and, then, received treatment on English reading strategies under one of the two conditions: The experimental group was required to play with the game, thus practicing and applying six common reading strategies to the reading of L2 texts. The summarizing strategy, for example, would require the participants to watch animated characters narrating a story and, then, drag and drop the main ideas into a virtual box appearing on the screen. The visualizing strategy, on the other hand, would require the learners to use the in-game stationary tools to create mental maps that could help them visualize the interrelationships between different concepts as they approached the reading texts. The other strategies, likewise, would require learners to interact with various objects in the game to arrive at a deep understanding of the gist of the passages. The participants' counterparts in the control group, however, received treatment on the same reading strategies via teacher-fronted instruction. At the end of the study, the two groups sat for an L2 reading test both to gauge their progress, if any, over the course of the experiment and to measure their comparable or differential performance on the test. The findings revealed that both groups made significant progress in terms of their comprehension ability; however, the mean difference was in favor of the experimental group. The studycarries important implications for teachers, teachers as designers as well as language learners.

Keywords: Educational Games; EFL Learners; Game-Based Learning (GBL); L2 Reading Ability; Reading Strategies

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Spell the Words and My Spelling Test: On Mobile-Assisted Instruction and Its Implications for Teaching L2 Spelling Ability

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Abstract

The present study tried to examine the effects, if any, of Mobile-Assisted Spelling Instruction on the learning of English spelling among Iranian EFL learners. To this end, 40 Iranian university students were selected as the participants of the study and randomly assigned into experimental and control groups. As for the experimental group, the participants embarked on learning the spelling of the target L2 words through playing with two Mobile-Assisted Language Learning (MALL) courseware, namely Spell the Words and My Spelling Test. The control group, on the other hand, received treatment on the spelling of the same words through the phonics approach. At the end of the experiment, a posttest measuring the participants' spelling ability gain was administered. The results revealed that both groups made significant progress, but the students who engaged in spelling activities through the mobile applications performed significantly better. A further finding was that the mobile courseware used in the study provided a more felicitous condition for promoting learners' motivation and autonomy in an enjoyable learning environment.

Keywords: EFL Learners, L2 Spelling, MALL, Spelling Instruction, Ubiquity

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A Selection of Annotated Bibliography of Mobile Assisted Language Learning (MALL) Implementation Studies 2013-2018

Hamed Babaie Shalmani[1], Alireza Hajinezhad, Marjan Heydarpour Meymeh

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Abstract

Since 1994, ubiquitous mobile technologies have been incorporated into learning and teaching of languages, thereby instigating a new line of research subsumed under the acronym of Mobile Assisted Language Learning (MALL). Getting access to all the articles written on this and other relevant themes could be a relatively painstaking and time-consuming job. Since the applicants interested in MALL need to read widely on this subject to gain a broader perspective on MALL implementation, an attempt was made to facilitate this by familiarizing them with the latest theoretical underpinnings. This can be accomplished partly by providing them with a comprehensive historical overview of MALL implementations in diverse educational contexts. In this article, approximately 80 summary words were provided for each relevant study on MALL. The overview would chiefly focus on origin and country in which the studies have been conducted, the mobile technology employed in them, the learning and teaching areas, types of learners and their sample size, the results and, finally, the pedagogical implications of the studies.

Keywords: Annotated Bibliography; MALL; MALL Apps Implementation; Pedagogy; Ubiquity

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Analysis of Lexical Collocations in Persian Translation of Jane Austen's "Persuasion" Based on Newmark's Model of Translation

Nasrin Khaleghi Zavareh[1], **Hossein Heidari Tabrizi**

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Abstract

There are many problems in the translation of collocations because there are linguistic and cultural gaps between English and Farsi. Therefore, the main purpose of the current case study was basically to extract lexical collocations in a Persian translation of Jane Austen's Persuasion based on Benson and Ilson's (1997) classification of literal collocations and find the strategies applied in their Persian translation based on Newmark's (1988) model of translation to overcome the problems which exist in translating the lexical collocations. To this end, first, one third of this literary work and its Persian translation were examined. Then, all the lexical collocations used in this literary work were classified based on Benson and Ilson's (1997) classification of literal collocations. Next, the translation strategies of these lexical collocations were found based on Newmark's (1988) model of translation. Finally, the translations strategies used by Ghaemi in these lexical collocations in this literary work were analyzed. The results showed that was the most frequently used strategy, and cultural equivalence and couplet were the least frequently used ones. Furthermore, some of Newmark's (1988) translation strategies such as naturalization, functional equivalent, synonymy, recognized translation, compensation, paraphrase, and notes were not applied by Ghaemi in rendering the lexical collocations of this literary work, "Persuasion", into Persian. This study has pedagogical implications for translation students and translators of literary texts.

Keywords: Collocation, Lexical Collocations, Newmark's Model of Translation, Translation Strategies

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The Relationship between Self-, Peer-, and Teacher-Assessments in the Grammar of EFL Learners

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Abstract

Although teacher-assessment is still being used in the Iranian educational system, many students have negative attitudes towards teacher-assessment. Therefore, the present study tried to examine the correlation between self-, peer-, and teacher-assessments in EFL learners' grammar level. In doing so, 92 Iranian female junior students were randomly selected from Zohreh Kardanpur high school in Isfahan. First, a questionnaire consisting ten questions was administered to compare the students' attitudes towards self-, peer-, and teacher-assessments. These participants also took a grammar test which was taken from the Test of English as a Foreign Language and comprised 30 multiple choice items. Next, the collected data were analyzed using Pearson Correlation Coefficient formula. The findings showed that peer-assessment had a significant and positive correlation with self-assessment with a correlation coefficient of 0.93 and teacher-assessment had weak positive correlation with peer- and self-assessments with correlation coefficients of 0.23 and 0.25 , respectively. In addition, most participants had more negative attitudes towards self- and peer-assessments than teacher-assessment because they thought that their classmates and themselves did not have a lot of knowledge to rate learners' performances precisely. The findings of this carry important implications for teachers, syllabus designers, and materials developers.

Keywords: Coefficient Correlation, Grammar, Peer-Assessment, Self-Assessment, Teacher-Assessment

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Supervisors' Role in Forming Pre-Service Teachers' Professional Identity

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Abstract

Teachers' identity plays a significant role in the success and difficulties that a teacher might experience. The ease with which a teacher passes into his/her professional life can be understood from the perspective of his/her initial teacher identity, which is well suited to the realities of the workplace and which «enables purposeful agency, continuing professional identity development and orientation from the outset» (Ruohotie-Lyhty, 2013, p. 8). The present study aimed to determine the extent to which supervisors create changes in the professional identity of ten pre-service teachers. Classroom observations, semi-structured interviews, written open-ended questions, and narratives were used for data collection to record the changes felt by the participants. The data was collected during a six months teacher education course. All transcriptions and written data were then analyzed, based on theme analysis. The findings indicated that supervisors' interaction and personality are the most crucial factors involved in shaping pre-service teachers' professional identity. The changes felt by the teachers were mostly in terms of teachers' thoughts, self-reflection, and joining the professional community. The implications for mentors, supervisors, teachers, and stakeholders are discussed.

Keywords: Supervisors, Pre-Service Teachers, Professional Identity Formation

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The Effect of Using Interactive Flashcard Activities VS. Individual Flashcard Activities on Learning English Vocabulary by Iranian Pre-schoolers

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Abstract

The aim of the present study was to investigate the impact of vocabulary learning through interactive flashcard activities vs. individual flashcard activities by Iranian pre-schoolers. At the beginning of the study, 40 children were selected for the purpose of the study. They were under six years of age and were going to Avisa kindergarten in Tehran. They hadnot studied English before. The researcher administered a teacher-made vocabulary test as the pretest to homogenize the students and to ensure that there was no significant difference between the participants of the study iin their vocabulary knowledge. Then, they were randomly divided into two groups. The first group learned the vocabulary through interactive flashcard activities and the second group learned the vocabulary through individual flashcard activities. After a two-month treatment, a vocabulary achievement posttest was administered to both groups. The statistical analysis of the responses to twenty flashcards revealed that interactive flashcard activities had a positive effect on the learners' ability to learn vocabulary. However, vocabulary learning through individual flashcard activities was not found to have any significant effect on the vocabulary development of Iranian preschoolers.

Keywords: Flashcards, Interactive activities, Individual activities, Preschoolers, Vocabulary

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The Impact of the Big Five Personality Traits and Motivational Self-System on Iranian EFL Learners' Intended Effort: An Investigation into McAdams' Model of Personality

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Abstract

Although L2 Motivational Self System has received extensive attention over the past decade or so, its relations with Big Five Traits and their impact on the effort expended towards L2 learning within a dynamic Model of Personality has largely remained unexplored in L2 studies. Accordingly, this research details a quantitative study drawing on McAdams's (1995) model to investigate the contribution(s) of Motivational Self System and Big Five Traits on L2 learners' intended effort. To this end, 654 Low-intermediate and intermediate EFL learners were asked to complete the Big Five Inventory-2 along with the Motivational Factors Questionnaire. The predictive power of the variables under study were analyzed through multiple regression including standard and sequential regressions. Among the personality traits, Open-mindedness had the greatest impact, and Conscientiousness had a significant, yet moderate effect on the learners' intended effort. Among the motivational facets, Ideal L2 Self had the greatest contribution; Attitudes Toward Learning English had the second most significant effect, and lastly, Ought-to L2 Self had a moderate, yet significant effect on learners' intended effort. The findings also indicated that the motivational facets overshadowed the personality traits when they were entered into the model simultaneously. The implications and suggestions for further research are further discussed in the study.

Keywords: Personality traits; L2 Motivational Self System; McAdams's model of personality

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The Relationship between Iranian EFL Teacher's Reflective Teaching, Self-efficacy, and Job Performance

Matin Sadat Mirebrahim[1], Reza Taherkhani

Bu_Ali Sina University, Hamedan

Abstract

This study tried to investigate the relationship between Iranian teachers' reflective teaching, self-efficacy and job performance. For this purpose, 100 Iranian EFL (English as a foreign language) teachers from Buali-Sina University in Hamedan and Arak University were selected to participate in this study. Job performance was the dependent variable and reflective teaching and self-efficacy were the independent variables. Teachers' performance affects the performance of learners; therefore, it needs to be studied in detail. There are many factors that affect the teachers' performance including their salary, job satisfaction, personal attitude, motivation and many other factors. The aim of this study was to find if there is any relationship between teachers' reflective teaching and self-efficacy and their job performance. For analyzing the data, multiple regressions and multiple correlations were used. The results showed that there was a significant relationship between independent variables (reflective teaching and self-efficacy) and job performance.

Keywords: Reflective Teaching, Self-Efficacy, Job Performance

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Analyzing Anxiety, Self-efficacy, Goal Orientation and Tolerance of Ambiguity as Predictors of EFL Learners' Second Language Writing Achievement: A Structural Equation Modeling Approach

Matin Sadat Mirebrahim[1], **Mohammad hadi Mahmoodi**

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Abstract

L2 achievement is the final goal in the process of learning and teaching. Teachers, learners, and researchers try to find factors affecting L2 achievement. There are many variables that influence learners' language achievement. In this study, we tried to analyze some of these factors to find the relationship among these variables and EFL (English as a foreign language) learners' L2 writing achievement. The main goal of this study was to find the relationship between anxiety, self-efficacy, tolerance of ambiguity, goal-orientation, and Iranian EFL learners' L2 writing achievement. The participants included 100 Iranian EFL learners in Arak. To find the relationship between the variables, a hypothetical model was developed. The data was analyzed and the hypothetical model was tested by the Smart PLS software. The results showed that there was a relationship between independent variables (anxiety, self-efficacy and tolerance of ambiguity) and dependent variable (language achievement). There was no positive relationship, however, between goal orientation and writing L2 achievement, but goal orientation was predictor of self-efficacy. Anxiety had a negative relationship with the other three independent variables. The relationship between tolerance of ambiguity and self-efficacy and between tolerance of ambiguity and goal orientation was found to be positive and negative, respectively.

Keywords: Anxiety, Self-Efficacy, Goal Orientation, Tolerance Of Ambiguity, L2 Achievement

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An investigation into language teachers' assessment literacy and practice within the immediate context of classroom

Seyyedeh Raheleh Asadian Sorkhi[1], Mahmood Dehqan, Zahra Ahmadpour Kasgari

UMZ

Abstract

Assessment literacy has been considered as one of the fundamental aspects of teacher education programs. Therefore, over the past decades, a plethora of studies have been developed to realize the essence of teacher assessment literacy and practice. This qualitative study, through a phenomenological approach, attempted to interpret the essence of teachers' assessment literacy through experiential lenses of language teachers who practiced assessment as one of their professional requisites, and to identify the most influential contextual factors that mediate teachers' conceptualization of assessment literacy within the immediate context of classroom. Data were gathered via semi-structured, retrospective interviews with 10 language teachers and their reflective essays on assessment practice. The emergent themes extracted from the data revealed that stakeholders' needs and expectations, teachers' experiences and intuitions, and their fear of getting stale can steer teachers' assessment practice and mediate their assessment literacy. The study recognizes a need for a paradigm shift in the consideration of assessment literacy on the part of other stakeholders including students, parents and school principals, in order to have a thorough assessment practice on the part of language teachers.

Keywords: Assessment Literacy and Practice, Contextual Factors, Phenomenological Approach

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A critical discourse analysis of language teachers' assessment literacy and practice

Seyyedeh Raheleh Asadian Sorkhi[1], **Mahmood Dehqan, Zahra Ahmadpour Kasgari**

UMZ

Abstract

Being a fully-fledged assessment practitioner seems to be a far-fetched claim among language teachers as the vast majority of surveys have documented their non-conformity to standard assessment principles and practice. Moreover, there seem to be a plethora of discrepancies between what language teachers know about thorough assessment and what they really practice as assessment. To Identify the rationale behind such discrepancies, this qualitative study investigated language teachers' assessment literacy and practice through critical lenses to find out those oppressive powers and political issues that mediate language teachers' test construction, administration and scoring. Following a phenomenological approach, the present study explored what language teachers have experienced in assessment domain and what contextual factors influence those experiences. Data were collected via semi-structured interviews with 10 language teachers along with their reflective essays on assessment practice. According to the emergent themes, the study concludes that commercial orientations, power relations, hegemony of testing companies, lack of testing practitioners' expertise and their observance of standards are the major obstacles to a thorough assessment practice.

Keywords: Critical Discourse Analysis, Assessment Literacy and Practice, Phenomenological Approach

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The role of cultural and ideological norms in language teachers' assessment literacy and practice

Seyyedeh Raheleh Asadian Sorkhi[1], Mahmood Dehqan, Zahra Ahmadpour Kasgari

UMZ

Abstract

The promotion of assessment literacy has become an important factor among testing practitioners. With With acy has become an important factor among testing practitioners.ducation programs, With acy has become an important factor among testing prapoint to language teachers' lack of concern for employing lack of concern for employing ncern for employing rea is mostly in contrast with the expected one. This shortcoming may stem from some cultural and ideological norms of the society in which language teachers practice assessment. Investigating the rationale behind the mentioned shortcoming, this qualitative study, through a phenomenological approach, aimed to find out those sociocultural ideologies that mediate language teachers' assessment literacy and practice. Data were gathered through semi-structured interviews with 10 language teachers and their reflection papers on language assessment practice. The key findings revealed that language teachers' assessment practice is driven by banking educational ideology and score-driven culture of education. The study concludes that cultural and ideological norms of a society can prevent a sought-after assessment practice on the part of language teachers. It also recommends a cultural reformation of education on the part of other stakeholders including students, parents and curriculum developers, whichcan, in part, improve language teachers' assessment literacy and practice.

Keywords: Assessment Literacy and Practice, Cultural and Ideological Norms, Banking Education, Score-Driven

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The Application of Pierini's Strategies in the Translation of Ernest Hemingway's work «A Farwell to Arms»

Tooba Mardani[1], **Muhammad Sadeqi**

Islamic Azad University of Khorasgan

Abstract

Nowadays, the realm of the Translation Studies (TS) is replete with theories, models and frameworks of translation, all of which attempt to provide practitioners, trainers, and evaluators with a basis upon which they can elevate the quality of their work. However, there are still areas in this vast realm that have remained unknown or at least un-discovered and have not been explored very well. One of these important and gray areas is a simile. The current study aims at analyzing the application of Pierini's strategies of rendering simile in the translation of Ernest Hemingways work "A Farwell to Arms", which has been translated from English into Persian by two Iranian prominent literary translators, i.e., Najaf Daryabandari and Haniyeh Chupani. Twenty samples of simile were selected randomly in the text and their translations were extracted from the Persian versions. The samples and their translations were analyzed through tabulations and the frequency and the percentages of occurrences were specified. In doing so, the Chi-square test was utilized. Based on the obtained P-value, the two translators have performed differently in applying the strategies which are proposed by Pierini (2007) with the Error Level of /05. This means that there is a statistically significant difference between the two translators in their the application of the strategies. The percentage and the frequencies indicate that both translators had used the first strategy i.e. Literal translation (retention of the same vehicle) more than other strategies.

Keywords: Literary Translation, Simile, Metaphor, Pierini's Strategies,

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Frequency of cohesive devices in literature: Persian literary work and English translations

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Abstract

Cohesion is one of the elements of discourse analysis in which each language has its own special pattern of cohesive devices linking various parts of a text. Cohesive devices are dichotomized into grammatical and lexical. This research aims to analyze comparatively English and Persian literary texts in terms of the number and degree of use of sub-types put forward by Halliday and Hasan (1976) to determine whether there were any relationships between cohesive devices of the original text and its translation versions. To do so, the devices were, first, identified in the original text and, then, compared with their equivalents in the translated versions. The results revealed that there were differences in the number of cohesive devices used in the Persian text and those in English translation versions. Each text utilized one of the devices more frequently, which was indicative of the different nature of the two languages under investigation. These results can be used in translation teaching and translation criticism and evaluation.

Keywords: Cohesion, Cohesive devices, Persian literature, discourse, texture

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Frequency rates of Semantic role in religious Genre: Sura of Yassin in the Holy Quran (Arabic and Persian)

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Abstract

As the smallest unit of communication, preposition is a combination of concepts that are united by a special relationship called semantic roles, which are significant because they show how meaning is expressed in different languages. In addition to the syntactic function, it is essential to know the semantic relations in order to comprehend the linguistic meaning. The present article attempted to investigate the function and frequency rate of semantic roles in the religious genre, the Quran, in both languages; Arabic and its Persian translation version. The number of occurrences of semantic roles was summed up. Then, they were compared and analyzed. The results show that there is no one-to-one correspondence between them.

Keywords: Semantic Roles, Translation, Quran, Religious Genre

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The Impact of Explicit Instruction of Metadiscourse Markers on EFL Learners' Reading Comprehension

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Abstract

Metadiscourse features are those facets of a text which make the organization of the text explicit, provide information about the writer's attitude toward the text content, and engage the reader in the interaction. This study aims to investigate the impact of explicit instruction of metadiscourse markers on advanced, intermediate, and elementary EFL learners' reading comprehension. The participants were 94 undergraduate students majoring in English Translation at the University of Khorasgan. To elicit the relevant data, the participants were given a pretest of reading comprehension to check their initial knowledge and unprompted use of metadiscourse markers. All three groups were then exposed to explicit instruction of metadiscourse markers for six successive sessions. Finally, a post-test measuring their reading comprehension with metadiscourse markers in focus was administered. The results indicated, generally, that explicit instruction of metadiscourse markers significantly improved EFL learners' reading comprehension. It was, however, unpredictably found that learners at the intermediate level showed a significantly greater improvement than those at the advanced and elementary levels. The findings call for paying a more serious attention to metadiscourse markers by practitioners in developing EFL curricula.

Keywords: Explicit Instruction, Language Proficiency, Metadiscourse Markers, Reading Comprehension

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The Influence of Digital Storytelling on Iranians' EFL learners' Oral Participation in Classroom

Rezvan Jamshidi[1]

Ministry of Education

Abstract

The present study investigates the impact of digital storytelling on Iranian EFL learners' oral participation in classroom. The participants in this research, 12 this research, 12 sample of the study) study) of theith pre- study) of theith pre- proficiency were selected based on a modified Michigan test (were selected based on a modified M They were randomly assigned into two groups of six, one control and one experimental. In the experimental group, the students used digital storytelling in their speaking classes as an instructional tool, but in control group, the students used traditional speaking techniques like pair work. At the end of the course, the amount of oral participation of learners in two groups was measured using the Evaluation Criteria for Speaking Assignments. The results revealed that DST participants outperformed the control group in terms of their oral participation in the classroom.

Keywords: Digital Storytelling, Oral participation, EFL learners

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The Relationship between Brain Dominance Quadrants and Learning Styles among Iranian Elementary and Intermediate EFL Learners

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Abstract

The purpose of this study was to investigate the relationship between brain dominance quadrants and learning styles among elementary and intermediate Iranian English as a Foreign Language (EFL) learners. In addition, the second purpose of this study was to discover the possible relationship between language proficiency and learning styles among Iranian EFL learners. To this end, a total of 121 male and female Iranian EFL learners (76 female and 45 male) within the age range of 16-40 were chosen non-randomly from among 400 available learners. Oxford Quick Placement Test (OQPT), the Persian translation of Herrmann Brain Dominance Instrument (HBDI), and Learning Style Survey (LSS) were sent to more than 400 Iranian EFL learners through email, Short Message Service (SMS), WhatsApp, and other applications. Also 200 hard copies of instruments were distributed. Based on the results obtained from the proficiency test, 54 elementary and 67 intermediate EFL learners were identified and selected. Then, the collected data from the HBDI and LSS were analyzed using the SPSS software. The obtained results showed that there was not any significant relationship between the brain dominance quadrants and learning styles among elementary and intermediate EFL learners. Moreover, the results showed a moderate relationship between language proficiency and some types of learning style preferences. The study provides justifications for the results obtained and implications for English Language Teaching (ELT) contexts.

Keywords: Brain Dominance Quadrants, Learning Styles, EFL Learners, Language Proficiency

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THE COMPARISON OF VALMIKI'S RAMAYANA EPIC VS. FERDOSI'S SIAVASH STORY

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Abstract

India and Iran have long been known to have many similarities, because once they both were one land with the same language and the same culture. But after they were divided into two nations, they still kept some of the similarities, and epic in literature is one of them. Ramayana by Valmiki in Sanskrit and Shahnameh by Ferdosi in Farsi are such unique and special epics of India and Iran. The present study presents a contrastive analysis of the characters and actions in Ramayana and Siavash story as a common part of these two cultures. Accordingly, the researcher tries to identify, describe and analyze both stories based on their characters and action. It is argued that characters like Ram and Siavash in faithfulness, Kaikeyi and Soudabeh in deceitfulness and jealousy and hostility with son, Afrasyab in authority and hostility, and Sita and Farangis in tangle of enemy, Ravan and Garsivaz in jealousy and revenge, all resemble each other.

Keywords: Ramayana, Shahnameh, Ram, Siavash, Indo-Iranian.

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Literature in EFL Classrooms: Does it Contribute to Experiencing Flow?

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Allameh Tabatabai

Abstract

Literature is considered to be motivating, authentic and to have educational value. Moreover, it is believed that literary texts are a rich source of classroom activities and make learners aware of the cultural values of the target culture whose language they are learning. Studying them may lead to flow experience which has been described as the sense of total involvement at peak moments and refers to one's "optimal experience". The aim of the present study was to investigate the flow experience of EFL learners when reading literary and nonliterary texts as language teaching and learning resources. To this end, 40 upper-intermediate EFL learners studying at Iran Language Institute in Mashhad were taught six different reading texts: (three literary and three nonliterary texts) immediately after which they were required to fill in an experience sampling form (ESF), which measured flow experience. T-test was used to find the difference between flow experience of learners while studying different text genres. The results indicated that literary texts caused a higher level of flow experience among language learners. This implies that course book writers need to integrate more literary texts into English textbooks to enhance learners' enthusiasm in learning considering the fact that higher levels of flow have been found to produce better learning outcomes.

Keywords: EFL Classrooms, ESF/ESM, Flow Experience, Literary Texts, Reading Materials

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Becoming-Persian in Merritt-Hawkes' Persia: Romance and Reality

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Abstract

Following the publication of Edward Said's Orientalism (1978) and his argument about the discursive construction of the Orient in Western writing, critical research on travel books has flourished in recent decades. It has questioned and, at times, even refuted the truth value of travel books as presenting travellers' eye-witness accounts of the traversed country. Even though representation of Persians and their culture in British travel texts on Persia has been studied from various perspectives, Onéra Amelia Merritt-Hawkes' Persia: Romance and Reality (1935) has not received much critical attention. This paper aims to offer a Deleuzo-Guattarian reading of her travel account deploying concepts of assemblage, line of flight, and becoming, which are relatively overlooked in the field of travel studies. It is argued that Merritt-Hawkes, as an assemblage, goes through a process of deterritorialization and becoming-Persian during her travel in Persia and engaging with Persian others in the contact zone. Merritt-Hawkes' becoming towards the other activates lines of flight from the majoritarian standards which are based on a hierarchical framework of the self/other. This allows her to adopt a relative perspective which appreciates otherness as diversity on its own terms rather than translating it as an inferior copy of the majoritarian norms.

Keywords: Persia, Travel Writing, Merritt-Hawkes, Assemblage, Gilles Deleuze, Félix Guattari, Line of Flight

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Psychology in language classes: The implications of mindset on independent learning

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Abstract

Language learners' metacognitive awareness (which determines learners' beliefs on themselves as having growth or fixed mindset) is simply impressed by their biased assumptions about their ability to learn. This might resulted in making inappropriate choices in self-directed learning. The impetus for the current study was to examine whether the EFL learners' mindset is correlated with their perception of independent learning. In other words, the current study was founded on the hypothesis that psychological principles could potentially be used to tackle problems language learners encounter in classrooms as well as out of class situations. To this end, 46 EFL learners were asked to answer Dweck (2006)'s mindset questionnaire as well as independent learning questionnaire designed by the researcher. The results of data analysis showed a positive and significant relationship. For independent learning, psychology provides us with some opportunities to link learning with real contexts. In other words, learners may make bad choices which are guided by their mindsets or assumptions about learning; this is the time when they are in need of getting help from a practitioner. Finally, there will be some suggestions to help EFL learners to improve their assumptions about their own ability in order to promote their language learning achievements when they study independently.

Keywords: Metacognitive Awareness, Mindset, Growth Mindset, Fixed Mindset, Independent Learning

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A Conversation Analysis of Other-Initiated Self-Repair Structures in Advanced Iranian EFL Learners

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Yasuj University

Abstract

The present article examines the notion of repair and more specifically other-initiated self-repair. The study aimed to shed light on other-initiated self-repair practices used by advanced EFL learners. Forty Iranian EFL students with proficient English ability at three different language institutes in Isfahan, Iran participated in this study. Teacher-students, students-teachers and students-students' interactions were recorded via a recorder. The recorded data were transcribed by the use of Jefferson's (2004) transcription system. Then, the collected data were qualitatively analyzed and it was found that restricted repair initiators were mostly used by them. Finally, the collected data were compared with those used by English native speakers. The findings observed during the participants' other-initiated self-repair attempts are discussed. Finally, suggestions are provided based on the pedagogical implications of the study.

Keywords: Open format; Other-initiated Self-repair; Repair; Restricted format

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On the Relationship between Iranian EFL Learners' Goal-orientation, Willingness to Communicate, Listening Anxiety, and Listening Comprehension: A Path Analysis

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Abstract

Having good listening comprehension ability has always been important for L2 learners, especially for high school and university students. Naturally, studying the variables which might improve our understanding of this skill is academically crucial. Therefore, this path analysis study was designed to examine the interrelationship between Iranian EFL learners' goal orientation, willingness to communicate, listening anxiety, and listening comprehension. To this end, 200 EFL learners, selected based on convenience sampling method from private institutes in Kerman and Hamadan were asked to complete the Goal Orientation Questionnaire (Pintrich, Smith, Garcia, & McKeachie 1991), Willingness to Communicate Questionnaire (Cao & Philip, 2006), Listening Anxiety Questionnaire (Kim, 2000) and the listening section of the IELTS exam. After data collection, the hypothesized model was tested through AMOSE program. The results revealed that goal orientation, willingness to communicate, and listening anxiety were significantly associated with listening comprehension. Also, it was found that, among subcategories of goal orientation, only mastery goal orientation predicted listening comprehension. Similarly, among components of WTC, WTC in public and WTC in group were found to be predictors of listening comprehension. It is hoped that the proposed model will help EFL teachers, learners, textbook writers, and syllabus designers increase their understanding of the factors affecting listening comprehension skill.

Keywords: Goal Orientation, Listening Anxiety, Listening Comprehension, Willingness to Communicate

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The Effect of Task Type and Proficiency Level on Communication Strategies of Intermediate Iranian EFL Learners in Synchronous Computer Mediated Communication (SCMC)

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Abstract

This study investigates the effect of task type, as defined by Prabhu, on compensatory communication strategies introduced by Poulisse (1990) in synchronous computer mediated communication among intermediate Iranian EFL learners. It also examines whether the two proficiency levels (high and low groups) within intermediate learners differ in the amount of communication strategy production. For this purpose, the researcher selected a group of seventy students out of whom only sixty two met the criteria of having familiarity with computers and necessary equipments, and scoring between two standard deviations below and above the mean of proficiency test (PET). They were assigned to three different task groups on the Gtalk software. All the chat scripts were analyzed for the amount of communication strategies. Furthermore, the researcher divided the participants' communication samples into high-proficient and low-proficient groups based on their test scores (PET) to investigate the relationship between proficiency level and communication strategies. The results revealed that there was a significant relationship between task type and communication strategies of participants and also there was a significant relationship between proficiency level (high and low groups) and the frequency with which the participants used communication strategies in synchronous computer mediated communication.

Keywords: Task, Communication Strategies, Proficiency Level, Synchronous Computer Mediated Communication.

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The Relationship between Consecutive Interpreters' Intercultural Competence and the Accuracy of their Interpreting: Academic Degree in Focus

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Abstract

This study sought to investigate the relationship between consecutive interpreters' intercultural competence and the accuracy of their interpretion from English to Persian and vice versa. The current study also aimed at testing whether there was any significant difference between undergraduate and postgraduate interpreters' accuracy of consecutive interpretation from English to Persian and from Persian to English in relation to their intercultural competence. To this end, 30 participants were chosen based on their proficiency level out of sixty consecutive interpreters who were B.A. and M.A. holders in translation studies. To test the hypotheses, two different tests were designed: one for evaluating the accuracy of the consecutive interpreters' work (English to Persian and Persian to English), and the other for assessing the intercultural competence of interpreters. The quantitative analysis of results revealed that there was a positive correlation between interpreters' intercultural competence and their consecutive interpreting accuracy from English to Persian and vice versa. Moreover, there was not any significant difference between undergraduate and postgraduate interpreters' accuracy of consecutive interpretation from English to Persian and from Persian to English with regard to their intercultural competence. The study provides implications for students of translation studies and presents recommendations for modification of M.A. programs in translation studies held at Iranian universities.

Keywords: Translation, Consecutive Interpreting, Intercultural Competence, Accuracy, Academic Degree

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Iranian EFL Teachers' Attitude towards Creativity in Teaching

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Abstract

Creativity basically means being able to come up with something new. Everyone has the capability for creativity, but such capacities should be developed. Creative educators can provide their leaners with opportunities for reaching their greatest potential. One of the important issues which is of highest significance in modern education is Critical Thinking (CT). However, this pivotal issue has eluded researchers' attention in young learners' English language learning (ELL) in Iranian language schools. This study is aimed at examining teachers' attitude about creativity and identifying its effects on learning in Iranian language schools/institutes. The data were collected using creativity questionnaire which was administered to 100 male and female Iranian English language teachers, who were teaching English in different Iranian schools/institutes. Moreover, ten English language teachers took part in semi-structured interviews. The findings revealed that teachers welcomed views regarding creativity in English language schools/institutes. The findings further showed that, inventive thoughts are necessary for growth in any field of study. Thinking creativity, as the most important skill for students to learn, and the students' potential to change the world with their creative ideas were found to be main hurdles in a creative classroom. This study offers implications on the issue of creativity in private language schools and illuminates on how creativity can be promoted and how its barriers can be removed.

Keywords: Teachers' Creativity, Creativity, Critical Thinking

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Corpus-based Study of Interactive Metadiscourse Markers in Expository Writing

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Abstract

Drawing on Hyland's metadiscourse framework, this study examined the use of transition markers and frame markers of interactive meta-discourse and their subcategories. To this end, 821 articles were analyzed using Wordsmith 7 software in cause/effect and non-cause/effect research articles for pedagogical purposes. Using SPSS, the results of quantitative analysis revealed some differences in the distribution and frequency of transition markers and frame markers employed in the corpora. Unexpectedly, a relatively high frequency was found not only in the total frequency of transition markers and frame markers but also in the total frequency of their subcategories in non-cause/effect articles except for the subcategory of label stages.

Keywords: Metadiscourse Markers, Interactive, Corpus.

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Dynamic assessment of language teachers' classroom interaction competence

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Abstract

Dynamic assessment (DA) of language learners has been widely practiced in recent years. However, application of DA in teacher education programs is, still, highly limited. In this line, the present study focused on mediating language teachers to improve their classroom interaction competence (CIC). To this end, interactional model of DA and IMDAT classroom interaction-based teacher education framework were applied. Three in-service language teachers volunteered to participate in the study. Two sessions of their classes were observed and video-recorded before and after the treatment. During 180 hours of interaction individualized interactionist mediations were given to the teachers. Each teacher attended 10 sixty-minute mediation sessions. During mediation sessions, three video-recorded sessions of classroom interactions and 18 excerpts of classroom interactions taken from the related literature were analyzed. The teachers were asked to analyze each interaction, find the problematic ones, identify the problem, and recommend an appropriate solution. Graduated mediational hints within their zone of proximal development were provided to scaffold their CIC development. Quantitative analysis of the data collected through scripting the observed sessions of each teacher before and after the treatment revealed a high level of teacher development in CIC, and a great improvement in quality and quantity of their classroom interactions. The findings also proved that fine-tuning interactional practices to instructional goals led to teachers' effective management of classroom interactions, which can create new classroom learning opportunities for language learners.

Keywords: Dynamic Assessment; Classroom Interaction Competence; Mediation; Teacher Education; Teacher-Learner Interaction

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Turning Students' Whisper to Voice: Language Assessment from Students' Perspectives

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Abstract

A growing body of research has recognized the importance of language assessment. However, it seems that little research has been carried out on students' perceptions and their experiences towards language assessment in Iran. Moreover, empirical research on the relationship between these two is inconsistent. This study was conducted to uncover students' perceptions, to investigate their experiences and to discover the relationship between students' perceptions and their experiences. The Student Perceptions of Assessment Questionnaire (SPAQ) developed by Fisher, Waldrip and Dorman (2005) and Assessment Experience Questionnaire (AEQ) by Gibbs and Simpson (2003) were distributed among 40 students at advanced level in two language institutes. The results confirmed that students' perceptions were generally positive towards assessment especially in authenticity scale. Furthermore, the students believed that their assessment experiences support their learning, particularly in the case of the quality of feedback scale. The findings also showed that there was a significant relationship between SPAQ and AEQ.

Keywords: Language Assessment, Students' Experiences, Students' Perceptions

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Teachers' Attire or Behavior: Little Iranian EFL Learners' Talk

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Abstract

Teachers, as one of the five elements in students' motivation, are considered a role model of cultural values and norms for students. Teachers' appearance, especially their attire, seems to play an important role in how students perceive and respect the teacher. Therefore, the current qualitative study set out to examine the influence of formal versus informal teacher attire on young EFL learner's motivation. To this end, 88 young language learners, who had language classes with a female teacher for about 20 sessions, were interviewed by another teacher and were asked about their feeling regarding their teacher's attire. The findings of the study revealed that the teachers' behavior was far more significant to the students than their attire. The study provides helpful suggestions for teachers especially novice ones to care about the intangible aspects of teaching such as their behavior and attire besides the content that they are teaching.

Keywords: EFL Learners, Teacher behavior, Professional attire.

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An Evaluation of Iranian High School English Textbook "Vision 3" from Teachers' Perspectives

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Abstract

Textbooks play a significant role in the process of teaching and learning in the classroom. The current study investigated the appropriateness and effectiveness of the Iranian high school English textbook "vision 3" to point out the shortcomings which have been hindering the students from mastering the English language in high school. The participants of the study consisted of 32 English teachers randomly selected from different high schools in Mashhad, Iran. Evaluation of the textbook was conducted quantitatively through the questionnaire developed by Litz (2005), and open-ended questions. The checklist considered seven main criteria: practical consideration, layout and design, activities, skills, language type, subject and content and overall consensus. The results of the study revealed that the teachers' viewpoints about these criteria were almost positive in some aspects. However, they believed that the English textbook is not appropriate for Iranian high school students in terms of communicative skills, activities, subject and content. Teachers also referred to some limitations which hinder them from practicing the communicative activities in the classroom. The results of this study can be helpful for teachers to use appropriate teaching techniques to compensate for the deficiencies of the textbook and the materials developers and syllabus and curriculum designers in the Ministry of Education to revise the current textbook according to the needs of students.

Keywords: High School textbook, Evaluation, Teachers, Communicative skills, Activities, Limitations

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Studying the Effect of Writing-to-Learn (WTL) Strategies on EFL Learners' Reflective Thinking and Academic Performance

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Abstract

The purpose of the study was to determine the effectiveness of writing assignments based on students' learning and reflective thinking. Writing assignments-based instruction was performed as an independent variable at two levels of short written assignments and analytical writing. The course was carried out with 117 EFL undergraduate students of Islamic Azad University of Shahr-e-Ghods branch, who were randomly assigned to three groups of experimental groups (short writing assignments and analytical essay writing), and the control group (traditional learning). The results of analysis of covariance and variance on the data obtained from the implementation of the research tools (TOEFL PBT, and Reflective Thinking Questionnaire by Kember et. al. (2000)) on the pre-test and post-test revealed that: the mean score of EFL learners' proficiency in both writing groups was higher than that of traditional learning in all levels of performance except in listening; the mean score related to learners' reflective thinking in the two intact groups was also higher in understanding, habitual action and critical reflection compared to the traditional learning or the control group; and the mean score of analytical essay writing group was higher in critical reflection and reflection levels than the short writing assignment group. Taken together, the findings of this study confirmed the effectiveness of writing-to-learn strategies on improving EFL learners' reflective thinking and English language proficiency according to which analytical essay writing is more effective than short assignments. The results of analysis on the data obtained from the implementation of the research tools (TOEFL PBT, and Reflective Thinking Questionnaire by Kember et. al. (2000)) on the pre-test and post-test showed that: the mean score of EFL learners' learning in both writing groups was higher than that of traditional learning in all levels of performance except the level of listening. The mean score of learners' reflective thinking in the two writing groups was also higher in understanding, habitual action and critical reflection than the traditional learning group; and the mean score of analytical essay writing was higher in critical reflection and reflection levels than the short writing assignment group. Taken together, the findings confirmed the effectiveness of writing-to-learn strategies in improving EFL learners' reflective thinking and academic performance. Therefore, analytical essay writing is more effective than short assignments.

Keywords: Writing-to-Learn (WTL), Reflective Thinking, Academic Performance, Critical Reflection, Habitual Action

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The Role of Translanguaging in Promoting Iranian Bilingual Students' English Development

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Abstract

The aim of this paper is to investigate the role of translanguaging between Turkmen and Persian in understanding and learning grammatical points of English. Regrettably, some Iranian bilingual student's first language (L1) and linguistic resources have been neglected in the educational settings and its potential positive effects have not been acknowledged either. This paper seeks to show what will happen if the students' linguistic repertoire is exploited for teaching and clarifying grammatical points. Participants of this study were 25 male 12th grade state school students from Bandar Turkman, Golestan. The data for this study came from two main sources. First, six tests on grammar from the grammatical points of their grammar textbook were used in order to assess the changes,if any, in students' learning of grammar. Second, negotiated interviews were conducted with these students to get their opinions with regard to the different modes of using languages for teaching the grammatical points. The test results for each mode of teaching are shown in Table 1 and students' comments are analyzed using content analysis. The results of tests and students' comments indicated that using translanguaging in this bilingual classroom was a fruitful strategy since it helped students with understanding grammatical points of their book and, conseqently, simplified this process. Findings of the present study illustrated that translanguaging, through providing dual-language processing opportunity, proved to act as an enabling strategy which allowed students to make better and deeper grasp of grammar. Another major finding of this study was that translanguaging can be an effective practice to support bilingual students' English language development and to increase their motivation and participation in the classroom.

Keywords: Bilingualism, Translanguaging, Language Development, Motivation

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The Impact of Interactive, Interpretive, and Editing Tasks on the Listening Comprehension Skill of the Iranian Female Intermediate EFL Learners

Farnaz Miri[1], **Hamid Reza Shahidi**

Kalamestan

Abstract

The role of listening is significant in L1 and L2 acquisition because the child learns to listen before all other skills. Due to the mentioned fact, an array of studies have been conducted on the importance of listening skill. In this regard, some researches were conducted on the process of listening, the influential factors and on the best methods of teaching listening. The present study aimed at investigating the impact of interactive, interpretive, and editing tasks on the listening comprehension skill of the Iranian intermediate female EFL learners. To achieve this goal, 60 female intermediate learners, whose ages ranged from 14 to 17, were selected. Based on the result of PET exam, learners were non-randomly assigned to three experimental groups; one of them received interactive listening tasks, another one received interpretive listening tasks, and the third group received editing listening tasks. Moreover, the participants' PET scores in listening section were used as pretest score. After 10 sessions of treatment, another listening section of PET was administered as the posttest. The results of ANOVA showed a significant difference between the three groups, which consequently rejected the hypotheses of the study.

Keywords: Editing Task, Interactive Task, Interpretative Task

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The Effect of Written Corrective Feedback Provided Through Oral Conferencing and Formal Instruction: A Comparative Study on Iranian EFL Learners' Writing Skill

Mostafa Naraghizadeh[1], Mojtaba Aghajani, Yousef Moosavi

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Abstract

The present study was an attempt to determine the effect of written corrective feedback provided through oral conferencing with that of instruction in writing given through consciousness-raising tasks on the writing performance of Iranian upper-intermediate EFL learners. In order to achieve this objective, after administering a language proficiency test, CELT (Comprehensive English Language Test), for the purpose of homogenizing the learners, 83 out of 97 students, aged 19-27, who were studying English at ERESK educational group, were selected as the ultimate participants of the study. All participants were assigned to two experimental groups: the oral conferencing group and the consciousness-raising group. Regarding the purpose of this study, the participants in the oral conferencing group were required to write one-paragraph expository compositions on six topics. Afterwards, they received feedback on their compositions through oral conferencing. The participants in the consciousness-raising group, on the other hand, were taught writing through consciousness-raising tasks, accompanied by the strategy of input enhancement. To compare the writing performance of the two groups, a pre-test prior to the treatment and a post-test after the treatment were administered, both in the form of in-class one-paragraph expository compositions of about 175 words within a time limit of 30 minutes. While both groups made statistically significant improvements, in terms of writing, the results of data analysis were indicative of the superiority of oral conferencing in comparison with consciousness-raising regarding the participants' writing performance on the post-test. The educational implications of the findings and suggestions for future researches are also discussed.

Keywords: Corrective Feedback, Oral Conferencing, Formal Instruction, EFL Learner, Writing Skill

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A Prolonged Use of Microsoft Word Processor on EFL Learners' Spelling Skill. Does it have Debilitative or Facilitative Effects?

Mohsen Khanzadeh[1], **Reza Rezvani**

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Abstract

Word processing, as an essentially basic function of Microsoft Office, suites gives users the possibility for faster, more accurate and efficient writing. A corollary, however, as it was speculated in this paper, might be over-reliance on the functionality and negligence of the old but requisite spelling skill. This study was an attempt to examine whether prolonged use of Microsoft Word Processor spelling checker might have any significant impact on Iranian EFL university students' command of spelling. The study included a sample of 33 students selected from among seniors and juniors in Yasouj University. The sample was further grouped into over-users (n=15) and under-users (n=18) on the basis of how frequently and how long they usually used Microsoft Word Processor. Then the participants were asked to type forty eight English words with confusing spelling in three consecutive dictation tasks. In the first task, they randomly typed a third of the targeted words while the Microsoft Word Processor spelling checker was on. The following second task involved a new third of the words while the spelling checker was disabled. The last task, however, as a conventional paper-and-pencil writing, required the participants to resort to only their spelling skill with no digital assistant available. Data were statistically analyzed using three-way ANOVA to locate any significant differences among their performances. Data analysis did not show any significant difference between the three performances contrary to the original speculation and the researchers' experience that longer and more habitual use of spelling checkers might debilitate one's command of spelling.

Keywords: Microsoft Word Processor, Spelling Checker, Spelling Skill

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Examining Relationship between the Level of Mindfulness and Job Anxiety among EFL Teachers in Iran

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Abstract

Anxiety has increased in various jobs over recent years. Different people in various occupations experience this anxiety every day and the teaching profession is no exception. Teachers have an undeniable role in educating children in their scientific, social and emotional learning. However, addressing teachers' anxiety in the classroom and even beyond it remains an important challenge in the field of education. Different methods and techniques have been proposed to address teacher's anxiety in working environments. One of these methods is to raise the level of mental awareness or mindfulness of instructors due to their significant degree of occupational anxiety. This article examines the relationship between mindfulness and occupational anxiety among Iranian EFL teachers. The results of this study indicate that there is a meaningful relationship between the level of occupational stress and mindfulness. In fact, with an increase in mindfulness among educators, anxiety declines. Therefore, teachers can help to reduce stress by increasing their mental awareness.

Keywords: Level of mindfulness; teachers; anxiety; behavior

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Obstacles to Using Technology in English Language Teaching Institutions Encountered by Teachers in the Case of Khorasan Razavi

Mohsen Esmaeilnia[1], **Hamid Ashraf**

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Abstract

The 21st century is the century of information explosion and advancements in technology. There are many professions in the world in which the use of technology is an integral part of them. The teaching profession is no exception. Digital technologies can facilitate learning through access to information and improve competition. Neverthless, with all these advances, why are some teachers not able to use of technology? Today, an important part of life is about technology. Pupils are not only familiar with technology, but they also have special capabilities in the use of laptops, smartphones, and tablets. At the same time, these digital innovations and how to use them have become a big problem. The utilization of ICT in the classroom is necessary because it could supply chances for pupils to discover and work within an information age. Teachers can study the barriers to using ICT, and learning about these hurdles could assist them to remove these obstacles so that, in the future, they become effective users of technology in the realm of teaching. The following paper tries to offer a metaanalysis of the related literature which is designed to remove the obstacles to technology incorporation in research education. The results of this research show that the teachers tend to integrate the use of technology into language teaching. However, there are considerable obstacles to using technology. Some of the most significant barriers include the lack of clear and explicit rules on the use of technology in classrooms, lack of appropriate infrastructure in educational institutions and insufficient human and financial resources to train teachers in institutions. The other reasons are the accessibility to ICT resources and appropriate software's, the emergence of unwanted tension between students and instructors, the culture of proper use of technology and the use of technology which can be time-consuming and expensive for pupils, instructors, and institutions. The removal of these elements could improve the chances for the incorporation of ICT in learning and education. This article presents some suggestions and information to administrators accountable for the combination of technology and science education.

Keywords: ICT, Incorporation, Obstacles, Technology Educating

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Reasons to Resist Mobile Learning: Lack of Adequate Knowledge of the Correct Utilization or Fanatical Resistance

Mohsen Esmaeilnia[1], **Hamid Ashraf**

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Abstract

In the age of information, we see the use of computers, tablets and mobile phones in an inclusive way, anywhere and in almost any age. Many of the books, articles, newspapers and magazines have been electronically delivered to the market for sale to customers. Despite the irrefutable benefits of using technology to serve the user's needs, many people still prefer to use paper books instead of electronic editions. The question that arises is that, given the many benefits of using technology rather than conventional books, why many people still prefer to use these books? And how could we operationally replace these typical books with technology? The first answer that probably comes to mind is that it would be possible to make this process easier by informing people about the benefits of using technology versus common books. But could awareness alonebe the only factor for this replacement? The results of this field study showed that there were many other things to accomplish this mission. This article is intended to introduce managers and policy makers to the users of technology in the field of English language education in Iran. In addition, this article attempts to address some of the benefits of technology use to protect the environment.

Keywords: Principals, Managers, ICT Familiarization, Environmental Protection

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'Highlights' as the Abstract of Abstracts? – A Genre Analysis

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Abstract

The current genre analysis study seeks to investigate the rhetorical structure of 'Highlights' as a recently emerging genre. The corpus (including 240 highlight sections) compiled from two leading journals, 'English for Specific Purposes' and 'English for Academic Purposes' during a five-year period (2014-2018), was analyzed through a grounded theory approach. The qualitative analysis revealed a number of moves and steps recurrent in the corpus. Bearing similarities to the move structure of '**Abstract**s', the identified moves of highlights were research background, research purpose, research significance, research procedure, research findings, and research implications/suggestions for further research. Additionally, the research procedure move was further sub-divided into research design, data collection, corpus/participants, and data analysis steps. Quantitative analysis also indicated the frequency of occurrence of the moves and steps based on which the moves were prioritized as obligatory and optional. Further studies could be carried out to investigate the disciplinary variations of highlights' genre analytic structure.

Keywords: Genre analysis, move, step, highlights, English for Academic Purposes, English for Specific Purposes.

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An Investigation of the Impact of Alternative Teaching on Iranian EFL Learners' Vocabulary Learning and Motivation

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Abstract

After industrialization, most of human communities felt the necessity to learn an international language in order to make the cross-border communication feasible. Thus, the demands to learn foreign languages rose and following that, language institutes emerged, each adopting a specific method of teaching. Alternative teaching as a new method of co-teaching approach is a very important one among many, in which the co-teachers set up some groups of students, and treat them with pre-teaching, re-teaching and review instructions. The present study is to determine whether the alternative teaching model can significantly impact students' learning as well as their motivation in the language learning process or not. To this end, two groups of 20 students were given a pre-test of vocabulary and motivation questionnaire by two teachers. After 10 sessions of different instruction provided to each group, one with the traditional method and the other with an alternative model of teaching, a post-test was administered to both groups. Since on the pre-test, the mean scores for the two groups were not normally distributed, the Mann-Whitney U test was used as a statistical procedure to analyze the data. The results clearly showed that the group treated with alternative model of teaching performed much better in learning and motivation in the process of foreign language learning. The findings of this study havepromising implications for the field of ESL/ EFL learning.

Keywords: Alternative teaching, Co-teaching method, EFL vocabulary instruction, Motivation

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The Effect of Autonomy-supported Style on Iranian EFL Language Learners' Speaking Ability across Genders

Esmaeil Panahandeh[1], Shahram Esfandiari, Nahla Salmani

Islamic Azad University

Abstract

Teaching and learning English speaking have been one of the controversial issues in learning a foreign language. The relationship between motivation and success or failure in foreign language learning is still a popular issue despite the thousands of research papers in this respect. The aim of the present study is to investigate the effect of Autonomy-supportive style according to the theory of SDT, and to investigate whether teachers' autonomy-supportive style of teaching had any significant effect on learners' speaking improvement across gender. To do this, 140 participants were selected through EPT. Using Learning Climate Questionnaire (LCQ), student's perceptions of their teachers' autonomy supportiveness were measured and the ones representing a lower level of perceived autonomy support were selected in each gender group (25 participants in each class). Also, in order to establish homogeneity among the groups in terms of their speaking proficiency and as pretest, the researchers used speaking proficiency test from IELTS. The results showed that teachers' autonomy-supportive style of teaching has a positive effect on learners' speaking improvement across gender. This study has practical implications for classroom practices and language teachers, and theoretical implications for a better understanding of autonomy-supportive style in second language learning.

Keywords: Autonomy-supported Style, Speaking Ability, Genders, EFL

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Unraveling Teacher Burnout Conundrum: A Case of Iranian EFL Teachers

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Abstract

The aim of this study was to investigate burnout among EFL teachers in Iran teaching in several schools, institutes, the universities and also other language centers. To do so, 53 language teachers participated in this study. Exploring factors which contributed to their burnout were analyzed and the effects of those factors were assessed through a well-known questionnaire, Maslach Burnout Inventory. The findings showed that the effect of gender and marital status was more significant in Iranian EFL teachers' burnout. The results of the present study support some of the previous studies which found that years of teaching experience and other factors were not a significant predictor of teacher job satisfaction and burnout. However, gender and marital status were more significant variables affecting burnout.

Keywords: Teacher Burnout, Maslach Burnout Inventory, EFL Teachers

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Politeness in Indirect Reporting

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Abstract

This paper is an acknowledgement of the role of politeness as conceptualised through indirect reporting. Politeness is quintessential in discussing a sound theory of social interaction in general and pragmatics in particular. After some general elaborations on ethical issues and moral standards during interaction, this study introduces the concept of the 'Dynamic Dialogic Ethic' whereby it is argued that a scientific definition of ethics should pass through individuals' viewpoints as the self- and other-regulatory entities in interaction based on sociocognitive factors. Indirect reports (as a complex language game) can act as a powerful tool to manipulate politeness. Indirect reporting closely embraces individuals' appreciation of self-image (positive face), and their claim for personal preserves (negative face). The practice of indirect reporting creates responsibilities for all participants in indirect reporting. The reporter can use some parts of the original speaker's speech to frighten the hearer, impose something upon him/her, or limit his/her freedom. In this case, indirect reporting is a paradigm example of negative impoliteness. Based on the discussion on the different impoliteness strategies by Culpeper, this paper is focused on 'third-person-report impoliteness' in indirect reports. Additionally, the complicated case of accountability in indirect reporting is considered in this study and it is argued that based on the issue of strategic (im)politeness, the responsibility of reporting slurring is not a straightforward issue. The concept of 'disagreement' is also addressed in this paper and several kinds of disagreement in indirect reporting are dealt with.

Keywords: Decision-Making; Disagreement; Dynamic Dialogic Ethic; Face; Impoliteness; Politeness; Slurring; Strategic (Im)Politeness.

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Refining the Understanding of Working Memory in Second Language Learning: A Tacit Look at Sex Differences

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Abstract

The present review of the literature tries to reduce the existing confusion about three types of memory: short-term, working, and long-term memory. Subsequently, the paper sheds lights on two terminologies, that is, attention and awareness considered to play a critical role in understanding L2 learning. As to the present writers, the study of memory is an inevitable part of learning process and cannot be separated from the field of second language acquisition (SLA). Although the majority of studies in SLA are focused on the specific behavioral differences, the present paper investigates the underlying potentials in opposite sexes that contribute to the outperformance of females or males in the related fields.

Keywords: Attention, Awareness, Second Language Acquisition, Memory

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TVET Teachers' School Mindset: A Qualitative Study of EFL and Computer Sciences Teachers

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Abstract

The idea of mindset is related to how people think about their intelligence and talent and how they can be successful in their profession. Teachers' school mindset in this framework is teachers' opinions about how they can empower themselves and their colleagues within a school context to help students learn and grow. As an emergent topic of research, school growth mindset needs research especially in contexts where educational decline is observed. One of these contexts within Iranian mainstream education is Technical and Vocational Education and Training (TVET) schools. The students of these schools are less motivated in learning school subjects and they are specifically weak at developing two types of must-know literacies of the 21st century, English language and technology literacies. This study, therefore, investigated the growth mindset of two groups of TVET teachers, EFL (n=7) and computer sciences (n= 9) , to see how they think they can improve school cultures to help their colleagues develop the beliefs that they can help students' learning and growth. They participated in a structured interview and answered 11 questions clustered in three themes: Collaborative Planning, Shared Leadership, and Open Communication and Support. The results revealed that teachers generally think that their school is not very supportive of collaborative planning, shared leadership and open communication and support. Key differences between EFL teachers and computer sciences teachers were also observed. The findings further showed that to generate growth mindset among TVET students and help them grow their abilities and promote their learning, changing the atmosphere of TVET schools is essentially required.

Keywords: English, Computer Science, Teachers, Mindset, Growth

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EFL teachers' perceptions of the role of practicum in their professional development: A focus on demographic characteristics and contextual variables

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Abstract

The current study investigated EFL teachers' perceptions of the role of practicum in their professional development. One hundred certified EFL teachers participated in the study. They completed a researcher-made questionnaire that assessed their perceptions of the role of practicum in their professional development considering four components including the role of practicum in-class practices, students' needs and variation of the context, implementing theory in practice, and overall benefits of the practicum for teaching English. The results primarily revealed that the participants had a rather positive perception of the practicum course they had taken part in. An analysis of the four components of the scale showed that the higher value was related to component four, i.e., the overall benefits of the practicum for teaching English and the lowest value was related to component two, that is students' needs and variation of the context. The results of further analyses of demographic characteristics of the participants including age, gender, and teaching experience showed no difference between male and female teachers' perceptions of the practicum; however, perceptions were found to be negatively related to age (r=-.629, p

Keywords: Perceptions; Practicum; Demographic; Contextual; EFL Teachers

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The Effect of Focused and Unfocused Corrective Feedback on Speaking Ability of EFL Learners

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Abstract

Debate over the efficacy of oral corrective feedback seems far from resolved as various conflicted accounts in the literature abound and leave the whole practice with no definitive answers. The present study attempted to overcome this shortcoming by viewing corrective feedback from a different perspective of focused and unfocused, investigating whether focused CF, unfocused CF and no CF would produce differential effects on the speaking ability of L2 learners. An even division of 45 adult EFL learners in Tehran, Iran, yielded three groups: Focused CF group (FG, n = 15), Unfocused CF group (UG, n = 15) and Control Group (CG, n = 15). All groups received form-focused instruction along with interactional practice for all linguistic categories (i.e., copular 'be', regular past tense, irregular past tense and prepositions); however, FG received CF over one linguistic element per two sessions, UG received CF on all linguistic features in every session and CG received no CF. The results of one-way ANOVA indicated that the three groups (FG, UG and CG) were not significantly different in the scores on the post-test, implying that targeting a limited range of linguistic elements may not benefit EFL learners, at least in oral production. Also, the small statistical difference between CF groups (FG & UG) and the control group (CG) suggested that the whole CF practice had minimum, if any, effect on the speaking proficiency of EFL learners, and was not of any pedagogical value by itself.

Keywords: Corrective Feedback (CF), Focused CF, Unfocused CF, Speaking Ability

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The Effect of Undergraduate and Graduate EFL Learners' Genre Awareness on Their Academic Writing Performance

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Abstract

To act professionally in creating academic texts in English as a Foreign Language (EFL), undergraduate and graduate learners clearly need to develop their genre awareness (GA). GA, a global mastery of genres in general and their relationships to a variety of contexts, is now a major line of research in genre analysis. The purpose of this study was threefold: 1) to examine possible differences between undergraduate and graduate EFL learners' genre awareness, 2) to explore potential factors (sources) contributing to its development, and 3) to investigate any possible relationships between learners' genre awareness and academic writing ability. The participants included 89 Iranian EFL learners (32 graduates & 57 undergraduates) at the University of Kashan in 2015. The data collection instruments included a researcher-made questionnaire primarily developed based on Devitt's (2004) and Johns' (2008) models of GA, semi-structured interviews, and text analysis. The results of data analysis revealed that 1) Graduate EFL learners, compared to undergraduates, reported greater GA; 2) Personal experience and practice in reading and writing discipline-specific texts were the main factors (sources) contributing to increased GA; and 3) There was a strong positive relationship between writing ability and level of GA. These results imply that genre awareness tasks in which EFL learners are guided to analyse rhetorical organisation and lexicogrammar of different genres could be effective classroom practices.

Keywords: English as Foreign Language (EFL), Genre awareness, Genre-based Instruction, Writing ability

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Development of Foreign Language Writing Autonomy through Strategy-Based Instruction

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Abstract

One of the important objectives of English language education is to enable learners to become autonomous learners. Writing in English is one of the major areas in which EFL learners can exercise their autonomy. Teaching skill-specific writing strategies is one way to foster autonomy in EFL writing. However, there are few experimental studies on the effects of Strategy-Based Instruction (SBI) on writing autonomy. The present quasi-experimental study aimed to investigate the improvement of Iranian undergraduate EFL students' writing autonomy through SBI. To this end, two parallel intact classes taking an academic essay writing course were selected as experimental and control groups. After being pretested on their writing autonomy, the participants in the experimental group received the instructional treatment of SBI based on Oxford's strategies for writing autonomy, while students in the control group received the conventional product-oriented writing instruction. The data collection instruments included a version of the Test of Written English (TWE) and Scott's Writing Autonomy Questionnaire. Descriptive and inferential analyses of the data were used to explore the effects of the instructional intervention. Within-group and between-group mean comparisons for pre-test and post-test data indicated that SBI of writing significantly improved EFL writing autonomy as reflected in post-test responses to Scott's Questionnaire. Moreover, pre-test post-test comparisons indicated that writing autonomy development in the experimental group was significantly greater in the control group. Major practical implications of SBI for the development of independence and autonomy in EFL writing are discussed.

Keywords: EFL Writing, Formal Instruction, Learner Autonomy, Writing Strategies

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The Effect of Alternative Assessment Through Social Networking Versus Integrated Assessment on Iranian EFL Learners' Motivation and Writing Skill

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Abstract

Witting ability seems to be the most difficult language skill for language learners to acquire. Most of the learners, due to the difficulty they have in writing, may lose their motivation about English language learning. Accordingly, this study aimed to probe a strategy to aid the EFL learners to develop their writing ability as well as improve their motivation. Therefore, this study aimed to investigate the effectiveness of alternative assessment through social networking versus integrated assessment in Iranian EFL learners' motivation and writing skill. For this purpose, 60 learners were selected out of 100 EFL learners at the intermediate level of language proficiency through administrating OPT test. Then they were divided into three groups, two experimental and a control, each containing 20 participants. They had a writing pre- and posttest, and they were asked to fill out the motivation questionnaire before and after the treatment session. The analysis of the results through independent-samples t-test showed that both alternative assessment and integrated assessment were effective in improving EFL learners' writing skill and motivation. To see which of these methods was more effective, ANOVA and Turkey Post Hoc were run, which showed that alternative assessment was significantly more effective than integrated assessment in improving EFL learners' writing skill and motivation. Therefore, EFL teachers are recommended to use alternative assessment in their classes to aid their learners to develop their writing ability and enhance their motivation.

Keywords: Alternative Assessment, Integrated Assessment, Social Networking, Writing Ability, Motivation

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The Effect of Benchmark Assessment on Improving EFL Learners' Self-Efficacy, Autonomy, and Vocabulary Learning and Retention

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Abstract

Assessment is an essential part of educational systems since it may affect learning. Benchmark assessment is one of the alternative methods of assessment, which is commonly administered several times during a course and provides the teacher with immediate data about the learners. Accordingly, the purpose of this study was to investigate the effect of benchmark assessment on improving EFL learners' self-efficacy, autonomy, and vocabulary learning and retention. To do so, 60 homogenized EFL students were randomly assigned into an experimental and a control group, each containing 30 students. Before starting the treatment process, the self-efficacy questionnaire, the autonomy questionnaire, and a vocabulary pretest were administered to both groups. The experimental group received benchmark assessments at the end of every session. The control group received no assessment during the course. At the end of the experiment, the self-efficacy questionnaire and the autonomy questionnaire were administered again. The vocabulary posttest was also administered as the immediate posttest to both groups. Two weeks later, the delayed posttest was also administered. The results of ANCOVA showed a statistically significant difference between the two groups regarding their slef-efficacy, autonomy, and vocabulary learning and vocabulary retention scores. This suggests that applying benchmark assessment in an EFL setting enhances learners' self-efficacy and autonomy and leads to improved learners' vocabulary learning and retention. Therefore, EFL teachers are recommended to use benchmark assessment in their classes to gain insight into the learners' strenghths and weaknesses and imrove their self-efficay, autonomy, and vocabulary learning and retention, as a result.

Keywords: Autonomy, Benchmark Assessments, Self-Efficacy, Vocabulary

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How Computer-Assisted Dynamic Assessment (CADA) Improves Iranian EFL Learners' Patterns of Using Conjunctive Discourse Markers

Fariba Yousefi[1], **Natasha Pourdana**

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Abstract

The possible impact of computer-assisted dynamic assessment (CADA) on EFL learners' use of conjunctive discourse markers (DMs) in their writing performance was the major concern in this qualitative research, since successful use of L2 demands writing literacy as one of the most challenging communication skills. A group of 11 Iranian EFL learners was purposively selected to participate in an online writing course launched in the WhatsApp social media. The participants' performance on eight argumentative/critical writing tasks were collected for two months. The researchers provided the participants' written assignments with online corrective feedback on conjunctive DMs, and uploaded them to the public chatroom to be reviewed by all the participants. After the online intervention, the contents of collected writings were schematized according to Halliday and Hasan's (1976) classification of DMs (i.e., additive, adversative, causal, and temporal). The frequency patterns of DMs distribution were analyzed by NVivo 10 for individual participants. The findings supported an overall impact of CADA on the participants' use of conjunctive DMs. The outnumbered additive DM (58%) over three other classes of DMs on every writing task (adversative 17%, causal 15%, temporal 10%) was tracked. Further, while CADA intervention actively decreased the rate of committed errors, the majority of errors turned out to be more grammatical (70%) than lexical and discursive (30%). This study highlighted the advantages of CADA in teaching writing as far as discourse markers are concerned, to EFL teachers, learners as well as EFL test and materials developers.

Keywords: Assessment; Computer-assisted Dynamic Assessment; Conjunctive; Discourse Markers; EFL

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Sensitivity to Subject-Verb Agreement Errors in Second Language Sentence Processing: Evidence from L1 Persian Speakers of L2 English

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Abstract

Whereas variability in Second Language Learners (L2ers)' use of Subject-Verb (S-V) agreement is uncontroversial, there is little agreement as to the causes of this variability in both SLA and L2 processing research. Theories differ as to whether this variability is related to a syntactic deficit in the hierarchical feature checking system or to surface realization of inflectional morphology. The current study tries to find where the loci of difficulty are in L2ers' sensitivity to S-V agreement and the extent to which L2ers of English are sensitive to S-V agreement errors with thematic verbs and copulas. A group of intermediate-to-advanced Persian-English L2ers and a group of native English speakers (NSs) participated in an online speeded grammaticality judgment test in experiment 1, involving both copula be and thematic verb forms in plausible sentences. Additionally, L2ers participated in an offline grammaticality judgment test in experiment 2 to see if the absence of affects L2 variability in S-V agreement. The results showed a distinct pattern for NSs and L2ers; whereas NSs were sensitive to S-V agreement violations in both verb types, L2ers were not. Specifically, for L2ers the results revealed the following systematic errors in S-V agreement. For agreement violations in thematic verbs, there was an omission-commission asymmetry; whereas L2ers were not sensitive to errors of underspecification (omission errors in nonfinite forms), they were sensitive to errors of feature clash (commission errors in finite forms). For agreement violations in copulas, there was a singular-plural asymmetry indicating higher error rates in plural subject + is configurations (errors of underspecification) than in singular subject + are ones (errors of feature clash). Yet, proficiency seems to be a strong predictor of native-like processing of S-V agreement. There was no facilitation effect from the L1, despite the rich agreement system of L2ers' native language, Persian. The absence of processing pressure in experiment 2 led to a singular-plural asymmetry irrespective of verb types. The results of the current study support the Morphological Underspecification Hypothesis, which considers L2 variabiility as a deficit in morphological representations but not syntactic ones.

Keywords: L2 processing, Subject-Verb agreement, Omission-Commission Asymmetry, Singular-Plural Mismatch Asymmetry, Underspecification & Feature Clash Errors

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On Multiple Intelligence, Emotional Intelligence, and Listening Comprehension Ability; the Case of Iranian Student teachers Majoring in TEFL

Ebrahim Mohammadkhah[1], **Parviz Alavinia**

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Abstract

The very notion of Intelligence and its kaleidoscopic representations have always been an integral part of almost any educational program. Bearing this in mind, the present study made an attempt to investigate the (inter)relationship between Multiple Intelligence (MI), Emotional Intelligence (EI), and Listening Comprehension Ability (LCA) of Iranian student teachers majoring in TEFL at a B.A program. To this end, 96 participants from a teacher-training university, Pardis of Farhangian, Urmia-Iran, responded to two self-report questionnaires measuring MI and EI. Afterwards, a TOEFL listening test, under the exact same rituals as TOEFL examinations, was given to the participants. As for the data analysis, correlation and regression analyses were employed, the results of which showed a strong relationship between MI and EI. Furthermore, among the subcategories of MI, Linguistic Intelligence had the highest correlation with LCA. However, among EI subcategories, Intrapersonal skill, in stark contrast to Interpersonal skill, showed no relationship with LCA. The findings of the present study are of importance to educational organizations i.e. the ministry of education, especially teacher training universities as regards incorporating course materials that cater for trainees' EI and MI potentials.

Keywords: Emotional intelligence, Multiple Intelligence, Listening Comprehension Ability, Student Teachers

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Web-based Corrective Feedback (Web-CF): Effects and Opportunities for Enhancing Students' independence

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Abstract

The present quasi-experimental study investigated the effect(s) of web-based corrective feedback (Web-CF) on Iranian EFL learners' use of English articles in their writing assignments. In so doing, twenty-four intermediate students at Resa Language Institute, Boukan - Iran, were selected and placed in two groups i.e. the Web-CF and a control group. Participants of both groups were asked to read and narrate their accounts of two stories within the time specified during four treatment sessions. Through a hyperlink, the researcher sent back the incorrect target forms to the participants in Web-CF. Later, the group was required to go through an online concordanceing website for self-correction. Meanwhile, the control group did not receive any CF. The results of repeated measures ANOVA showed that the web-CF group significantly improved their use of English articles in writing. In addition, the findings indicated that participants enjoyed more independence in revising their writing because of the CFs given via the Web in this study.

Keywords: Web-based Corrective Feedback, Writing, Student Independence

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Investigating Self-efficacy and EFL Teachers' Burnout; the Case of Iranian Senior High School Teachers

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Abstract

Of the most influential psychosocial domains in language pedagogy, concerning teachers, is self-efficacy. As of yet, on the other hand, one of the common plagues crippling the very notion of self-efficacy among teachers has been burnout, which has highly influenced learners' and, consequently, teachers' performance. With this being the case, the present study made an attempt to investigate any relationship between the self-efficacy of Iranian EFL teachers' and burnout. Hence, 145 teachers having more than 10 years of experience in different schools in Iran, responded to two self-report questionnaires. Following that, multiple regression and correlational analyses were run to determine the relationship between self-efficacy and teachers' burnout. The results indicated that the participants' self-efficacy had a relationship with their burnout. Furthermore, a significant relationship was observed between teachers' age, gender, academic qualifications and their reports of burnout. As such, the results, firstly, could have valuable administrative interpretations for those governmental departments responsible for increasing and promoting staff (self)-efficiency at teacher training centers and universities. In addition, the findings could be of a significant importance for exploratory studies investigating teachers' instructional practices and classroom behaviors. And finally, demographic variables, based on the findings of current study, proved to play a role in reversing the damaging effects of burnout, the least ramifications of which would be providing a sound basis regarding teachers employing considerations.

Keywords: EFL Teachers, Self-efficacy, Burnout, Demographic Variables

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A Feminist Reading of Edgar Allen Poe "The Oval Portrait" by Shima Janghorban

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Abstract

Edgar Allan Poe's gothic-fiction of «The Oval Portrait» approves that women of the 19th century were main victims of patriarchy and their men's instrumental way of thinking. As a brief introduction to these articles, Feminism is a collection of movements aimed at defining, establishing, and defending equal rights for women. And, also by being one of its most important ideologies, patriarchy describes a structure in which men are in charge and they have power over women. In «The Oval Portrait», it is portrayed that the female character not only shows no independence and power to reject but also she is only significant as an extraordinary stunning and pretty object. As a consequence, the lady as a passive role in this story is a kind of «Woman in love» who just loves and obeys sincerely to have her art-obsessed man's attention and satisfaction by which she deals on her own life and lastly dies.

Keywords: Feminism, Woman in love, Independence, Powerless, Objective P.O.V, Patriarchy

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The Effects of Pre-Task Strategic Planning on Iranian EFL Learners' Self-repair

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Abstract

Repairing is a phenomenon in language learning which occurs when the speakers identify mistakes in their speech and try to remove them. This study is an attempt to investigate the the effect of pre-task strategic planning on Iranian intermediate EFL learners' self-repair. Forty-five learners were selected through convenience sampling method out of 50 intermediate female EFL learners studying English in a Language Institute in Isfahan, Iran; their proficiency level was obtained through administration of Oxford Quick Placement Test (QOPT). They were divided into three groups: 1) the group with no pre-task planning time, 2) the group with a five-minute pre-task planning time, and 3) the group with a ten-minute pre-task planning time. The instrument utilized in this study was a picture story task through which different types of repairs were obtained and analyzed. A series of chi-square tests were performed to determine whether there were significant differences between three types of repair namely error-repair, appropriacy-repair, and information-repair. The results revealed that the groups with time for pre-task planning had fewer repairs than the group with no time, but there was no significant difference in groups with different pre-task planning time. The outcome of this study can be used by curriculum developers and English language teachers to consider the importance of a pre-task planning in a task-based syllabus.

Keywords: Appropriacy-repair, Different information-repair, Error-repair, Repair, Task-based language teaching

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The Relationship between Graded and Tested Achievement: Do Gender and Proficiency Level Make a Difference?

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Abstract

Teachers' judgments of their students' educational achievements or abilities in the context of classrooms and the decisions they make on the basis of these judgments have always been in the center of attention. Earlier research has investigated various aspects of teachers' classroom assessment and grading practices such as reliability and validity in an effort to settle disputes, but so far, not enough has been done partly because Classroom Assessment (CA) is a burgeoning field of inquiry, not yet fully independent, and is still overshadowed by standardized testing. The current study seeks to investigate the relationship between graded achievement and achievement tested with regard to gender and proficiency level as independent variables. Class grades and achievement test scores of 693 adult Iranian EFL learners were investigated to understand the effect of gender and proficiency level on their hypothetical relationship. Results of correlation analyses showed that teacher grades and achievement test scores were positively correlated, an indication of the validity of teacher grades. The results of t-tests showed that girls outperformed boys on achievement tests but with inconsistencies across proficiency levels. Higher proficiency levels gave boys an advantage over girls in achievement tests. Also, male teachers grade girls more accurately than boys and even more accurately than their female counterparts. Teacher education programs, in general, and teachers, students, and parents as major stakeholders in particular, are the ones who will benefit from the findings of this study.

Keywords: Assessment and Grading Practices, Graded Achievement, Tested Achievement, Grades, Achievement Test Scores, Gender, Proficiency Level, Correlation

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Effectiveness of Concurrent Group-dynamic Assessment to Foster Grammar Knowledge in Iranian High School Students

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Abstract

Dynamic Assessment (DA), rooted in Zone of Proximal Development (ZPD), has been accused by EFL/ESL practitioners for not being applicable in large classes. In order to ameliorate this concern, this study set out to explore the applicability of Concurrent Group-Dynamic Assessment (G-DA) as an alternative approach to DA to cultivate grammar knowledge in the Iranian high school students. The employed procedure included a pre-test, intervention, post-test, and delayed post-test. After selecting a homogeneous sample of 30 participants out of a total of 70 high school students, who were all female, aged 16-18, and speakers of Persian, they were assigned randomly into two groups, namely experimental (receivig concurrent G-DA intervention) and control (receiving non-G-DA intervention) group. The instructions for both groups lasted one hour for fourteen sessions held twice a week. The collected data were analyzed via One-way ANCOVA. The results revealed that the experimental group did outperformed the control group. The findings also indicated that compared to non-DA teaching of grammar, concurrent G-DA can produce significant differential improvements in the students' long-term retention of grammar points. In the end, the findings are discussed in light of the Sociocultural Theory (SCT) of learning along with the contributions they may make to classroom-based learning and assessment.

Keywords: Sociocultural Theory, Zone of Proximal Development, Concurrent-Group Dynamic Assessment, Grammar Knowledge

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On the effect of instructional paradigm vs. learning paradigm on the ELT learners' reading ability

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Abstract

In the new perspective to teaching-learning process, a great shift from instructional paradigm to new one is considered as a crucial investigation. In traditional instructional paradigm, the teacher is the source of the knowledge. Individuals learn from the teacher. It is competitive, everyone for him/herself. Activities are prescribed by the teacher—closed and limited whole-class instruction. Little variation in activities pace is determined by program, while in new learning paradigm, the teacher is the guide to sources of knowledge. The focus is on collaborative learning by doing, experiencing, discovering and supporting each other. Activities are determined by learners—open and extended different sized groups carry out many different activities. Pace is determined by learners. This study examined pragmatically the various aspects of these two paradigms, and through a comparative design investigated them carefully. It wass done through two phases: first a quantitative phase was done by administrating a pre-test and post-test, and two treatments .One of the interventions was based on the application of the new paradigm for experimental group and another was based on instructional paradigm for control group. Second phase was qualitative. A semi-structure interview was conducted with learners to find their attitudes toward these two paradigms and to discover the strengths and weaknesses from learners' perspective. Both phases revealed the effective role of new learning paradigm on students' promotion and increasing their motivation for more interaction and involvement in learning a foreign language.

Keywords: Instructional Paradigm, Learning Paradigm, Collaborative, Student's Promotion, Motivation, Interaction

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Peer Coaching as a Model for Professional Development of Iranian EFL Teachers

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Abstract

Peer coaching is considered as an effective process in which two teachers collaborate to develop their capabilities. Iranian EFL teachers seem to be more conservative and there is great fear among them from observing their teaching by their colleagues. Through implementing peer coaching as a developmental process, this study will help them to overcome this fear and try to use beneficial results that it may bring for them. By administrating a purposeful process and determining the goals of program and each person's responsibilities, it will be guided to achieve the developmental goals which both teachers seek for them. The first and the most important stage of this process is choosing a coach that the teacher can trust and the teacher's willingness to accept the coach's constructive feedback. After persuading the teachers to participate in this collaborative process, they were interviewed to discover the effectiveness of such process on teachers' development. Implementing such processes among Iranian EFL teachers seems to be very helpful and beneficial for them by increasing collegiality and critical friendship between teachers and also by decreasing the costs of teacher development programs .Peer coaching has three types including technical coaching, collegial coaching and challenge coaching. Before starting the study, the exact type of it will be defined. In the type of peer coaching. The results of interview revealed the effectiveness of this process from the teachers'' perspective.

Keywords: Peer Coaching-Professional Development-Technical -Collegial Coaching-Challenge Coaching

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Retrospective and Introspective Think-Aloud Protocols in Translation Quality Assessment: A Qualitative Research

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Abstract

Recently, one of the major concerns in Translation Studies has been what really goes on in the translators' head while they are translating, not what researchers claim is going on. It is believed that such understanding is not achieved by an analysis of the ultimate product - the translated text. Among the techniques utilized in studying such cognitive processes and systems, think aloud protocols (TAPs) have widely been employed. As a qualitative content analysis research, this study aimed at exploring the comparative difference introspective and retrospective TAP can cause in English-to-Persian translation quality. The selected participants were 15 MA students studying English translation studies (TS) at Islamic Azad University, Karaj Branch. The subjects were purposively sampled. They were required to translate two English texts into Persian, one introspectively and the other retrospectively, while the participants' voices were audio-recorded and transcribed later. Relying on FamilKhalili's Translation Quality Assessment scale (2011), the frequency distributions for the 14 encoded themes proved that the participants performed differently in introspection and retrospection TAP phases. In fact, while the themes Coherence and Grammaticality had higher frequency counts in the retrospection phase, Dialogical Register, Linguistic Functions and Speech Acts had a considerable growth in the introspection phase.

Keywords: Assessment, Introspection, Quality, Retrospection, Translation,

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Obstacles Inhibiting Teachers in Implementing TBI

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Abstract

Iranians' low ranking English sores in EF EPI in 2018 besides Iranian university students' dissatisfaction with their English language competency in general and academic contexts can be connected with the possible inefficiency of English instruction in Iranian schools. This issue can probably be akin to inappropriate and unprofessional English teaching methodology, materials, teachers, etc. Task-Based Instruction, due to its "critical features" in design and methodology as Ellis (2003) claims, could be undoubtedly a suitable alternative in English instruction in order to facilitate and accelerate the outcomes of language instruction in Iran. Therefore, this study investigated the obstacles which schools and institutes English language teachers have had utilizing TBI in their class procedures. For this purpose, based on the related literature and theories of TBI, interviews with experts in ELT were conducted and a thirty-item questionnaire was designed to extract the possible obstacles involved in applying TBI by English language teachers. The questionnaire was answered by 104 English teachers teaching in schools and institutes and analyzed using factor analysis. The results showed that unfamiliarity of teachers with TBI, and lack of time in using TBI in class procedures inhibited them from applying TBI in classes. It could be concluded that university curriculum designers as well as teacher educators should dramatically take notice of Teacher Training Courses that include communicative approaches such as TBI in their teacher education programs.

Keywords: Task-Based Instruction, Obstacles, Methodology, Teacher Education

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Collaborative reflection through blogs: discoursal features and EFL pre-service teachers' perceptions

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Abstract

One significant aspect of pre-service teachers' professional development is to acquire the ability to write critical reflection journals. However, most of the reflection journals they write are considered individualistic, descriptive and not critical. It has been suggested that collaborative reflection can alleviate this problem. Therefore, the aims of the current study were twofold: 1. to analyze the discoursal features of pre-service teachers' collaborative reflection, and 2. to study the pre-service teachers' perceptions towards collaborative reflection. To identify the discoursal features of collaborative reflection, 43 pre-service teachers participated in this study. To foster collaborative reflection among the pre-service teachers, Edmodo, an educational blog, was employed. The participants were asked to write their comments about the teaching performance of their classmates in Edmodo. A total of 484 comments were analyzed based on collaborative reflection model proposed by Prilla, Nolte, Blunk, and Renner. To study the perceptions of pre-service teachers about collaborative reflection, a semi-structured interview and an online questionnaire were used. The findings indicated that collaborative reflection can help pre-service teachers link an experience or action to knowledge, rules, or values and respond to the interpretation of the action by challenging existing interpretation or adding new perspectives. The results from semi-structured interview and online questionnaire indicated that most of the participants had a positive attitude towards collaborative reflection. The findings can have implications for teaching practicum classes.

Keywords: Teacher Education, Collaborative Reflection, Educational Network

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Dissection of Orientalism in Tennessee Williams's "A Streetcar Named Desire"

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Abstract

In his masterpiece: "A Streetcar Named Desire", Tennessee Williams capitalizes on the image of the Orient to enrich his play; however, this cultural reference to the Orient and Orientals is not free from the precepts of Orientalism. Therefore, the present study, in light of Edward Said's Orientalism, seeks to expose the playwright's participation in the discourse of Orientalism. In this regard, it is argued that Tennessee Williams demonstrates his Orientalist attitude in four ways; Firstly, through associating the Orient with erotic space when Blanche likens the young man with the prince out of Arabian Nights; Secondly, through affiliating the Orient with passivity and narcotics when Blanche relates Stella's silence and tranquility to Chinese philosophy and drugs; Thirdly, via ascribing splendor and wealth to the Orient when Stanley compares Blanche with Cleopatra; Finally, by connecting sadness, emotion, and darkness to Chinese Lantern. By doing so, the playwright subtly reinforces the binary logic of the West versus the Orient and participates in promoting the project of Orientalism in the context of America.

Keywords: Orientalism, Arabian Nights, Chinese philosophy, Cleopatra, Chinese Lantern.

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Iranian EFL Undergraduates' Perception of Group Assessment: Insights from Cooperative Learning

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Abstract

In EFL education, what is essential to some undergraduate courses is integrating group projects part of course requirements. However, awarding the same grade to a group of students for group assignments, regardless of the contribution made by each group member, may affect learners negatively. Despite its significant role in educational context, there has been little research reported in the EFL literature, examining students' perception toward the use of group assessment. This study, accordingly, attempted to address this deficiency by exploring Iranian EFL sophomores' perception of group assessment in terms of the efficacy and the assessment procedures. Thirty-eight students, taking Reading Comprehension II at Islamic Azad University, Tehran Science and Research Branch, formed groups of four to carry out a cooperative group project which was made up of two warm-up activities; each was performed by one of the group members to have a particular contribution to the group project. Every week, one group presented their work in the class. Each group performance was assessed via a set of teacher-made checklists by both the instructor and the students, using teacher- and peer-assessment procedures. The results of a focus group interview indicated that the majority of the students enjoyed the group assessment through which every student was awarded a score on the basis of both individual contributions and the average of group performance. In addition, the quantitative results showed that the students could assess their peers accurately, considering teacher-assessment as the criterion measurement.

Keywords: Cooperative learning, Group assessment, Peer-assessment, Perception

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The Impact of Imagery Skills on Writing Skills of Iranian Elementary EFL Learners

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Abstract

Many learners of English as a Foreign Language (EFL) have problems writing and promoting their ability to communicate through writing, but in the big area of second language acquisition, there are methods that can serve a facilitating function in writing. One of the methods can be imagery skill. Due to the importance of this strategy, the current study was an attempt to explore the effect of imagery skill on the writing skills of young EFL learners at the elementary level. Furthermore, the study attempted to explore the existence of any difference between male and female EFL young learners' writing skills. For the purpose of this study, two elementary classes from two branches of a private language institute in Tehran, Iran, comprising 60 male and female young learners, were selected. Their ages ranged from 8 to 11. The results of the treatment and data analysis indicated that the differences between imagery skill and the traditional method of writing was statistically significant. In fact, the learners at the imagery skill group outperformed the control group in terms of the writing skills. On the other hand, the findings revealed that the difference was not statistically significant between male and female learners after treatment. The study can have some implications for instructors as well as learners.

Keywords: Writing performance, Imagery skill

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Identity Synergism through Pragmatic Skills in Trilinguals

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Abstract

Many studies have been conducted on bilinguals' pragmatic transfers from L1 to L2 in different educational contexts. However, little attention has been paid to trilingual's synergic pragmatic transfers in apology, complaint, refusal and request speech acts. The present study aimed to explore the synergy of identities in EFL learners who acquired Persian and Turkish as their native languages in childhood. For this purpose, twenty EFL learners, who could speak Persian and Turkish as their mother tongues, were homogenized through IELTS and asked to play some roles in Farsi, Turkish and English at different time intervals. English version of WDCTs, taken from the same role-plays, were given to three Americans who talked in English as a model to be compared with the participants' English language productions. The qualitative data underwent content analysis to extract and codify the themes. The results revealed that a synergic identity might be constructed in trilinguals as in apology, complaint, refusal and request speech acts and that there were positive transfers from Persian and Turkish languages to English. In speech act "request" , participants showed bidirectional transfer from Turkish and Persian languages to English, and non-verbal strategies like gestures and mimes were reported more in Turkish and English languages than in Persian, whereas for the verbal strategies, the opposite was in use. The findings of this study can help the researchers who study bilingualism, pragmatics, and identity as well as teachers who like to know more about the learning and teaching issues.

Keywords: Synergic Identity, Trilingual Learners, Pragmatic Skills, Pragmatic Transfers, Speech Acts

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The Effects of Input Enhancement Techniques on ESP Learners' Microgenetic Development of Conjunction Production

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Abstract

Microgenetic design or microgenetic method is a scientific method in which the same setting is studied repeatedly in order to observe the change in detail. Reviewing the current literature, one can conclude that microgenetic methods have positive effects on learning, in general, and language learning, in particular. The main objective of the current study was to investigate the possible effects of implementing input enhancement techniques using microgenetic methods on Iranian ESP learners' conjunction production. A number of 40 Iranian ESP learners participated in the study. During the four-week period of the current study, the participants received the requisite instructions and treatment, two sessions a week and each session lasted for one hour. After administering the pre-test before the instruction, using input enhancement techniques, a number of the conjunctions were presented and taught to the learners in the first session. The data were collected after instructional sessions during the first, third, fifth, and seventh weeks through paragraphs focusing on conjunction production written by the participants. The results indicated that input enhancement techniques, using microgenetic methods, significantly affected Iranian ESP learners' conjunction production.

Keywords: Microgenetic Methods, Input Enhancement Techniques, ESP Learners, Conjunction Recognition

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Effectiveness of Virtual Flipped Classroom in Teaching Grammar to Iranian Intermediate EFL Learners

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Abstract

The virtual flipped classroom is an integration of two concepts: the flipped classroom and virtual classroom. This new pedagogical approach enables teachers to guide learners in applying high-engagement activities to achieve learning outcomes by reversing the lecture and homework elements and confining the learning to home and the virtual environment. However, due to lack of empirical research on the virtual flipped classroom in the EFL context, this study investigated the effectiveness of this kind of classroom and compared it with the traditional face-to-face type of classroom in teaching English grammar, with which many Iranian intermediate-level EFL learners have problems. To this end, two instruments, a grammar test, used as pre- and posttest, as well as a self-made evaluation questionnaire were utilized. The sample consisted of 60 intermediate EFL learners, who were randomly assigned to control (non-virtual flipped classroom) and experimental (virtual flipped classroom) groups in a pretest-posttest design. One-way analysis of covariance and descriptive data from the questionnaire showed that there was a statistically significant difference in English grammar achievement after applying the instructions in the two groups. The virtual flipped classroom achieved greater gains in English grammar and turned out to be beneficial to the Iranian EFL learners who expressed positive attitudes towards the proposed approach used in the course. The study concludes by demonstrating the potential of virtual flipped learning for the transition to an education model that is more fitting for the 21st century.

Keywords: Virtual Flipped Classroom, Grammar, EFL Learners

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The Effect of Dynamic Assessment on EFL Learners' Writing Skill, Writing Anxiety and Attitude

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Abstract

Dynamic assessment (DA) is a recent structured approach to interaction in which a teacher cooperatively engages with learners helping them to extend their performance beyond levels they could reach independently, that is, their zone of proximal development (ZPD). This study aimed to explore the possible effects of DA on Iranian EFL learners' writing skill. In addition, it investigated if DA could reduce writing anxiety and improve attitudes towards writing among EFL learners. To collect the data, a sample of 60 male and female Iranian EFL learners were selected from a language institute in a city in central Iran, and were assigned to two groups: experimental and control. Writing essays as well as a writing anxiety questionnaire (Cheng, 2004) were employed as pretests and posttests in both groups. In addition, the learners in the experimental group were asked to write diaries about DA in response to eight open-ended questions. The questions mostly focused on the participants' attitudes and perceptions about their experience with DA. Unlike the control group, the mediation in the experimental group occurred in the form of instructions through DA throughout the writing process. The results of t-test analysis indicated that the experimental group outperformed the control group in the posttest essays. In addition, DA led to lower levels of writing anxiety among the EFL participants in the experimental group. Furthermore, the analysis of the diaries showed that the participants in the experimental group had positive attitudes towards the implementation of DA in teaching writing, leading to a lower-anxiety environment. The findings suggested that DA could help EFL learners get a better understanding of the criteria for writing evaluation.

Keywords: Dynamic Assessment, ZPD Mediation, Writing Anxiety, Writing Skill

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Class-room based Needs Analysis: a Case study of Iranian Students of Physics with a Focus on Reading Skill

Rokhsareh Ghorbani[1], Gholamreza Zareian, Leila Safarpour Hakim

Abstract

This case study explored the academic needs of the physics students related to learning general English from physics students' and instructors' perspectives. To this end, a total of 60 participants, both males and females, from Sabzevar University, Iran, filled out a five-option Likert scale questionnaire. Ten physics students and three EFL instructors also participated in a semi-structured interview. In order to analyze the quantitative data, the frequency distribution of responses along with percentages was calculated. The results of both quantitative and qualitative data revealed that students need more relevant reading texts with various formats in terms of texts and activities.

Keywords: Needs; Course Book; Needs Analysis; Reading; Reading Skills

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The Relationship between Willingness to Communicate, Risk-Taking, and Perfectionism among Iranian EFL Learners: A Path Analysis Model

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Abstract

With regard to the second language acquisition (SLA), studies have been done on Individual Diferences (ID) variables. In spite of the importance of Willingness to Communicate (WTC), risk-taking and perfectionism in L2 remain inexplored as individual differences. This study aimed at investigating the relationship between WTC, risk-taking, and perfectionism among intermediate and upper intermediate Iranian learners of English as foreign language (EFL) and proposing a model to explain their interrelationships. To achieve this purpose, 123 students from nine institutes were randomly selected. To measure the variables, Ahwaz Perfectionism Scale, Persian version of WTC in English Questionnaire, and Persian version of Venturesomeness subscale of Eysenck's IVE Questionnaire were used. To analyze the data, Statistical Package for Social Sciences(SPSS) and Analysis of Movement Structure (AMOS) software were run. The proposed path analysis model adequately fitted the data. The results revealed that perfectionism was a negative significant predictor of WTC and risk-taking. In addition, risk-taking was found to be a positive and significant predictor of WTC . In other words, it can be concluded that when students are more perfectionist, they are less willing to take risks, and less willing to communicate. It proposes that if the educational system as well as teachers care about decreasing students' negative perfectionism, they will have students who are active in class, willing to take part in discussions, more successful in receiving and transferring knowledge, and more flexible in learning language.

Keywords: Perfectionism, Risk-Taking, Willingness to Communicate

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Congratulation Strategies across Gender: A Comparative Study of Male and Female Persian Native Speakers in Online Communication

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Abstract

Congratulation is classified as a speech act used to express feelings and emotions in situations of happy news. Not many research studies have been conducted, to the best knowledge of the researchers, to compare two gender categories in using congratulation strategies in social networks. Hence, this study was an attempt to investigate how male and female Iranian users of Instagram, as a social network, exploited congratulation strategies in such happy situations as wedding/engagement, graduation, getting new job, having a baby, achievement, etc. Moreover, it intended to probe into how male and female Iranian Instagram users offered congratulations to their same-gender and different-gender friends. To this end, a balanced corpus of 400 congratulating comments made on pictures shared on Instagram by both male and female Persian native speakers was collected. The comments were analyzed using Elwood's (2004) taxonomy, then frequency and percentage of occurrence of each category were calculated. The findings revealed that congratulations were made more frequently by female Persian native speakers than the male ones. Also, an offer of good wishes and expression of happiness were the most frequently used categories by both genders. Furthermore, males and females did not differ in congratulating same-gender and different-gender friends. It can be concluded that women make more congratulations presumably to show more affection, solidarity, and politeness. Receiving a similar amount of congratulations from the same-gender and different-gender friends may be grounded in the idea that congratulating a gender-different friend would not lead to any harassment in the virtual society.

Keywords: Congratulations, Online Communication, Gender, Instagram, Speech Act

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Time-Adaptive Interpretation

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Abstract

In literary criticism, reader response theory has a substantial position to consider readers' interpretations as valid sources to scrutinize literary texts. In reception theory, readers' perceptions of the texts are examined as active individuals who participate in the texts as real existences. The objective of this study was to recognize the significance of time in reader response theory. Being time-adapted for reception theory is related to forcing restriction of criticism to the time in which the literary texts are critically analyzed. This approach of analysis implies the exact time in which the literary critics dealt with the text, and all the text, part by part, is studied regarding to the literary principles of the intended time. Almost always the time-adaptive envisage, unconsciously, is utilized in literary criticism, and this predominance of the time is perceptible in literary analyses. By this outlook, we are aware of the differences which can be overcome in distinguished literary genres at distinct periods of time. In conclusion, it can be taken to mean that there are countless interpretations of literary texts, but these different interpretations can be categorized in time-bounded critical structures, which demonstrates the supremacy of significantly critical approaches of literary criticism. The procedure of time-adapted theory is to segregate readers' interpretations depending on the time the readers' receptions take form.

Keywords: Reader-Response Theory, Time-Adaptive Interpretation, Time-Bounded Critical Structures

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An Evaluative Content Analysis of the Newly Developed Iranian EFL Textbooks for Senior High Schools

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Abstract

Content analysis allows researchers to evaluate the potential strengths and weaknesses of a given course book. The purpose of this study is to analytically evaluate Iranian newly developed senior high school English textbooks, entitled English Book for Senior High School prepared by Ministry of Education as an instructional material for senior high school. To this end, the process of the content analysis has been divided into two important phases: Phase 1 deals with a deeply evaluative content analysis based on a multifaceted framework containing different major parts (Objective Description Analysis, Subjective Analysis, Subjective Inference), whereas Phase 2 entails deploying the researcher-made checklists to unearth teachers and students' overall stance on the textbooks. This study intends to shed light on this area and add to the body of knowledge at least in terms of this specific subject, that is, content evaluation of newly published books for senior high schools in Iran in 2016 and 2017 and seeks to investigate high school teachers' and students' attitude toward the textbooks. The study also aims to elucidate the strengths and weaknesses of the books as used in the teaching and learning context of Iran and to rate the extent to which the materials in general live up to the goals of the curriculum. It also will provide suggestions for improving these textbooks. The teachers' and students' responses will allow for awareness-raising of a number of important points regarding material development. The general aim, then, is to enrich English teaching and learning in Iranian high schools. The result of the present study will be of great importance to validation researchers, educationalists, cognitive psychologists, test designing companies such as ETS (Educational Testing Service), teachers as test-makers, as well as to all those involved in making decisions based on EFL/ESL test scores including managers, universities, and recruiters.

Keywords: Content Analysis, Evaluation Checklist, Textbooks, Textbook Evaluation

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Sources of Self-Efficacy Beliefs: Its Relationship with Perceived Responsibility and English Self-Efficacy

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Abstract

The purpose of this study was to assess the relationship between sources of self-efficacy, perceived responsibility and self-efficacy beliefs. Students develop their self-efficacy beliefs as they interpret information from four sources; mastery experience, vicarious experience, social persuasion and physiological state. Their self-efficacy beliefs affect their perception of personal responsibility for learning. The present case study involved 40 high school boys aged 13 -17. The participants, chosen from two English Language Institutes in Esfarayen, North Khorasan, were at A1 and A2 (CEFR) levels. Three questionnaires were used in this study including Sources of Self-efficacy Scale (Usher & Pajares, 2005), English Self-efficacy Scale (Wang. 2004) and Perceived Responsibly Scale (M. S. Swain. 2012) to measure the corresponding constructs. The results showed that physiological state and perceived responsibility were significantly correlated.

Keywords: Self-Regulation, Self-Efficacy, Perceived Responsibility, Sources Of Self-Efficacy

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Exploring the Applicability of Educational Assistant Robots in Teaching English for Medical Purposes through Augmented Reality

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Abstract

To explore the applicability of Robot-Assisted Language Learning (RALL) in teaching English for Medical Purposes (EMP) through Augmented Reality (AR), namely robo-ARs, Safir educational assistant robot was developed with a touch screen for sharing educational frames with AR-mediated learning providing the overlaying of computer graphics onto the real world. To conduct this complementarity study with a full factorial design in the fall semester of the academic year 2018, 429 Persian and nonPersian students of different medical disciplines who enrolled in the compulsory course of EMP at Medical University of Isfahan (MUI) were selected to take part in the study. Having completed an attitude questionnaire about the application of cutting-edge technologies for (language) learning purposes, the participants were randomly assigned to three groups to practice intended EMP reading and listening comprehension tasks in 18 robo-AR-assisted sessions via three instructional-learning scenarios of robo-, student-robo-, and teacher-robo-ARs. After the final treatment session, the students' performance in the respective skills was assessed in the actual-world workspace. A focus-group interview was then conducted to debrief the students' perception of the robo-AR-assisted EMP learning in the final phase of the study. Analyzing the gathered data through the Linear Mixed Effect Model revealed that the students' EMP comprehension skills and their actual-world performance improved using robo-ARs, which was in favor of student-robo-ARs in line with their views and perception, with a large effect size at the significance level of 0.01. The results also highlighted that the key factor in fostering students' deeper learning and comprehension through the prosumer robot games- (robogames)-assisted language modules lies with their meaningful interaction with robots established through the ARs. The findings bear some implications for materials developers and administrators who intend to harness the potential educational affordances of the emerging technologies in postsecondary education.

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Keywords: Augmented Reality, English for Medical Purposes, Robot-assisted language learning, Robo-games, Listening/reading comprehension Keywords: Moshfegh Hamedani, Translation, Culture, Qualitative Research,

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Experts' Perceptions about the Integration of Technology in ELT

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Abstract

Developments in information and communication technologies (ICTs) since the 1980 have greatly affected ELT materials and instructional practices. Technology has, undoubtedly, made the facilitation of language learning easier for teachers. One main concern in this relation, however, is that the ELT teachers' "abilities" to use technology may sometimes not match the "expectations" and potentialities of today's language learners. The aim of this survey of ELT experts' views about ICT-supported English language learning was to explore a) teachers' views on the usefulness of ICTs for the development of EFL skills, and b) perceived problems hindering the effective use of technology-enhanced English language teaching. A random sample of 86 Iranian ELT experts (38 MA students, 29 MA holders, 14 Ph.D. candidates, and 5 ELT professors) provided survey data through the completion of a researcher-made online questionnaire including both open-ended and closed-ended items probing into respondents' perceptions about their lived experiences with the use of technology in class. The results of data analysis revealed that experts see ICT as most useful for the development of oral EFL (53.5%) and least helpful to the development of EFL writing (1.2%), a finding that may have resulted from misconceptions and/or lack of awareness. 82.6% of the targeted ELT experts perceived technology-enhanced language teaching as very beneficial even if many failed to employ it. Lack of facilities and inadequate technical support were the top-rated problems hidering the effective use of ICTs. Suggestions for the improvement of the situation are presented based on these findings.

Keywords: CALL, EFL, ELT, Technology-enhanced learning, Teacher perception, SLA.

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Iranian Multilingual Learners' Metalinguistic Ability in L4 Writing

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Abstract

Knowing several languages and being multilingual is not a new concept and this has recently increased by international travels, migration, and new technological advances. Yet, very few studies seem to have tapped the case in Iran. The present study aims to investigate .Iranian multilingual learners' metalinguistic ability in the L4 writing task. The participants of this study were selected using purposeful sampling and consisted of four Iranian female multilingual learners (Persian as L1, English as L2, and Korean as L3) learning Japanese language as their L4 in an institute in Isfahan, Iran. The procedure involved L4 teaching through L1 concentrating on metalinguistic knowledge in writing tasks for two months, which was followed by a final L4 writing task as the posttest. The qualitative analysis of L4 writings produced by the learners, collected dairies and semi-structured interviews which were voice-recorded revealed that Iranian multilingual learners employed their metalinguistic ability both consciously and subconsciously before and after being instructed in L1 focusing on metalinguistic ability in L4. The realization of metalinguistic knowledge was considered mostly through code-switching, translation, specifying semantic links and transfer of their linguistic knowledge (among all known languages). This study suggests that improving learners' metalinguistic knowledge can be more beneficial than it was expected.

Keywords: L4 learning, Multilingual learners, Writing task.

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Metacognitive Strategy Instruction Contributes to More-skilled Listeners more than Less-skilled Counterparts

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Abstract

Listening is the rudimentary skill amongst the four in language learning. There has been a growth in utilizing metacognitive strategy instruction to expedite the processes of listening comprehension. Most previous studies reveal that the metacognitive strategy instruction is more rewarding for less-skilled L2 listeners than their counterparts. Further, there has been a consensus among researchers that more-skilled L2 listeners have reached a threshold point, and passing this point entails more diligent efforts. Thus, the degree of improvement in post-test results might not be significant. Therefore, in this study, Fuzzy logic approach was applied as a remedial procedure for data analysis to find out which group would benefit more from metacognitive strategy instruction. Forty Iranian students were selected including a more-skilled group (n=20) and a less-skilled group (n=20) and were all between 20 and 30 years old. A quantitative approach was used to address the research questions. In doing so, repeated measure quasi-experimental design was utilized since assignment and selection of participants were based on participants' Oxford Placement Test (OPT) performances and not randomized. Data were analyzed through a Fuzzy logic approach, and the result as opposed to most previous studies indicated that more-skilled L2 listeners benefited more than less-skilled L2 listeners from the metacognitive strategy instruction.

Keywords: Listening Performance, Metacognition, Metacognitive Strategy Instruction, Less- and More-Skilled Listeners

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Metacognitive Instruction and Metacognitive Instruction through Dialogic Interaction in Listening Comprehension: Listeners' Cognitive Load

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Abstract

Cognitive load plays an important role in learning, in general, and L2 listening comprehension, in particular. This study is an attempt to investigate the effect of metacognitive instruction (MI) and metacognitive instruction through dialogic interaction (MIDI) on L2 listeners' cognitive load. Mixed method design with 60 participants of male and female Iranian advanced learners aged between 20 and 30 was used. Two experimental groups (n=20) received weekly interventions based on metacognitive instruction and metacognitive instruction through dialogic interaction for 10 sessions, respectively. The third or control group (n=20) had the same listening samples with regular procedure without the metacognitive intervention program in each session. The study used three different instruments: a) a modified version of cognitive load questionnaire, b) digit span tests, and c) focused group interviews to investigate learners' level of cognitive load throughout the process. The results testified not only improvements in listening comprehension in MIDI but a radical shift of cognitive load rate within this group. In other words, listeners experienced the least cognitive load in MIDI compared with other groups.

Keywords: Listening Comprehension, Cognitive Load, Metacognitive Instruction, Metacognitive Instruction through Dialogic Interaction.

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Translation and Agency in the Iranian Context: A Socio-Cultural Approach

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Abstract

Drawing on Bourdieu's Sociological Model, Social System Theory by Nikkals Luhmann (1984), and Actor Network Theory by Bruno Latour (1996), the main aim of this study is to examine translation practices in Iran as "socially situated" activities in the 20th century. We used Latour's theory to analyze each step of the translation process closely, Luhmann's theory to investigate the various entities of the translation system such as translators,publishers, authors, etc. and, Bourdieu's theory as a sociology of the text as production in the process of being carried out, of the product itself and its consumption in the social fields, the whole seen in a relational manner. Therefore, these three theories could enable us to examine the process, production and consumption of a translation product in relation to its social agents and the whole outside context. We identified two kinds of agents in terms of the effects of the agents of translation, whose translations bring about "stylistic innovations," and those who also play cultural and political roles in their immediate environments. The study identifies institutions and publishers as the principal agents contributing to the definition of the field of translation. It analyses the positions they occupy in the field(s) of cultural production and types of capital that have value in the context of their struggles. The capital sought by agents is primarily cultural and symbolic, and is readily convertible to economic capital. The study also identifies four private publishers who occupy positions within the publishing field. These agents display different interests in a variety of stakes and types of capital. As a case study, Amirkabir,Cheshmeh, Sokhan, and Mahehno publications as well as well known translators such as Zabihullah Mansouri are selected, and their focus on translating and their heavy influence on Iran's literary polysystem from the perspectives of the above mentioned theories will be discussed.

Keywords: Translation, Agency, Bourdieu, Luhmann, Polysystem Theory

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A Structuralist Reading of Rocky, Kickboxer, Kill Bill I & II, and Southpaw

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Abstract

This paper offers a structuralist reading of five films: Rocky (1976), Kickboxer (1989), Kill Bill I & II (2003-4), and Southpaw (2015). First, I analyzed the plot structure of these films separately using the narrative theory conducted by Tzvetan Todorov (1969) to find out how the plot of the same genre is developed in different films. Second, I compared some of the major binary oppositions such as "ignorance vs. wisdom" in the actants to get into the shared structural systems of the films. Then, considering nonverbal elements, as considered by Robert Scholes (1977), I mentioned some of the repeated camera techniques (iconographic) to analyze this type of communication as well. This study, thus, finds the reason why boxing films are so popular with people since the whole idea of opposition between heroes and their rivals is not simply limited to a genre but is systematically a universal concept that people confront every day causing in them a (un)conscious empathy with the hero at the beginning of the film, and a feeling of catharsis at the end when the hero is comforted, for a hero's winning, after all, symbolizes our triumph over inner conflicts.

Keywords: Structuralism, Film, Boxing, Plot, Tzvetan Todorov

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Investigating Social Emotional Competence by Extended Collaborative Strategic Reading among EFL High School Students

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Abstract

Collaborative activities make learning process more interesting and have a significant effect on students' learning. Social emotional skills can contribute to students' development regarding their success in school and life. This study aims to investigate whether social emotional competence of high school students could be improved by teaching them social emotional intelligence through integrating it into Collaborative Strategic Reading (CSR), which is called Extended Collaborative Strategic Reading (ECSR) in this study. For this purpose, sixty-one male high school students were selected based on nonequivalent groups quasi experimental design and divided into two groups, CSR and ECSR, based on the results from the Nelson Proficiency Test (050D). Both groups received CSR technique over ten sessions; however, the ECSR group took an extra component, which included teaching social emotional intelligence based on CASEL 2017. Students' social emotional competence was measured through Social Emotional Competence Questionnaire (SECQ) before and after the interventions. The results showed that differences between the two groups were statistically significant in favor of the ECSR group, and the effect size was calculated, which indicated a medium effect. Moreover, five students from each group were interviewed randomly regarding their experience and perception of the procedure. It was found that students in the ECSR group could point out social emotional features presented in CASEL in their answers, which shows that a greater knowledge they have gained by teaching social emotional intelligence; this may lead to the ability to put that into practice, that is social emotional competence. Implications and further suggestions are discussed.

Keywords: Collaborative Learning, Social Emotional Competence, Social Emotional Intelligence, Collaborative Strategic Reading, Extended Collaborative Strategic Reading

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Extended Collaborative Strategic Reading: Relationship with Motivation

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Abstract

Nowadays, there is a huge growth of collaborative learning in classroom settings. Considering the reading skill, teachers can work on many collaborative activities in their classes to improve students' learning; one of those activities is Collaborative Strategic Reading (CSR). This study aims to identify the effect of the extended version of CSR, which is called Extended Collaborative Strategic Reading (ECSR) in this study, on high school students' motivation by adding teaching social-emotional intelligence based on CASEL 2017. To that end, sixty-one male high school students, whose age ranged between 16 and 17, were selected using nonequivalent groups quasi experimental design. The students took Nelson Proficiency Test (050D) to be homogenized in terms of general English proficiency level and then were divided into CSR and ECSR groups. Students' motivation was measured by Reading Motivation Questionnaire in English (MREQ) developed by Komiyama (2013) before and after the interventions. The results indicated that students in the ECSR group showed an improvement in their motivation, although it was not significant. However, comparing CSR and ECSR, we found a significant difference in favor of the ECSR group, and the effect size was calculated which indicated a medium effect. Further, five students were randomly interviewed from each group regarding their experience and motivation for the procedure. It was found that students in both groups found the process interesting and showed a higher degree of motivation for collaborative learning. Implications and suggestions for future research are discussed.

Keywords: Collaborative Learning, Reading, Collaborative Strategic Reading, Motivation

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Contemporary challenges of applying robots in second/foreign language pedagogy

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Alzahra University

Abstract

As the most recent application of technology in second/foreign language education, robot assisted language learning (RALL) enhances language educational activities. Despite all its potential capabilities and demonstrated enhancements, RALL has not been adequately integrated into contemporary pedagogical attempts across the world and in Iran, up to the present time. Since the first step towards removing these obstacles is their recognition, the present study attempted to identify the potential constraints before RALL. Accordingly, the researchers' observations of humanoid robots, fabricated and applied in the Iranian academic settings, along with their in-depth review of several papers published in various journals around the world over the past eighteen years revealed that there is a series of challenges which have restricted the application of humanoid robots in ELT settings. Data collected from our field observations supported by the relevant published literature informed our qualitative thematic analysis. This eventually led to recognition of several themes along with their subthemes, which came to make up the categories of constraints. According to the obtained categories, the researchers could develop the first taxonomy of RALL constraints which consists of hardware design and technical/operational constraints, methodological and pedagogical constraints, psychological barriers, cultural, financial, and ethical limitations along with their subdivisions. The findings of the present study can prove useful for language educationalists, robot operators, materials developers, syllabus designers, and language learners.

Keywords: RALL, challenges, ELT, taxonomy of constraints

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معاونت پژوهشی و فن‌آوری واحد تبریز

The Effects of Parent-Teacher Collaborations versus Printed Guidelines for Parents on EFL Learners' Orthographic Writing

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Abstract

As parents become more aware of their children's experiences in a program, they are more likely to share their own knowledge and insights about their children's strengths and talents. They may also contribute ideas about things they would like to see included in tasks and may share things children have created at home, which illustrates developmental progress in various areas. This study aimed at investigating the effects of parent-teacher collaborations on children's orthographic writings. The participants of this study were 30 children including 18 male and 12 female that were selected from a Kindergarten in Tehran. They were selected from two intact classes of 15 students. They were in the range range of 5-6. The lowest proficiency test is Movers the administration of which requires a knowledge of reading and writing but the participants of this study did not know writing and reading at all. In order to fulfill the aims of the study, writing tasks pretest and post-test were used. The researcher designed some tasks and activities based on Jolly Phonics workbook1 . English letters was taught according to Joly phonics system as mentioned in this article. The results show that parent active involvement and printed guidelines for them significantly affect learner's orthographic writing.

Keywords: Orthography, Parent-teacher collaboration, and Guidelines

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معاونت پژوهش و فن آوری دانشگاه آزاد اسلامی واحد تبریز

On the construction and validation of EFL teachers' immunity Questionnaire

Arezoo Bahadori Moghadam[1], **Hossein Khodabakhshzadeh, Hamideh Mohammadzadeh**

Islamic Azad University

Abstract

Nowadays, we live in an era in which teachers' performance and behavior in classroom are very important and also have effects on learners. English teachers are not exempt from this challenge. Hiver and Dornyei (2015) proposed teacher immunity that emerges from the accrued experiences of coping with disturbances and problems in stressful teaching situations, and that it functions as an essential protective armor allowing language teachers to survive the unavoidable stresses of classroom practice. So finding the disturbances and problems that EFL teachers have during their teaching in their classes and encouraging them to think about their problems and find some solutions are the purpose of this paper. For doing this project, researchers prepared a semi-structured interview composed of several general open-ended questions related to teachers' problems and disturbances. Based on the interviews, the researchers prepared a questionnaire to gather the information needed for this project. The questionnaire was completed by 300 EFL teachers working in both schools and institutions of Mashhad. The results of the study revealed that teachers' proficiency, self-confidence, experiences and preparation have positive effects on teachers' immunity. But lack of time has a negative effect on EFL teachers' immunity. So EFL teachers need to enhance these personal features and use a defined plan for saving their time.

Keywords: Teachers' immunity, EFL teachers, Questionnaire

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معاونت پژوهشی، فن‌آوری و ارتباط با جامعه

Kaveh Akbar's Calling a Wolf a Wolf and Spirituality by Rumi

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Abstract

Calling a Wolf a Wolf (2017), as a highly-acclaimed collection of poetry by the Iranian-American Kaveh Akbar, discloses the experimentation of the speaker-poet with addiction and its belonging distresses. However, despite its entanglement with a matter of miserable anguish, a deeply-seated spirit of life exists throughout the collection that renders the work no less spiritual than Rumi's poetical output. The references Akbar makes to God, the prophets, and human needs, like thirstiness and the body, can likewise be noted as prevalent motifs in Rumi. The present article aims to pinpoint that in the same way that Rumi's greatest oeuvre is called a "Quran in Farsi", Kaveh Akbar's English collection, Calling a Wolf a Wolf can be considered as the magnum opus of the modern age in trying to free the poet from excessive worldliness and stress the singularity of human being in the pursuit of truth in life. The idea of soberness as an articulation of otherworldliness accentuated by both poets along with the underlying purgatory turn and search in the world of meaning can be discussed to render these two seemingly widely-divergent works to have strong ties with each other. Accordingly, the pursuit of a shared spiritual predisposition overwhelmingly surmounts the centuries of age difference between the works of these two poets. Furthermore, Akbar's development of a defamiliarized language in English and also interpolating Persian statements between poetic lines can also be noted as a unique experimentation in the English poetry.

Keywords: Kaveh Akbar, Poetry, Calling a Wolf a Wolf, Spirituality, Rumi

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معاونت پژوهش وفن آوری دانشگاه تبریز

Enhancing the Fluency of Speaking among Intermediate Iranian EFL Students under Educational Sufficiency of Using Strategies of Experience-Based Learning (EBL)

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Abstract

Learning based on experience has come to be progressively used in the domain of second language acquisition (SLA) and is linked to tasked-based language teaching (TBLT). Correspondingly, the research was planned to survey experience-based learning strategies' role in progressing fluency of speaking among intermediate EFL learners. To achieve the goal, a sample of 50 intermediate participants were randomly selected based on an Oxford Placement Test (OPT) from the target society of 400 language learners of an institute, who attending evening English classes . The mean age of the chosen participants was between 15 and 20. In order to specify students' fluency of speaking, an interview was applied as a pre-test. Afterwards, the participants were separated into experimental and control groups. Whereas the control group received instruction via traditional method with no concentration on experience-based strategies, the participants in the experimental group were provided with mutual solutions orally attending in-class discussions in the framework of task-based sessions. They discussed their experiences by executing discreetly-arranged two-way tasks. The results showed that the students in the experimental group were better than students in the control group. Furthermore, the findings demonstrated that experience-based tasks significantly enhanced the fluency of learners' speaking. Particularly, the results of the current research have inevitable educational perceptive suggestions for language trainers and material designers.

Keywords: Fluency Of Speaking, Experience-Based Learning, Tasked Based Instruction, Two-Way Tasks

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معاونت پژوهشی و فن‌آوری واحد تبریز

Authorial Identity among Iranian vs. English Native Speakers: A Corpus-based Analysis of Stance and Engagement Markers in Research Articles

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Abstract

Academic writing, being an essential part of today's academic milieu, is not mere production of different texts but is also inextricably intertwined with issues related to authorial presence and interaction. Drawing on a corpus-based approach, this study investigated how various factors namely disciplinary conventions and writers' L1 and culture could exert influence on the use of stance and engagement markers in the genre of research articles. In doing so, we drew on Hyland's (2005) model of interaction, which is comprised of stance and engagement markers. The main corpus of this study included two different sub-corpora including internationally oriented NNES corpus, and NES corpus in each of which there were 60 research articles drawn from six disciplines including Applied Linguistics, Sociology, Economics, Chemical Engineering, Electrical Engineering, and Biology. In order to examine the frequency of stance and engagement markers in the two sub-corpora separately, we used MAXQDA 2018. Moreover, using SPSS, several Chi-square tests were run to investigate whether the differences found in the frequencies were significant or not. The results of the present study demonstrated that writers of different fields of study from different cultural backgrounds exerted varying degrees of authorship and interaction in their texts. Regarding the disciplinary variation, it was observed that soft disciplines drew more on stance and engagement markers than hard disciplines. With regards to cultural variations, it was revealed that native academic writers preferred to draw more on interactional markers than their counterpart non-native academic writers. As regards the pedagogical implications of the study, we believe that the results of this study can help improve academics' consciousness regarding the acceptable conventions in academic writing and publishing.

Keywords: Academic Writing, Research Articles, Authorial Identity, Stance Markers, Engagement Markers

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معاونت پژوهش و فن آوری دانشگاه آزاد اسلامی واحد تبریز

Thanking expressions in Persian: Frequency, combination and gender-linked differences

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Abstract

The present study examines the frequency, combination and gender-linked differences in thanking forms and strategies in Persian. The investigation is based on a corpus of 450 naturally occurring thanking exchanges, collected through an ethnographic method of observation. The results revealed that (1) Four explicit expression of thanking (Kheyli mamnoon, Daste shoma dard nakone, Merci, moteshakkeram) were the most common thanking strategies in Persian; (2) People thank more in return for getting/taking something than for others occasions and they use single forms rather than larger stretches; and (3) Males use more nonstandard forms of thanking than females do. However, preferences for using these forms seem to be culture-specific.

Keywords: Thanking, Common Form, Gender, Difference, Preferences

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Relationship Between Emotional Intelligence and Reading Comprehension Ability and Vocabulary Knowledge of Iranian EFL Learners in Tehran Azad Universities

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Abstract

The purpose of the present study was to determine whether EQ, as an interpersonal skill and innate potential, had any relationship with reading comprehension and Vocabulary Knowledge of learners. To this end, 150 Iranian EFL learners studying at Islamic Azad University (IAU) took an Oxford Placement Test (OPT); 150 candidates (95 males and 55 females) who were at the intermediate level were selected as the participants of the study and, hence, took the self-report measure Emotional Intelligence Quotient Quiz. The validity and reliability of EQi were assessed and the instrument was found to be valid and highly internally consistent. Correlation and regression analysis were performed to test the hypotheses. The results revealed that there was not a strong relationship between Emotional Intelligence and EFL learners' reading comprehension and vocabulary knowledge.

Keywords: Emotional Intelligence; Reading Comprehension; Vocabulary Knowledge

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معاونت پژوهش و فن آوری دانشگاه آزاد اسلامی واحد تبریز

An Introspective Analysis of EAP Researchers' Perceived Academic Writing Competence: The Case of Research Articles

Saeedeh Mohammadi[1], **Reza Khany, Ana Hajizadeh**

Ilam University

Abstract

Over the last decades, there has been a great interest in possible challenges encountered by researchers while publishing research articles (RAs) in various disciplines for English for Academic Purposes (EAP). Given this, this study aimed to examine how a sampled number of EAP Iranian researchers perceive the competence of academic RA writing, the major reasons for RA rejection, and difficulties the authors face in writing up publishable RAs. Data for this study came from an examination of rejection emails and follow-up interviews with a number of Iranian EAP researchers who had published in highly prestigious journals. Analysis of the data yielded 545 codes, 40 subcategories, and six core categories. The main categories included the potential reasons of RA rejection; the authors' challenges in RA writing; RA linguistic features; RA stylistic features; essential elements of writing RA sections; and the features of RA citation and referencing. The study bears several implications for the practitioners and researchers.

Keywords: Research Article; EAP; Perceived Academic Writing Competence; Rejection Emails; Interviews

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معاونت پژوهشی و فن‌آوری دانشگاه ارومیه

ELT Teachers' Content and Educational Literacy Threshold (CELT): A Synthetic Approach

Ana Hajizadeh[1], Reza Khany, Saeedeh Mohammadi

Ilam University

Abstract

Nearly 60 years after the initial years after the initial e initia' knowledge, the evidence still seems unsatisfactory. This study followed Noblit and Hare's (1988) meta-ethnography approach to reconcile various researchers' interpretations of language teachers' knowledge through facilitating the accumulation of their substantive interpretations. A total number of 188 studies were chosen through meticulous search techniques and based on quality appraisal criteria. The results of the meta-ethnography analysis yielded a reductionist yet inclusive account of language teachers' literacy named Content and Educational Literacy Threshold (CELT) with a two-tire construct taxonomy: Content Literacy consisting of six subthemes and Educational Literacy with four subthemes. Overarching a framework for demonstrating the key findings of the available literature on ELT literacy, the findings of the study can be used by many people in the field, including language teaching policy makers, curriculum designers, material developers, language teachers and learners and other practitioners.

Keywords: ELT Literacy, Knowledge domains, Meta ethnography, Synthetic approach

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To repeat one experience thirty times or to have thirty different experiences: An investigation into EFL teachers' decision-making sources regarding their professional development

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Abstract

Decision-making about what route to take in the professional career of an EFL teacher may come from many different sources. The present study aimed at exploring the most important sources which EFL teachers in state schools refer to (intentionally or unintentionally) in order to make decisions about their professional development. Based on several interviews with a group of EFL teachers, five main sources of decision-making was identified. Based on these five sources, a checklist was developed and pilot-tested with a group of 60 EFL teachers. The results of exploratory factor analysis identified 4 main sources of dicision-making regarding their professional development: socio-cultural, economic, institutional, and individual. The checklist was later administered to 244 English language teachers. The sample was selected purposively to include different educational districts, genders, socio-economic groups and different ranks of schools. The results of path analysis showed that, from the point of view of these respondents, sociocultural and institutional sources were the primary sources influencing individual sources. From the socio-cultural sources, the social status of teachers in a society and a risk-taker culture vs. a conservative culture, from the institutional sources, the support for innovation and from the individual sources, self-efficacy, reflection and creativity were among the most important predictors of professional development.

Keywords: Teachers' Professional Development; EFL Teachers; Sources of Decision-Making

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Shakespeare as the Organizer of the New State: A Study of the Dynamics of Power in The Tempest

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Abstract

Power is a central concern in Shakespeare's 'The Tempest'. But what distinguishes this comedy from other works of the same type is the author's suggestion of possibilities of various structures of power within a society. While there are instances of the direct control and military or corporal dominance in the power relation between different characters, Shakespeare pictures a new mode of power, whose action does no more render the actual exercise of power. What matters in this new system is an invisible exercise of surveillance, which would finally result in the total uselessness of both gallows and the throne. On the basis of this analysis, Shakespeare is the speaking mouth of a new world and the organizer of the modern state.

Keywords: Power, The Tempest, Shakespeare, Michel Foucault

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معاونت پژوهش و فن آوری دانشگاه آزاد اسلامی واحد تبریز

Assessing Academic English language Needs of Mechanical Engineering Undergraduate Students of University of Guilan

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Abstract

Needs analysis must lay the foundation for the curriculum of English for Specific Purposes; bearing in mind that the needs of the students vary from field to field and from university to university, this study assessed the academic English language needs of undergraduate Mechanical Engineering students of University of Guilan where no needs analysis or evaluation studies have been ever conducted. To this end, perceptions of 182 undergraduate students about the importance of Language Structures, Rhetorical Categories, Language Functions, and Language Skills (Listening, Speaking, Reading and Writing) were sought via a translated questionnaire. The results showed that except for a few items of Language Structures, Rhetorical Categories and, Language Functions, they perceived other aspects of language as important to their education. As for priority to Language Skills, these students perceived the four skills (Listening, Speaking, Reading and Writing) as equally important to their academic life. The findings of this study may provide some implications for including all four skills equally in the ESP curriculum.

Keywords: ESP, English for Specific Purposes, needs assessment, needs analysis

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معاونت پژوهشی و فن‌آوری دانشگاه تبریز

A Novice TESOL Teacher's Professional Identity and Evolving Commitment

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Abstract

Professional identity development is a challenge for novice TESOL teachers; commitment is another. Both occur in the workplace, yet the workplace itself is seldom treated as more than a site for research even when it is a site of struggle. This case study looks at the multiple identities, situated activity system, and multiple components of organizational commitment to explain the identity development of a novice Iranian woman TESOL teacher working in a private language institute in Iran. Data were collected over 12 months through 10 narrative frames, eight semi-structured interviews, six teaching journals, and four classroom observations, covering 15 years of the teacher's life. The teacher's life history narrative was constructed, and turning points were examined for contradictions experienced by the participant as the subject of English language learning at school and university and private sector English language teaching activity systems in Iran. The findings showed that contradictions in these activity systems were transcended through actions that developed the participant's identity, which, in turn, promoted her commitment. Our research suggests that collaboration–collegial support, clearly articulated expectations, and sensitive responsive interventions –in the workplace helped this teacher learn by resolving contradictions. This has implications for mentoring professional development in novices, especially in private language institutes that hire teachers with limited teacher education.

Keywords: Teacher identity, Professional identity development, Teacher commitment, private language institutes

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EFL Teachers' Emotion and Emotion Regulation: Does Teacher Autonomy Make a Difference?

Mohammad Nabi Karimi[1], **Mahdieh Mofidi**

Kharazmi University

Abstract

This mixed-methods study investigated emotion and emotion regulation in English as a Foreign Language (EFL) teachers of varying levels of autonomy. Upon administering Pearson and Moomaw's (2006) teacher autonomy scale, ten high-autonomy and ten low-autonomy EFL teachers placed in the first and fourth quartile, respectively, were selected from among 152 returned responses based on purposive nested sampling. Qualitative data were collected from the participants through semi-structured interviews, narratives, and class observations. Qualitative analysis of the data by MAXQDA indicated that teacher (structural) autonomy influences the emotions experienced by teachers of varying levels of autonomy. In other words, low-autonomy EFL teachers experienced more negative emotions in comparison to high-autonomy EFL teachers. However, their emotion regulation does not seem to vary according to their perceived autonomy as EFL teachers. The study ends with implications for teacher education and some possible lines of inquiry for further research.

Keywords: EFL teacher autonomy; EFL teacher emotion regulation; EFL teacher emotion

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The Face of the Other in Charlotte Mary Matheson's The Feather

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Abstract

Although the novel The Feather has become popular and well-known in different countries, especially Iran, Charlotte Mary Matheson's works have not been known and worked on as much as other female English authors. Therefore, the aim of this paper is to study The Feather in the light of feminism and with regard to the ideas of a French philosopher, Emmanuel Levinas. One of the main concerns of feminism is the relationship between self and Other, which questions the self as the dominating male power and the female as the dominated Other. Additionally, one of the main concerns of Levinas is ethics, which rotates around the relationship between self and Other. The face of the Other that was the reason for loathing in totalitarian western outlooks, now in Levinasian philosophy, brings responsibility for the self. Our analysis shows how the relationship between self and Other, which starts with the mere carnal desires in the novel, finally leads the characters to their transcendence. In addition, it shows how the female character or Other that was first controlled and dominated by the self finds her own voice with the help of male power.

Keywords: Charlotte Mary Matheson, The Feather, feminism, Levinas, self and Other

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Intertextuality in Literary Translation: A Study of English to Persian Translations

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Abstract

Julia Kristeva (1966) was the first to propose the term 'intertextuality' based on Bakhtin's concept of discourse and intertextual links between literary texts. The basic principle of intertextuality theory is that no text is a complete creation of its author; rather, it is constructed through the process of interconnections of textual elements of the relating texts and the author's creativity. Based on this theory, the present article addresses intertextual relations in literary translations through a comparative method. To this end, three prominent English to Persian translators (Mohammad Ghazi, Abolhassan Najafi and Saleh Hosseini) were selected and two works from each one were examined. The results of the present article revealed the strong effects of intertextuality on the quality of the literary translations. In fact, the findings indicated that these translators have benefited from the great Persian poets' works including Ferdowsi, Hafez and Saadi, and so forth. The results also demonstrated that intertextuality is not just about the interconnections between the original texts; rather, it can be seen within the translations. Therefore, it can be concluded that the translators' thorough mastery over the Persian literature, hence, their frequent use of the great Persian poets' works could lead to the improvement of the quality of their translations.

Keywords: Intertextuality, Literary translation, Julia Kristeva

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معاونت پژوهشی، فنی و آموزشی واحد تبریز

Self-Retranslation: A Derivational Form of Retranslation

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Allameh Tabataba'i Uuniversity

Abstract

The phenomenon of retranslation has not remained unchanged and there are new aspects and variations coming into existence. Self-retranslation as a derivational form of retranslation deserves a special attention. The present article addresses the first and second Persian translations of two English novels by the same Persian translator (Saleh Hosseini) over a decade. To this end, the translations and retranslations were compared and both were compared with the source texts. Then, an interview was conducted with the translator in a bid to triangulate the data. The results indicated that the very same translator undertook the retranslation of his own previous works because of two main types of change: internal changes and external ones. The internal changes are those related to the translator's understanding of and attitude towards translation, in general, and the specific source text, in particular. The external changes, on the other hand, are the ones which occur in the norms of literary production in a given society as time passes. In line with the changing of these norms, the expectations of the readers also change, which can give rise to the need for retranslations. Therefore, it can be concluded that the translators might undertake the retranslation of their own previous works because either they have come to a different understanding of the same work (the internal factor), or they feel the urge to adapt the translation to the newly-emerging needs and expectations of the readership.

Keywords: Self-Retranslation, Retranslation Hypothesis, Retranslation

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معاونت پژوهش وفن آوری دانشگاه آزاد اسلامی واحد تبریز

The Status –quo of EAP/ESP Courses in Iran: A New Perspective

Fatemeh Ranjbar Vahed[1], **Gholam Reza Abbasian**

Islamic Azad University

Abstract

The nature of development, implementation and achievement of EAP/ESP courses is among the globally controversial issues warranting further studies. To this end, the present mixed-methods study attempted to examine the issue in the Iranian setting with a sample course for management students. For this purpose, three questionnaires including Ene Peterson's ESP needs analysis questionnaire, Djebbari's open-ended questionnaire and another specific context-oriented researcher-made one were utilized to collect full-fledged data from both the respective students and the teachers of various types. Multiple analyses of the data pointed to incompatibility of needs analysis and definition between the students and instructors, on the one hand, and dissatisfaction among the students as to the implementation of the course, on the other. More specifically, the students utterly opposed translation-dominated method of teaching in this course. That could be the pitfall of Teaching English for Academic Purpose. The clear message to be sent to the stakeholders is the necessity of revisiting ESP and EAP education in terms of its curriculum development and implementation so that the desired achievement can be relatively met.

Keywords: ESP, Management, Needs analysis, Curriculum Development and Implementation

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معاونت پژوهشی و فن‌آوری واحد تبریز

Creating an English-to-Persian Translation Database in the Last Two Decades

Zahra Sadighi[1], Mahshad Tasnimi

Islamic Azad University, North Tehran Branch

Abstract

The objective of this study was to create a specific database for translated books from English into Persian in the last two decades based on ISBN and CIP. To this end, first, the researcher collected the information related to the translated books from two sources; National Library and Iran Book House. The collected bibliographical data included, source and translated book titles, translators' names, authors' names, translation publishers' names, ISBN, Dewey code, and the year of publication of the translations. Next, cleansing of data was implemented to omit invalid and duplicated information and the information was compiled as a database of English translated books in Iran. This database was coded in the Microsoft Access environment. Furthermore, the researcher developed an application for searching the database. By using the searching application, the researcher analyzed the database records according to Dewey's main classification. The results revealed that translations of English books had 7% average growth per year. The results of further analysis also showed that the field of technology had a clear dominance, representing 25% of the total number of published translations followed by the field of literature with 15% during the last twenty years.

Keywords: Bibliography, Data, Database, Translation

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A correlational study of in-service English teachers' cognitions of intercultural communicative competence (ICC) and their pedagogical skills in teaching

Samira Moharrami[1]

Imam Khomeini International University

Abstract

Teachers' cognitions such as their attitudes, beliefs, perceptions, and practices are believed to be the key and effective factors in how they teach. Although there has been a great deal of research on what language teachers think, believe, and know about their teaching, there are few studies considering the correlation of the above-mentioned issue and intercultural communicative competence (ICC). This study aimed at investigating English teachers' cognitions of ICC and their pedagogical skills and also how they correlate with each other. The participants of this study were 73 EFL teachers (21 males, 52 females), selected through purposive sampling method. This mixed-method study utilized a range of instruments including a questionnaire, observations and semi-structured interviews. Although the findings indicate that it is required to interculturalize the English language teaching and teachers of language need to be more knowledgeable about language cultures, it was found that the participants' perceptions of ICC played an important role in how they act, behave or teach in classrooms. There is also a meaningful correlation between what they think and believe and the pedagogical skills they apply for teaching. The results show an urgent need for incorporating relevant programs for in-service language teachers in the future.

Keywords: Teachers' Cognitions, In-Service Teachers, Intercultural Communicative Competence, Pedagogical Skills In Teaching

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معاونت پژوهشی، فنی، آموزشی و امور تبریز

The Personality Traits as Predictors of Cognitive Regulation and Emotional Regulation

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Abstract

This paper examines to what extent personality traits can predict self-regulated learning (cognitive regulation and emotion regulation which also sub-classified to cognitive reappraisal and expressive suppression). The researcher predicted that personality traits cannot predict self-regulated learning. For this aim, 190 participants were selected from different English language institutes named Ilia, Nashr Danesh, Baran, Sahand and Aras. After distributing the questionnaires, the number reduced to 165 participants. The a) Big Five Factor (BFI) (Costa & Mcrae, 1992), b) Revised Approaches to Studying Inventory (RASI) (Duff, 1997) c) Emotion Regulation Questionnaire (ERQ) (Gross,1998), were applied for collecting data. Reliabilities of all questionnaires were verified with Cronbach's coefficient alphas. Correlation and three multiple regression analyses were used with a sample of 165 students to examine the relationship between Big Five personality traits and learner self-regulated learning. The results indicated that all personality traits except extroversion can be predictors of self-regulated learning so the null hypothesis was rejected. The results are discussed in terms of theoretical and methodological implications.

Keywords: Personality, Cognitive Regulation, Self-regulation, Emotional Regulation, EFL learners

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Proposing a Model and Framework for Translation Quality Assessment (TQA)

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Abstract

The researcher tried to propose a model for assessing the quality of translation, and a framework for detaching this vital assessment from its pure quantitative aspect. The researcher distinguish the act of translation from the other products of writing, and defined a range for the act of translation. This research depicts that Translation Quality Assessment (TQA) must be based on the critical view, and breaks this limitation that just expert quality assessors with some definite skills must take the responsibility for assessing the works of translation. This research focuses on the role of Translation Criticism (TC) in both process-oriented and product-oriented assessment of translation quality. This model sheds light of TC on the semiotic aspect of translation and regards it as important, as one of the vital elements, for giving the credit of quality to the work of translation. This model, with its framework, is very useful for translation students and translation quality assessors, and this study is also applicable in the area of pedagogy.

Keywords: Re-writing, Translation criticism (TC), Translation quality assessment (TQA), A model of translation quality assessment

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The Effect of Summery vs. Transcription Writing on Speaking Fluency and Accuracy of Intermediate Iranian English as Foreign language Learners

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Abstract

Among many strategies affecting the mastery over speaking, summary and transcription writing are among the most well-documented in theory and less operationalized in practice and it calls for consideration when it comes to learning speaking skills in English as Foreign Language (EFL) teaching ecology. The present study is focused on the investigation of the effect of Summary vs. Transcription writing on speaking accuracy and fluency of Iranian EFL learners. To conduct this research, 60 EFL students of both genders studying English at the intermediate level were selected from Kish Day Institute in Fardis. Oxford Placement test was administered to the participants and out of an initial 60 students sample, 50 were selected. Twenty five students were considered as the summarizing group and 25 as the transcribing group. Speaking part of Preliminary English Test (PET) was used at pretest and posttest stages of summarizing and transcribing groups revealing their speaking accuracy and fluency status. Afterwards, the summarizing group received eight sessions of summarizing of listening exercises as its treatment. The transcribing group, however, transcribed listening exercises. After the summarizing and transcribing group's treatment, both groups took posttests. The results of data analysis showed that summary and transcription writing could improve speaking accuracy and fluency at the intermediate level. This suggests that language teachers should include summary vs. transcription writing strategies in their daily teaching programs to enable learners to balance their quality of speech.

Keywords: Summery, Transcription Writing, Speaking Fluency, Speaking Accuracy, English Teaching and Learning

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On Problem-Solving Strategies OF THE Introvert AND Extrovert Translation Students

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Abstract

Translating, in many ways, involves the cognitive process of problem-solving. Exploring the strategies the translators use in solving the problems may fairly delineate how translators' minds work. The present study is aimed at investigating the different problem-solving strategies used by the introvert and extrovert translation students of the Islamic Azad University of Qaemshahr in their translations. Having given a language proficiency test, followed by the Eysenck Personality Questionnaire, two introvert and two extrovert translation students were selected. The participants received three sessions of think-aloud training to practice verbalizing whatever went on in their mind while translating. Think Aloud Protocol (TAP) was, hence, applied to observe the translation process while the participants were translating an English literary text into Persian, proceeded by a retrospective interview. The drafts, audios, and videos of TAP, as well as the transcribed interviews were all analyzed to find the problem-solving strategies employed. Analyzing the strategies applied in solving the translation problems, initially, entailed recognizing the problems the participants encountered, for which Krings' (1986) problem indicators categorization was used. The respective identified strategies were further examined by applying the researchers' devised framework, drawing on Oxford (1990), Eftekhari and Aminizadeh (2012), and Kaur (2005). Eventually, it was found that twenty eight types of strategies were applied by the introvert and extrovert translation students in solving their translation problems. The findings of the study also confirmed that there was a significant relationship between the translation students' being extrovert or introvert and the problem-solving strategies they applied in their translations.

Keywords: Extrovert, Introvert, Think Aloud Protocol, Translation problem solving strategies

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On the effect of EFL learners' shared leadership on the improvement of their speaking abilities

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Abstract

We live in an era in which communication is very important. Perhaps it is the most salient skills in our life. Through communication people can pass information to others and also can understand what is said to them. This communication can happen through speaking. Afshar and Asakereh (2016) stated that experts assume that the oral communication ability is equal to knowing the given language since speaking is the main means of human communication. The purpose of this paper is to help EFL learners enhance their speaking abilities through shared leadership, which is one of the most important skills of the 21st century. Glickman. (2002) stated that leadership for the improvement of classroom teaching and learning is the essential force for making dreams come true. The researchers used the experimental method to show and measure the role of shared leadership in improving speaking abilities of intermediate EFL learners at College of Ferdowsi University of Mashhad. The researchers chose two different groups (experimental and control) of EFL learners, who participated as the sample of this study. The results of t-test showed that shared leadership as one of the 21st century skills enhanced the experimental group's speaking abilities. Therefore, EFL learners can use this skill for enhancing their speaking abilities.

Keywords: EFL learners, Shared leadership, Speaking abilities

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The Effects of Automated Writing Evaluation on Writing Accuracy of Iranian EFL Learners

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Abstract

The present study attempted to examine the effects of Automated Writing Evaluation (AWE) on writing accuracy of Iranian EFL learners. It was also aimed at identifying the learners' attitudes toward using AWE in English classes. This being so, 50 female EFL students at the intermediate level of language proficiency participated in the present study. The learners were randomly divided into two groups of control and experimental. Each group consisted of 25 learners. Before the treatment, all learners were asked to take part in a writing composition test. This test fulfilled the objectives of the pre-test. After one week, the treatment started. For the learners in the experimental group, an AWE system was employed. Learners in the control group were exposed to the conventional methods of English classes. After the treatment, learners in the two groups took the post-test. The performances of learners on pre- and post-tests were scored based on accuracy in terms of syntactic errors. After administering the post-test, learners in the experimental group were asked to fill in the questionnaire on AWE. Moreover, they were asked two questions on their attitudes towards the application of AWE program. The learners' answers were recorded and later transcribed by the researcher for qualitative data analysis. Finally, the results of independent samples t-test indicated that AWE had a significant effect on writing accuracy of Iranian EFL learners, and the results of Chi-square test and also the findings of interviews indicated that learners had positive attitudes toward the program.

Keywords: Accuracy, Automated Writing Evaluation, Writing Accuracy

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Emotional Intelligence and Self-efficacy as Predictors of Writing Anxiety: a Case of Iranian EFL Learners

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Abstract

Emotional intelligence and self-efficacy are two important factors in foreign language learning studied by many researchers (e.g. Salovey, & Mayer, 1997; Bandura, 1977). The present thesis attempted to investigate the predicting role of emotional intelligence and self-efficacy in writing anxiety, and the relationship among these variables. The participants of the study were 92 intermediate students majoring in Teaching English as a Foreign Language (TEFL) in University of Kurdistan, Iran. To achieve the purpose of the present study, the participants were asked to complete three types of Likert-scale questionnaire including emotional intelligence (Schutte, et al. 1998), self-efficacy (Gaumer Erickson, et al. 2016), and writing anxiety (Cheng, 2004). The data were analyzed by calculating Pearson correlation and linear regressions. The findings indicated that there is no significant relationship between emotional intelligence and writing anxiety, and also self-efficacy and writing anxiety are not correlated significantly. Furthermore, writing anxiety was not predicted by emotional intelligence and self-efficacy.

Keywords: Emotional Intelligence, Self-efficacy, Writing anxiety

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Iranian English Teachers' Attitudes towards Vocabulary Teaching in the New Series of Iranian High School English Textbooks

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Abstract

The quest for finding the best way to teach L2 vocabulary in EFL classes has been adopted by many researchers for so long, yet the various aspects of vocabulary knowledge keep the search ongoing. One of the main factors in determining the effectiveness of the way in which L2 English vocabulary is taught is the textbook. Textbooks can be very diverse in that they can pursue different methods and attend more or less to various aspects of vocabulary knowledge and learning. English textbooks at high school level in Iran have been rewritten recently with salient changes in the way vocabulary was taught in high school EFL classes. This study explores Iranian EFL teachers' attitudes toward these changes to find out the effectiveness of the new textbooks in L2 vocabulary teaching and to find whether they have been improved. For this purpose, structured interview questions were designed by the researcher. Seven high school EFL teachers, including both males and females, who had at least five years of experience were interviewed. Structural content analysis of the interview transcripts was used to find relevant themes. The results suggest that in general, Iranian teachers have a positive attitude toward the new way of L2 vocabulary teaching applied in high school textbooks and consider it as an improvement. Implications are provided to teachers and material developers for further application.

Keywords: Vocabulary Teaching, Textbook, EFL Teacher, Attitude

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معاونت پژوهشی، فنی، آموزشی و حرفه‌ای

Bringing Pedagogy of the Opressed to the ESP Contexts: The case of an ESP Class of Iranian Student Teachers

Parvin Safari[1], Mohammad Razagh Pourhashemi

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Abstract

Critical pedagogy (CP) rests upon a consideration of language teaching and learning as a sociopolitical event, taking place in educational institutions where values, ideologies, and power are in struggle. Also, CP as an approach to ESP runs counter to the idea that the purpose of teaching is to enhance students' pragmatic skills to uncritically accept communicative norms in real life situations. This study attempted to operationalize CP in an Iranian ESP class of a teacher education university in which thirty-two female student teachers of Social Sciences participated. The researcher, as the instructor, devoted eight sessions of the educational semester to teaching based on theoretical underpinnings and practices of CP. Observation, reflective journal, and semi-structured interviews were used to gather data. Thematic analysis of qualitative data showed student teachers saw themselves as agents who could create changes in the future generations through raising their consciousness and critical skills. Also, they believed in transformation of the oppressed society as a whole and not accepting any normitivity and status quo. However, this study was constrained by certain limitations considered as the potential hurdles on the way of operationalizing this pedagogy.

Keywords: Critical pedagogy; Status quo; Thematic analysis; Student Teachers; sociopolitical events

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A Critical Look at English Language Program of Iranian High schools after the Reform: From Fantasy to Reality

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Abstract

Due to inefficiency of previous ELT program to prepare Iranian students as competent individuals to maintain at international levels, a reform occurred in 2012 whereby new English textbooks were developed to be responsive to this deficit. However, after some years of operationalization of the language program, it is crucial to examine the extent to which this reform has been successful in preparing students to confront the challenges in today's modern world. To this end, 107 stakeholders including English teachers, educators, and EFL students were selected through purposive sampling. Thematic analysis of data obtained through semi-structured interviews and online focus group showed that although the program has undergone changes in terms of textbooks, little improvement in students' English competency can be observed. This might be due to certain reasons including treating teachers as compliant servants of the reform, maintenance of banking model of education, attentional bias towards the issue of culture, lack of facilities in schools, absence of motivation, overcrowded heterogenous classes, no class observation, and no provision of in-service classes due to financial problems of the ministry of education. Based on the findings, educational policymakers need to keep in mind that except textbooks, it is essential to consider different contextual factors which contribute to the success of a language program.

Keywords: Reform; Policymakers; English language program; Online focus group; Iranian students.

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Representation of Subalterns in Homegoing by Yaa Gyasi

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Abstract

The problem of representing others has always been an essential part of post-colonial and gender studies. The present article aims at shedding light on the representation of subalterns in the novel Homegoing (2016) by Yaa Gyasi from Gayatri Chakravotry Spivak's point of view. A great part of Spivak's work deals with criticizing Western philosophy and literature for not doing justice to minority groups. In her essay «Can the Subaltern Speak?» she raised the question of whether it is possible for someone outside the hierarchies of power to speak and represent herself/himself. Focusing on an Indian ritual called sati, the practice of widow immolation oh her dead husband's pyre, Spivak contends that this practice was understood either by the British as a barbaric act or by the native elites as an act of love. Spivak concludes that subaltern as such cannot speak and even if she talks, she is not heard. To Spivak, the heterogeneity of the subalterns and the double effacement of subaltern women are of great importance. Gyasi's award-winning novel, Homegoing, pictures three generations of African-Americans and all the difficulties they have gone through since slavery days to modern times. The present article aims at investigating silenced subalterns in the novel, the factors which contribute to their silences and the writer's attitude toward subaltern erasure. The article would conclude that Gyasi's novel, with a special attention to female subalternity, can give voice to minority groups and be a paradigm for solving the problem of subaltern erasure.

Keywords: Yaa Gyasi's Homegoing, Postcolonial Studies, Gayatri Chakravotry Spivak, Subaltern

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A Paradigm Shift in Academic Writing Instruction in English as an Academic Lingua Franca (ELFA): Generic Study of Research Article Abstracts in Two Sports Sub-Disciplines

Behnaz Hossein Gholipour[1], **Zari Saeedi**

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Abstract

Higher education internationalization and English as an Academic Lingua Franca (ELFA) have made it inevitable to reconsider instruction of English for Academic Purposes (EAP), including writing Research Article (RA) and its components, notably the Research Article **Abstract** (RAA). Accordingly, this study aimed to conduct macro- and micro-level analyses of 120 Physical Education English RAAs, published in six highly reliable journals in three ELFA Expanding, Outer and Inner circle countries. Using Hyland's (2000) I-P-M-R-C model, the researchers analyzed the move structure (type(s), frequency, distribution, and pattern(s)), while applying textanalyzer.com for identifying key lexico-grammatical features. The results showed Move 3 and the I-P-M-R-C pattern are the most frequent, indicating 110 omissions (of moves 1, 4 and 5), 71 repetitions (of moves 1, 2, 3, 4 and 5), 11 dispositions (of moves 1, 4 and 5), 33 hybrids (of moves 2, 3, 4 and 5), and 39 additions (of moves 2 and 3). The textanalyzer.com website showed the most frequent words. The Expanding circle products were more homogeneous and contrary to the researchers' expectations, were closer to the Inner circle. The results can be beneficial for the EAP research and course design and the English RAA writing instruction regarding the community writers' specificities.

Keywords: Abstract, English, Genre, Moves, Sports, Writing Instruction

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A Paradigm Shift in Academic Writing Instruction: Generic Study of Research Article Abstracts in ELFA Sports Journals

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Abstract

Higher education internationalization and English as an Academic Lingua Franca (ELFA) have made it inevitable to reconsider instruction of English for Academic Purposes (EAP), including writing Research Article (RA) and its components, notably the Research Article Abstract (RAA). Accordingly, this study aimed to conduct macro- and micro-level analyses of 120 Physical Education English RAAs, published in six highly reliable journals in three ELFA Expanding, Outer and Inner circle countries. Using Hyland's (2000) I-P-M-R-C model, the researchers analyzed the move structure [type(s), frequency, distribution, and pattern(s)], while applying textanalyzer.com for identifying key lexico-grammatical features. The results showed Move 3 (140 counts of occurrence) and the I-P-M-R-C pattern (36 cases of occurrence) are the most frequent, indicating 116 omissions (including omissions of moves 1, 4 and 5), 51 repetitions (of moves 1, 2, 3, 4 and 5), 11 dispositions (of moves 1, 4 and 5) and 39 (R+C, P+M, M+P, P+C, I+P, R+M and M+R) hybrids. The textanalyzer.com website showed the most frequent words. The Expanding circle products were more homogeneous and, contrary to the researchers' expectations, were closer to the Inner circle. The results can be beneficial for the EAP research and course design and the English RAA writing instruction regarding the community writers' specificities.

Keywords: Abstract, English, Genre, Moves, Sports, English Instruction

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A Review of ERP Implications for English Teaching Research

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Abstract

The present paper presents some of the possibilities and potentials that Event-Related-Potential (ERP) would provide for researchers in the field of education specifically English teaching and testing. ERP has a central role in the field of neuroscience and it reveals the neural activities underlying language processes. It allows the researchers to observe the hidden processes of comprehension and production of the language. Thus, researchers in the language teaching field can benefit from the possibilities in evaluating skills or validating tests as well as understanding the hidden processes in language production. The idea of employing ERP can help language teaching researchers in conducting research specifically when interdisciplinary research is concerned. ERP, as a task-related approach, is a method to record the brain's activity at a millisecond level similar to EEG which is, however, not task-related. This paper discusses how ERP evaluations are derived and how they can be used in language teaching and learning research. Accordingly, it suggests prospective topics for future research in neurobiology of language.

Keywords: neuroscience, neurobiology of language, Event related potential (ERP), Language teaching, language learning

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A closer look at EFL teacher education and the role of mentoring in Iran: Teachers' attitudes in focus

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Abstract

This study aimed to investigate the attitudes of EFL teachers towards EFL teacher education and role of mentoring in Iran. In so doing, 235 EFL language teachers in public schools (PSs) from 108 cities and 30 EFL teacher educators in various branches of Farhangian University (FUs) from nine cities were invited to express their attitudes in relation to factors such as (i) employment of EFL teachers and teacher educators, (ii) in-service EFL teacher training programs, (iii) mentoring in EFL teacher education and (iv) the system of evaluation and feedback in Iranian teacher education. The study concluded that none of the various ways of EFL teacher employment in Iran enjoys the standards of in-service developmental programs offered by the Ministry of Education. Similarly, the employees do not experience any mentoring scheme in their career and, hence, their teaching is rarely subjected to any feedback or evaluation. Moreover, the respondents believed that even the in-service programs did not fulfill their objectives as they generally suffered from inefficient planning as well as ineffective tutors. Such ideas were evident in the responses of both PS teachers and teacher educators at various branches of FU. The study, therefore, suggests that serious thoughts need to be put into EFL teacher education programs of the country, and that effective mentoring and evaluation schemes have to be vital parts of them.

Keywords: EFL teacher education, mentoring, in-service education, evaluation scheme

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The Relationship between Personality Traits of Iranian EFL Learners and Oral Production Tasks

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Shahid Chamran University of Ahvaz

Abstract

The rise of individual differences research has brought forth new perceptions of the nature of learner differences. More and more research has been conducted to handle individual differences in the learning process. This study was an attempt to explore any existing relationships between different personality traits of Iranian EFL learners and their performances on different oral production tasks in terms of accuracy, fluency, and complexity. The study also aimed to see whether the different performances in oral production tasks are the results of different task designs and task features, or the results of different personality traits of the learners, or both of them. In order to answer the research questions of the present study, the Big Five personality model, consisting of Neuroticism, Extraversion, Openness to experience, Conscientiousness, and Agreeableness was utilized. The classification of task types proposed by Pica, Kanagy, and Falodun (1993) was used. Following five successive sessions of task implementation, the speech samples of the participants were submitted to both qualitative and quantitative analyses. The obtained results showed an interaction between the personality traits of the participants, the task designs and the task features. The impact of personality traits can be regarded as one of the intrapersonal contributions that can influence the outcomes of each task. Based on the results of this study, the task design and task features can promote performances in oral production tasks in terms of accuracy, fluency, and complexity.

Keywords: Personality traits, Oral production, Communicative task, Big Five model, Accuracy, Fluency, Complexity

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The Relationship between Working Memory, Speaking Accuracy and Length of Utterances of Iranian Intermediate EFL Learners

Laleh Fakhraee Faruji[1], Maryam Rafiei

Department of English Language Teaching, Shahr-e-Qods Branch, Islamic Azad University, Tehran, Iran

Abstract

This study explored the relationship between working memory (WM), speaking accuracy and length of utterance of Iranian Intermediate EFL learners. The data were collected from 38 female EFL learners whose age ranged from 12 to 15. They were studying English at Fatima language institute in Shahr-e-Qods. First, an Oxford Placement Test (OPT) was administrated to ensure the homogeneity of the participants and based on the results of the test, thirty homogenous learners were selected as the main participants of the study. Next, a working memory capacity test developed by Daneman and Carpenter (1980) was administered to the participants. Later, the researcher administered a speaking test on a topic appropriate to the level of the participants which was taken from Top Notch 1. Then, the researcher recorded their voices and transcribed them in order to calculate the number of lexical words the students could articulate based on a formula developed by Gilmore (2004). Speaking accuracy was also measured using a formula developed by Gilabert (2004). The students' performance was rated by two experienced teachers. Then, the Pearson correlation formula was utilized to analyze the obtained data. The results revealed a significant correlation between working memory capacity and speaking accuracy. Based on the findings, no significant correlation was found between working memory and length of utterance. And finally, no significant correlation was discovered between length of utterance and speaking accuracy.

Keywords: Length Of Utterance, Speaking Accuracy, Working Memory (WM)

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The Efficacy of Self-Regulatory Strategy Instruction in Enhancing Iranian EFL Learners' Motivation and Listening Skill

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Abstract

Self-regulation has attracted increasing attention among educational researchers as one of the most pivotal issues in educational psychology in the current century. This quasi-experimental study was designed to explore the efficacy of self-regulatory strategy instruction in enhancing EFL learners' motivation and listening skills. To this end, 60 EFL learners, at the same level of English proficiency based on the results of a language proficiency test, were selected through convenient sampling, and randomly assigned to either an experimental or a control group. In the experimental group, explicit instruction of self-regulatory strategies went on for four weeks to capture the possible effects on the two target dependent variables of the study, namely, motivation and listening skills. A 5-point Likert scale motivation questionnaire and two different listening test samples of the PET were administered as pre-test and post-test. In line with the findings of previous studies, self-regulatory strategy instruction enhanced participants' listening skill; however, no significant change was noted regarding the participants' motivation. A number of significant implications for EFL teachers and students can be drawn from the results.

Keywords: Self-Regulatory Strategy Instruction, Listening Skill, Motivation, EFL Learners, Explicit Explanation

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Enhancing Students' Professional Writing Skill through Writing in English across the Curriculum

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Shiraz Azad University

Abstract

The Writing Across the Curriculum project (WAC) aimed to supplement the foundational English language provisions by revising the skills and strategies through embedding in discipline subjects. The conceptual framework for this study was derived from the Writing in Disciplines (WID) Model, which focuses on embedding instruction into the discipline's curriculum. This study focused on learning by writing the genre, and learning by enhancing learning behaviors. In the former, the focus was on the supporting teachers to incorporate activities and assessment tasks to enhance the students' learning through writing; in the latter, the concern was to support teachers to encourage their students to change their actual reading and writing behaviors in such a way to enhance the quality of their thinking and what they get from their reading and writing. The objective of this study was to draw conclusions from the action research and make recommendations to the material developers and ESP instructors for future development of writing in English across the university curriculum.

Keywords: Writing Across the Curriculum (WAC), discipline subjects, Writing in Disciplines (WID), Writing, Reading

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Reading Paratextual Elements in Gertrude Bell's Poems from the Divan of Hafiz

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Abstract

Gertrude Lowthian Bell, known as the uncrowned queen of the desert and adviser to the kings, was a prominent Orientalist, traveller, archaeologist, and adventurer in the late nineteenth and early twentieth century in the zenith of British imperialism. Her life and works have been the subject of several studies in the recent decades following the publication of Edward Said's groundbreaking book Orientalism (1978) and the subsequent interest of scholars in the Western writers' representation of the rest of the world. Even though Bell's Poems from the Divan of Hafiz has recently been analysed in a few articles, the paratextual elements in her book have been mostly overlooked. Drawing on Gérard Genette's concept of paratextuality and Pierre Bourdieu's concepts of habitus, field, and capital, this study offers a reading of the paratextual elements provided by Bell for her book. This study aims to apply a sociological approach by discussing Bell's life, education, works, and accomplishments. It argues that Bell constructs agency for herself through providing such paratextual elements in her book. It also seeks to unravel the ways Bell establishes an agency for herself and unearth her embedded goal of establishing herself as a prominent Orientalist in the male-dominated Orientalist circles of her time.

Keywords: Poems from the Divan of Hafiz, Gertrude Bell, Gérard Genette, Pierre Bourdieu, Agency, Orientalism

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A Comparison of the Recursive Use of Moves in Discussion Section of English Research Articles Written by Native and Iranian Authors

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Abstract

Genre-based contrastive analysis has attracted the attention of many researchers in recent years. The present study as a dual contrastive analysis aimed to investigate whether the recursive use of moves in discussion section of psychology and applied linguistics research articles (RAs) was affected by disciplinary variation and/or cultural background of the authors. To this end, 200 English RAs, 100 written by English native and 100 written by Iranian authors, with an equal number in each discipline from four prestigious journals and published from 2006 to 2018 were randomly selected. Following Weissberg and Buker's (1990) proposed model for move analysis of RAs sections, the main moves in two corpora were identified. It was observed that two moves namely findings and comments on findings moves recurred in discussion section. Then, the frequencies of their recurrence were calculated and compared. The results of Chi-square analysis indicated that there were no significant differences between Iranian and English native authors in recursive use of these two moves across disciplines of the study in discussion section of RAs. The findings of the study might have pedagogical implications for English for Specific Purposes (ESP) scholars, students and researchers engaged in genre analysis.

Keywords: Disciplinary Variation, Cultural Variation, Move Recursion, Research Articles, Discussion Section

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The Effect of Regulatory Focus and Regulatory Fit on L2 Oral Task Performance

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Abstract

Motivation is one of L2 learners' characteristics with extensive research backing up its positive contribution to L2 learning/performance. We used the regulatory focus and the regulatory fit to concentrate on motivation more as a quality of both learners and their immediate situation. To this end, 31 intermediate students of Shahrekord technical and vocational school for girls participated in two experiments to test whether prevention and promotion orientations, as the participants' predominant tendency (specified using a questionnaire), and the condition induced by the the oral task can affect the participants' performance in terms of accuracy and fluency. In the first experiment, the participants performed a descriptive monologic task. Then, we transcribed the responses and mapped the measures of fluency and accuracy throughout the text. Tthe second experiment was similar to the first one except that, in this phase, there were two different versions of the speaking task, each designed to induce either the promotion or prevention task conditions, using different wording of the questions. Here, not only was the effect of predominant motivational orientations and task condition examined but also the interaction between these two variables (the assumption of the regulatory fit) was investigated. Findings did not reveal any significant causal relationship between the independent variables and the participants' performance. It appears that factors like learning experience and the educational philosophy that the participants were subjected to prevented the realization of the regulatory focus and the regulatory fit's predictions.

Keywords: Motivation, Regulatory Fit, Regulatory Focus, Task Condition, Task Performance

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Predictive Effects of Writing Strategies for Self-Regulated Learning on Iranian Learners' EFL Writing Proficiency

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Abstract

A range of research has revealed the pivotal role of self-regulated learning (SRL) strategies in promoting students' self-regulated capacity and language proficiency in educational settings. However, there has been little empirical study of the (possible) interplay of the multiple dimensions of SRL strategies in L2 contexts. Neither has the role of writing strategies based on SRL theories been discussed in L2. This study deployed a multidimensional model of SRL writing strategies embracing cognition, metacognition, social behavior, and motivational regulation to probe what structural model best represents self-regulated writing strategy dimensions among Iranian EFL students. Also, the extent to which self-regulated writing strategies predicted writing proficiency of 30 Iranian intermediate EFL students of Shahrekord University was investigated. The writing strategies for self-regulated learning questionnaire (WSSRLQ; Teng & Zhang, 2016) and a writing test were adopted for the study. Three models were tested by confirmatory factor analysis to validate WSSRLQ for the selected sample. Structural equation modeling revealed that nine self-regulated writing strategies influenced the participants' writing outcomes. The results supported the validity of a higher-order model focusing on cognition, metacognition, social behavior, and motivational regulation. Furthermore, multiple regression analysis showed that self-regulation functioned as an integrated construct that affected the participants' writing proficiency. In a nutshell, the study suggests a need to teach SRL strategies to Iranian EFL students. These strategies lead to a better understanding of L2 writing processes within the SRL mechanism and, thus, improve writing outcomes.

Keywords: Self-Regulated Learning (SRL), Multidimensional Model, Individual Characteristics

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Sexual Difference and Women's Space in Sandra Cisneros's The House on Mango Street

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Malayer University

Abstract

Unlike previous feminist critics who sought to reduce the otherness of the women in order to help them be the same as subject, the man, Luce Irigaray strongly emphasizes the irreducibility of the women's place as the «Other». Concerned with the concept of sexual difference and the otherness of women, Irigaray occupies a unique place among feminist critics. Irigaray's aim is to not be the «same,» but to make a clear border between these two sexually different creatures. Undoubtedly, this is one of those important issues which Sandra Cisneros covers intelligently in her novels. The «place» of the «Other,» which is occupied unfairly by the empowered men, is clearly understandable by rereading Sandra Cisneros's novel, The House on Mango Street (1984) in the light of Irigaray's sexual difference. Based on sexual difference, both men and women should stand in their bordered place and they cannot be substituted for the other and unlike other feminist studies, which emphasize equality of men and women, this study tries to show them as unique and different entities. By writing this novel and using women characters who struggle to regain their place occupied by men in most cases, Sandra Cisneros, aims at taking a separate subject position for women.

Keywords: Sandra Cisneros, The House on Mango Street, Sexual difference, Other, Space, Luce Irigaray

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The Impact of Telecollaboration on Iranian EFL learners' Willingness to Communicate (WTC) and Intercultural Awareness

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Abstract

In the third millennium, as the technology has been vastly integrated into human life, its influence on education is inevitable, and second language (L2) learning is not an exception. Every day, new technological tools are introduced into different educational settings, and teachers/learners can benefit from them to reach their goals. According to O'Dowd (2013), telecollaboration refers to the "application of online communication tools to bring together classes of language learners in geographically distant locations to develop their foreign language skills and intercultural competence through collaborative tasks and project work"(p.1) .The present study investigated the effect of using telecollaboration on Iranian EFL learners' WTC and cultural awareness. To this end, 80 out of 94 university students were homogenized by Oxford Placement Test (OPT), and were selected as the eligible participants for this study. Next, all the participants were administered a standardized questionnaire related to WTC and intercultural awareness. Meanwhile, the participants in the experimental group underwent the treatments-learning English via Busuu as a telecollaboration app. The control group continued the traditional way, i.e., learning English by course books. After 16 sessions, the participants filled out the same questionnaire they had answered before. To consider the obtained scores in WTC and intercultural awareness on the pretest as the covariates and using One-Way ANCOVA, it was found that using telecollaboration has statistically significant effects on Iranian EFL learners' WTC and intercultural awareness. As the successful communication is a vital concern for EFL learners, the findings of the present study would have implications for teachers, learners, as well as materials developers.

Keywords: Telecollaboration, WTC, Intercultural awareness, L2 learning

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Examining Iranian EFL teachers' awareness of critical thinking skills: A case study of experienced EFL teachers

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Abstract

The development of critical thinking has emerged as a great intellectual ability in language learning. The paucity of high-quality study focusing specifically on experienced teachers' attitudes toward critical thinking skills in English language education provided the motivation for the current study. Twelve experienced teachers with 13-20 years of teaching experience at language institutes participated in this study. To comprehend the perceptions teachers had about critical thinking, individual semi-structured interviews were conducted. The results of qualitative analysis of teachers' self-report data led to the characterization of two different types of teachers. Although the majority of teachers were aware of the benefits of critical thinking skills, they failed to implement strategies to utilize them in their education. On the other hand, a small number of perfectly aware teachers attempted to focus on limited aspects of critical thinking skills, providing learners with challenging opportunities, which can facilitate their learning. Therefore, to enhance experienced teachers' critical thinking skills, specialized training must be included in professional development courses.

Keywords: Critical thinking, Teachers' Awareness, Professional Development

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The Relationship Between Self-Efficacy, Strategy Use, and Accurate Oral Production of Iranian Intermediate EFL Learners

Shiva Seyed Erfani[1], **Zahra Ebrahimi**

Islamic Azad University, Roudehen Branch

Abstract

Oral accuracy of the learners, which differs from one person to another, may be, to some extent, due to the individual learner differences and language learning strategies proposed by cognitive psychology leading to the cognitive approach to language learning. This study investigated the relationship between self-efficacy, strategy use, and accurate oral production of Iranian intermediate EFL learners. To do so, 142 learners of intermediate level from both genders ranging from high school to college students attending five language institutes in Tehran participated in this study. However, only the data for 100 of the participants remained and the rest were excluded since some did not completely answer one or both questionnaires' items and speaking test, others did not give accurate responses to the item checkers, and others were outliers considering their speaking accuracy. First, the participants took a speaking test of a PET that calculated their accurate oral production. Then, they filled out Muris' (2001) questionnaire that measured their degree of academic, social, and emotional self-efficacy. After that, they answered the items of the questionnaire by Oxford (1990) known as strategy inventory for language learning that estimated their cognitive, metacognitive, and socioaffective strategy use. To collect data, the recorded speaking tests were transcribed to estimate the percentage of clauses with no grammatical errors in the total produced clauses to measure the accuracy of the learners' oral production . Also, the participants' responses to the questionnaires' items were appropriately coded. The statistical analyses revealed that significant positive relationships did exist among self-efficacy (academic, emotional, social), strategy (cognitive, metacognitive, socio affective) use, and accurate oral production of Iranian intermediate EFL learners. The results of structural equation modelling to investigate the causality among the variables also showed that while the self-efficacy had a non-predictive power for accuracy, the strategy use had a significant predictive power for accurate oral production of the learners. These indications acknowledge the idea of how cognitive approach regarding individual differences and learning strategies can take charge of accurate oral production and eventually foster the development of language proficiency among the EFL learners.

Keywords: Accurate Oral Production, Self-Efficacy, Strategy Use

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معاونت پژوهش و فن آوری دانشگاه آزاد اسلامی واحد تبریز

The Impact of Subtitled iMovie vs. Podcast Transcribing on Listening Skills Development of Iranian Intermediate EFL Learners

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Abstract

A number of dynamic techniques have emerged from computer assisted language learning (CALL) to facilitate listening skills. Subtitled iMovie and podcast are novel CALL tools exploited by teachers to deliver educational content and to encourage learning inside and outside the classroom. This study investigated the effect of subtitled iMovie and transcribing podcast on the development of Iranian intermediate EFL learners' listening skills. To this aim, 97out of 115 participants were homogenized by the Preliminary English Test. They attended 14 intact classes of a 19-session term. Then, the developed pre- and posttests of listening comprehension each with 60 items taken from IELTS were piloted to check their equivalencies in terms of their mean, standard deviation, reliability, and readability. However, after item analysis, 40 and 46 items remained in the pre and posttests respectively. Each test addressed supra-segmental features, vocabulary, intended meaning, and rate of delivery as listening skills. After administering the piloted pretests, to teach listening comprehension in treatment sessions, thirteen intermediate subtitled iMovies and podcast files with the same contents and time duration were downloaded from www.Zaban Book.com, the contents of which were also in harmony with the participants' learning experience, proficiency level, and the contents of teaching materials in the related textbook. The students received subtitled iMovie, podcast files to transcribe and conventional teaching in well-equipped classes of two experimental and one control group, respectively. After posttest, the results of statistical analysis revealed that subtitled iMovie and podcast transcribing were statistically more effective in listening skills than the conventional way; however, subtitled iMovie did not significantly improve learner's understanding of the intended meaning in listening. Furthermore, podcast transcribing was more effective than subtitled iMovie and could encourage higher levels of progress in listening comprehension. It also had a more significant effect on the improvement of the learners' ability to recognize the supra-segmental features, knowledge of vocabulary, understanding of the intended meaning, and perceiving the higher rate of delivery in listening. The results bear testimony on how implementing CALL may also enhance the integration of the skills. While subtitled iMovie took advantage of integrating listening and reading, subtitled iMovie took advantage of integrating listening and reading, the integration of the

Keywords: Listening Skills, Podcast Transcribing, Subtitled iMovie

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The Effect of Editing Techniques in Machine Translation on Foreign Language Writing

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Alzahra University

Abstract

In spite of advancements in machine translation, this area has not been explored in teaching languages to students. Therefore, the aim of this paper is to report an experiment in which machine translation was used as a tool to teach components of a foreign language to a small group of students. This mixed-method study explores the effect of teaching editing techniques in machine translation to a group of Persian EFL university students in an academic writing course. Twenty students took part in a four-day workshop in which one session was devoted to teaching editing techniques and three remaining sessions to the use of editing techniques, namely, correcting mistakes, removing ambiguities, simplifying structures and combining structures. Each session consisted of a pre-test, a training and a post-test. In addition, in each session, one key writing point, namely, determiners, paraphrasing and collocations were discussed. A questionnaire for candidates' demographic information and another for learning experiences were administered. The results indicated a statistically significant improvement in the overall gain. Further analysis showed a significant improvement in the use of determiners in contrast to paraphrasing and collocations. Lack of improvement in data-driven learning in paraphrasing and collocation seemed to stem from limited vocabulary and grammatical knowledge in both mother tongue and the target language. An analysis of the questionnaire data revealed that the instruction proved beneficial since it could be easily implemented in correction and confirmation. Overall, it can be suggested that feedback and guidance can greatly improve machine translation informed academic foreign language writing.

Keywords: Editing; Machine Translation; Data Driven Learning; Writing

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An investigation of the factors that cause language anxiety for EFL learners in learning speaking skills and the influence it has on communication in the target language

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Abstract

Feeling of anxiety and nervousness are commonly expressed by second and foreign language learners when they speak a second/foreign language. These feelings have negative and even sometimes positive effects on oral communication in the target language. This study attempted to investigate the factors that cause language anxiety, their effects on oral communication and recommend some strategies to cope with them. This study used a Foreign Language Anxiety Classroom Scale, a qualitative semi-structured interview format and focus-group discussion technique to investigate the issue. A total of 75 EFL learners in BA, 25 EFL learners of MA majoring in TEFL Islamic Azad University of Najaf Abad in Iran, and 25 EFL teachers participated in this study. All three groups answered the FLACS test and were interviewed individually but only the EFL learners took part in focus-group discussion. The audio-recorded interviews, both individual and group, were transcribed. Then, the interview data was analyzed and interpreted following the grounded theory data analysis techniques and procedures, as a qualitative research method. The findings suggest that language anxiety can originate from linguistic, cognitive or social factors such as learners' own sense of self, language learning difficulties and differences in social position of the learners. At last, learners and teachers suggested a variety of strategies to cope with this problem such as use of some specific teacher training courses on language anxiety to make teachers aware of this complex issue and, hence, alleviate it.

Keywords: Language Anxieties, Ground Theory, FLACS Questionnaire, Focus Group Interviews

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معاونت پژوهشی، فن‌آوری و ارتباط با جامعه

Effect of Reconstructing Podcasts on Female Upper-Intermediate EFL Learners' Listening and Speaking Skills

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Abstract

The current study investigated the effect of reconstruction of podcasts on female upper-intermediate EFL learners' speaking ability. To this end, 70 Iranian upper-intermediate EFL students at the same level of listening and speaking skills participated in this study. They were divided into two groups of 35. Both groups were asked to listen to offline selected podcasts. During the treatment, the experimental group listened to the topics of the podcast. After listening, participants retold what they were hearing about three or four minutes and the other participants listened or participated in the retelling activities. These podcasts were taught 30 minutes during 12 sessions of instruction in the class with the reconstruction strategy of listening and then speaking rules. Through these podcasts, students learned about the culture, intonation, pitch, stress, and other functions of the target language. The control group was taught via the conventional method of the institute working on the text-book of New Interchange units dealing with dialogues, discussions, questions, and answers, etc. At last, an achievement test was administered to the experimental and control groups, which examined the reconstruction of the unseen podcast in both groups. The obtained results revealed that the reconstruction of podcasts' instruction influenced the experimental group more than the control group.

Keywords: Accuracy, Computer-Assisted Language Learning, Fluency, Reconstruction, Podcast, Speaking proficiency

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Anti-Oedipus and Extremism: A Deleuzean Reading of Hanif Kureishi's «My Son the Fanatic»

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University of Tabriz

Abstract

Understanding extremism is one of the important themes of the diasporic and postcolonial literature in our chaotic age of massive immigrations. Due to this incentive, this study attempts to discuss the issue of extremism in Hanif Kureishi's "My Son the Fanatic". To find how extremism affects immigrant societies and creates challenges to immigrant families, most of the previous studies have considered identity and assimilation problems as the core of their researches. In the same line, by drawing on Deleuze and Guattari's concept of Anti-Oedipus in this study, we investigated the problem of identity and its transformation through a deep connection with the concept of desire. This research is founded on such curiosity and tries to focus on Ali, the character in "My Son the Fanatic", who returns to religion and takes his distance from western integration policies. The researchers elaborate that it is not only the issue of otherness, and white supremacy that destroys the opportunity for peace and stability in the mixed European societies, but it is also the desire, in its deepest psychological and philosophical form that can create such conditions. Indeed, the traps created by multiple forms of Oedipus could be introduced as important sources of challenge to western and immigrant societies. We conclude that analysis of immigrant societies and the problem of extremism should not be limited to the issues of economy and discrimination, but the faulty nature of integration itself can be a problem, for it neglects the psychological and discursive aspects of Deleuzean Oedipus.

Keywords: Anti Oedipus, Deleuze and Guattari, Islamic Fundamentalism, Diasporic Society, Identity, Religion, Modernity

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The impact of task complexity and task sequencing on L2 written performance: Examining the SSARC model of task sequencing

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Allameh Tabatabai University

Abstract

The notion of cognitive task complexity, as a major criterion for sequencing tasks, has received great attention. In this regard, one intriguing question is whether such task sequences can impact learners' interlanguage in a predictable way or not. A recent proposal to order tasks from cognitively simple to complex ones is Robinson's (2010) SSARC ((stabilize, simplify, automatize, reconstruct, and complexify)) model of pedagogic task sequencing. This model introduces the following order for task sequencing: 1) using simple tasks on both resource-directing and resource-dispersing dimensions (the resources drawing attention toward and away from linguistic aspects, respectively) to stabilize interlanguage, 2) using more complex tasks on resource-dispersing dimension to automatize interlanguage, and 3) using the most complex tasks on both resource-directing and resource-dispersing dimensions to restructure interlanguage. This study was designed to investigate this model's theoretical premise and examine the short-term impact of task complexity and different sequences of tasks on L2 performance. Following the model, three tasks with different cognitive complexity along ±planning and ±reasoning (resource-directing and resource-dispersing dimensions, respectively) were employed as follows: 1) a descriptive task with planning time as a simple task (S: +planning & -reasoning), 2) the same descriptive task with no planning time as a more complex task (C: -planning & -reasoning), and 3) the same task involving decision making and the justification of their choices with no planning time as the most complex task (+C: -planning & +reasoning). A pilot study was conducted to confirm the degrees of the cognitive complexity of these tasks through time judgment task, stimulated recall, and affective variables questionnaire. Then, using the Preliminary English Test, 80 Iranian EFL learners at the intermediate level were sorted out. They were randomly divided into two groups, namely, the simple-complex sequencing group (n=40) (SC+C), and the randomized sequencing group (n=40) (S+CC, C+CS, CS+C, +CSC, & +CCS, n=8 each). Each group performed the tasks with a one-minute interval. The learners' written performance was scored based on the measures of fluency, accuracy, lexical diversity, and syntactic complexity. Four two-way repeated-measures ANOVAs were conducted. The results revealed the significant role of cognitive task complexity in enhancing accuracy, lexical diversity, and structural complexity, corroborating Cognition Hypothesis rather than Trade-off Hypothesis. Furthermore, simple-complex sequencing brought about more accurate performance while randomized sequencing promoted other production dimensions, fluency, lexical diversity, and syntactical complexity. Moreover, regardless of its position in the sequence, the most complex task

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led to the highest performance in all measures but fluency. These findings disprove the claims of the SSARC model and indicate that interlanguage restructuring does not entail the prior stabilization and automatization of interlanguage through simple and complex tasks. Therefore, it can be concluded that compared to task sequencing, cognitive task complexity is a stronger driving force. In the end, the theoretical and pedagogical implications and some suggestions for further research are put forth.

Keywords: Cognitive Task Complexity, Task Sequencing, SSARC Model, Planning, Reasoning, Fluency, Accuracy, Lexical Diversity, And Syntactic Complexity

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Self-reported planning behavior and L2 performance in oral narrative and argumentative tasks: A processing perspective

Mahsa Farahanynia[1], **Mohammad Khatib**

Allameh Tabatabai University

Abstract

Planning has been one of the favorite topics in task-based research. Numerous studies have been conducted on planning; however, a majority of these studies are quantitative in nature and there are a few qualitative investigations of planning. With the aim of redressing this imbalance, this study was designed to explore the role of strategic planning and task type in L2 performance, to identify planning behaviors employed by EFL learners, and to detect planning behaviors pertaining to better L2 performance, i.e., planning efficiency. To this end, 50 Iranian intermediate participants were sorted out based on the Preliminary English Test (PET) and were randomly assigned to experimental and control groups (n=25 each). The experimental group had 10 minutes of planning after which they performed a narrative task. After one week, this group completed the argumentative task after 10-minute planning. After each task completion, the participants were interviewed regarding what they had done during planning on an individual basis. The control group completed the narrative and argumentative tasks with a one-week interval. For this group, no planning time was available. The main oral performance was scored based on the measures of complexity, accuracy, lexical diversity, and fluency (CALF). The data collected from the interviews were coded based on the systematic approach. In order to associate the planning behaviors with the actual performance, the procedure adopted by Pang and Skehan (2014) was used. The results of two-way ANOVAs indicated that planning brought about greater fluency and syntactic complexity. The narrative task drew the learners' attention towards accuracy while the argumentative task promoted fluency and syntactic complexity. The experimental group produced more target-like language in the narrative task and more fluent and syntactically complex language in the argumentative task. No significant difference was found regarding lexical diversity. The results of analyzing the interview data revealed a coding scheme which had a close association with Levelt's (1989) model of production. This coding scheme included three major categories: 1) schematic planning dealing with content conceptualization (including macroplanning and microplanning), 2) systemic planning concerning language formulation (content formulation and linguistic formulation), and 3) cognitive planning process involving schematic-related strategies and systemic-related strategies. It was found that the planning behaviors mainly pertaining to schematic planning and schematic-related strategies enhanced fluency and syntactic complexity. The planning behaviors related to linguistic formulation and content formulation primarily boosted accuracy and lexical diversity, respectively. The results of chi-square analysis showed that the experimental group employed more planning behaviors

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related to accuracy in the narrative task and more planning behaviors associated with fluency and syntactic complexity in the argumentative task. Based on the results, it can be concluded that task nature impacts on planning behaviors and planning behaviors, subsequently, affect the quality of task performance. The theoretical and pedagogical implications of these findings are discussed.

Keywords: Self-Reported Planning Behaviors, Narrative Task, Argumentative Task, Qualitative Approach, Strategic Planning, Complexity, Accuracy, Lexical Diversity, Fluency

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Diasporic Subjects in Performance: An Analysis of Butlerian 'Performativity' in Jhumpa Lahiri's Interpreter of Maladies

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Abstract

The present study investigates Judith Butler's concept of gender 'performativity' in Jhumpa Lahiri's collection of short stories Interpreter of Maladies, by expanding on this notion through bringing into notice the applicability of gender performativity to cultural performance. The central questions of this research are: In what ways one's construction of cultural and national identity could be just as mere a doing as one's gender? And how does one's self-conscious engagement in subversive and appropriative gender and cultural roles could practically lead to the betterment of his/her individual life? To answer these questions, this paper first carries out a Butlerian reading of each story to demonstrate that gender is nothing but a periodic set of ever-changing performance which does not necessarily correspond with one's biologically assigned sex. Secondly, by calling the underlying nature of each cultured subject's personal motives into question, this research illustrates that national identities are no more than dynamic performative actions of becoming. Drawing on the most significant issues distinguishable in both single and marital lives of many Indian-Americans, Interpreter of Maladies provides this analysis with a wide range of diasporic characters whose performative struggles upset the artificially stable nature of both a fixed gender and a supposedly unified cultural identity. Considering the inclusive nature of Butlerian performativity, this paper purports to show that it is a historically bound performative success of individual self-expression that enables subjects to debunk both the heteronormative matrix and the myth of an innate national identity.

Keywords: Performativity, Cultural performance, Butler, Jhumpa Lahiri

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The Impact of Integrating Technology on EFL Learners' Vocabulary Learning

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Abstract

The advancement in technology inspires researchers to explore the implementation of technology in educational settings. Therefore, the current study investigated the impact of integrating technology into a learning environment on learners' vocabulary learning. To conduct the study, two intact classes at the University of Qom (N=68) were assigned to an experimental and a control group. CmapTools software and Telegram Application were employed with the experimental group to teach them new vocabulary. The participants in the experimental group were instructed on how to create concept maps (CM) by CmapTools software and share them on Telegram. The control group learned the vocabulary in conventional concept-mapping strategy. Moreover, semi-structured interviews were conducted with eight learners from the experimental group to elicit their attitudes on integrating technology in learning environments. The results of ANCOVA demonstrated the significant impact of technology integration on vocabulary learning. Yet, findings of qualitative data revealed that while integrating reduced learners' learning difficulties, increased their motivation, and improved vocabulary learning, it generated some challenges as well. Discussions and implications are presented.

Keywords: Technology-Based Education, Technology Integration, Learning Environments, EFL Learners, Vocabulary Learning

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Iranian EFL teachers' attitude toward training different language learning strategies: which strategy rules?

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Abstract

Language learning strategies determine the extent to which a second/foreign language learner can be successful (O'Maley & Chamot, 1987). This study investigated the Iranian EFL teachers' attitude toward training different language learning strategies. Ten English classes were observed to record the status of learning strategy training in Iran and 40 English teachers from Rasht, Iran answered a researcher-made questionnaire exploring their opinion about a variety of language learning strategies. In addition, five Iranian teachers, who had practiced teaching strategies in their classes participated in the interviews and provided additional insight into the efficiency of instructing language learning strategies in their classes. The collected data were analyzed using descriptive statistics. The results suggested that a remarkable number of Iranian teachers had a positive attitude toward teaching cognitive strategies compared to metacognitive and socio-affective strategies. They argued that these strategies involve mental practices which most language learners find functional in independent learning. They are usually better understood and followed by students in comparison to socio-affective or metacognitive strategies since most of the students have previous experience in at least one of these strategies in their learning process. Still a lower percentage of the interviewees believed that socio-affective strategies develop stable, long-term linguistic skills by improving inter-personal communicative skills in L2 students.

Keywords: EFL, Language Learning, Strategy, Training, Iran

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Exploring Readers Theater in EFL Teaching at a University Context in Comparison with a Mainstream EFL Course

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Abstract

Readers Theater (RT) is a form of storytelling in which readers present a drama, prose or poetry script orally rather than acting it out. This has been shown to have positive effects on language achievement and motivation in learning English as a second or foreign language in various studies. However, it has not received due attention in teaching English to university students in an English as a Foreign Language context. This study aims to explore how using the theater-based activities and materials compares with using commercially available coursebooks in teaching general English to undergraduate students regarding students' preferences, needs, and learning experience. A qualitative approach was adopted to collect data from two classes and the instructor throughout a semester. The students (N = 18) were intermediate/upper-intermediate learners who had experienced at least one general English course at the university prior to this study. The main focus of the classe was on script-reading and dramatization of a short play. The participants were given a questionnaire during and after their general English course in the previous semester as well as the RT. In addition, the students and instructor were interviewed regarding their experience. The results suggest that majority of the students seem to believe in a marked advantage for the RT course over the other in the areas of motivation for studying English, non-intimidating class atmosphere, student cooperation, pronunciation, accent and intonation. Although this study has promising implications for the incorporation of RT-based pedagogy in one semester, its effectiveness over several semesters in terms of students' preferences and motivation needs further research.

Keywords: Readers Theater (RT), English as a Foreign Language (EFL), Theater-based Pedagogy, University Context

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English for Academic Purposes Writing: Students' Views on an Innovation in L1-L2 Translation

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Abstract

Introduction: The purpose was to discover the students' attitudes towards the aspects of the teaching methodology employed in academic English writing instruction including comparisons/contrasts between some aspects of phrases and clauses in English and Persian grammar, which finally led to an innovative technique in Persian-English translation of scientific texts. Method: A qualitative study was carried out in three classes of English for Specific Academic Purposes for postgraduate students at Iran University of Medical Sciences. Whenever necessary, the intended and required grammatical comparisons/contrasts in English and Persian languages were made in face-to-face and electronic classes. An innovated noun-phrase analysis technique was finally introduced and practiced. Students' ideas were then extracted by asking for their reflections followed by some open interviews. Content analysis was adopted on all the transcriptions. Results: The results of the reflection and interview analyses showed that Phrase Analysis Technique helped students in the areas including considerable reduction in the confusions they previously had in Persian-English translation, parsing the sentence structures for meaning-making, making distinctions between general and scientific writing styles, recognizing the different sentence structures in English and Persian . They also acknowledged that information/tasks uploaded in the university's Learning Management System impacted their learning to a great extent. Conclusion: Due to inappropriate grammar-translation method usually used in Iranian high school ELT classes, undergraduate EAP/ESP, as well as ESAP graduate students rely on translation into Persian while reading English. The approach offered in the current study helps them get rid of that habit.

Keywords: ESAP, ESP, EAP, Translation, Academic Writing

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The Effect of Text Structure Instruction on Iranian 12th Grade Students' Reading Comprehension of Vision 3

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Abstract

English books taught in Iranian schools have never considered EFL students' text structure awareness. However; text structure instruction has been provided for Iranian 12th grade students in Vision 3. This study investigated the effect of this type of instruction to shed more light on the role that text structure instruction plays in reading comprehension of Iranian EFL 12th grade students. To this end, 63 high school students participated in the study. They were randomly assigned into two groups functioning as the experimental and control groups. The homogeneity of the two groups at the outset of the experiment was testified by FCE reading comprehension test. All the participants were pre-tested on reading comprehension. Then, the instruction was held over a course of 12 sessions based on Vision 3 method of instruction and analysis of texts for the experimental group while the control group received no such treatment. Finally, the post-test on reading comprehension was administered t the two groups to show participants' reading comprehension ability after instruction. Tests were developed based on four short reading passages of expository texts similar to reading comprehension texts of Vision 3. An independent samples t-test was run to analyze the data. The results showed that the experimental group could significantly outperform the control group in reading comprehension performance after the treatment. Consequently, regarding reading comprehension ability, text structure instruction of Vision 3 was considered to be affective for 12th grade students.

Keywords: Text Structure, Explicit Instruction, Reading Comprehension, Vision 3, Expository Texts

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The Importance of Translating Culture and Interaction between Language, Culture and Identity in the Translation of English Texts

Tashakori Sakine[1], Salman Haghighat

Sistan

Abstract

Translations throughout history have influenced the nature of cultures and national identities of humans. Researchers believe that languages are spreading through cultures and that cultures, through language and culture, are the focal point of effective factors in the successful use of language in the community, and leads to the discovery, expansion and growth of facilities, methods and strategies for language learning and translation. The purpose of teaching language, literature and translation is to recognize human thoughts. The cultural differences and the diversity of linguistic concepts require many translators to transform the whole sentence structure to preserve the meaning and message of the original text. In fact, they recreate the texts: this transformation may be created in the textual grammar structure or, by equally choosing words, goes beyond the usual substitutions. In this paper, the importance of transferring culture and interaction between language, culture and identity in the translation of English texts has been examined. The methodology of this research includes a descriptive analysis and, from a target perspective, is a theoretical one with practical approaches.

Keywords: Cultural Transfer, Interaction Between Languages, Culture And Identity, Intercultural Interaction.

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Tense Errors in Composition Writing: The Case of Iranian Learners of English as a Foreign Language

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Sistan

Abstract

The aim of this study was to investigate tense errors appearing in the writing of 45 Iranian EFL learners selected from Parsian private institute in Lamerd. All the participants were at the pre-intermediate level based on the standard set by the institute. Without any instruction, they were given topics to write about in two paragraphs. Three writings were collected during three weeks. Then, they were analyzed qualitatively by two raters. The findings showed that tense is proved to be difficult especially for Iranian learners. As a result, action is necessary to be done on the part of the teacher to reduce the amount of tense errors in the writing of Iranian EFL learners. Most of the errors are due to interlanguage transfer between the first and second language. Usually, writers use their native language grammatical structure to fill this gap. If language comparison is done by teachers, errors can be minimized. In addition, writing is not something that can be done overnight. It needs practice, practice and practice. So the more they write, the better they will write. As a result, teachers should ask their students to write as much as they can.

Keywords: Tense Errors, Composition Writing, Iranian EFL Learners

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Texts in the Iranian Official ESP Textbooks: Exploring Writers', Teachers', and Students' Preferences and Rationales

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Abstract

It is generally acknowledged that in EFL contexts English textbooks and reading comprehension play a central role in providing exposure to English. Textbooks are supposed to include various text-types to acquaint learners with generic and particular rhetorical and linguistic features and not to favor special interests or groups of students. This research aimed to study ESP reading texts in the Iranian official English textbooks published by the Organization for Researching and Composing University Textbooks in the Humanities (known as SAMT) in an attempt to see whether they accommodate variety and reader and teacher preferences. To this end, a detailed checklist of defining features of English text-types were developed drawing on Werlich's (1976) and Biber's (1989) frameworks including four text-types of descriptive/narrative, explicatory/informational, argumentative/persuasive, and instructional. As for the published textbooks, a random sample of 18 books from among the five categories of engineering, agriculture, science, human science, and arts were included in the study and all the texts were analyzed and evaluated. Data analysis indicated that 86 texts were of the explicatory/informational nature and only fourteen texts represented the descriptive/narrative type. Interestingly, other text-types were missing in the sample. In the second phase of the study, eighty ESP students and twenty ESP teachers were interviewed to examine the congruence between their preferences and what the book writers opted for. The findings suggested that 54 percent of the students preferred explicatory/informational texts since they inform them of the issues in their majors and present specific words and expressions and structures typically used in specialized texts. Twenty five percent of students liked the descriptive/narrative text-type for its inherent appeal and involvement. Argumentative/persuasive text-type was also preferred by 16 percent of the students because of its challenge. Only five percent of the students favored instructional text-type. They argued that this type of text direct and instruct them explicitly. Among teachers, 50 percent of them preferred a combination of text-types depending on the needs and majors of the students. Explicatory/informational text-type was preferred by 35 percent of the teachers for reasons similar to those of the students. Because descriptive/narrative texts can narrate real life events that are more interesting for students, ten percent of the teachers argued in favor of them. Surprisingly, instructional text-type was not favored by any teacher. The findings of the study, as discussed in the paper, imply that ESP textbook writers should take into account variety, students', and teachers' preferences as critical elements that lead to better learning.

Keywords: ESP Textbooks, Reading, Text-Type, Students'/Teachers' Preferences

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Representations of abject in Jane Austen's Northanger Abbey

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Urmia University

Abstract

Despite negative comments of scholars at the time, gothic fiction went high in stature during 1790s following Horace Walpole and Ann Radcliffe as predecessors of the genre. This genre has been subject to many critical studies with various perspectives through decades. Although numerous lenses have been explored and examined on gothic novels, Jane Austen's parody of gothic Northanger Abbey (1818) has not been explored through a psychological perspective. This paper aims to offer a fresh reading of the novel deploying the concept of abject in line with the gothic element of terror represented in the novel's protagonist Catherine Morland. It is argued that the heroine's curiosity as an object of terror is abjected through different stages of the novel and is reflected by the protagonist as an abject. Catherine sets out on a journey in order to attain symbolic subjectivity but as the story proceeds she finds her acts of curiosity threatening it and shows reluctance toward her own curiosity.

Keywords: Terror, Abject, Curiosity, Catherine Morland, Symbolic Subjectivity

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The Effect of Teacher-led vs. Guided Inquiry-based Learning on Argumentative Writing Enhancement

Masoud Shakerami[1]

Uromia University

Abstract

Though an entrenched and well-established domain of investigation, inquiry-based learning seems to have remained a partly under-researched concept in pedagogy and language learning. Informed by this dearth of research on the issue, the researchers in the current study probed into the effectiveness of inquiry-based approach for bettering intermediate learners' argumentative writing. To this end, 45 institute learners aged between 18 and 20 were selected as the study sample and assigned to two experimental groups and a control group. Two kinds of Inquiry-based approach, guided vs. teacher led, were carried out with the two experimental groups. Data analysis through one way ANOVA and Tukey test pointed to a significant difference among the three groups on the posttest. In addition, it was found that both teacher-led and guided modes of inquiry-based learning were equally helpful for boosting learners' writing ability. The implications of the results are discussed in detail throughout the paper.

Keywords: Argumentative Writing, Inquiry-Based Learning, Guided Inquiry, Teacher-Led Inquiry

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Expository Writing Enhancement via Teacher-led vs. Guided Inquiry-based Learning

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Abstract

A rather fledgling area of scrutiny in pedagogic research, inquiry-based learning (IBL) has won the attention of a new cohort of educational researchers in recent decades. Among the principal domains of didactic research which are in need of further investigation in light of IBL, it appears that writing skill, toward which partly scant heed has been given in relation to IBL, can be a good candidate for research. Thus, informed by this dearth of research on viability of writing enhancement through IBL, the researchers in the current study strived to pinpoint the possible contribution of inquiry-based learning to intermediate EFL learners' expository writing enhancement. To conduct the study, 45 learners within the age range of 18 to 20 were selected from a language school and divided into two experimental groups and a control group. The treatment was run via two alternative modes of IBL, i.e. guided and teacher led inquiry. The findings through one-way ANOVA and Tukey test pointed to a significant degree of betterment in learners' expository writing performance resulting from instruction IBL. The implications of the findings are discussed throughout the paper.

Keywords: Expository Writing, Inquiry-Based Learning, Guided Inquiry, Teacher-Led Inquiry

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Technology and Pedagogy Integration: On the Investigation of Iranian EFL University Students' Grammar Knowledge and Using Googling Techniques (GT)

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Sama College

Abstract

The rapid advances in technology and internet have provided us with increasing choices of the tools which can support language learning. This study aimed to investigate the impact of Googling techniques through using it in teaching English course in Sama College. Sixty five EFL Students based on convenience sampling participated in 10 weeks of instruction. The students were divided into two groups based on their proficiency level. The experimental group was taught through using (GT) whereas the control group were taught by following the traditional way. The former group, which (EG) constituted 35 male and female students and the later one which was the control group (CG), included 30 male and female students and t-test was run to analyze the data. Then, the questionnaires were distributed among the students the scores of which were drawn on to consider the research question of the study. The results of statistical analysis indicated that there was a significant and positive relationship between the two variables. The obtained results can also be used to raise the learners' level of awareness in terms of using ICT tools in improving their learning. The findings of the present study have implications for both teachers and students.

Keywords: Technology, Grammar, Googling Techniques, ICT Tools

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From Intercultural Contact to Intercultural Communicative Competence in EFL Contexts: a Mixed-Methods Study of Iranian EFL Learners

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SBU

Abstract

Intercultural Contact is a means and an end in language learning since L2 learning prepares EFL learners for a potential contact and communication with L2 community and culture and such contact, in turn, can be used as a means for providing L2 input and motivation for EFL learners. With the globalization and advance of technology EFL learners can have contact with the culture of English speaking countries in an indirect way through sources such as media and online encounters. This study aims to investigate the sources of Intercultural Contact among Iranian EFL learners and the perceptions of the EFL learners about the effects of such Intercultural Contact. Participants of the study were 100 Iranian EFL learners who answered intercultural contact and Intercultural Communicative Competence (ICC) questionnaires. In the next phase, 20 learners participated in a semi-structured interview about their Intercultural encounters with the culture of English speaking countries. Analysis of the data revealed the major sources of Intercultural contact for Iranian EFL learners and their perceptions of the contact effects. The major source of contact in the Iranian context was «media and art», and the major perceived effect of contact was positive and facilitative and led to better «language learning». The results also showed a moderately strong association between Intercultural Contact and Intercultural Communicative Competence levels. However, an analysis of the interviews showed that intercultural contact does not always lead to developing intercultural communicative competence. The optimal situation for the effectiveness of intercultural contact is discussed drawing on Intergroup Contact Theory and Intercultural Communicative Competence. The results of this study have implications for EFL teachers, material developers and future studies on intercultural communication studies in EFL contexts.

Keywords: Intercultural contact- lCC- culture

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Analyzing Activities of Vision 3 in Light of Bloom's Revised Taxonomy of Cognitive Domain

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Shahid Rajaee Teacher Training University

Abstract

Textbooks as the visible heart of any ELT program should enhance the students' thinking and empower them with relevant knowledge. Hence, developing textbooks relying on appropriate framework is of utmost significance. The current study aimed to analyze the activities devised for receptive and productive skills in the newly introduced book to the mainstream ELT program in the third grade of senior high school, Vision 3, based on Bloom's Revised Taxonomy of Cognitive Domain. The findings revealed that out of 76 identified activities, most of them (%84) were classified as the three low levels of cognitive complexity, Remember, Understand, and Apply whereas few activities (%16), only in writing and reading sections, were classified at the three high levels, Analyze, Evaluate, and Create. According to the results, the book seems to fail in pursuing high levels of learning objectives. As a result, English teachers in the third grade of senior high schools are recommended to supplement the textbook with further activities which are geared to hone the students' high levels of thinking. The book developers are also urged to review and revise the activities in order to cover higher levels of the cognitive domain.

Keywords: Bloom's taxonomy of cognitive domain, Productive skills, Receptive skills, Textbook, Thinking skills.

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Parental perceptions about English Learners' mobile-assisted language learning: An ethnographic case study from a technology-based Funds of Knowledge approach

Seyedeh Elham Elhambakhsh[1], Mohammad Dehghan, Samaneh Jahandoost

Yazd University

Abstract

The main purpose of this ethnographic case study is to explore parents' perceptions regarding young English as a Foreign Language Learners' (EFLLs) mobile-assisted language learning (MALL) experiences from a technology-based Funds of Knowledge (FoK) approach. Six Iranian families from four different provinces in Iran were home-visited with in-depth semi-structured interviews. Different sources of data such as participant observations, field notes, analytical memos, and a descriptive survey were used to triangulate the data. By centering on EFLLs' technological households' cultural sources, parents' perceptions of their young children's MALL experiences were investigated through motivation, physical and material access, digital skills, and usage frequency and diversity of mobile applications. The results demonstrated that the Iranian parents were highly motivated to support EFLLs' language learning using mobile technology. Analyses revealed differences in technology access and appropriation based on some diversity in their cultural backgrounds and socioeconomic status. The findings also indicated the inequity in the current digital divide and informed future studies on creating FoK-featured curricula to contribute to EFLLs' language education through mobile technology. This study extends the current MALL horizon from the front line of specific student-centered learning experiences to further examine the facilitating factors and barriers that hide within a multicultural EFL learning environment.

Keywords: Parent perceptions, Mobile-assisted language learning, EFL Learners, Technology-based Funds of Knowledge, Ethnographic case study

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Fusing pedagogic horizons: Language and content teaching in the mainstream ESP courses

Seyedeh Elham Elhambakhsh[1], Foroogh Amirjalili, Mina Khajehkhalili

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Abstract

One of the central concerns of English for Specific Purposes (ESP) education within many English- and non-English-speaking countries has been the relationship between content and language teaching. In Iran, as an EFL country, the educational policy of mainstreaming ESP is presented as a means of catering to the language learning needs of ESP students in different disciplines within mainstream subject contexts through the integration of the language and content curriculum. In such a policy, the relationship between language and content is constructed as unproblematic and uncontested. This paper analyses, using appraisal theory and positioning theory, the planning conversations of an ESP for Students of Medicine lecturer and a Medicine lecturer planning curriculum for university students in a medicine class. The analysis highlights the factors that influence the extent to which the lecturers can balance language and content, including power relations between lecturers, the curriculum topic under discussion and the dichotomy that is constructed by the lecturers between language and content. Implications for language and content research will be highlighted in light of the conclusions drawn from this study.

Keywords: Language and content, ESP, Curriculum Design, University level English, Conversation

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A Comparative Genre Analysis of Documented Memories of Iran-Iraq War and World war I Victims in English and Persian

Seyedeh Elham Elhambakhsh[1], Foroogh Amirjalili, Fatemeh Soltani

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Abstract

Records of memories of the soldiers and war victims have always been of interest to readers. They usually include highlights of the ideologies of the writers, their beliefs and values as well as their material and nonmaterial ambitions and concerns. The objective of this study is to compare the documented memories of Iran-Iraq war and World War I victims in terms of their generic structures. To do this, 30 sample memories of war soldiers in English were selected from "Letters of world war I" written by Paddington (1915), and 30 sample memories of Persian victims of Iran-Iraq war were selected from "The Last Letters" published by Ibrahim Hadi publications (2005). The findings of the quantitative and qualitative analyses revealed both similarities and differences in their generic structures as well as their narrative styles and diction. Both corpuses could prove that all the victims participated in the war because they aimed to defend their countries and protect the people of their country against the dangers caused by the enemy. However, a significant highlight about Iranian martyrs was the fact that they had predominantly considered participating in the war as a kind of obligatory religious duty beyond all the material quests. Hence, more moves related to their Iranian Muslim identity, Quranic references and Islamic rules about the citizens' social missions could be codified within this Persian corpus. Such evidence could rarely be found as an obligatory move in the memories written by non-Muslim First World War victims. Following the discussions about the similarities and differences found across the corpus, a proposed generic structure of war memories is presented based on the most frequent identified moves in the data.

Keywords: Genre Analysis, English, Persian, Memories, War Victims, Identity

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Viewing IPPLL in light of teachers' practice: On a successful amalgamation of positive psychology and teacher education

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University of Tehran

Abstract

Concerning the gaps existing in taking into account positive emotions in second language acquisition, this study had two important aims. The first aim was to find out whether there was any significant difference between teachers' and students' views on Inventory of Positive Psychology in Language Learning IPPLL. The second goal of the study was to find out whether teachers' practices tended to conform to their views on IPPLL and their views in interviews conducted with them. To this end, a 54-item questionnaire was developed and piloted with 369 EFL learners. The exploratory factor analysis in the first phase of data analysis showed that nine items did not have factor loadings and the revised questionnaire was administered to 385 learners and one hundred teachers. The rResults indicated that teachers had higher means on all categories of IPPLL. Moreover, it was demonstrated that unlike what the teachers had expressed on the interviews and in their responses to questionnaire items, they did not capitalize on positive psychology principles. Related reasons, implications, and suggestions are discussed.

Keywords: IPPLL, Positive Psychology, Microsystems, Teachers' Practice, Positive Emotions

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Locked in a battle: Discourse Analysis of Doctoral Defense Sessions

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Abstract

An oral defense is the final examination of a doctoral program in which the candidates display their academic capacity through sharing and disseminating the findings of their study and defending their position. In this context, the examiners have both the right and an obligation to evaluate the dissertations critically so as to provide them with feedback, information, and guidance. To identify the strategies adopted by the candidates in confronting the examiners' criticisms, and drawing upon Leech's (2005) Grand Strategy of Politeness and Arundale's (2004) Face Constituting Theory, this study used a qualitative discourse analytic approach for analyzing the data which comprised transcripts of three doctoral defenses from one of the accredited state universities in Iran. According to the findings of this study, in response to the criticisms raised by the examiners, the doctoral candidates' dominant strategies were, among other strategies, confrontation and self-elevation with the purpose of proving their competence and skills at any cost. The findings of this study are significant for both doctoral students and academics who pursue a similar purpose, that is, to authenticate the doctorateness of a dissertation.

Keywords: Academic Discourse, Discourse Analysis, Doctoral Defense, Self-Elevation, Self-Denigration

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ESP Studies over the Past Thirty Years; From Genre Analysis to Ethnography

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Abstract

This trend study was designed to map out the research trends through an intensive text analysis of 1631 research articles (RAs) of Applied Linguistics during the past thirty years. RAs were coded and analyzed by four analysts to identify their content of research. The extensive review of the RAs revealed a broad range of themes that belonged to different research domains. The results showed that genre analysis was by far the dominant research concern in ESP studies. This research trend subsumed move analysis, comparative genre analysis, citation analysis, different approaches to genre, genre mixing, and genre-based instruction. The results also indicate that other issues such as needs analysis in ESP, analysis of lexicogrammatical features, critical ESP, teaching skills in ESP, curriculum development for ESP, teacher education for ESP, assessment in ESP, and research methods such as ethnography in ESP studies were also observed to be important research themes in ESP.

Keywords: Applied Linguistics, ESP, Genre Analysis, Trend

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Improving English Language Learners' Idiomatic Competence: Does Mode of Teaching Play a Role?

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Abstract

Idioms feature prominently in daily communication. Accordingly, teaching and learning idioms should be a primary concern in language education, including English education. However, there is relatively little research on the role of formal instruction of idioms in developing idiomatic competence. This study investigated the instructional effects of teaching idioms in four modes (short movie clip, sentence-use, definition, and role-play) on learners' idiomatic competence. An idioms test was distributed among 47 English language learners at two language institutes to establish their idiomatic knowledge prior to the experiment. One hundred idioms were taught to all participants in the course of one month. The results of one-way analysis of variance (ANOVA) on the posttest revealed significant differences between the four idiom-teaching modes. Discussions and pedagogical implications are provided in the paper.

Keywords: English Language Learners; Idiomatic Competence; Mode of Learning; Teaching Idioms

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Iranian EFL Student-Teachers' Multiple Intelligences and Their Self-Efficacy: Patterns and Relationships

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Abstract

Nowadays, in line with trends in language teaching that follow the use of student-centered teaching/testing activities, there is a growing consensus that students differ in their multiple intelligences. Furthermore, self-efficacy is one of the determining factors of success for people almost in any context. Assuming that the multiple intelligences profiles in tandem with self-efficacy of teachers may jointly work in shaping the efficiency and effectiveness of their teaching careers, this study investigated the relationship between Iranian EFL student-teachers' multiple intelligences and their self-efficacy. Thirty five male and female EFL student-teachers from private language schools in Urmia completed Multiple Intelligences and the Teachers' Senses of Efficacy Scale questionnaires. A positive large correlation was found between total multiple intelligence and total self-efficacy of the student teachers. The amount of R square in regression analysis indicated that teachers' self-efficacy is accounted for by their multiple intelligences, and intrapersonal intelligence played a pivotal role in predicting self-efficacy of these teachers. The most frequently used and favored abilities were found to be intrapersonal and existential intelligences. Concerning self-efficacy sub-scales, teachers most reported to be self-efficacious in instructional strategies and student engagement. This study suggests that language teachers can benefit from multiple intelligences training programs and can apply the principles in their own classes in order to enhance the quality of the materials they deliver.

Keywords: Iranian EFL Student-Teachers; Multiple Intelligences; Self-Efficacy

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Translation of Culturebound Items: A Case Study of the Movie "Sensitive Floor"

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Abstract

Culture-bound elements are of great significance in translation, especially when it comes to translating popular media, such as movies. The present study investigated strategies and techniques used in translating expressions containing culture-bound elements in the English subtitle of the Iranian movie, (حساس طبقه) Sensitive Floor, Crystal Simorgh Award winner for best actor in the Fajr Film Festival and Grand Cinema of Iran, in 2014. Based on Pedersen's (2005) taxonomy, Persian sentences and expressions which contained culture-bound items were extracted and compared with their English counterparts in the subtitles. The results of analyses revealed that out of the 40 culture-bound items extracted, 15 used source language oriented strategies (including four retentions, two specifications, nine direct translations) and 25 used target language oriented strategies (including seven generalization, eight substitutions and ten omissions). It was also concluded that direct translation and omission of cultural expressions could result in strange meanings and, consequently, misunderstanding of the message by the audience in the target language community and should be avoided whenever possible.

Keywords: Translation, Culture-Bound Expressions, Translation Strategies

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Teacher Responses to Learner Initiatives in EAP Classes

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Shahid Beheshti University of Medical Sciences

Abstract

Of the major difficulties EAP teachers often face in the moment-by-moment unfolding of classroom discourse is juggling with both language- and subject-related contents, while the latter may fall beyond their realms of knowledge and expertise. In other words, they tend to display teachers' knowledge deficit of the discipline. This issue is what Wu and Badger (2009) called 'In-class Subject Knowledge Dilemmas' (ISKD). An interactional feature that can trigger ISKDs is learner initiative. This study aimed to explore how teachers respond to such uninvited contributions in EAP classes. To this aim, nine Iranian EAP teachers' naturally-occurring classroom interactions were videotaped and transcribed. Each teacher was then invited for a stimulated recall interview to identify ISKD-relevant initiatives. Out of 90 subject-related initiatives, 34 tapped into the teachers' knowledge deficit. The teachers treated them in different ways including avoidance, acknowledging ignorance, risk-taking, resourcing, and negotiating. These pedagogical practices can be discussed based on Skinner's (2017) conceptualization of understanding teacher talk. The teachers who articulated concerns about either face and authority or ethics enacted the first two pedagogical practices; their statements and practices represented pre-liminal understanding. However, those who responded through risk-taking and resourcing were obsessed with providing learners with input which can be construed as liminal understanding. Finally, those who negotiated learner initiatives tried to align their talk with the pedagogical goal of the lesson, thus demonstrating a post-liminal understanding. The findings of this study can substantiate Waring's (2016) theory of pedagogical interaction, more specifically the principle of complexity.

Keywords: EAP, Leaner Initiative, Knowledge Deficit, Teacher Talk, Pedagogic Goal

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The Explicit Strategy-based Instruction and Speaking Improvement

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Abstract

The main problem of Iranian students' achievement in language learning is the lack of awareness about how different strategies may help them learn and use a foreign language more effectively. Therefore, the present study aimed to tackle this problem by investigating the effect of explicit strategy-based instruction on EFL learners' speaking improvement. Thirty male students in the age range of 18-23 participated in this study through Oxford Placement Test. They were assigned randomly into two groups of 15, namely, control and experimental group. The mixed-method design was used in this study. In quantitative section, a version of the SILL questionnaire developed by Rebecca Oxford, which contained 50 items, was used and completed by all of the participants both in pre- and posttest phases. In the qualitative section, interview questions adapted from oral production achievement test of speaking, were used to see participants' perceptions about the role of explicit strategy based instruction in their speaking performance. The treatment for this study was Oxford's (1990) taxonomy of language learning strategies. The results showed that the experimental group, which received explicit strategy-based instruction, outperformed the control group.

Keywords: Explicit Strategy-Based Instruction, Learning, Strategy-Based Instruction, Speaking, Teaching

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Learners' and Teachers' Perceptions of Academic Favoritism and its Relationship with Waning Enthusiasm for Language Learning

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Abstract

The present study investigated the perception of language teachers and learners based on favoritism among learners and simultaneously examined its relationship with waning enthusiasm for language learning, which causes of language learners who are excelling or failing in causes of language learners wh Existing work has identified perceived favoritism as a risk factor that may contribute to the relatively poorer academic outcomes. Through examination of favoritism, the study provided important insights into the nature of favoritism for a comprehensive understanding of learners' academic, psychological, and social adjustment. The study was undertaken to establish the perceptions of Iranian language learners as to whether their teachers were engaged in favoritism. A total of 400 language learners and 100 teachers, who were selected based on their willingness to participate, were contacted for their opinions. Data were collected through researcher-made questionnaires and interviews. The participants were found to believe that those whose parents were friends or relatives with the teacher, occupied powerful positions, and those who held similar political and cultural views to the teacher or were physically attractive were favored by the teachers. Some teachers believed that it was inevitable for you to treat some learners better than others. On the other hand, some learners mentioned the potential effects of favoritism such as isolation, possible exclusion, demoralization, marginalization, and the situations in which self-esteem, confidence and resilience have the potential to be damaged.

Keywords: Academic Favoritism, Waning Enthusiasm, Relationship, Language Learning

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معاونت پژوهش و فن آوری دانشگاه آزاد اسلامی واحد تبریز

Malaysian ESL students' perceptions about Communicative Language Teaching (CLT) instruction

Reza Raissi[1], Maryam Beiki, Mojtaba Baghdarnia

Islamic Azad University of Varamin

Abstract

Communicative Language Teaching (CLT) supports teaching activities that develop learners' skills to communicate in a second language. In the CLT instruction, there is a shift in focusing on language instruction from linguistic structure to learners' requirement to improve communication capabilities of the learners. In the recent decades, several English as Second Language (ESL) classrooms have adopted CLT on their curricula, though, the notions and activities related to CLT experienced several problems in ESL contexts. By reviewing the related literature, the researcher tried to investigate students' perceptions in this regard as no study has been conducted in Malaysia. The current study attempted to investigate Malaysian secondary school students' perceptions about CLT as students are considered as the main role makers in the CLT classes. A survey study was conducted among 380 students. The results of this study indicated that the students held favorable perceptions of the principles of CLT and showed features of CLT in their perceptions. Correspondingly, the results confirmed that Malaysian secondary school students believe that CLT can make English instruction operative and meaningful, though, the results of the study showed that leaners' opinions regarding implicit versus explicit grammar instruction and error correction was not in line with the CLT principles.

Keywords: Communicative Language Teaching (CLT), English as a Second Language (ESL), learner role, teacher role

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معاونت پژوهشی، فن‌آوری و ارتباط با جامعه

A comparison between individual, peer and group work writing tasks performance of Iranian advanced learners of Islamic Azad University

Reza Raissi[1], Maryam Beiki, Mojtaba Baghdarnia

Islamic Azad University of Varamin

Abstract

Writing as a challenging and complex process and is considered as a peer collaboration in the classroom context. Zhang (2018) believed that collaborative writing is considered useful for increasing learning opportunities. Though collaborative tasks are usually practiced in writing classes, few researchers were directed toward collaborative writing in the Iranian EFL context. Consequently, this investigation, through mixed method data analysis, investigated the effect of individual writing, pair writing and group writing on the writing ability of Iranian EFL students. Through convenient sampling method, 85 English language freshmen in Islamic Azad University in Tehran were selected as the participants of the study. After administering the Oxford Placement Test (OPT), 70 intermediate students were selected as participants of the present study. The study was carried out for 14 weeks, which involved pre- and post-tests. The results of the quantitative data analysis through ANOVA shows that those who wrote in groups outperformed the other two groups. Moreover, the qualitative data analysis of semi-structured interviews revealed that the participants had a positive attitude towards collaborative tasks implementation in their writing classes. The results of the present study are beneficial for language practitioners, university students and educational administrators.

Keywords: EFL Learners; Group writing; Individual writing; Pair writing

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Investigating the Impact of the Incorporation of Individual and Group-based Expectations on EFL Learners' Self-image and Reading Skill Development

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Abstract

The study aimed at investigating the impact of the incorporation of individual and group-based expectations on EFL learners' self-image and reading skill development. To this end, 120 EFL learners studying English as a Foreign Language at Islamic Azad University, South Tehran, Iran participated in the study. Then, on the basis of a general language proficiency test, 50 intermediate EFL learners were selected as the final participants of the study. Their ages ranged from 13 to 27 . Furthermore, the selected participants were divided into two groups, namely, Individual-based Expectation Instruction and Group-based Expectation Instruction. After that, both groups completed three reading tests and a self-image scale as the pre-test. After five sessions of guided reading instruction along with some types of expectations in both groups, three reading tests along with a self-image test were used as the post-test of the study. Four different paired samples t-tests were run to analyze the collected data and to assess the hypotheses of the study. The results revealed that the individual-based expectation had a significant impact on the self-image and reading comprehension of the EFL learners. The results also indicated that group-based expectation instruction had merely a significant impact on the self-image of the EFL leaners.

Keywords: Individual-based expectation, Group-based expectation, Self-image, Reading skill development, EFL learner

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The Relationship between Skills and Language Proficiency; the case of Needs Analysis of Iranian Law Students

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Abstract

Needs analysis and specification are important factors in language teaching and learning programs especially in English for Specific Purposes (EAP) and English for Academic Purposes (ESP). Regarding this, an EAP program should be built on both investigating learners' purposes and assessing those needs. One of the areas of needs of students are skills they need to improve in their field to increase their language proficiency. This study was an attempt to carry out needs analysis on Law university students by focusing on skills they mostly need in this field and their relationship with language proficiency. This study tried to investigate a) the relationship between the skills EAP law students need to improve and their language proficiency; and b) the students' view of English language skills they need in order to study law English textbooks. One hundred and fifty Law students from Guilan and Ardabil universities participated in the study. The findings obtained from all respondents showed that there was a strong correlation between skills and language proficiency, which was explained in detail in this article. In terms of academic studies, English was perceived as very important to learn for law students. They asserted speaking and listening as the important skills they were required to focus more on in the process of teaching and learning. The study has implications for improvement of EAP needs and skills in their field of study.

Keywords: Needs Analysis, Law Students, Skills, Language Proficiency

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The Effect of Teaching Digital Reading Skills on EFL Learners' Reading Comprehension

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Abstract

Reading has been considered as one of the most essential skills in language instruction. While in the 20th century reading was considered as a way of getting information from the printed page, print-based knowledge is no longer sufficient in the 21st century known as the Information Age. Due to this, it is worth tailoring our reading instruction in line with the pace of ever-changing technology in this Information Age. As such, following a repeated measures design, the present study examined the effect of teaching digital reading skills on EFL learners' reading comprehension. To this end, a sample of 18 upper-intermediate EFL learners participated in 20 instructional sessions and were taught reading skills in both print-based and digital environments. Print-based and digital reading comprehension tests were utilized to measure the reading comprehension of the participants prior to and after the control and experimental phases. In order to analyze the data, a series of paired samples t-tests were run. The results showed that the participants' reading comprehension improved at the end of the experimental phase suggesting that teaching digital reading skills had a statistically significant effect on EFL learners' reading comprehension. However, improvements in reading comprehension in both control and experimental phases were found to be statistically significant. In other words, both non-digital and digital reading instruction had a significant effect on the participants' reading comprehension. It can be concluded that a combination of both types of instruction could be more beneficial to the EFL learners. The findings of the study have several pedagogical implications for educators, school administrators, and policy makers.

Keywords: Reading Comprehension, Digital Reading Skills, Instruction, EFL

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Addressing avoidance strategy to improve EFL learners' accuracy in producing complex structures

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Abstract

Avoidance to produce linguistic forms in production has been recognized as a common formal reduction strategy, which assists second language learners to conceal their inadequate linguistic knowledge and resort instead to simplified versions of their messages. The present study propagates using focused tasks to address areas of difficulties as identified by what learners try to avoid. To this end, a number of input-based vs. output-based tasks focusing on complex infinitival structures with obligatory null objects were designed and practiced with fifty seven Persian EFL learners, who were divided into three groups (input-based, output-based and control). Comparison of the learners performance on the pre-test with those of the immediate and delayed post-tests showed similar effects for both types of tasks in improving learners' receptive knowledge; however, improvement in production, hence, eliminating avoidance, was considerably stronger only for output-based practice. The implications of the findings will be discussed as to how to tackle teaching complex structures to EFL learners.

Keywords: Avoidance, Reduction Strategies, Complex infinitival structures, Input-based practice, Output-based practice

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The Effect of Assessment Feedback in Debate on EFL Learners' Confidence in Speaking

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Abstract

Debates in the classroom provide some valuable opportunities for English learning, especially for foreign and second language learners. They are examples of speaking tasks that can be used in English language teaching to tackle the problems that EFL learners might face in a speaking course. To address this issue, this study sought to investigate the effect of assessment feedback in English debate on EFL learners' confidence in speaking. To this end, 24 female EFL learners studying English in a private language institute were selected based on their performance on a placement test. Then, the homogenized participants were randomly assigned into two groups, namely, experimental and control. The members of the experimental group were divided into groups of two and received assessment feedback after being engaged in debating. In the control group, the participants did not receive any assessment feedback after debating. To assess the participants' self-confidence, a Confidence Questionnaire in Speaking English as a Foreign Language (CSEFL) was administered prior to and after the experiment. The results of Mann-Whitney U test revealed statistically significant differences in the confidence level of the experimental and control groups in favor of the experimental group at the end of the experiment. The results can be a fillip at least for teachers to pay further attention to giving appropriate feedback and preparing suitable activities for their students to boost their self-confidence.

Keywords: Assessment feedback, debate, self-confidence, EFL.

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Unearthing Hidden Groups of EFL Learners in Instructed L2 Vocabulary-learning Using Moodle: The Application of Data-mining Techniques for Person-Centered Analysis

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Abstract

A great number of quantitative studies have investigated the use of various forms of new technologies such as CALL and Virtual Learning Environments (VLEs) for teaching L2 vocabulary, mostly reporting significant effects. However, majority of these previous studies have been conducted using different variable-centered analyses that examine the associations between/among the involved variables and there is a paucity of research seeking to unearth whether there are significant different learner types when target independent variables are advertently manipulated. Accordingly, using a data-mining approach, this investigation attempted to determine various hidden groups in Moodle-based L2 vocabulary instruction as a recent effective VLE through a quasi-experimental study. A sample of 117 so-called upper-intermediate to advanced Iranian EFL learners from six intact classes were randomly assigned to four experimental (n=78) and two control groups (n=39). After giving a bilingual pretest of 150 frequent phrasal verbs based on Garnier and Schmitt's (2015) PHrasal VErb Pedagogical List (PHaVE List), the 70 phrasal verbs unknown by more than 90% of the participants were taught to the experimental groups using Moodle (Version 3.3, released in November 2018) in fourteen 90-minute sessions in a private language institute in Karaj. The control groups, however, were taught traditionally, i.e. using paper-and-pencil and marker-and-whiteboard teacher-centered instruction. Then, a posttest was administered to examine learners' receptive and productive knowledge of the most common phrasal verbs. To perform data-mining, a model-based clustering technique was done with R 3.6.1 for Windows to uncover the hidden learner types. Data analysis using a variable-centered analysis revealed that experimental groups did better on the posttests; however, model-based clustering unearthed one group of leaners in the experimental group who showed more ability to successfully use Moodle for mastering phrasal verbs that were called technology-oriented learning (TOL) sufficient learners and another TOL-insufficient group of learners who did not make effective use of Moodle. Therefore, it was concluded that using data-mining approach can help teachers and researchers gain more awareness about the hidden groups of learners in the use of Moodle or other types of CALL and tailor their instructional practices by considering such learner differences that exert an unfathomably profound effect over learners' lexical improvement in an L2.

Keywords: Data-mining approach, Person-centered analysis, L2 vocabulary, Phrasal verbs

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Historiographic Metafiction in the Script of the Scribes (Esfar-e-Kateban)

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Abstract

Historiographic metafiction introduced by Linda Hutcheon at the end of the 20th C. refers to a type of fiction which combines historical fiction with metafiction. While Hucheon claims that postmodern fiction is a historiographic metafiction she refers that this kind of fiction installs and blurs between fiction and history. Whereas the reader of this type of fiction has knowledge about the fictionality of the historical subjects in the text s/he is aware that the story has basis is history. This, rises the uncertainty in the reader on the factuality of history which at the same time is the purpose of postmodern literature. The Script of the Scribes (Esfar-e-Kateban) by Abo-Torab Khosravi (1956), Persian prominent writer, as an example of Persian postmodern novel is a historiographic metafiction. The novel which contains several narrative layers or mise-en-abymes starts to tell the story of the acquaintance of two sociology students, Saeed a Muslim boy and Eglima a Jewish girl on a common project at the university which is about the role of saints in constructing societies. While Saeed is reading his father's rewriting of Masadig-ol-Asar or the History of Mozaffari Dynasty of Sheykh Yahya Kondori, Eghlima reads the life of a Jew Saint named Shedrek. And these stories come to a similar point. The present study attempts to show how Khosravi in The Script of the Scribes as a self –reflexive novel by using the techniques of a postmodern fiction such as parody, pastiche, intertextuality, and loose sense of reality and asserting on historical events and personages such as Shah Mansoor of Mozaffari Dynasty, Tamburlaine, and Saint Shedrek constructs a historiographic metafiction.

Keywords: Abo-Torab Khosravi, historiographic metafiction, mise-en-abyme, parody, pastiche, self-reflexivity, The Script of the Scribes

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The effect of early/delayed form-focused instruction (FFI) on the acquisition of English wh-questions by Gilaki-Persian and Persian EFL learners

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Abstract

Early and delayed FFI are subsumed under the isolated FFI, often distinguished from the integrated FFI. The former offers explicit instruction before the focused communicative tasks while the latter provides it after the tasks. The current study was aimed at comparing the effects of both early and delayed FFI on the acquisition of wh-constructions by Iranian beginning L2 and L3 EFL learners. Two intact EFL classes (grade 8) were chosen from an Iranian junior public high school in Tehran while two others were selected from the same type of schools in Rasht. One group of Gilaki-Persian as well as one group of Persian learners were instructed on wh-constructions through early FFI but their counterparts received instruction via delayed FFI. The results immediate posttest indicated that both forms of FFI were effective. However, both L2 and L3 EFL learners in the delayed FFI groups outperformed their counterparts in Early FFI groups. Moreover, the results of delayed posttest indicated a longer lasting effect for FFI presented after practice tasks. These findings justify, at least for beginner learners, the importance of language awareness only as a follow-up to communicative activities.

Keywords: early/delayed FFI, Gilaki-Persian learners, Persian learners, wh-constructions

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Beliefs held by EAP teachers and content teachers about ESP testing

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Abstract

Given the context-sensitive nature of teachers' beliefs and perceptions, the present study explored the beliefs that Iranian EAP teachers held about ESP testing and examined the extent to which their stated beliefs are translated into their testing practices and test paper construction in English for Academic Purposes (EAP) context. To these ends, a belief questionnaire was administered and semi-structured interviews were conducted with teachers whose EAP test papers were scrutinized to inquire into their beliefs and perception with regard to constructing test papers in EAP courses. Comparisons between the two groups of teachers indicated that they held different beliefs in terms of testing skills, translation-based questions, vocabulary, structure, and reading strategies; thus, they implemented different questions in return. Uunlike content teachers whose beliefs and testing perceptions were derived from their content-related concerns, ELT Ts' beliefs and testing perceptions were directed by EAP students' real needs, interests and what is substantiated in the current EAP testing literature.

Keywords: Content Teacher, Language Teacher, ESP Context, ESP Assessment

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Building Intercultural Sensitivity in Pre-service EFL Teachers through Interactive Culture-focused Speaking Tasks

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Abstract

One way to develop intercultural sensitivity in learners is through the inclusion of intercultural training in ELT and teacher training courses. This study was aimed at enhancing intercultural sensitivity of EFL pre-service teachers through interactive culture-focused speaking tasks. Therefore, a task-based syllabus was designed based on the principles of constructivism and the intercultural themes and implemented throughout one academic semester. An intercultural sensitivity scale was administered to find out any possible significant change in the level of intercultural sensitivity of the participants. At the end of the course, a self-report course evaluation survey was implemented in order to ask participants to evaluate different aspects and objectives of the course. The related data were collected and analyzed. The findings indicated that the level of intercultural sensitivity of the participants was developed significantly through the intervention of mediating tasks. The findings of the self-report survey also showed that the participants' attitudes and evaluation of different parts and objectives of the course were positive. The results of the study have implications for teacher education programs, teaching methodology, and curriculum and materials development in ELT.

Keywords: EFL, Intercultural Communicative Competence, Intercultural Sensitivity, Teacher Education, Speaking tasks

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Using Mobile Technology to Improve English Vocabulary Learning

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Abstract

For the last few decades, digital media have dramatically impacted almost every aspect of human life. Moreover, technology has changed the teaching and learning of the English language. Computer-Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), and, recently, Robot-Assisted Language Learning (RALL) play crucial roles in this field. However, the ubiquity and popularity of mobile devices, the increased need for learning the English language, and the rapid development of learning through technology have inspired me to conduct this research to investigate the role of MALL in English vocabulary learning. A quantitative method design was applied to the research to identify the current attitudes and opinions of 93 Teaching English as A Foreign Language (TEFL) undergraduate students and 13 TEFL tutors from four universities. Through employing questionnaires, quantitative data was collected and analyzed using the SPSS-22 software. The findings indicated that 98% of Iranian undergraduate students and 100% of their tutors liked using technology. Also, 92% of the students and all of their tutors had positive attitudes and opinions towards using mobile devices in teaching and learning English vocabulary. The findings also showed that 95% of the students were mobile device users, and they would like to use appropriate software and programs on their mobile devices to learn more English vocabulary and improve their language. The study suggests that there is a need to provide appropriate English vocabulary learning software which can be accessible for mobile-assisted language learners to support and facilitate their learning.

Keywords: Technology, Mobile Assisted Language Learning, Mobile Devices, Vocabulary Learning, Attitudes

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Infographics Improve Writing Skills

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Abstract

In today's society, teaching and learning play an important role since the future generation is bred through them and, therefore, they are regarded vital. High-quality education and trying for the rapid transfer of content to facilitate learning can help the educational community. Using teaching aids can be one of the things that help instructors to teach understandably. Visualization of data has recently grasped great importance in education and, therefore, infographics is considered as significant teaching aids. Accordingly, this study aimed to investigate the use of infographics, that is, a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic, in teaching writing skills to undergraduate students to examine the effects of such training on learning and to explore the students' perceptions of the infographics' impact. This study was applied research in terms of purpose and based on a descriptive survey method. The statistical population of the study included 60 male and female undergraduate students of various majors in Ferdowsi University of Mashhad, who were learning English. The method of data collection was field and library-based, and research instrument is a questionnaire. The questionnaire was distributed physically among these 60 students and collected after answering. Data were analyzed using the SPSS-22 software. The findings of this study indicate that using infographics has significant effects on students' writing. The results point to the essential role of infographics as informative teaching aids in teaching that are recommended to teachers.

Keywords: Teaching Writing, Visualization, Infographics, Teaching Aids, Informative

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Infographics Improve Writing Skills (Workshop)

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Abstract

Writing is a requisite skill in learning a language and one of the skills that require students to be motivated. Teaching how to write effectively is one of the most important lifelong skills teachers impart to their students. This workshop discusses the necessity of teaching writing skills and writing issues. After that, it introduces the infographics that are a collection of imagery, charts, and minimal texts that give an easy-to-understand overview of a topic in teaching writing skills as teachers' aids. Moreover, visualization of data has recently grasped great importance in education and, therefore, infographics are considered as significant teaching aids. The procedure of introducing infographics will take some steps; first, a topic will be chosen; second, the infographic designing will be divided into sections; third, the relevant data will be collected; forth, the desired infographic template will be chosen; and finally, the infographic will be customized to introduce the topic and overview the process of writing. The fundamental aim is to describe how infographics can be used to teach, facilitate, and improve writing skills. Through presenting this innovative method of teaching writing, the presentation will let the participants know how they can make teaching full of fun and the classroom full of joy.

Keywords: Infographics, Writing skill, Teachers' aids, Facilitate, Improve

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The Sound Variations in SLA Process: focus on L2 Performance in relation to Native Language Type

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Abstract

This study investigates the sound variations in SLA. It examined the effects of phonetic characteristics of three Iranian dominant languages on the production of natural English utterances among proficient and non-proficient English learners. Based on availability sampling procedure, three languages/dialects including Azeri, Kurdish and Lori were selected. Then, certain significant phonetic features of each language/dialect, which were expected to have the highest impact on their L2 production were focused. The selected 60 EFL students were asked to talk about a specific topic. The results showed that the performance of non-proficient students who had distinct language or dialect (e.g. Azeri) were different phonologically from those of others in producing natural English sounds. The findings indicate that first performance as well as the variations in SLA, and the resultant acquisition level are influenced by L1 type, which still yields support to CAH.

Keywords: L1 Type, SLA, Variations in SLA

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The relationship among language learners' autonomy, writing proficiency, and gender

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Abstract

The present study focused on the probable significant relationship among language learners' autonomy, writing proficiency, and gender of Iranian EFL learners. The participants were 80 male and female language learners, studying at different institutes in Neyshabur-Iran. The normality of the sample was checked through one-sample Kolmogorov-Smirnov test. To classify the participants in terms of writing proficiency, the participants were asked to write an essay on the topic chosen from IELTS Practice Test (2016), which was scored based on the profile developed by Jacobs et al. (2002), encouraging communicative writing. The participants also completed one to five likert–scale language learners' autonomy questionnaire, originally developed by Zhang and Li (2004). The findings revealed significant differences among three groups of writing proficiency concerning their autonomy in language learning. The findings also showed slight differences between males and females in terms of their autonomy in language learning. The findings have some useful pedagogical implications for language teachers as well as syllabus designers.

Keywords: Autonomy, Language learners' autonomy, Writing proficiency

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The Relationship between Emotional Intelligence, Writing Proficiency, and Gender of Iranian EFL Learners

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Abstract

The present study investigated the significant relationship among emotional intelligence, writing proficiency, and gender of Iranian EFL learners. To accomplish the purpose of the study, 80 students from different academic fields of study participated. They were studying English at the intermediate levels in some institutes in Neyshabur, Iran. Kolmogorow-Smirnow test was utilized to check the normality of the participants' distribution. To check the writing proficiency of the students, some kind of IELTS writing task was used. To investigate the degree of emotional intelligence of the participants, they filled out the emotional intelligence questionnaire, originally derived from Bar-On (1997). The Ex Post Facto design was utilized in this study since no treatment was used. The collected data was analyzed using SPSS software. Concerning normal distribution of the data, parametric statistical analysis, including descriptive statistical analysis, One-way ANOVA and Tuckey test were used. The results showed significant differences among three groups of proficiency in terms of emotional intelligence, in which highly proficient participants showed more emotional intelligence in accomplishing writing task. In addition, some slight differences were found between male and female participants in terms of emotional intelligence, in which male participants showed more emotional intelligence in accomplishing the writing task. The findings have some pedagogical implications for language teachers and syllabus designers to improve language teaching program and curricula based on linguistic as well as affective needs of the learners.

Keywords: Emotional Intelligence, Writing Proficiency, Affective Learning Needs

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Developing EFL Learners' Speaking Ability through Auditory Input-Enhancement

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Abstract

The purpose of the present study was to investigate the effect of using auditory input enhancement instruction on EFL learners' speaking ability. On the basis of Oxford Placement Test (OPT), 50 learners out of 70 Iranian intermediate female EFL learners in the age range of 18-28 from Najm language institute were selected to participate in the study. They were assigned to one control and one experimental group. The homogeneity of the two groups in terms of speaking ability was determined by comparing their mean scores in speaking section of Preliminary English Test (PET) as the pretest. The 10-session treatment was done using auditory input enhancement for the experimental group while the control group had no treatment. At the end of the instruction period, the speaking section of another version of the PET as a posttest was administered to both groups. To test the hypothesis of the study, an independent samples t-test was run on participants' scores. The results showed that the participants in experimental group significantly outperformed the participants in the control group in terms of speaking performance. The results of this study can shed light on the effectiveness of input enhancement, specifically the auditory input enhancement in the foreign language teaching context and help the teachers to improve their learners' speaking ability.

Keywords: Auditory Input Enhancement, EFL Learners, Input Enhancement, Speaking Ability

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An Investigation into Dynamic Assessment Studies in Iran: A Meta-analysis Approach

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Abstract

A pivotal aspect of any educational system is the concept of assessment, which is embedded in the learning process and is interconnected with curriculum and instruction. Assessment is carried out by various names and models amongst which the Dynamic Assessment (DA) has been a central concern among different types of assessment and wide range of implications. DA has received momentum in language education research in recent years such that majority of the researchers claim implementing it and its various models. However, not only is a distinct and operational definition of DA, compared to other form of assessment, controversial but also drawing a theoretical and more drastically an operational line of implementation between its models is rather complex, which put the claims of many researchers under sever questions. To shed some lights on this educational chaos in Iranian applied linguistics community setting, this meta-analysis study focused on DA implementation in 15 studies. The findings revealed that many researchers have used DA in ways that were consistent with traditional instructional practices instead of using the required approach to engage students in their own learning. Although many researchers claimed they have applied different instrument and methods to accomplish dynamic assessment, there were some deficiencies and contradictions carrying out DA as scrutinized in the literature. So, the external validity of DA-related studies needs to be approached cautiously and researchers are expected to first draw a crystal-clear research design and framework as well as the operational definition of the variable/s to be addressed.

Keywords: Dynamic Assessment, Assessment Alternatives; Models of DA, Meta-analysis

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A Cross-cultural Corpus-based Study of English vs. Persian Native Writers' Use of Conjunction in Conference Abstracts

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Abstract

The Abstracts sent to conferences are representative of their writers' ideas and achievements. On the other hand, coherence and cohesion are important factors in the development of all texts including academic writings. The main aim of the present study was to examine conjunction as a category of grammatical cohesive devices in conference Abstracts as a type of academic text. The corpus included 200 conference Abstracts, out of which 100 were written by Iranian nonnative writers and 100 by native writers. Each group of texts consisted of 50 Abstracts from soft sciences (English language teaching and psychology) and 50 Abstracts from hard sciences (physics and geology). Working within a descriptive analytical framework and following Liu's (2008) taxonomy, the frequency and type of conjunctions employed in the texts under investigation were examined. The results of the statistical analysis revealed that non-native writers use more conjunctions in their conference Abstracts. The variations related to the use of conjunctions in each group of writers were also investigated. It was found that the most frequent conjunction type in Abstracts developed by English native writers vs. Persian nonnative writers are adversatives and additives, respectively. The implications of the study for teaching academic writing and developing academic materials are discussed in details.

Keywords: Conference Abstract, Cohesion, Conjunctions, English native writers vs. Non-native writers, Soft vs. Hard sciences

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Mixed Methods Research in Applied Linguistics: The Status quo of the Current Issues and Practices

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Abstract

From a total of 1314 articles in seven peer-reviewed accredited Applied Linguistics journals, 220 articles were finally identified to be mixed in method which were then scrutinized based on already-established frameworks regarding their research questions, research designs, sampling designs, and inference quality to explore the status quo of Mixed Methods Research (MMR) in Applied Linguistics. The findings revealed a) only a few research questions were hybrid, b) both concurrent research designs and sampling designs were employed more frequently than their sequential counterparts and c) a few articles made their inferences mixed in a principled manner. The findings of several extracts and an open-ended questionnaire showed a growing interest to conduct MMR and the challenges and problems of conducting MMR respectively.

Keywords: Mixed Methods Research; Inference Quality; Research Question; Research Design; Sampling Design

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Metacognitive Language Learning Strategy Use and Autonomy of Introvert and Extrovert, Iranian EAP Students

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Abstract

The current study investigated the relationship between metacognitive language learning strategy use and autonomy of 116 introvert and extrovert male and female undergraduate EAP students studying different disciplines in the faculties of Social Sciences and Humanities, who were selected through convenience sampling. Three instruments were employed for data collection purposes: Strategy Inventory for Language Learning (developed and validated by Oxford, 1990), Learners' Autonomy Questionnaire (developed by Cotteralls, 1999; and validated by Soodmand Afshar and Bastami, 2012 for Iranian context), and Eyzenk's Personality Questionnaire (developed and validated by Eyzenk & Eyzenk, 1985). Both descriptive and inferential statistics (i.e. Pearson Product Moment correlation, and Independent Samples t-test) through SPSS version 20 were applied for data analysis. The results of Pearson Product Moment correlation showed that there was a significant positive relationship between metacognitive language learning strategy use and autonomy of EAP students. Also, the results of Independent Samples t-test revealed there were significant differences between introvert and extrovert EAP students in their metacognitive language learning strategy use, with extroverts using significantly more metacognitive strategies than their introvert counterparts. In case of the learner autonomy, the results of Independent Samples t-test indicated that introvert and extrovert EAP students significantly differed, with extroverts showing higher levels of learner autonomy. The results and implications of the study are discussed in more detail in the paper.

Keywords: metacognitive Strategies, Autonomy, Introverts, Extroverts, EAP Students

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An Investigation into EAP Teachers' Characteristics from Students' and Professors' Points of View

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Abstract

This study investigated the EAP teachers' characteristics as perceived by Iranian EAP professors and students. For this purpose, a five-point Likert-scale teacher characteristics questionnaire developed and validated by Soodmand Afshar and Hamzavi (2017), which drew mainly upon Borg (2006), was administered to 153 English language students in different levels of education (BA/BSc, MA/MSc and PhD) and 25 professors (i.e., faculty members) with different status or ranks (assistant professor, associate professor and full professor) at different universities across the country. A semi-structured interview was also conducted with 20 students and 10 professors to triangulate the data and to shed more light on the issue under investigation. The results of both questionnaire survey and the interview revealed that both students and professors were approximately of the same opinion regarding EAP teachers' characteristics, with both highlighting EAP teachers' professional qualities (e.g., being knowledgeable, having sufficient general proficiency in English, being able to convey knowledge, etc.) and psychological or behavioral characteristics (e.g., being polite and respecting the personality of the students, being open to criticism, showing interest in students, being flexible, alleviating students' anxiety, being friendly to students etc.). They, however, significantly differed in assigning weight to those characteristics. Moreover, there were few areas in which there was a significant difference between students' and professors' perspectives such as knowing English culture well, following syllabus tightly, being attentive in the class, assessing his/her work regularly, not losing temper, etc.

Keywords: EAP teacher characteristics, EAP professors, EAP students

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Examining the Interrelatedness of the Components of the Rubric for IELTS Writing Task 2

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Abstract

The literature on using scoring rubrics in writing assessment points to the significance of rubrics as the most practical and objective means to assess the quality of writing tasks. Rubrics are multidimensional scoring assets that can be employed to ensure consistency in assessing learners' performance. They provide the raters with a uniform scoring criteria and components with the expectation that different raters using the same rubric for assessing an essay come up with similar ratings. This study is a two-fold attempt, first to examine the agreement among the four components of the rubrics for IELTS essay writing (task 2), namely task achievement, cohesion and coherence, grammatical range and accuracy, and lexical resources, and also to find out if one of the components can be the predictor for the others. In order to carry out this study, 200 essays scored by official IELTS examiners as part of the academic IELTS tests taken in 2017 in an official IELTS test center were selected. The data analysis through Cronbach alpha showed that there is a high relationship among the aforementioned components of the IELTS essay rubrics and the overall score for this task. In addition, the correlation coefficients showed that 'task achievement' and 'cohesion and coherence' are highly correlated, and the lowest association belongs to 'lexical resources' and 'grammatical range and accuracy'. Also, PCA as a variant of factor analysis was run and the results indicated that all the components loaded on the same factor, meaning that all the components of the rubrics for IELTS task 2 tap the same construct. All in all, it could be concluded that all the four components of the IELTS essay marking criteria are highly correlated with each other and also with the overall score. The results obtained from correlation coefficients corroborated the strong association between 'task achievement' and 'coherence and cohesion' in comparison to the 'lexical resources' and 'grammatical range and accuracy'.

Keywords: Scoring Rubrics, IELTS Writing Task 2, Marking Criteria

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Is Pre-Task Guided Planning Really Guiding?: Evidence from Self-Repair Behavior

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Abstract

The surge of studies examining the impact of different types of planning, with some exceptions has been predominantly obsessed with a specific focus on three aspects of the planned speech namely complexity, accuracy, and fluency (CAF). The results have mostly come down to existence of a competition between the goals of CAF, and been discussed in the light of Skehan's (1998) trade-off hypothesis. The present study sets out to investigate if the effect of pre-task guided planning (GP) that channels the attention of the planners towards a specific property of tasks i.e. meaning, form, or a combination of both, is manifested in monitoring mechanisms underlying stages of speech production and different types of self-repair behavior. To this effect, 50 Iranian lower-intermediate learners of English as a foreign language (EFL) within the age range of 16-18 were recruited and assigned into a no planning group and three GP groups. They performed an oral story-telling task, and attended a one-on-one reflective session. The transcription of the audio recorded interviews indicated that form-focused GP engendered more error (E-) repairs, while meaning-focused GP led to more different information (D-) repairs and appropriacy (A-) repairs. The results of an ANOVA revealed a significant difference between the four groups based on types of repairs. The findings are discussed in the light of Levelt's (1983) perceptual loop theory and Ahmadian, Abdolrezapour, and Ketabi's (2012) extended trade-off hypothesis. The implications are provided for the material developers and teachers.

Keywords: Extended Trade-off Hypothesis, Guided Planning, Perceptual Loop Theory, Self-Repair Behaviour, Task-Based Language Teaching

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معاونت پژوهش و فن آوری دانشگاه آزاد اسلامی واحد تبریز

Linguistic modifications of machine translated texts

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Abstract

The expanding use of machine translation technology today has boosted the application of translation software in various fields. In line with this trend, Google Translate, a free multilingual machine translation service, developed by Google has attracted the attention of countless users due to its ease of use through modern means of mass communication and has become the only translation tool in some areas. However, compared to the human translation, these machine tools, despite the tremendous advances, have not yet been able to deliver quality translations due to the complex translation process. Therefore, modifying and editing the machine translated texts is of great importance. The present paper aimed at exploring the types of linguistic modifications of the texts already translated into English from Persian through machine translation service. To this end, the Abstracts of ten literary papers published in Iranian quality journals have been selected for the analysis. The selected Abstracts were initially translated into English (target language) through Google Translate from Persian (source language). To identify the kinds of changes needed to make them academically acceptable, the machine translation texts were all post edited. Then, the original Google translated texts and their post edited versions were compared to figure out the types of the applied modifications. The results of this qualitative study indicated that the linguistic post edition modification of the texts can be classified into linguistic categories, namely Grammatical Tense, Literal Translation, Redundancy, Collocations, Deletion of the Main Verb, Word-choice and Proper Nouns.

Keywords: Machine Translation, Literary Translation, Editing, Human Translation, Translation Errors

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An Exploration of Iranian EFL Stakeholders' Attitudes and Knowledge of Different Educational Management Systems

Fakhar Shahreza Mahdieh[1], Reza Khany, Mahdieh Fakhar Shahreza

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Abstract

This study was an attempt to scrutinize Iranian EFL stakeholders' attitudes and knowledge of different types of educational management systems (EMS), namely learning management systems (LMSs), content management systems (CMSs), and Learning Content Management systems (LCMSs) in educational context. The participants' main challenges and concerns regarding the integration of these new educational technologies in their classrooms were also investigated. To this end, 326 Iranian EFL stakeholders (i.e. 34 teacher trainers, 85 teacher educators, 10 language policy makers, and 196 EFL teachers teaching English at schools, universities, and private language institutes) were randomly selected to take part in the study. A researcher-made questionnaire was developed, validated and used to collect the required data. The analyzed data revealed that these three groups of participants were significantly different regarding their attitudes and familiarity with various types of EMSs; although, all of them indicated highly positive attitudes towards the application and integration of EMSs in their classrooms. It was further found that the participants' attitudes and level of familiarity were drastically influenced by their educational degrees, age, and sex. This study has various implications for language teachers, practitioners, and language policy makers.

Keywords: Educational Management Systems (EMSs), Language Policy Makers, EFL Stakeholders, Educational Technologies

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Translatability and Un-translatability of Literary Devices

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Abstract

This article deals with the problems of literary translation in particular the translation of rhetorical devices which are mostly applied in the literary texts such as poetry, novels, advertisements and the other kinds that increase the literary flavor of these types of texts as well satisfy the aesthetic needs of their audiences, and affect their impression. In this article, the researcher tried to show that the rhetorical devices such as allusions, puns, and culture specific terms or CSIs are translatable or not. To do this investigation, some Qazals of Divan-e-Hafiz, some verses of Molana, and some sentences derived from the Animal Farm including puns, CSIs as well as allusions have been investigated and analysed (by comparing them with the original samples in Persian Language). This study showed that, due to the differences among various dialects, implications, meanings, and senses, the languages differ from each other, which may result in complexities and obscurities in the translation process. These kinds of terms play a main role in these literary texts because they are enriched in the rhetorical devices, which are not tangible to the target readers. Regarding these points, the present article indicated that translating these items is one of the most challenging tasks by translators, and they are accounted as the potential problems of the translation process because of their specific meanings and senses in target language, and culture. Concerning the above-mentioned issues, it became clear that some procedures and strategies propped by Newmark (1988), Delabastita (1996), and Leppihalme, (1997) for rendering CSIs, puns, and allusions are along with some shortcomings as they are easily translatable and they will lead to some problems for the translators. By scrutinizing these samples, it can be said that translation of these items is impossible and the translators cannot render them, straightforwardly. Therefore, the translators will resort to a combination of strategies such as couplet, footnote, and extra information in brackets in order to make them tangible for target readers. This shows that transferring these terms from Persian into English or vice versa is not an easy task for the translators and they must have detailed knowledge about them.

Keywords: Translation, Culture, Culture Specific Items, Pun, Allusion, Molana, Animal Farm, Divan-e-Hafez

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Fansub Strategies in Taboo Translation: A Case Study of the Movie "Seven"

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Abstract

This study was intended to identify the strategies the non-professional translator (Fansubber, in this case) used in order to translate into Persian the taboo items in the R ranked movie "Seven", which was recognized as the seventh-highest-grossing film of the year and was well received by critics, who praised the film's darkness, brutality and themes. The corpus of the study was the wide range of taboo language used in the movie. According to a list of items that are considered taboo in Persian, 155 taboo items were elicited and recorded. After comparing each taboo item with its Persian counterpart and analyzing the data, three general strategies in translating taboos were identified; a) deletion, b) euphemism, and c) taboo to taboo translation, with the last one being subcategorized into 1. Taboo to a taboo with a stronger force, 2. Taboo to a taboo with the same force and 3. Taboo to a taboo with a weaker force. Then a quantitative analysis was adopted to find descriptive statistics. The analysis revealed that Fansubber used taboo to taboo translation strategy most frequently with deletion and euphemism as the next most frequent strategies. It was concluded that the translator tried to keep the source culture segments in Persian translation and, therefore, the translation was an adequate one being more oriented towards the source text norms. The conclusions can be helpful within the realm of Audio-visual translation studies.

Keywords: Translation, Taboo, Fansub Strategies

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Nonverbal communication: The case of importance marking in Persian academic lectures

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Abstract

Comprehending the academic lecture, as a medium for transferring theoretical knowledge of the field, is a difficult task for university students, especially in contexts where the language of instruction is different from their mother tongue. Part of this difficulty is related to the high speech rate and immediacy of the spoken language. This puts a lot of processing load on the students' minds. Therefore, it is important to be able to distinguish between important and unimportant information, presented in the lectures. The purpose of this corpus-driven study was to investigate how importance is signaled in Persian academic lectures, using paralinguistic means. The study was based on an analysis of 120 lectures of SOKHAN corpus. All the cases of the highlighted pieces of information in the lectures were found and categorized based on their function. Overall, the results showed that the paralinguistic means, used for the purpose of highlighting importance, are proxemics, oculesics, chronemics, vocalics, silence, posture, locomotion, expression, and kinesics. Proxemics is related to the spatial distance between the lecturer and students. Oculesics involves establishing eye contact with the students. Chronemics is concerned with the use of time and pausing. Vocalics is related to making changes in the tone, volume, and speed of voice. Silence involves using silence. Posture is concerned with the position of the body of lecturer. Locomotion deals with the mode of walking. Expression is related to the facial expression of the lecturer. And kinesics deals with body motions such as writing on the board, pointing, and moving parts of the body.

Keywords: Importance, Function, Paralinguistic Approach, The Persian Academic Lecture, Corpus

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An Investigation of a Structural Model of Teacher Self-efficacy, Emotional Regulation, and Teaching Stress among Iranian EFL Teachers

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Abstract

As it has been found that characteristics of teachers and their psychological factors have a significant share of variance in affecting teacher performance, a bulk of empirical studies have been conducted to investigate variables of teachers and their inter-relationships. As an attempt to shed more light on the relationships among teacher psychological factors in English as a Foreign Language (EFL) context, this study examined the role of teacher self-efficacy and emotional regulation as predictors of teaching stress among Iranian EFL teachers. In so doing, a sample of 212 teachers completed three questionnaires measuring these constructs. Structural equation modeling (SEM) was employed to test the hypothesized relationships among the variables. The findings revealed that emotional regulation accounted for 14.2 % of the variance and teacher self-efficacy accounted for 22.1% of the variance in teaching stress. Although each of the two variables had a unique effect on teaching stress, teacher self-efficacy outweighed emotional regulation in predicting teaching stress. Finally, the practical implications of the results were discussed.

Keywords: Teacher Efficacy, Emotional Regulation, Teaching Stress, Structural Equation Modeling, EFL Teachers

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The Effect of Academic Degree and Experience on EFL Teachers' TPACK and Attitudes toward Technology Integration

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Abstract

Research has indicated that teachers' technological pedagogical content knowledge (TPACK) – the kinds of knowledge required by teachers to effectively embed technology in the learning milieu –and attitudes toward technology integration in classrooms have profound influence on their willingness to use technological tools in their pedagogical practice. Given the importance of these two variables in enhancing technology use in the class, the current study sought to examine the impact of EFL teachers' academic degree (B.A. versus M.A.) and teaching experience on their TPACK and attitudes toward technology integration. To this end, 114 EFL teachers, who were selected through stratified random sampling, completed the TPACK questionnaire developed by Cheng (2017), and attitudes toward technology integration questionnaire devised by Aydin (2013). Two-way ANOVA was used to analyze the collected data, with the results indicating no significant difference between B.A. and M.A. teachers' TPACK and attitudes toward technology integration mean scores. With respect to teaching experience, however, it was found that novice teachers (with less than three years of experience) scored significantly higher than their seasoned counterparts regarding their attitudes toward technology integration. The findings are discussed in light of the content of university-based English language teaching programs in Iran and the youth's familiarity with technology. Based on the results, a set of modifications are suggested for pre-service and in-service teacher education programs to enhance EFL teachers' TPACK and attitudes toward technology integration.

Keywords: Attitude Toward Technology Integration, EFL Teachers, TPACK

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An Investigation into the Effects of Mobile-Assisted Focused Feedback on Intermediate EFL Learners' Oral Accuracy

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Abstract

In recent years, mobile phones have been acknowledged as powerful tools to increase the effectiveness of instruction. Thus, this study aimed at exploring the effects of focused corrective feedback (CF) through WhatsApp application on the oral accuracy of Iranian intermediate EFL learners. Fifty learners participated in the study, who were divided into two groups: Experimental and control. All learners were assigned four oral production tasks throughout four weeks. The learners in the WhatsApp group were required to send their recordings via WhatsApp to receive CF through the same tool, whereas the control group did the oral tasks in the class and received feedback traditionally. The CF was targeted at six grammatical forms: present perfect versus simple past, direct versus indirect questions, and definite versus indefinite articles. A pre-test and a post-test were also given, and the scores were analyzed. The statistical results showed that the learners in the WhatsApp group significantly outperformed their counterparts in terms of total accuracy (all 6 grammatical targets) though some differences were observed concerning specific grammatical forms. The results suggest that mobile-assisted language learning (MALL) can effectively help to improve language learning and compensate for some of the limitations of classroom teaching.

Keywords: Mobile Assisted Language Learning, Corrective Feedback, Accuracy, Whatsapp Application

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The Effect of Using Advance Organizers on EFL Learners' Speaking Performance: A Mixed-Methods Study

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Samen, Neyshabour

Abstract

The purpose of this study was to investigate the effects of using two types of advance organizers, namely: key vocabulary and pictorial aids on Iranian EFL learners' speaking performance. The study also examined students' opinions toward the use of advance organizers in their class. The participants included 39 students at intermediate level at Hezare Sevom institute in Mashhad. The participants were randomly assigned into two experimental groups and one control group. The first experimental group (key vocabulary) consisted of 12 students. The second experimental group (pictorial aids) consisted of 14 students. And there were 13 students in the control group. The experimental groups each received a particular type of advance organizer, prior to instruction but the control group did not. All of the participants were asked to sit for pre-test prior to the study and the researcher evaluated their speaking ability. After six session of treatment, at the end of course, all the participants were evaluated for their speaking abilities. In addition, the researcher asked the students' opinions about the use of advance organizers as part of the instruction in their classes. The analysis of the students' scores, using one-way ANOVA, showed that the students in the experimental groups performed significantly better than those in the control group. However, the performance of the students in the experimental groups was not significantly different. The findings of the study provided evidence that using advance organizers facilitated learning and speaking performance. Also, the results implied the students' positive opinions toward the use of advance organizers in educational classes. These findings suggest that advance organizers can enhance students' motivation and facilitate the speaking process.

Keywords: Advance Organizer; Key Vocabulary; Pictorial Aids; Speaking Performance.

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Language exposure and inhibitory control in Persian-Kurdish bilinguals

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Abstract

Whether bilinguals benefit from enhanced inhibitory control is still at the center of controversy. The current study investigated inhibitory mechanism in simultaneous Persian-Kurdish bilinguals (N=28), who acquired both languages before the age of seven (AoA

Keywords: Bilingualism, Inhibitory Control, Language Exposure, Victoria Stroop Test

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The Relationship between Incidental and Intentional Vocabulary Learning in Reading Comprehension among EFL Learners

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Abstract

The present study aimed at investigating the effect of incidental and intentional vocabulary learning through extensive reading on the reading comprehension performance of EFL learners. Moreover, the study was an attempt to find the effect of incidental and intentional vocabulary learning through extensive reading on the vocabulary learning of EFL learners. The participants consisted of two groups. The first group consisting of 32 learners received intentional and the one including 33 learners received incidental vocabulary learning through extensive reading. The two groups were given a cloze and a vocabulary test and the researcher used independent samples t-test on the vocabulary and cloze reading test scores to assure their homogeneity in terms of vocabulary knowledge and reading prior to the treatment. Then, for treatment, the first group was required to do the reading of the five short story books during one month based on intentional learning vocabulary teaching techniques by employing synonymous, antonymous and example sentences provided to them and for the incidental group no such explanations were provided and the students were just asked to read the short stories. After one month, the researcher administered to both groups the vocabulary and reading posttest, the scores of which were used to examine the research questions. The results of independent samples t-test indicated that the group receiving intentional instruction outperformed the incidental group in terms of both reading comprehension and vocabulary learning performance. The findings of the study have implications for teachers about how to teach vocabulary through extensive reading adopting intentional or incidental techniques of teaching vocabulary.

Keywords: Extensive reading, Incidental vocabulary learning, Intentional vocabulary learning, Vocabulary acquisition

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An Althusserian Reading of «2BR02B», A Short Fiction by Kurt Vonnegut

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Abstract

Kurt Vonnegut, as a contemporary American novelist and short story writer who has experienced World War II, through his satirical works, criticizes the post war American society .This article is devoted to the analysis of one of his dystopian short stories called «2BR02B» through the lens of Louis Althusser's theory of Ideology. The story's title, which refers to the telephone number one dials to schedule an assisted suicide with the number one dials to smination, number one dials to smination, assisted suicide with the e an assisted suicide with the re's Hamlet.« « amlet. with a futuristic setting, is in the genre of science fiction and pictures an overpopulated society where genre of science ficts making a genre of science ficts making a tures an overpopulated society where iety where th eternal lifespans, lifespans, lifespans, ernment-assisted suicide. Vonnegut in this short story satirizes his contemporary capitalist society. He also illustrates the suppression of art and artists and interpellation of individuals by a fake moral system imposed by the world's government with the help of RSAs like the administration and governmental laws and ISAs like doctors and hostesses in the Ethical Suicide Studios.

Keywords: Vonnegut, 2BR02B, Althusser's Theory of Ideology, ISAs and RSAs, Interpellated Subjects, Post-war American Society

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Task Repetition or Topic Repetition: Which one Produces a More Complex and Fluent Writing

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AlZahra University

Abstract

The current study attempted to investigate the effect of two different operationalizations of repetition (i.e. task repetition vs. topic repetition) on the lexical complexity, syntactic complexity, and fluency of EFL learners' writing. To this end, 16 EFL university students from the University of Mohaghegh-Ardebili took part in this study and were randomly assigned to one of the experimental groups. In the first group (i.e. task repetition group), the learners were required to compose their writings on different topics, but within the same writing task (i.e. argumentative writing). However, the learners in the second group (i.e. topic repetition group) were supposed to write different types of writing tasks (argumentative, comparative, descriptive, and problem-solving) on the same topic. Following this, learners' writings in both groups were analyzed in terms of lexical complexity, syntactic complexity, and fluency. The results of a two-group MANOVA indicated that there were no significant differences between the two groups. The pedagogical implications for researchers and language teachers on the role of different features of task repetition will be discussed.

Keywords: Fluency, Lexical Complexity, Syntactic Complexity, Task Repetition, Topic Repetition, MANOVA.

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Examining the Validity of the National PhD Entrance Exam of Teaching English as a Foreign Language (TEFL): Evidence from the Stakeholders

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Alzahra University

Abstract

The National PhD Entrance Exam (NPEE) of TEFL in Iran, was designed to make high-stakes decisions and mitigate the instances of bias in screening eligible candidates to further pursue their studies in higher education. Nevertheless, since its first administration, the test has been criticized on the grounds of its test item format, content validity, and impact on the educational system. The present study attempts an in-depth analysis into the validity of NPEE of TEFL through conducting interviews with its main stakeholders, i.e. test-takers and university professors. Hence, in a qualitative research, twenty-two PhD students as well as six university professors, each an expert in one of the topics evaluated in the exam, were selected based on purposeful sampling from different universities to take part in semi-structured interviews. The inductive data-driven content analysis of the transcribed interviews revealed the stakeholders' concerns regarding the validity of the test mainly in terms of its lack of an operationalized definition of the construct being measured and its failure in selecting the best candidates for the PhD program. The results also indicated that content bias threatens the validity of the test. Further extracted themes and impacts of the test, including an increased dependence on rote learning, leading to, among other things, a lack of the research competencies considered as a prerequisite for the PhD students, will also be discussed.

Keywords: Validity, National Phd Entrance Exam, High-Stakes Tests, Stakeholders, Test Impact

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Development of the teaching self and belief in the transition from student to new teacher

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Abstract

The purpose of the present study was to investigate the development of the teaching self and belief of student teachers during their experience of teacher education program in Iran. The study was concerned with the nature of and changes in EFL student teachers' perceptions of themselves as teachers and their beliefs on language learning and teaching. The constructivist theory was adopted as the conceptual framework in which learning to teach is viewed as a complex process of changes in student teachers' personal theories by means of developing, testing, and reconstructing their own hypotheses about teaching. The respondents were 57 first-year and 42 four-year students enrolled in a four-year undergraduate teacher education program. The study adopted an interpretative approach, and the research design relied on cross-sectional data obtained from the participants' responses to 20 open-ended questions. The data were obtained in Persian and then translated into English with subsequent validation by the researcher. These data were subjected to content analysis. The results indicated that the student teachers' beliefs had some developments in the transition from a student to a prospective teacher. The belief development processes were categorized into different groups including awareness, confirmation, refinement, addition, rearrangement, re-labeling, and no change. In general, the findings suggested that student teachers' beliefs can be 'flexible' and that their pre-existing beliefs do develop. The study contributes to the growing literature on the impact of a teacher education program on the development of professional identity.

Keywords: Teaching Self, Teachers' Belief, Student Teachers, Teacher Education

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The Role of Language Teachers' Credibility and Nonverbal Immediacy in Their Success: Structural Equation Modelling Approach

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ATU

Abstract

Due to the significance of teacher success in the adequacy of teaching and learning, the present study intends to examine the role of two factors, namely language teachers' credibility and nonverbal immediacy in relation to their success across intermediate and proficient levels. To do so, 135 EFL students of Golestan University voluntarily participated in this study. First, an Oxford Quick Placement Test (QPT) was administered to identify the differences in participants' language level. Then, I distributed three questionnaires, namely the Nonverbal Immediacy Scale (NIS), the Source Credibility Scale (SCS), and the Characteristics of Successful Teachers Questionnaire (CSTQ) among the respondents. Using Cronbach's alpha and correlational analyses, first, I examined the reliability of the questionnaires and the associations among all three scales. Then, I used Structural Equation Modelling (SEM) to show the effect of teachers' credibility and nonverbal immediacy on their perceived success. Finally, in order to examine the role of students' language proficiency level in their perception of teacher success, I performed independent samples t-test. Findings in the research study suggest that teachers' credibility and nonverbal immediacy is beneficial to their success. This study also outlined which elements of teachers' credibility could be more effective for their success. Using the results of this study, teachers could find beneficial information for their success.

Keywords: Teacher Credibility, Teacher Nonverbal Immediacy, Teacher Success

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"It will be in intention than in action if local needs and realities are not addressed": Junior high school Iranian state teachers' experiences and perspectives on introducing CLT in Iran

Hasan Tarlani Aliabdi[1], **Mohammad Ali Akbari**

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Abstract

A major national curriculum innovation took place in Iran in the beginning of the educational year in 2013. To respond to this innovation, Iran's Ministry of Education developed new series of English textbooks: Prospects 1, 2, and 3 for junior high school and Visions 1, 2, and 3 for senior high school. On the one hand, a thriving implementation of any educational reform is contingent on and tightly intertwined with how teachers perceive and experience new approaches to ELT. Using an open-ended questionnaire to illicit the Iranian EFL state school teachers' experiences and perceptions about teaching in CLT (communicative language teaching) and teacher interviews as qualitative research procedures, the present study sought to examine how effective CLT approach might be in the six years of the curriculum innovation in Iran. To this end, we first asked 36 Iranian state school teachers to report their perceptions and teaching experiences in CLT. We then conducted a semi-structured interview with 12 of the teachers. In-depth analysis of the survey and interviewed participants' perspectives towards and teaching experiences in CLT identified both macro and micro structural difficulties. Also, the present study brought to attention, interalia, the need to provide teachers with constant teacher training support, to equip schools with instructional resources required by a particular curriculum innovation, to systematically seek the teachers' viewpoints in designing new textbooks embodying the new curriculum reform and, finally, tailoring the contents of the new textbooks to the cognitive capabilities of the students for whom they are written.

Keywords: Iranian State Schools, Communicative Language Teaching, Curriculum Innovation, Macro and Micro Structural Difficulties

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The Differential Effects of Input-based and Output-based Metadiscourse Awareness on Reading Self-efficacy and Reading Comprehension of Iranian ESP Learners

Maryam Pournemat[1], **Seyed Hesamuddin Aliasin**

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Abstract

Metadiscourse, as a text feature, enables readers to understand the text more easily and facilitates the reading process. This paper examines the effect of input and output-based metadiscourse awareness on reading self-efficacy and reading comprehension by Iranian ESP learners. Based on a language proficiency test, 60 homogeneous male and female participants were randomly assigned into two experimental groups, one comparison and one control group. Subsequently, both experimental groups and the comparison group underwent three sessions of instruction on metadiscourse markers. The comparison group was meant to check the bias effect of metadiscourse instruction. Then, during the treatment, the first experimental group was asked to read the ESP reading text while attending to the metadiscourse markers in the bold type print (input- based awareness). The second experimental group read the same text and underlined all the metadiscourse markers they found in the text (output-based awareness). The control group and comparison groups only read the same text with no metadiscourse awareness applied in the text. All the groups answered the same reading comprehension questions. The results of MANOVA and T-test analyses revealed that metadiscourse awareness had a positive effect on reading comprehension and reading self-efficacy. On the other hand, the control and comparison groups did not differ significantly regarding the bias effect of metadiscourse instruction. Further, gender had no moderating effect in this research context. ESP teachers and textbook developers are suggested to attend to the role of metadiscourse awareness in better performance of the readers.

Keywords: Metadiscourse, Metadiscourse Awareness, Self-Efficacy, Reading Self- Efficacy, Reading Comprehension

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A Comparative Study of Referential Devices in Research Article Abstracts of Soft vs. Hard Sciences

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Abstract

The aim of the present study was to investigate referential devices as a category of cohesive ties in research article Abstracts developed in the two domains of soft vs. hard sciences. The texts under investigation included fifty Abstracts related to ELT and psychology as representative of soft science and fifty Abstracts in the field of geology and chemistry both related to hard sciences. All Abstracts were written by English native speakers and were randomly selected from academic journals in these fields. Following Halliday and Hasan's (1976) classification of cohesive devices, the frequency and types of referential devices were examined in the texts under investigation. The results indicated that compared to research article Abstracts written in hard sciences, the Abstracts developed for soft sciences include a greater number of referential elements. The implications of the study for ESP courses and teaching writing for academic purposes are explained in detail.

Keywords: Discourse Analysis, Cohesion, Referential Devices, Anaphora, Cataphora, Exophora, Academic Texts

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Effectiveness of formulaic vs. non-formulaic incidental focus-on-form instructions in EFL classes

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Urmia University

Abstract

In light of recent debates, it is becoming extremely difficult to ignore the importance of form-focused instruction and formulaic language in EFL classrooms. To this end, this study set out to investigate the effects of the uptake sheets on retention rate of the formulaic vis-à-vis non-formulaic focus-on-form episodes (FFE) and their possible empirical effects on EFL classes. A total number of 18 male and female advanced EFL learners undertaking an EGP course participated in the study. Intact classes were randomly chosen as experimental and control groups of the study. Uptake sheets were the major instrument of data collection and experimental group received them as their main treatment element. Besides, a series of tests were constructed for measuring the retention rates of the FFEs which occurred in the classroom. For the experimental group, the tests were constructed from the notes of the students in their uptake sheets, while for control group the tests were devised through audio-recordings. The results of independent samples t-test indicated that there was a statistically significant difference between the retention rates of the experimental and control groups in both formulaic and non-formulaic FFEs. Nonetheless, there was no significant difference between the retention rates of formulaic and non-formulaic FFEs within each group, indicating that formulaic language FFEs are as effective in helping the learners to recall the FFEs as non-formulaic ones. These findings raise intriguing implications regarding the efficacy of uptake sheets as well as formulaic vs. non-formulaic focus-on-form instruction, which were discussed in the study.

Keywords: Formulaic sequences; non-formulaic; incidental focus-on-form instruction; uptake sheets; retention rate; effectiveness

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A Survey Review of Top Notch Course Books: A Retrospective Analysis of the Series

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Abstract

In light of recent inundated ELT market with state-of-the-art course books, evaluation of these materials in order to assure their ultimate efficacy in various context of use is becoming extremely difficult to ignore. As a commentary on the importance of teaching material evaluation, the current paper seeks to investigate objectively the usefulness of the Top Notch series in the light of the teachers and learners' perspectives. This study was conducted in the form of a survey, with data being gathered via a well-structured eclectic checklist obtained from Demir and Ertas (2014). The project used convenient sampling method to draw 54 male and female participants (15 teachers and 39 learners) into the study, who were supposed to fill out a binary response checklist. They all had at least two years of exposure to the Top Notch series and their insightful comments provided support for the view that Top Notch series provide impartially satisfactory efficacy in terms of subject and content, receptive skills tuition, grammar and vocabulary instructions, layout and physical make-ups and practical consideration. Yet, it failed to provide ample amount of support for the productive skills as well as pronunciation instruction. These findings raise intriguing questions regarding the efficacy of the series in the proposed context and the authors, publishers, and users may need to thiank of revisions of the so-called areas. Further implications have been discussed thoroughly in the study.

Keywords: Evaluation; Course Books; Top Notch Series; Survey; Retrospective Analysis

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Investigating the Role of Semantic Test in Learners' Productive Vocabulary Skill

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Abstract

Vocabulary learning is one of the main components of second language (L2) teaching. One of the new challenges in the area of L2 vocabulary learning is the distinction between receptive and productive vocabulary due to the fact that they are far from clarity in the domain of English language teaching (ELT) and learning. This study investigates the effect of the semantic test as an appropriate practical instrument to help learners develop their productive vocabulary skills. The participants included 48 Iranian English foreign language (EFL) learners. The learners were asked to take two productive tests; first language (L1) to L2 translation test; and a semantic test. The collected data were analyzed using SPSS software and also by paired samples t-test. The findings of the research demonstrated that semantic test had a significant role in developing the receptive vocabulary and productive skills of L2 language learners.

Keywords: Semantic Test; Receptive Vocabulary; Productive vocabulary

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Citation in Academic Genres: An Inductive Discourse Analysis

Esmaeel Abdollahzadeh[1], **Fatemeh Zolfaghari**

IUST

Abstract

Looking at citation forms and functions, the present study explores how English and non-English writers as well as novice and expert academics cite their scholarly texts. To this end, we adopted an inductive discourse analysis approach to analyze novice and experts' texts, 10 each, together with five British and five Iranian master's theses on language education. The results showed that the integral citations had significantly more weight in the novice subcorpus and occurred equally likely in the British and Iranian writers' texts. The findings also indicated other qualitative and quantitative similarities and differences between each pair of the writers, which are discussed in detail. Overal, the results confirm the earlier arguments about the effects of culture, identity, power, and experience on writers' citation practices.

Keywords: Citation Behaviors, Culture, Expert, Master's Theses, Novice, Research Articles

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EFL Vocabulary Teaching Strategies: The Effects of Top-down and Bottom-up Reading Processes on the Acquisition of EFL vocabulary by Iranian EFL Learners

Rokhsareh Kakvand[1], Seyed Hesamuddin Aliasin, Maryam Pournemat

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Abstract

Top-down and bottom-up approaches to reading are the two processes that have attracted attention from researchers on different aspects of EFL/ESL (English as a Foreign Language/English as a Second Language) teaching/learning. However, the role of these two reading processes in enhancing L2 (Second Language) learners' achievement in developing L2 target vocabulary has not adequately been dealt with yet. Given this, the present study was an attempt to investigate the role of these two reading approaches in L2 vocabulary learning by Iranian EFL learners. To this end, 100 intermediate participants were selected from among 180 earlier subjects as EFL learners, based on the results obtained from a proficiency test. For the purpose of the research, the participants of the study were divided into two groups (top-down and bottom-up) and were exposed to forty-eight hours of explicit reading approaches in order to learn the target vocabulary over four weeks. Each group was only exposed to one method of reading approach, either top-down or bottom-up. At last, the participants' English target vocabulary development was measured quantitatively with a multiple-choice test, which was also given as a pre-test in order to ensure homogeneity of the participants before treatment was applied to both groups. T-test results revealed that both groups significantly gained in the learning of English target vocabulary. However, the findings of the study revealed that the bottom-up group slightly outperformed the top-down group, in this regard. It is suggested that both bottom-up and top-down approaches can be regarded as complementary factors in developing L2 vocabulary by the learners.

Keywords: Top-Down Approach, Bottom-Up Approach, English Vocabulary Development, Reading Processes

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Willingness to Communicate: The case of Medical Students in ESP classes

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Abstract

Why is it that long way off several years in language classes, learners deem themselves incompetent in communication? The milestone for assessment of language learning is the ability to communicate. While some learners are aware of the efficacy of their involvement in communication, a large proportion of learners still prefer to remain uncommunicative. Affective factors such as attitudes, anxiety and motivation are alleged to have a surviving role on language achievement and proficiency (Yashimin 2002). Among affective variables, willingness to communicate (WTC) has been a matter of concern for many researchers over the past decades. This concern has led to emergence of outstanding research findings germane to WTC in multiple perspectives. WTC is described as intentions to initiate communication. As mentioned by Kang (2005), eagerness to initiate communication may arise from favorite topics, context and participants among other variables. An on-depth overview of the previous research asserts that in Iranian medical English classes, English teachers observe such double-side dilemma. It is particularly noted that less proficient students tend to communicate in English, whereas fairly proficient students seem apparently unwilling to initiate communication or involve in the process. Thus, embarking on this globally perceived problem, the present study makes an attempt to examine the variables perceived to profoundly affect learners. To this end and in line with Macintyre et al (2002), who have probed into the construct of WTC via incorporating a questionnaire, this study applied a comprehensive questionnaire to scrutinize the interwoven factors that lead to WTC. Hence, MacIntyre's WTC model was the cornerstone of this study. Gardner's social educational model was another supporting cornerstone for the study. This research might be the first of its type in particular medical contexts.

Keywords: Willingness to communicate- Students of Medicine- Motivation- Anxiety

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The Efficacy of Using Flipped-Based Instruction and Self-Monitoring Strategies on the Development of Non-Native Learners' Speaking Skills

Maryam Eghbali Khajani[1], **Golnar Mazdayasna**

Yazd University

Abstract

The current study investigated the effectiveness of flipped-based instruction and self-monitoring strategies on the development of non-native learners' speaking skills. To this end, two groups of fifty undergraduate English Language and Literature students, who had enrolled in an «Advanced Speaking» course, participated in this study. The procedure was comprised of three phases: pre-class activities, in-class activities, and post-class activities. During the first phase, the teacher designed digital materials, sent to the students via telegram, and asked them to study all the materials and come to the class well-prepared. In the second phase, each student had to give an oral presentation, and the teacher solved their problems and motivated them for group discussions. Finally, in the last phase, the teacher sent self-monitoring checklists adapted from Haspari (2017) to the students and compared their responses. For data analysis, the researcher assessed the learners' four oral presentations, using an objective scale and one-way repeated measures ANOVA. The results showed that flipped-based instruction could develop students' speaking skills significantly (Wilks' Lambda=.049, p=.000, partial eta squared=951). Likewise, there were high correlations between each paired performance. Correspondingly, by using self-monitoring checklists, the students could monitor their learning activities, assess their learning processes, and be aware of their strengths and weaknesses.

Keywords: Flipped-Based Instruction, Self-Monitoring Strategies, Speaking Skills

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The Influence of (UN) Focused Communicative Tasks on English L2 Learners' Negotiation of Meaning

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Abstract

Meaning negotiation as an indispensable component of interactive communication is a central concept in task-based instruction research in L2 education. Research has witnessed a growth of interest in the use of pedagogic tasks as a means of promoting negotiation of meaning. However, the bulk of research that has been conducted so far has not given a clear understanding of the way learners develop their ideas and construct meanings for mutual understanding in different task conditions. This study set out to probe into EFL learners' negotiation of meaning on two unfocused and two focused tasks. Each of these tasks encompassed one decision-making and one opinion-exchange task, leading to four particular task conditions. To this end, 36 Iranian intermediate students majoring in English Translation participated in the study. They were asked to work together in groups of four to complete all of the tasks while their voices were recorded. The results of the qualitative and quantitative data analysis, indicated that the unfocused tasks evoked significantly more instances of meaning negotiation than the focused tasks. As the unfocused tasks were more complex and demanding, they promoted more interaction-driven learning opportunities through negotiation. Moreover, the decision-making tasks engaged learners in interaction more often than the opinion-exchange tasks as the result of the convergent and cooperative nature of these tasks. The findings highlight the importance of meaning negotiation and the effects of unfocused task engagement in L2 learning, and, by implication, prompts L2 teachers to implement task-based language teaching.

Keywords: Meaning Negotiation, Focused Tasks, Unfocused Tasks, Decision Making, Opinion Exchange

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The Effect of Critical Thinking on Improving Biology ESP Learners' Reading Comprehension Skills

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Abstract

This study aimed to examine the effect of critical thinking on improving biology ESP learners' reading comprehension skills. Therefore, the effect of critical thinking across two language proficiency levels, high and low, was investigated. Then the difference between females and males regarding the impact of teaching critical thinking was studied. To fulfill the purpose of this study, sixty homogenous students were selected from a total number of 90 participants and then screened into two proficiency levels based on their performance on a piloted Nelson Proficiency Test, version 300A. Each proficiency group was divided into the critical and non-critical group. Then, all the participants received a piloted reading comprehension pretest. The same content (twelve ESP reading texts) was taught to both groups throughout the 12-session treatment, with the only difference being that the experimental group was taught critical thinking while in the control group the common comprehension-based approach was applied. Each group attended a two-month English class. At the end of the instruction, all groups took the same piloted reading comprehension test that they had taken as the pre-test, albeit this time as the posttest. After gathering the required data, the results suggested that critical thinking significantly affected learners' reading comprehension performance compared with that of the control group. However, the effect of critical thinking training did not vary across different language proficiency levels among biology students; it was also found that males and females were not significantly different from one another. Overall, the findings provide empirical support for the facilitative effect of critical thinking on reading comprehension performance of biology ESP learners.

Keywords: Critical Thinking, Reading Comprehension, Language Proficiency, English for Specific Purposes (ESP), Biology

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Exploratory Factor Analysis in L2 Research: A Methodological Synthesis and Recommendations for Future Practices

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Abstract

Exploratory factor analysis (EFA) is a technique of modeling correlation among a set of observed variables as a function of one or more latent constructs. As EFA assists second-language (L2) researchers in deciphering the complex latent constructs, it has been widely used in many validation studies. Given the widespread applications of EFA in L2 research, it is necessary to evaluate EFA practices in the field to understand to what extent L2 research has adhered to standards of rigor and transparency in the use of EFA. To attain this goal, this study, utilizing methodological synthesis techniques, investigated EFA uses in 15 top-tier journals in applied linguistics. Two hundred and eighty-two EFAs were coded for a wide range of analytic and reporting practices (e.g., sample size, data screening issues, factor extraction and rotation methods, factor retention criteria, etc.). Consistent with the results of previous syntheses of statistical analyses in L2 research, the findings showed a number of omissions and inconsistencies. We expounded upon these issues, and finally several empirically-grounded recommendations for advancing and improving use and reporting of EFA in L2 research were presented.

Keywords: Exploratory Factor Analysis, Methodological Synthesis, Systematic Review, L2 Research, Quantitative Research Methods

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The Role of Translation in English Teaching According to Roman Jacobson's theory

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Ministery of Education

Abstract

In the present article, the classification of translations from the perspective of Roman Jacobson, which consists of three types of Intarlingual, Interlingual, and Intersemiotic in order to study the use of translation in the teaching of words (verb, noun, adjective and adverb), second language teachers of secondary school have been used. The present study is conducted quantitatively and using the interview method to clarify the answer to this question: Which type of translation, according to Jacobson's theory, is more effective in teaching English? Participants in this study were 40 English secondary school teachers from the middle school district of North Khorasan, who participated in the interview. The results of data analysis indicated that the application the translation between a sign translating from a verbal application the translation between a sign translating from a verbal a verteaching.

Keywords: Translation, Intralingual Translation, Interlingual Translation, Intersemiotic Translation

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The Impact of Classroom Management on Students' Communication Skills in English Language Course

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Ministery of Education

Abstract

The way a teacher manages and controls the classroom plays an important role in enhancing students' learning abilities. Teachers apply different styles of classroom management based on their attitude to student development and learning, Each style can have different effects on students. The purpose of this study was to investigate the impact of classroom management on students' communication skills in English language lessons. In this study, three types of classroom management styles (interventionist style, interactive style and non-interventionist style) were examined based on Wolfgang and Glickman's theory. The sample population included all female high school students of Somayeh high school in Bojnourd in the academic year 1398-1989. Classroom Management Style of English Language Teachers was assessed using Wolfgang and Gleikman Classroom Management Questionnaire and the communication skills variable was assessed using the Jerabec (2004) communication skills questionnaire in a sample of 100 students. Based on the results of data analysis, the students of the interaction-oriented teachers had higher and stronger communication skills compared to the students of the interventionist teachers.

Keywords: Communication, Communication Skills, Classroom Management, Students

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An investigation of CALL use in high school curriculum

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Abstract

This study aimed to investigate Computer Assisted Language Learning (CALL) use at high school curriculum specially language learning. Through this study, the power of attitude towards predicting CALL use in high school curriculum was revealed. CALL was defined quantitatively based on a newly defined scale for it as dependent variable in this study. For this purpose, four main groups of stakeholders were selected. Two hundred ninety seven students, one hundred teachers, one hundred thirteen preservice teachers, and fifty principals were the intended four groups who filled in the questionnaires that were the instruments of this study. The results of the study showed that stakeholders had different attitudes towards CALL. Teachers had positive attitudes towards CALL and students, preservice teachers, and principals had negative attitudes towards CALL. Additionally, based on the findings of the study, attitude had little power to predict CALL at high school curriculum. Then, there should be other effective variables which have enough power to effect the integration of CALL into English classes at high schools. Some suggestions, based on open-ended questions, have been given which may be a starting point for future studies. Other suggestions have been presented.

Keywords: Attitude, CALL, Curriculum, High School, Stakeholders

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See-n-learn: Using linguistic landscape for educational purposes

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Abstract

Just two decades elapsed from the time when Landry and Bourhis (1997) published their seminal paper about using linguistic landscape vis-à-vis ethnolinguistic vitality. In fact, that was a starting point for a new avenue in applied linguistics: Linguistic Landscape theory with its own epistemology. During this short period, foreign language teaching community has witnessed its application in various sub-fields. Thus, this paper focused on the Theory of Linguistic Landscape (LL) from a pedagogical perspective, more specifically, from the perspective of language awareness. In other words, the purpose was to identify ELT students' awareness of the multimodal perspectives of linguistic signs in public spaces. The framework used in this study was the one suggested by Cenoz and Gorter (2008), which includes input, pragmatic competence, literacy skills, multicompetence, and finally, affective and symbolic factors. Concerning the theoretical framework implemented here, sociological theories of social action with several hypotheses each of which is significant for any LL research have been applied. The context of this study was the central part of Baku, Azerbaijan. More specifically, it is the part between two points: 28 May Metro Station and R. Behbudov str. where the University of Languages is located. The data constitute the LL signs encountered in the area of students' destination when students leave the metro station and head for the university. First the LL signs were photographed, and then 30 ELT students were asked to reflect on each photo in terms of how they can be used for pedagogical purposes. Later, these reflections were analyzed based on the above-mentioned framework to find out whether the students were aware of the possibility of using LL signs in the language classroom. It was found out that the students were generally aware of the pedagogical uses of LL signs since they mentioned these five perspectives in their reflections. The findings imply that student teachers can benefit from LL signs in planning instruction and developing materials provided that they have this awareness.

Keywords: Linguistic Landscape theory, linguistic signs in public spaces, input, pragmatic competence, literacy skills, multicompetence, affective and symbolic factors

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Reflection of Mimicry Strategy in Athol Fugard's «Master Harold» . . . and the Boys

Samira Sasani[1]

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Abstract

Athol Fugard's «Master Harold» . . . and the Boys depicts the colonial relationship between the Other and the colonizer, the black and the white. This paper looks at their colonial relationship from a new perspective and tries to investigate how the two main active characters—Sam, the Other and Hally, the colonizer—interact and follow the ‹colonial mimicry strategy'. In addition, this paper tries to scrutinize why and how these characters lead the colonial relationship, which is constructed upon a mutually beneficial interaction, to its termination

Keywords: Athol Fugard; colonial mimicry strategy; «Master Harold» . . . and the Boys

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معاونت پژوهش و فن آوری دانشگاه آزاد اسلامی واحد تبریز

Reflexive Metadiscourse in Dissertation Defense Sessions: Frequency and Functional Analysis

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Abstract

There are two quite different strands that can be identified in relation to the study of metadiscourse; narrow and broad. The narrow model that is mostly adopted by Mauranen (1993) and Adel (2010) stresses the reflexivity in language. The broad model that is suggested by Hyland (2005) is referred to as an interactive model in which interaction between writer and the audience is stressed. As reflexivity is mostly realized in spoken genres, this study intended to functionally investigate metadiscourse in PhD dissertation defense sessions. This study was conducted on a corpus of four PhD dissertation defense sessions making 56837 words extracted from «The Michigan Corpus of Academic Spoken English» (MICASE). The corpus was analyzed using Adel's (2010) model including four functional categories as follows: «metalinguistics comments», «discourse organization», «speech act labels», and «references to the audiences». The results showed that disciplinary conventions imposed speakers to have different tastes concerning using the four categories. For instance, speakers in dissertation defense session on Fossil Plant gave priority to «references to the audiences» while speakers in dissertation defense session on Music gave priority to «metalinguistic comments». The findings of this study could add to the knowledge of English speakers, especially English non-native speakers, to functionally select metadiscourse markers while concerning the disciplinary conventions.

Keywords: Metadiscourse, Dissertation Defense, Function, Genre, Spoken

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Ideological, Political and Nationalistic Traces in Translation: Post-Revolutionary Iran as a Case in Point

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Abstract

This study reviews the cases of various meanings of the words when translating from SL to TL or vice versa. The translators are occasionally obliged to alter the meanings of specific words in order to adapt their translations to the current social, cultural and ideological conditions of their homeland. Such an approach lends itself well to shedding light on the social and ideological milieu of a particular era within a culture. There were many historical cases that affected translations and translators' ideology in Iran, of which the most recent and significant one is the Islamic Revolution. It is considered to be a turning point in Iran's history as the country has witnessed numerous transformations afterwards. This study aimed to investigate the changes of meaning at this turning point and, as a result, the researchers came up with three main categories: 1) Changes due to political; 2) ideological; and 3) nationalistic cases. Politics played a crucial role in Iranian translations, especially during Iran-Iraq imposed war (1980-1988). Most translators altered the meaning of the words to demonstrate their country's legitimacy to the world. Since translators translate according to the ideological settings in which they learn and perform their tasks. Iranian translators have also widely respected the dominant ideology of their country. The notion of nationalism has also widely broadened since the threshold of this era. Other nations have endeavored to plunder our assets physically or mentally. Translators in response, made every effort to hold on to the Iranian nationalistic values.

Keywords: Ideology, Politics, Nationalism, Manipulation, Translation

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Realizations and Functions of «Just» in Student Presentations

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Abstract

The word «Just» is polysemous. It is mostly used as an emphasizer but it also serves other discourse functions. This study intended to investigate the realizations and functions of «Just» in student presentations. Student presentations refer to class activity other than seminar in which one or more students speak in front of the class or led a discussion. To run this study, 11 student presentations (making 143369 words) were taken from The Michigan Corpus of Academic Spoken English (MICASE). The presentations were analyzed using the functions suggested in Grant's (2011) study of «Just». The functions are minimizing, specifying, emphasizing, particularizing, ambiguous and multiword expressions. The results showed that the realizations of «Just» in student presentations were used considerably to justify being the focus of this study. The results in relation to functions of «Just» suggested that even though «Just» was used mostly to serve the function of «minimizing it also served three other functions which might not be the main consideration of English speakers while participating in classroom genres. Thus, the results of this study could add to the knowledge of English speakers participating in classroom genres, especially student presentations, showing how in native academic context of English this polysemous word is used to serve different functions. Contributions of this study could be more highlighted in EFL context where English is considered as a foreign language.

Keywords: Functions, Genre, Student Presentations, Just

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Self-Questioning Strategy and Reading Comprehension of Impulsive vs. Reflective Iranian EFL Learners

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Abstract

This quasi-experimental study delved into the interaction between cognitive thinking and reading comprehension and measured the effect of self-questioning strategy on reading comprehension of impulsive vs. reflective Iranian EFL learners. To conduct the study, Nelson language proficiency test was administered to 150 Iranian EFL learners at intermediate level as homogeneity test. Considering +/_ 1 standard deviation from the mean score, 100 language learners were selected. In the next phase of the study, Kember's et al.'s (2000) reflectivity questionnaire and Barat's (1995) BIS impulsivity questionnaire were administered. Considering the results of the questionnaires, four groups of participants were formed for the study (two control groups vs. two experimental groups). The results of data analysis after 15 sessions of intervention (instruction and implementation of self-questioning strategy) revealed that self-questioning strategy had positive effects on both impulsive vs. reflective Iranian EFL learners. However, this effect was not different for these two groups. Pedagogical implications are discussed.

Keywords: Reading comprehension, self-questioning strategy, impulsive learners, reflective learners, learning style

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Video-Scaffolded Vocabulary Retention in the Iranian EFL Classroom across two Proficiency Levels: the Case of engVid.com Mediation

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Abstract

Nonverbal aspects of communication convey various messages and, therefore, numerous visual methods such as graphics, gestures, pictures, and videos have been utilized to enhance listening comprehension. Since technological advances have facilitated the use of multi-media and video technology as a means of education, many have investigated their impact on pedagogical processes, and more specifically, on vocabulary acquisition and retention, using instructional scaffolded movies. As emphasized by Hulstijn et al. (2005) "If one does not know the meaning of the words occurring in a text, understanding is severely hampered" (p. 54). Therefore, the aim of this study was to investigate the role of video-mediated language intervention in vocabulary retention using a scaffolded media, namely engVid.com mediational movies. To fulfill this purpose, thirty-three 16-year old female learners were selected and classified into two levels according to their scores on the Cambridge KET exam, and, subsequently, each level was divided into two classes. A series of tests were administrated after the video-scaffolded vocabulary intervention in the two experimental groups as opposed to the audio-only input applied in the control groups. In addition, a delayed posttest was administrated three weeks after the posttest. The finding approved the facilitating role of video-mediated vocabulary intervention in later word retention.

Keywords: Listening Comprehension, Non-Verbal Communication, Scaffolding, Video-Mediated Language Intervention, Video-Scaffolded Vocabulary Retention, Vocabulary Retention

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Iranian EFL Teachers' Self-Efficacy as the Predictor of their Classroom Management in Public Schools

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Abstract

This study was performed to examine self-efficacy of Iranian EFL teachers in Iranian public schools and relates this variable to their classroom management. The data were collected through the application of a questionnaire and giving it to the participants of the study. A modified validated version of the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) was used to assess teachers' perceived self-efficacy. Also two other scales-Teacher's Emotional scale and language proficiency scale- were given to compare the degree of predictability between the variables. The participants of the study were 200 Iranian EFL teachers (109 males and 91 females) who were working in the Ministry of Education in Iranian public junior and high schools. They were selected through availability sampling. The participants' age and teaching experiences ranged from 23 to 61 and 1 to 30 years, respectively. Their education degrees were BA, MA, and PhD. To analyze the collected data, first, descriptive statistics was run. After running descriptive statistics, Pearson correlation analysis was used to investigate the association between the study variables. Also Linear regression was used for defining the degree of the predictibility for teachers' self-efficacy. According to the obtained results, a significant and positive relationship was found between Iranian EFL teachers' self-efficacy and their classroom management. According to the results, the degree of predictability for teachers' self-efficacy is more than the other variables.

Keywords: Teachers' Classroom Management, Teachers' Self-efficacy, Predictability

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Developing Intercultural Competence in Pre-service EFL Teachers: A Home-based Study

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Abstract

So far, training designs for developing intercultural competence have widely concentrated on study abroad programs, while on-campus approaches in the domestic context are mostly overlooked. This study presents a reflective ethnographic interview process through utilizing quantitative assessment. For this purpose, 62 undergraduate EFL student-teachers were selected based on convenient sampling method to participate in an intercultural communication course. The Intercultural Development Inventory (IDI) was run before guiding them to conduct intercultural interviews on the topics like education, friendship, and intercultural adaptation. Short lectures and training sessions along with instructional handouts were given before and during the project. The focus of the training instructions was on clarifying the purposes of the ethnographic interviews, how to be aware of variety in language use, cultural differences, and nonverbal behaviors. The participants were asked to conduct two interviews with native English speakers using the online social networking tools like epal and WeChat and write out reflective journal entries to share them with their classmates. They were also asked to write how their intercultural competence was developing through these encounters and what kind of cultural knowledge and awareness they had obtained. At the end of the project, which lasted for 14 sessions, the IDI questionnaire was run again and the results indicated that participants' Perceived Orientation (PO) and Development Orientation (DO) increased significantly after the course. English language teachers, curriculum designers, and materials developers are likely to benefit from the results of the present study.

Keywords: Intercultural Competence, Teacher Education, Ethnographic Interviews, Domestic Intervention

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A Comparison of Teachers' Teaching Styles and Learners' Learning Styles of General English

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Abstract

Learning style is a vital factor that can affect some educational areas like students' academic achievement, how students learn and teachers teach, and student-teacher interaction. This study attempted to compare learners' learning styles with teachers' teaching styles. The participants of this study were three non-native teachers and a total of 21 Iranian intermediate students selected based on convenience sampling method. At the end of one semester, the learners completed a questionnaire which consisted of randomly arranged sets of 5 statements on each of the six learning style preferences to be measured: visual, auditory, kinesthetic, tactile, group learning, and individual learning. The researcher utilized the split-half method of validation of the questionnaire. The results pointed to the priority of kinesthetic learning style with 40.48 %. Most of the learners preferred the experiential and action learning style. The minor learning style preference of the learners was visual (35.52 %) and auditory (34.19 %). The negligible learning style preference was individual (30.38 %). The results of one-semester class observations revealed that the most frequent styles utilized by teachers were auditory teaching, computer-assisted language teaching, and benefiting their teaching experiences or the way they had learned the language. This paper concluded that accommodating teaching styles to learning styles improves students' overall learning achievements, increases both motivation and efficacy and provides a positive attitude towards language learning.

Keywords: General English, Learning Style Preference, Teaching Style

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Mentor Teachers' Agency and its Effect on Novice Teachers' Retention and Professional Growth

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Payame Noor Tehran

Abstract

Teaching is a demanding profession whose pursuit necessitates a lifetime learning and following new directions. Teacher agency concerned with being constructive and purposeful in teaching is a phenomenon many educators attend to and if taught from the beginning of the teaching career, can pave the way for a collaborative work among teachers providing support and mentorship. Rather than responding passively to learning opportunities, teachers who have agency are aware of their part in their professional growth and make learning choices to achieve their goals. Mentor teachers can assist the novice teachers and share with them what they have learned through years of teaching experience to help them retain their jobs or quit them if required. The aim of the present study was to help twenty pre- and in-service teachers gain agency by the right educational program provided by the mentor teachers via joining a six-month training program. As the results of the two questionnaires administered at the beginning and the end of the program revealed, the mean scores for three criteria of teacher as a curriculum maker and adaptor, teacher as negotiator of curriculum and teacher as a pedagogical professional were 6.20 (sd = 1.10) and 8.15 (sd = 0.81), 9.75 (sd = 1.51) and 12.20 (sd = 1.39) and 4.85 (sd =0.87) and 6.70 (sd = 1.03), respectively. Teacher agency can be promoted and is not an inbuilt capacity in itself. Therefore, curriculum developers and educators can better assist teachers by instilling in them a sense of agency through teacher education programs.

Keywords: Teacher Agency, Mentor Teachers, Novice Teachers

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Symbolism and verbal collocations in the novel of 'Lord of the Flies' based on Newmark's framework

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Azad University of Tabriz

Abstract

All languages are composed of symbols. All words are symbols for concrete entities. Being deeply rooted in a culture, figurative language is a language which is not employed in its literal meaning; therefore, its translation poses many problems to translators. Furthermore, each language encompasses collocations. A collocation is a pair or group of words that are often used together. Since the process of translating collocations and paying attention to the role of symbolism are replete with cultural and artistic alternations between languages, translators have to be aware of appropriate strategies to convey the intended meaning in translating these cultural terms. For this reason, the current study tried to explore both symbolism and the semantic and communicative notion of Newmark in translating a number of verbal collocations of the "Lord of the Flies' novel by Mansoori (2004). The results showed that the communicative method was more attractive for the translator and also the Verb + adverb category was more attractive compared to categories of verb + noun and verb +preposition. This study has some implications for translators and syllabus designers.

Keywords: Collocation, Semantic, Communicative, Symbolism, Lord of the Flies

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Improving Grammar and Writing Skills of Iranian EFL Learners through Portfolio Assessment

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Abstract

It is assumed that portfolio has been evaluated as a pedagogical tool to enhance writing abilities. Students will benefit from writing portfolios to get more deeply involved in the process of learning and even teaching of grammatical points. Since teaching grammar via portfolios has not been specifically studied, this study was conducted to investigate the effect of portfolio as a kind of alternative assessment on grammar knowledge and writing skill of Iranian EFL learners at the intermediate level. Using convenience sampling method, 32 adult Iranian IELTS students were selected and attended an intensive preparation course of English in two consecutive terms twice a week for 90 minutes over 5 weeks. It should be pointed out 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 of ANCOVA pointed to significant differences 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. Moreover, parallel to portfolio application, students achieved authenticity, sense of responsibility and ownership. Self-assessment and peer-assessment, which were experienced by highly motivated learners, lead to a student-centered classroom in a process-oriented approach.

Keywords: Alternative assessment, Grammatical knowledge, Portfolio, Writing skill

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Written Corrective Feedback in a Classroom Context: Students' Engagement during Collaborative Feedback

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Abstract

Written corrective feedback has been in circulation in L2 learning literature for almost two decades albeit with fewer studies in higher education classrooms with a larger number of students. The present study aimed to delve more deeply into the feedback process and examine whether the feedback feedforwards to the next essays and to what extent the students are engaged in the feedback process. The participant pool was comprised of 14 French students with an average age of 21, who participated in a course of General English in a state university in Tehran. The participants took a placement test, and the results showed that they were at an intermediate level. The students of this intact class had to submit their writing assignments and attend the negotiation sessions voluntarily. On-script comments were provided on the students' weekly assignments. Data were collected through one-on-one interviews, learners' oral diaries, and recorded negotiations of the learners during collaborative revision. Furthermore, four essays of each student were compared to provide a clearer image of the effect of feedback process over time. Theme analysis and frequency counts were employed to analyze the data. The findings revealed that even though the students were emotionally engaged and enjoyed the feedback process, they were not as behaviorally and cognitively engaged. Additionally, many of the mistakes went unnoticed or wrong revisions were made. The findings of the study have clear implications for classroom teachers in higher education.

Keywords: Written Corrective Feedback, Collaborative Feedback, Student Engagement

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Social Media and Hybrid Learning by Student Mentors Abroad: An Example from German as a Foreign Language

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Abstract

Hybrid learning has become a key component of language learning and teaching in recent years and the myriad of technological offerings has expanded its possibilities. For example, foreign language learners often do not have contact with native speakers and so hybrid learning is an ideal way for them to learn from native speakers in a stimulating, authentic and interactive way. Students learning German as a foreign language at the German-Mongolian Institute for Resources and Technology (GMIT) were given the opportunity to learn from students training to become teachers of German as a foreign or second language at the University of Stuttgart's Language Center. This student-to-student mentorship took place over the course of two months in 2019 using a variety of electronic and social media, e.g. Whatsapp, Facebook, Instagram and e-mails. The goals of this student-to-student mentorship were numerous. Students at the University of Stuttgart were given the opportunity to gain teaching experience with students learning German in Asia as well as by employing social media as a form of hybrid learning. Conversely, the students learning German at GMIT gained access to native speakers of German who were their peers, thereby enhancing the authentic learning experience. Furthermore, these Mongolian students were able to practise their writing skills in an enjoyable learning environment, i.e. social media, and receive feedback from a native speaker. At the end of this project the student mentees at GMIT were asked to reflect on the learning process and the hybrid learning project using social media as a whole. This paper outlines possible uses of social media in the language classroom (irrespective of the language) as well as the benefits and challenges of employing distance learning and student mentorship programs.

Keywords: Social Media, Hybrid Learning, Student-To-Student Mentor Programs, Writing Skills, Distance Learning

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Promoting FFL Students' Conceptual Development through Dynamic Assessment of Phrasal Verbs

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Hakim Sabzevari

Abstract

Established on the basis of Vygotsky's notion of Zone of Proximal Development (ZPD), dynamic assessment (DA) has become a growing trend in language education. However, little attention has been paid to learners' conceptual development (awareness, volition, and systematicity) and their ability to generalize an instructed concept to a new context. To this aim, the interactionist model of DA was implemented to develop EFL learners' ability to use phrasal verbs (PVs). Furthermore, the students' performance in the follow-up stage was scrutinized to explore their awareness, volition, and systematicity of concept in a new context. Participants were 30 intermediate high school female students, who were randomly assigned into two groups. The experimental group (N=15) received DA treatment, and the control group (N=15) received traditional P-P-P treatment. Both groups went through three stages; pretest, instruction, and posttest. Two weeks later, the DA group participated in the follow-up stage. The collected data were analayzed using a t-test. The results showed that the DA group outperformed the control group. The micro-genetic analyses of teacher-student interactions, in the instruction stage, confirmed that the DA group benefited from the instruction and reached independent functioning. However, the analyses of DA group's independent verbalization on new tasks on the follow-up stage revealed that they were not able to show the evidence of conceptual development in the new context. In conclusion, it seems that the DA mediation supported student's independent functioning, however, it failed to support their development of awareness, volition, and systematicity. These findings are discussed and implications are offered.

Keywords: ZPD, Dynamic Assessment, Conceptual Development, Phrasal Verbs

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LAMP revalidated: Iranian English majors' attitudes and motivations regarding pronunciation

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Abstract

The field of teaching English as a foreign language (EFL) has recently witnessed a renewed interest in pronunciation teaching and learning. Nevertheless, this interest has been mostly directed toward pronunciation instruction methodologies in spite of the fact that learners' instructional gains are considerably dependent on their attitudes and motivations. Therefore, this study investigated the attitudes and motivations of Iranian university students in English majors (n = 364) regarding EFL pronunciation instruction via LAMP (learners' attitudes and motivations for pronunciation) inventory developed by Sardegna, Lee, and Kusey (2014). To begin with, confirmatory factor analysis was run in AMOS to validate the Persian version of the LAMP translated for the purpose of this study. Statistical results approved the goodness of fit of the LAMP model for the Iranian EFL context, yielding four factors for attitudes (i.e., cognitive, conative, negative affect and self-efficacy) and four factors for motivations (i.e., intrinsic, extrinsic, integrative and curiosity). On the other hand, as for the Iranian English majors' attitudes, the findings revealed that although they had highly positive cognitive and conative attitudes to pronunciation teaching and learning, they were heavily influenced by negative affective filters acting as a hindrance to their progress. Regarding motivations, the Iranian students in English majors were mostly influenced by intrinsic and curiosity drives. Besides, unlike some previous findings, the majority of the Iranian English majors showed high levels of integrativeness and strove for native-like English accent and pronunciation performance. Overall, these results show that the LAMP inventory is a valid instrument to gauge pronunciation attitudes and motivations in Iranian EFL academic contexts, on the one hand, and that Iranian students in English majors are highly motivated with positive attitudes to master English pronunciation.

Keywords: LMAP, EFL Pronunciation, Motivations, Attitudes

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Comparing the washback effects of three vocabulary size tests: An argument-based validation approach

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Maragheh University

Abstract

Negative washback is important in test validation, and if it is the result of the test or testing procedure, it can invalidate the test even if the interpretations are validated. This study used an argument-based approach to validation to compare the washback effects of Vocabulary Levels Test (VLT), the monolingual version of Vocabulary Size Test (VST), and the bilingual versions of the VST, which are the three widely-used measures of written receptive vocabulary size in L2 vocabulary research. For this purpose, a five-point Likert-scale questionnaire containing 20 items was developed for each test to find the perceptions of the EFL teachers towards their effects on the teaching and learning processes as well as the ELT materials. Moreover, an open-ended question was included to further explore the perceptions of the participants. After checking the content validity of the questionnaire and checking its reliability through piloting it with a group of 62 EFL instructors and MA graduates, it was administered to 30 EFL instructors who were Ph.D. students or holders and had at least five years of teaching experience in both language institutes and universities. The results of one-sample t-test and thematic analysis indicated that the VLT and VST were perceived as vocabulary size tests which have positive washback while the bilingual Persian VST was identified as a test which could have negative washback for vocabulary teaching and learning processes as well as the corresponding ELT materials. The findings have implications for teachers, researchers, and test developers.

Keywords: Vocabulary Size, Washback, Validity, Argument-Based Approach to Validity

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Innocent vs. Experienced Outlooks on Death: 'ARGUMENT IS WAR' in Wordsworth's We Are Seven

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Abstract

Using Conceptual Metaphor Theory (CMT), we examine William Wordsworth's poem We Are Seven (1798) to explain the poet's deliberate set-up of a seemingly insignificant confrontational situation to bring into light the equivocal nature of the concept of death (as continuity or annihilation) from two very different perspectives of innocence (the little maid's) and experience (the visitor's). As such, the conceptual metaphor 'ARGUMAENT IS WAR' – which forms the basis of the inter-character discourse world created in the standoff between the visiting speaker and the little maid – is central to the poem's thematics and to the 'staging' of debates concerning death as annihilation or continuity. The findings indicate that experienced vs. (seemingly) innocent minds of both parties involved greatly contribute to the resulting undecidability of the whole process. It is so because this argumentative path anchors, on a more debatable level, the unfillable gap between the two outlooks on life – and its binary opposite death – from the perspective of experience and innocence to give way to more complicated connotations of being/ presence after physical death. Thus, a reading of the poem in terms of the binary opposites of presence/absence after death with a focus on CMT reveals the cognitive complexity of the functioning of the innocent/ experienced mind as a controlling medium in We Are Seven.

Keywords: Wordsworth's We Are Seven, Conceptual metaphor theory, Experience vs. Innocence, Death, Being

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EFL Teachers' Perceived TPACK and Their Professional Development

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Abstract

Research in the field of educational technology has often been a topic of criticism for a lack of theoretical grounding. Technological Pedagogical Content Knowledge (TPACK) is a theory designed by Mishra and Koehler (2006) to account for teachers' ability to integrate technology into the curriculum. The TPACK framework provides a number of opportunities for conducting research in teacher education, teacher professional development, and teachers' technology use. By applying the TPACK framework, this mixed methods study aimed to evaluate novice and experienced EFL teachers' differences in their perceived TPACK and its impact on their professional development. To this end, for the quantitative phase, a sample of 427 EFL teachers with different years of teaching experience were selected from English language institutes of Safir, Kish, and ILI in Tehran. For the qualitative phase of the study, 16 EFL teachers were selected through purposive sampling method for the interview. The quantitative results suggested that experienced teachers had significantly higher scores in terms of Pedagogical Knowledge (PK) and Pedagogical Content Knowledge (PCK) subscales. In contrast, novice teachers had significantly higher scores in terms of Technological Knowledge (TK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and TPACK. The qualitative results demonstrated that novice and experienced EFL teachers need customized professional development programs tailored to their needs. Likewise, it transpired that novice and experienced teachers could bridge the gap in their knowledge through collaboration in professional development courses. Pedagogical implications and suggestions for further research are discussed.

Keywords: TPACK, Professional Development, EFL teachers, Novice Teachers, Experienced Teachers

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Effect of Podcasting on EFL Learners' Vocabulary Learning

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Abstract

In an attempt to examine the effect of podcasting on EFL learners' vocabulary learning, this study was conducted with 30 intermediate level female English learners who were assigned to two experimental groups (vodcasting and podcasting) and one control group. All participants in this study sat for a form of self-reporting Vocabulary Knowledge Scale (VKS) test consisting of 51 unfamiliar tokens chosen from the selected intermediate educational Vod/Podcasts. Both experimental groups watched and listened to the identical vodcast and podcast packages along with the institute's assigned book. Meanwhile, the control group was given a pamphlet which contained the practiced words in podcasts/ vodcasts in addition to the same book. After a 6-session treatment period and handing in the related and following tasks, to measure participants' vocabulary learning gains, the learners were presented with the VKS post-test consisting of the same target words measured on the pre-test. The results showed that both experimental groups outperformed the control group. Moreover, between the experimental groups, the vodcast group outperformed the podcast one. Based on the results, some suggestions are provided as the implication of the study for English language teachers and learners trying to learn English vocabularies.

Keywords: Vodcast, Podcast, and Vocabulary Learning

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The Effect of Corrective Feedback through Color-Code Scheme on Learners' Translation Quality

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Abstract

In the world of technology and communication, the need for reliable translation has increased to a great extent. In fact, translation nowadays plays a more critical role in different societies. The present research was conducted to determine the effect of corrective feedback using a color-code scheme on the learners' translation quality. In the current study, two variables (corrective feedback through color-code feedback as the independent variable and translation quality as the dependent one) were assessed in order to answer the research question. The present empirical study used a number of materials and testing instruments in order to show the effect of the designed treatment. The study was done on one hundred high school students, who were divided into two groups of control and experimental after the administration of pretest. The participants received the same treatment in both groups with the exception of corrective feedback through color-code scheme that was only provided to the experimental group. Two parallel translation tests were designed to be administered as pretest and posttest. The pretest was administered in the first session; then, six parallel passages were given to each student during six weeks. In the last session, the posttest was administered. The current study evaluated the quality of the translated text according to Waddington's (2015) model C. The study findings showed that corrective feedback through color-code scheme had no significant effect on translation quality. The findings of the present study could have implications for translation students and teachers.

Keywords: Feedback, Translation Quality, Color-Code Scheme

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The Interplay between Teacher Resilience and Teacher Optimism: The Case of Iranian Novice and Experienced EFL Teachers at School and Institute

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Abstract

Optimism is a collective concept consisting of the cognitive, affective, and behavioral aspects of efficacy, trust, and academic motivation. On the other side, teaching is one of the rare careers in which beginners have as much responsibility as their experienced mates. This indicates that resilience is a noteworthy component of teacher's traits. That said, this study was an attempt to examine the relationships between teacher resilience and teacher optimism which included a comparison between Iranian EFL school and institute teachers in terms of teaching experience. For the purposes of this study, a total of 160 teachers selected via convenience sampling method were divided into four groups of 40, including institute teachers who were divided into high-experienced and low-experienced, and school teachers who were again divided into high-experienced and low-experienced. To measure teacher resilience, the questionnaire developed by Estaji and Rahimi (2014) was employed. As with teacher optimism, the questionnaire developed by Hoy, Hoy, and Kurz (2008) was implemented. Finally, teachers' experience and place of teaching were elicited via the information the participants provided in the demographic part of the resilience questionnaire. The results demonstrated that there is a significant relationship between teacher resilience and optimism, meaning optimistic teachers exhibited more resilience in facing challenges. Moreover, the results of data analyses revealed no significant difference between high-experienced and low-experienced teachers in relation to the correlation between resilience and optimism. Nor were there any significant differences between school and institute teachers in terms of optimism/resilience correlation. This study can have a number of implications for teachers, teacher trainers, and educational policy makers.

Keywords: Teacher Optimism, Teacher Resilience, Experience, School and Institute

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Integrating interculturality into English language classrooms: Exploring the gaps between teachers' beliefs and practices

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Abstract

Second language education has undergone some dramatic transformations with regard to the inclusion of culture in language teaching courses. Although several studies have addressed the notion of intercultural teaching (ICLT), there seems to insufficient empirical research in EFL contexts. This gap inspired this study to investigate Iranian non-native language teachers' beliefs about ICLT and their actual practices in their language classrooms. In the first phase of the study, 219 teachers (110 male and 109 female) filled out a 37-item ICLT questionnaire, developed and validated by the researchers, to explore their beliefs about ICLT. In the second phase, 40 random class sessions from 20 EFL teachers were observed using an observation checklist to inspect their actual ICLT practices. The findings indicated that whereas the majority of teachers were favorably disposed toward ICLT in their responses to the questionnaire items, class observations revealed teachers' instructional detachment from some of the basic principles of ICLT, namely integration of language and culture from the beginning, engaging learners in genuine social interactions, a focus on intercultural communicative competence rather than native speaker competence, and asking learners to explore the visible and invisible aspects of culture. This current practice of language classes may be rooted in the teachers' prefabricated thoughts and beliefs, insufficient intercultural teacher education, insufficient class time, poor facilities, and language institutes' rules and regulations. This further calls for the need to pay more attention to raising teachers' awareness and enhance their ability for ICLT in the teacher education programs.

Keywords: Nonnative Teachers, Intercultural Language Teaching, Teacher Beliefs, Instructional Practice

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EFL students' perception of Mainstream Approaches versus Critical Approaches

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Abstract

This quantitative study looked into the ways in which EFL students view mainstream approaches (CLT) versus critical approaches (Critical Pedagogy) to English Language Teaching. Of special focus was the students' perception of the content of the textbooks used in the class, class activities, linguistic improvement, exercise of their agency, and overall satisfaction with the two approaches. The mainstream textbook used in this study was Interchange while the textbook used, as representative of critical pedagogy, was Alternative View, which the researcher has taught for three years. The participants of the study comprised 100 students divided into two equal groups: 50 students in the critical cohort and 50 in the mainstream cohort. The data was collected using an 18-item questionnaire designed to measure the main constructs of the study. Data analysis was done using SPSS. The main findings indicated that students were satisfied with critical pedagogy, but the same was not true for mainstream pedagogy.

Keywords: Students' Perception, Critical Pedagogy, Mainstream Pedagogy

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Translation, Input-based and Output-based Exercises: The Case of Present Tenses: A Triangulated Study

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Abstract

The current study probed into the effectiveness of input, output, and translation based exercises in learning present simple and present continuous tenses. Moreover, the study was an attempt to discover the most effective method of teaching grammar from among the input, output, and translation based exercises. The participants of the study were selected from female elementary EFL learners studying English in a language institute in Tehran, Iran. They were 100 EFL learners with each 25 learners assigned to one group. The participants stayed in their intact classes during the course of the study. The first experimental group received translation exercises while the second experimental group was exposed to input-based exercises and the third experimental group had output-based activities as treatment. The fourth group in the study was the control group, which followed the conventional syllabus of the institute and did not receive input-based, output-based or translation exercises. Before and after the experiment, the grammar knowledge of the participants was measured using a researcher-made grammar knowledge test. The scores obtained were compared via running the statistical test of one-way ANOVA before and after the experimentation. Moreover, five learners from each experimental group took part in semi-structured interviews in an attempt to further investigate the effectiveness of the three methods used. The results of statistical analysis indicated that all the methods namely input-, output-, and translation-based exercises were effective in enhancing students' grammar knowledge. Cross comparison of the groups showed that output-based exercises were the most effective in helping to learn present simple and present continuous tenses. The results of content analyses of the interviews supported the findings of the quantitative analysis and further consolidated the results concerning the higher effectiveness of output-based exercises in comparison with the other two methods of instruction. Based on the findings, teachers are encouraged to employ input-based, output-based and translation exercises when teaching the present simple and continuous tenses with a more focus on output-based exercises.

Keywords: Input-based exercises, Output-based exercises, Translation exercises, Grammar, Present tenses

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A CMC-based Study of Conflict Managements among English and Persian Social Network Users

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Abstract

Computer-Mediated Communication (CMC) represents a dynamic field in establishing and maintaining online relationship, while, at the same time, reducing the harmful aspects of online conflicts in massive polylogues. This cross-cultural study probed into how conflicts are managed in online polylogues like Instagram. To this end, 20 LGBT (i.e., Lesbian, Gay, Bisexual and Transgender) related English and Persian Instagram posts were selected from July to October, 2018. From the 20 posts, about 2071 Persian comments and 1323 English comments related to LGBT topics were selected. The corpora were rigorously analyzed and categorized in light of Dobs and Blitvich's (2014) model of unfolding and managing conflict in massive on-line polylogues. The findings revealed that in responding to a face/identity threat, the offensive/defensive strategy was the predominant strategy observed in both corpora. Moreover, whilst Do not Oppose and Do not Respond strategies were more frequently used in the Persian corpus, Compromise was the main strategy employed in the English corpus. The Stand-Off strategy was absent in two corpora, speaking to the unwillingness of Persian and English social network users to switch to another activity when encountering conflicts. Given its cross-cultural nature, the outcomes of the present study will be beneficial for EFL learners who are willing to know how to deal with online conflicts across diverse cultures and, in this way, get acquainted with them. Besides, the results might be of significance for discourse and translation studies in that they could help translators and teachers to come to grips with cultural differences as being cognizant of such cross-cultural variations is key to efficiently imparting the culturally laden concepts.

Keywords: Computer-Mediated Communication (CMC), Conflict Management, Discourse Analysis, Online Polylogues

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The So-called Communicative Approach in High School English Textbook "Vision 3"

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Abstract

Textbook evaluation seems to be inevitable where textbooks are the main source of teaching and learning processes. Following the revision policy of school curricula, the textbook writers published new English book series entitled "English for schools". This study aimed to find to what extent ‹'Vision 3'' (the last volume of the above mentioned series) has the characteristics of a CLT syllabus based on teachers' points of view. For this purpose, 60 male and female high school English teachers answered a researcher-made online questionnaire originating from a questionnaire developed and constructed by Montasser Mohamed AbdelWahab (2013) presented in an article by Mallahi and Afraz (2018) . The researcher evaluated the textbook using a 3-points Likert scale checklist (poor, satisfactory, good). The design of the questionnaire enabled the researcher to evaluate the book in terms of four main criteria including; (1) physical and utilitarian attributes, (2) efficient outlay of objectives and supplementary materials, (3) learning teaching content, and (4) language skills. The analysis of the data indicated that EFL teachers had a positive attitude towards the English textbook based on the CLT principles except cultural considerations. The results point to the conclusion that the book needs to be modified to include some aspects of cultural values about the target language culture. The results can guide the teachers, syllabus designers, textbook writers, evaluators and curriculum designers in planning and designing of future textbooks.

Keywords: Communicative Approach, Textbook Evaluation, Vision 3

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The Impact of Using Vague Language in Political Sciences Specialized English Textbooks on Political Sciences Students' Reading Comprehension

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Abstract

The present study was an attempt to investigate the impact of using vague language in political sciences specialized English textbooks on political sciences students' reading comprehension. A thorough review of the related literature revealed a poor record of practical work in the domain of ELT concerning the effect of using vague language in political sciences specialized English textbooks on political sciences students' reading comprehension, especially in the Iranian context. A quasi-experimental study was designed in which 48 homogeneous Iranian female EFL learners studying political sciences in Allameh Tabatabae'i University at the B.A. level took part based on their performance on a Quick Oxford Placement Test (QPT). The selected participants were divided into an experimental and a control group and went through the processes of pretesting, intervention and post testing. The data were collected and analyzed using independent t-test and multivariate analysis of variances (MANOVA) on the SPSS software version 25.The findings revealed that vague language instructional group outperformed the control group on the posttest of reading and strategy questionnaire. Based on the findings, exposure to vague language used in political sciences specialized English textbooks not only had a significant impact on political sciences students' reading comprehension, but could also facilitate reading strategy development among these students. The findings have practical implications for the EFL context.

Keywords: Political Sciences, Reading Comprehension, Vague Language

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Identity-oriented English Language Teacher Education Programs: Addressing Glocal Identity of EFL Teachers

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Abstract

The shift of local and global education to a glocal education has shown itself in English language pedagogy. Such a shift will lead to a new discourse in English language teaching and learning contexts, which asks for a shift in English language teacher education programs. That said, the purpose of the current study is to investigate the potentials of identity-oriented English teacher education programs in developing the glocal identity of English language teachers. After discussing the status of English language teaching and learning, the main features of an identity-oriented English language teacher education program with the aim of developing English language teacher glocal identity have been described. These features include addressing reflective pedagogy, bridging the gap between theory and practice, involving English language teachers in action research, and developing English language teachers' critical thinking skills in teacher education programs. Thus, the policymakers in the realm of language teacher education need to consider these features for the future teacher education programs to educate English teachers who are competent to teach based on the glocal needs.

Keywords: Glocal Education, Identity-Oriented, Action Research, Reflective Practice

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The Relationship between Learners' Discipline-Related Knowledge and Language Proficiency Level in Reading English for Academic Purposes

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Abstract

The main distinctive feature of EAP reading that distinguishes it from general reading is the interaction between discipline-related background knowledge and knowledge of the English language. Referring to various studies in the field, Uso'-Juan (2006) argues that there are contradictory findings regarding the impact of background knowledge on learners' performance in reading discipline-related texts. According to her, some of these studies indicate that «students are advantaged by reading a text in their content area, while other studies show either that students do not always do best in their own subject area or that although discipline-related knowledge affects EAP reading, its effect is not detectable in some groups». Considering these disparate results, Uso'-Juandescribes it as «surprising that little research has been carried out to analyze further the possible explanation for these findings and obtain conclusive evidence». Accordingly, the present study examines the relationship between discipline-related knowledge of non-English major learners and their language proficiency in reading for Academic Purposes. The participants were 148 students in three groups from colleges of Medical Sciences, Engineering and Management of the University of Tehran. They were classified into three groups according to their proficiency level, which was determined by Michigan Test Battery. This classification aimed at exploring the impact of learners' language proficiency knowledge on their performance in reading for academic purposes. In the next step, the participants were given two sets of reading comprehension tests including two general reading comprehension tests which were shared by the three groups and two discipline-related reading comprehension tests for each group. The results indicated that discipline-related knowledge and English language proficiency contribute to EAP reading performance, that is the higher the participants' discipline-related knowledge or English language proficiency is, the better the participants' EAP reading performance will be.

Keywords: Language proficiency, Discipline-related knowledge, English for Academic Purposes

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The Impact of Collaborative Reflection on Iranian EFL Teachers' Professional Development

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Abstract

This study aimed at identifying the nature of collaborative reflection and investigated its efficacy on developing teachers' teaching knowledge. Out of 126 English language teachers from different cities of Iran who took both the FCE for homogeneity and returned the needs analysis survey, 52 participated in this distance course. They took Cambridge Teaching Knowledge Test (TKT) modules 2 and 3 as pre- and post-tests. They were randomly assigned to two groups. Both groups received pamphlets on nine topics of their interests on teaching knowledge (based on the needs analysis survey) such as teaching skills and sub-skills, and classroom management. Experimental groups had 2-3 face-to-face collaborative reflection sessions per week on the topics lasting 45-60 minutes, which were all video-recorded. As a moderator variable, teachers in the experimental group were of two grouping modes, leveled and non-leveled groups. In leveled groups, one of the teachers who obtained the highest score on the pre-test, acted as mentor. The control group teachers, however, did not have collaborative reflection sessions but received and studied the pamphlets individually. The whole study lasted four months. Finally, an independent samples t-test was run on the TKT test results and the control and experimental groups turned out to have a significant difference. In addition, there was not any significant difference between the gains of leveled and non-leveled groups. It can be stated that the findings of this study are useful for education directors, supervisors and teacher trainers to incorporate appropriate and practical techniques in their training programs.

Keywords: Collaborative Reflection, Professional Development, Mentoring, Pedagogical Knowledge (PK)

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Towards EFL Teachers' Self- Development through Autoethnography

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Abstract

Towards EFL Teachers' Self- Development through Autoethnography Roqayeh Enferad1*, Baqer Yaqubi2, Seyyed Ghasem Hassani3 Autoethnography as a qualitative research method has recently been used in diverse academic disciplines by teachers to explore their own teaching experiences so as to extend their understanding of their own identities and practices. Despite the distinct implications of autoethnography for teachers' development, this method has been underexplored in teacher development studies in Teaching English as Foreign Language (TEFL). Drawing on my own experiences and activity theory as a conceptual framework while doing my master thesis for a degree in TEFL as the locus of my study, this article attempts to trace the trajectory of my development as an EFL teacher while being engaged with an autoethnographic study for a period of over two years. Data collection consisted of multiple sources including my personal journals, cultural identity gram, cultural artifacts, memo writing, talking with others, and the literature. To analyze data, I have done two phases of coding, including initial and focused coding in order to intertwine my personal experiences with my surrounding into the culture at large. The study concludes that autoethnography has significantly raised my awareness about my own teaching practices in depth and about my hidden pedagogical puzzles in my own classrooms. Furthermore, the study helped me move towards being more self-confident to do research on my puzzles in my own classrooms. The findings of this study may open new windows of opportunities for the teachers to deepen their understanding of their own teaching practices and inspire them to reflect on their pedagogical puzzles critically.

Keywords: Autoethnography, Teachers' Self- Development, Activity Theory, Culture

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Where We Are: Towards CALL Normalisation in Iranian EFL Classrooms

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Abstract

This study aims to inspect the stage of CALL integration into Iranian EFL classrooms and to investigate the obstacles to CALL normalisation in this context. In this mixed-method study, an online questionnaire was used to collect data from 130 EFL teachers along with collective semi-structured interview and observation of some teachers' classrooms. The collected data was analyzed using descriptive statistics and thematic analysis of data. Based on the findings, the Iranian EFL classrooms have been transferring between three suggested stages of CALL integration by Bax (2003), including "try again,» «fear,» and «normalising", but normalisation of CALL as the last stage of technology integration in an embedded and invisible way has not been achieved yet. Furthermore, the teachers have not been competent to implement technology in their pedagogical practices although they had positive value beliefs in CALL. Regarding the access to technology, the quality and quantity of access have not been reported to be satisfying. Whereas the access barriers to CALL normalisation could have been eliminated by access to the mobile, the social and cultural norms and the educational system's implications have significantly prevented stepping up to CALL normalisation. The results of the study may open new windows of opportunities for the teachers and curriculum designers to become aware of the real stage of CALL normalisation in the Iranian context helping to step towards the last stage, normalisation.

Keywords: Normalisation, CALL, Stages Of Technology Integration

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Pragmatics of Confrontational Language of Iranian and American Foreign Ministers' Tweets

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Abstract

A great deal of literature on (im)politeness deals with data from face to face interactions or electronic correspondence. Only recently have researchers begun to investigate data from social media such as Twitter (Graham & Hardaker, 2017). Twitter has gained increasing momentum among politicians, as a microblogging platform, which offers quick and reliable access to online debates. However, there is a scarcity of research concerning which and to what extent the extant models of (im)politeness can be applied to the data derived from the social network. This study sought to explore the dynamics of negotiation of rapport in data from Twitter. More specifically, 301 tweets concerning the conflict following U.S. withdrawal from Iran Nuclear Deal by both Iranian foreign minister and U.S. secretary of state's official twitter accounts were collected and analyzed using a qualitative approach. We found that (im)politeness was realized through various linguistic and typographic means, among which hashtags seem to play a crucial role. We also observed that not all six features of political exchanges in Tracy (2017) were present in our data. We suggest that political debates on Twitter may have a new (meta)participatory arrangement that represents a more complex structure. This can be attributed to Twitter's medium effect as well as the ever-present experts such as politicians, lawyers, journalists, as ratified listeners that can indirectly modify rapport negotiation between conflicting participants. We discuss how the existing models on (im)politeness can be modified, at least in part, to more adequately explain data from the international political debates on Twitter.

Keywords: Models of (im)politeness, Rapport Management, Social Media, Twitter, Pragmatics of Political Debate

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معاونت پژوهشی و فن‌آوری واحد تبریز

Refusing to be a slave to the ground: A feminist critical study of 'self – and – other' transformation

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Abstract

Although modernist feminism accredits women with empowerment, self-expression, and ideology construction, postmodernism challenges this view and "the ways in which the category 'woman' is constructed". Drawing on postmodernist feminism and critical race theory, the authors conducted a critical feminist study to examine a female language teacher's power of transformation. The stories and narratives show how the informant uses her voice in a patriarchal community to shuttle between inequalities and to expand her professional interaction with communities of practice. Additionally, it is shown that her professional voice is subject to 'soft and hard' governmental and organizational policies, including male class characterization, patriarchy ideologies, structural constraints, and inequality in discourse agendas. It is demonstrated that the informant's agency is a driving force behind self– and other–transformation. Although the authors lack mixed data to examine micro issues in the process of transformation, the informant's reflections help show the complex and complicated position of feministic discourse in her local teaching-researching context. Theoretical and applied contributions to in-house teacher education programs, especially in terms of racial inequalities in educational policies and racialism, are discussed in the study.

Keywords: Transformation, Feminism, Teacher Education, Professional Voice, Agency

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A Critical Discourse Analysis of an EFL Textbook Series in Terms of Individualization vs. Collectivization

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Abstract

The present study was an attempt to explore gender representation in terms of individualization and Collectivization in an EFL textbook series entitled Four Corners authored by Jack C. Richards and David Bohlke. The analytical model used was van Leeuwen's (2008) framework. For data analysis, SPSS was employed to dictate the distribution level of the linguistic variables in representing social actors. Intra-rater reliability was estimated to verify the researcher's findings. The findings of the study revealed a significant difference with regard to individualization aspect as the most distinguishing factor in this regard. It can be deduced that although there have been some modifications and attempts to bring women from margin to the foreground questioning the traditional values, this has not been accomplished completely and the existence of favoritism is perceptible based on critical discurse analysis. The findings of this study might provide teachers and syllabus designers with a hint in selection and preparation of curriculum since the individuality of learners is an important issue requiring consideration.

Keywords: Gender, CDA, EFL, Four Corners, Individualization, Collectivization

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Working Memory Capacity Effects on Processing L2 Emotional Words: An Eye Movement Study

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Abstract

Working memory (WM), as a temporary storage and processing system, has been the focus of recent second language research. Memory processes are assumed to be influenced by a large number of affective factors, including emotional stimuli. Furthermore, it is suggested that there is a trade-off between storage and processing components of WM. This assumption has been the likely point of departure for studies investigating the role of working memory capacity (WMC) in processing emotional stimuli through various tasks. However, examining this impact through analyzing eye movement patterns in a second language has been neglected in prior studies. To examine this effect, 30 English emotion words of various valence types were put into single line sentences as targets. Words and sentences were previously normed on a similar group of participants for comprehensibility and matched on lexical variables known to affect eye movements across conditions. Fifty-four intermediate EFL learners read experimental sentences while their eye movements were recorded. Participants' proficiency levels and WMC were assessed a priori through Oxford Placement Test (OPT) and the automated version of Operation Span Task (OSPAN), respectively. The results from first-pass fixation duration measures (e.g., first fixation duration, single fixation duration, and gaze duration) showed that high WMC readers were faster in processing L2 emotion words of various valence types, but there was no significant difference between the high and low WMC readers in processing neutral stimuli. These results indicate that individual differences in WMC play a significant role in L2 sentence processing, which can be modulated through different experimental tasks.

Keywords: Working Memory Capacity, Operation Span Task, Emotional Words, Eye Movements, Bilingualism

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Investigating EFL Learners' attitudes toward using video games for vocabulary learning: A case study in private institutes of Kermanshah

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Abstract

There are numerous studies on learners' attitudes and video games for developing vocabulary learning in all forms. In line with what other researchers have found and to integrate computer games more into the language learning curriculum, this study tried to examine the attitude of Iranian language learners toward vocabulary learning by video games. This was done by considering the time students spent for video games and their satisfaction rate. The participants were three homogenous students who were selected systematically and the instruments used in the study included two video games by the names of Batman: Telltale Series and Life is Strange, which were given to them in a 30-days period. They were administered an attitude questionnaire in the written form and a semi-structured interview was also conducted after completing the game. Content analysis of the data yielded seven concepts related to students' attitudes. The results showed that the participants had a positive attitude toward almost all concepts. The results support previous findings in terms of learners' positive attitude toward video games and video games' potential to move students forward in vocabulary learning. The finindgs imply that video games need to be integrated into language learning programs.

Keywords: Video Games, Vocabulary Learning, Private Institutes, Language Teaching, Learners' Attitudes

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The role of language knowledge and background knowledge in reading comprehension of specific-purpose tests

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Abstract

As a special case of communicative language teaching, testing English for academic purposes (EAP) has received attention over the past years. However, to what extent and where the interaction between general English knowledge and EPA (i.e., background and content) knowledge comes into play still remains contentious. There's almost a consensus that intermediate students could take advantage of their EAP or background knowledge. Where and at which level of language proficiency or linguistic thresholds learners are able to draw on their background knowledge is still a gap when it comes to reading texts of varying specificities. The present study is an attempt to fill this gap by investigating the interactional effects between language proficiency and background knowledge among students from three proficiency levels. To this end, we gave 90 Iranian EAP economics a high-stakes test (constructed by the Iran's Assessment Organization), which consisted of three separate reading texts. Using four criteria (explained in the main paper) the reading texts were ordered from easiest to the most difficult texts. The results of analyses showed that background knowledge had considerable effects on the performances of the participants across the three reading texts. However, in the more specific reading text (Text 3), neither general linguistic knowledge nor background knowledge was a strong indicator. Moreover, the interviews with the participants revealed that they lacked relevant language and content knowledge to help them perform well on the reading Text 3. Pedagogical implications are discussed.

Keywords: Interaction Effects, Language Proficiency, Background Knowledge, High-Stakes Test

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Reviewing the Issue of Religion in Lewisohn and Bly's Translation of Hafiz

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Abstract

Translation has to do with power and authority. It has been and continues to be the subject of many debates. In fact, through translation foreign cultural influences can penetrate into the native culture, challenge it and even contribute to subverting it. Primarily, a translator acts as a reader who has his/her own understanding and interpretation of the text. Then, he/she tries to transfer the idea of the source text to the target language. In other words, the text undergoes a process of manipulation; the study of the manipulative processes of literature is helpful to achieving a greater awareness of the world in which we live. Among the translators who have translated Hafiz poetry into English, Leonard Lewisohn and Robert Bly are among the latest ones. The esteemed American poet and author, Robert Bly, who worked with the great Islamic scholar Leonard Lewisohn, produced a translation named The Angels Knocking on the Tavern Door, which encompasses the translation of thirty poems of Hafiz. Being entangled in the social and cultural ambience of the society, Hafiz's poetry reflects his society's religious ideology. Hafiz poetry abounds with references to Islam and its rituals; due to different religious ideologies and worldviews, these references have been manipulated in the process of rewriting by Lewisohn and Bly. In this article, first, the verses with the theme of Islam were identified and located. Then, the translation was examined to see whether the Islamic culture and tradition is translated accordingly or not. The authors argue that, as two religious Christian translators, Lewisohn and Bly have manipulated Islamic religious references and by attributing most of them to Christianity, they have domesticated Hafiz's poetry for foreign Christian readers. In this regard, they have introduced Hafiz as a Christian poet who has reflected Christian thoughts in his poems. Thus, the original text has undergone a radical and complicated cultural transformation which makes it intelligible for foreign readers. The authors used Lawrence Venuti's theory in order to have an investigation of the issue of religion in the above-mentioned translation.

Keywords: Translation Studies, Culture, Leonard Lewisohn, Robert Bly, Domestication, Foreignization, Lawrence Venuti,

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Oral corrective feedback: investigating EFL teachers' strategies and EFL learners' attitudes

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Abstract

In the classroom context, feedback, which is conceptualized as the information provided by the teachers on student's performance, is one of the numerous forms of interaction in any classroom. In fact, the notion of feedback is defined as the crucial interaction between the teacher and students for the purpose of furthering student learning. It is well accepted that oral feedback can be defined as oral remarks of teacher about the adequacy or the correctness of students' utterances. The present study investigated the perceptions of EFL learners towards oral corrective feedback and strategies used by EFL teachers. To this aim, forty EFL learners from three proficiency levels of pre-intermediate, intermediate and upper-intermediate and twenty novice and experienced EFL teachers ranging in age from 23 to 48 were selected. Two attitudinal questionnaires and a written scenario containing three imaginary situations of learners' errors during speaking were used as the instruments for collecting data. Data were analysed through ANOVA and independent samples t-test. The findings showed that EFL learners had positive attitudes towards the effectiveness of oral corrective feedback and strongly favored receiving corrective feedback in English oral communication classes. An analysis of the written scenarios showed that the observed differences between the two groups of EFL teachers were not significant. 'Clarification requests,' 'recasts' and 'elicitation' were among the strategies suggested by EFL teachers.

Keywords: Feedback, Oral Corrective Feedback, Clarification Request, Recast, Elicitation

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The Impact of Gamification on Iranian EFL Learners'Speaking Skills: The Case of Educational Serious Game

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Ilam

Abstract

As educational tools, Serious Games (SGs) have been reported to be effective in educational settings including English language learning and teaching; hence, the current study explored the effect of practicing serious games on promoting speaking skills among adult EFL learners. Thirty six EFL learners took part in a five-week experimental study and received 870 minutes of instruction. The participants were assigned to three groups including video game, paper game and a control group based on the results of a pre-test administered earlier. During the learning activities, the first experimental group was instructed on how to improve speaking skills through paper game and the second experimental group through video game while the control group went through conventional teaching of speaking skills. After 10 sessions, the post-test was administered to the three groups to assess the learning achievements. Both qualitative and quantitative data, including learners' scores, lesson plan and interviews were collected to triangulate and complement the survey results. The results indicated that the groups with video and paper game instructions performed significantly better than the control group. It is hoped that the presented study will provide inspirational guidance for teachers on how to engage EFL learners in meaningful and motivational learning so that the development of basic skills such as speaking can be facilitated.

Keywords: Serious Games, Video Game, Paper Game, Speaking Proficiency

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The Frequency of Online Reading Strategy Use and Self-reported Proficiency in Farsi (L1) and English (L2): A Case of Faculty Members

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Abstract

Faculty members have received little attention from researchers; especially when it comes to their reading behavior in Farsi (L1) and English (L2). This study is an attempt to find the frequency of online reading strategy use in L1 and L2, on the one hand, and investigate the probable relationships between strategy use (metacognitive, cognitive, & support) and faculty members' evaluation of their own reading proficiency level, on the other. The likely relationship among parallel components of reading strategy use in L1 and L2 was also investigated. For this purpose, faculty members (N=74) of a state university filled out an online version of Metacognitive Awareness of Reading Strategies Inventory (MARSI). The results pointed to a significantly higher level of strategy use in L2 than L1. However, no correlation was found between the level of proficiency in L1 and frequency of use of reading strategies. Nevertheless, there was a correlation between the two out of three components of reading strategy use in L1 and L2. The implications are concerned with the need for gaining greater insights into strategy development in L1 and L2, awareness of ones' own real reading ability, and partial cross-language transfer across languages.

Keywords: Reading, Reading strategies, Proficiency, First and second language reading

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Cross-generational Perceptions of Impoliteness among Native Speakers of Persian

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Abstract

Impoliteness is a part of social interaction and its interpretation depends on the context and the utterance. Every verbal and non-verbal act that causes interruption in interaction and social disharmony results in impoliteness. Despite the importance of impoliteness, few studies have investigated the perceptions of impoliteness across generations. To fill this gap, this study attempted to explore impoliteness in the production of request and the perceptions of impoliteness across different generations. Sixty native speakers of Persian from different generations (teenagers aged 13-19, young people aged 20-40, and middle-aged people aged 41-64) participated in this study . A written discourse completion task (WDCT) consisting of eight scenarios of request and the response to each scenario was given to the participants and they were asked to rate each of the DCT responses on a five-point scale and to provide comments on the reasons for its impoliteness. A content analysis of raters' responses revealed seven criteria for Persian raters applied in rating the impoliteness of request. Accordingly, some criteria were used frequently and some rarely in most situations. For example, "politeness", "directness", and "query preparatory and softeners" were the three common criteria used in most situations by Persian raters. The raters gave different weights to common criteria; however, the politeness criterion was the most frequently used criterion in Persian groups. The present study has two implications; first, most impoliteness criteria, such as "politeness", "directness", and "query preparatory and softeners" are highlighted in cross-generational perceptions of impoliteness, but the degree of each criterion is different across generations; second, age differences cannot be considered as a strong factor that can be important in the degree of the impoliteness of an utterance.

Keywords: Impoliteness, DCT, Cross-generational, Native Persian speakers, Request

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The PLS-SEM analysis of the relationships among self-regulated learning components, reading comprehension and critical thinking in reading

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Abstract

Self-regulated learning (SRL) with its focus on strategic knowledge and motivation has become an important topic in educational research; however, little attention has been paid to it in English as a Foreign Language (EFL) context. The aim of this study was to investigate the relationships among SRL components, reading comprehension and critical thinking in reading through partial least squares structural equation modeling (PLS-SEM). To this end, 95 Iranian elementary EFL students participated in this study. The data for PLS-SEM models was provided by three instruments including adapted Motivated Strategies for Learning Questionnaire, a test of reading comprehension and the questionnaire of Critical Thinking in English Reading. The results of the analyses of PLS-SEM models showed that from among SRL components, cognitive strategies and metacognitive strategies significantly predicted reading comprehension and critical thinking, respectively. However, motivation did not have any significant effect on the outcome variables. Finally, some pedagogical implications regarding the kind of relationships among the variables are provided.

Keywords: Cognitive strategies, Critical thinking in reading, Metacognitive Strategies, Motivation, PLS-SEM, Reading Comprehension, Self-regulated Learning

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The Effect of Self-regulated Learning Instruction on Reading Comprehension and Motivational, Cognitive and Metacognitive Aspects of Learning

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Abstract

Although self-regulated learning (SRL) enables students to acquire active learning skills and behave like strategic learners, its role in improving EFL learners' reading comprehension and strategy development has been underestimated. The present study aimed at investigating the effect of two types of reading interventions, self-regulated learning instruction (SRLI) and the traditional instruction, on reading comprehension, motivation, cognitive strategies and metacognitive strategies of 183 Iranian elementary EFL learners. The participants were randomly divided into two groups including a control (n=88) and an experimental group (n=95). The data was collected through the motivation, cognitive strategies and metacognitive strategies questionnaires and a test of reading comprehension. The results of independent samples t-test revealed that there were no significant differences between the mean scores of the two groups in terms of reading comprehension, motivation, and appropriate use of cognitive and metacognitive strategies in the pretest. However, SRLI significantly affected motivation, cognitive strategies, metacogntive strategies and reading comprehension on the posttest. The findings carry important implications for EFL teachers and syllabus designers.

Keywords: Cognitive Strategies, Metacognitive Strategies, Motivation, Reading Comprehension, Self-Regulated Learning

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Examining the Technological Pedagogical Content Knowledge (TPACK) Perceptions of Iranian EFL Teachers

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Abstract

Although Technological Pedagogical Content Knowledge (TPACK) has been extensively employed to measure teachers' technology integration literacy across different countries, its use has been very limited as a research tool in the Iranian educational settings and especially in EFL contexts. The present study, therefore, reports on the process of developing and validating a survey instrument to be used for exploring the TPACK perceptions of Iranian EFL teachers. To achieve this goal, items were adapted from two existing TPACK questionnaires. The new instrument was, then, administered to a group of practicing Iranian EFL teachers, and its construct validity was tested using exploratory and confirmatory factor analyses. The results of EFA and CFA showed that a 31-item, seven-construct questionnaire was a good reproduction of the original TPACK framework. Having established the validity and reliability of the survey, we investigated the participants' TPACK level through descriptive statistics related to their responses to the items of the TPACK questionnaire to see how they rated themselves in terms of different TPACK factors. The results of descriptive statistics and correlation analyses indicated that while the responding teachers felt sure about their ability with regards to two domains mainly connected with traditional style of teaching, i.e., Content Knowledge (CK) and Pedagogical Knowledge (PK), they were less confident when it came to Technological Knowledge (TK) and other factors associated with technology integration. Implications for validating future TPACK surveys and planning ICT courses in Iran's EFL settings are discussed.

Keywords: TPACK, CALL, Technology Integration Literacy, EFL Contexts, Iranian EFL Teachers

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On the Efficacy of Peer Interaction Versus Teacher Interaction in Enhancing Accuracy and Complexity of Iranian EFL Learners' Oral Speech

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Abstract

Interaction is considered as an indispensable aspect of classroom pedagogy through which the learners' interlanguage system improves (leslie, 2015). When the learners engage in the task-based learning and teaching collaboratively, their primary attention shifts towards meaning rather than form. In addition, researchers in this field have changed their center of attention from the overall usefulness of interaction to the question of which elements of it (peer or teacher) may possibly be more efficient. The present study surveyed the impacts of peer interaction and teacher interaction on EFL Learners' speaking skill. The sample population was comprised of 40 homogeneous intermediate Iranian learners, who were randomly assigned into two experimental groups: one group participated in peer- interaction phase and the other engaged in teacher- interaction learning. The participants' monologues on the posttest were separately recorded, transcribed and analyzed in terms of accuracy and complexity. The results of independent samples t-test demonstrated a better performance for the peer –interaction-based group.

Keywords: Accuracy, Complexity, Peer Interaction, Teacher Interaction

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The Effect of Corrective Feedback on Iranian EFL Learners' Pronunciation and Instrumental Motivation

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Abstract

This study aimed at investigating the impact of indirect unfocused and direct focused oral corrective feedback on EFL learners' pronunciation accuracy and motivation. The study employed a quasi-experimental research design. The participants comprised 60 upper-intermediate EFL learners studying English at private language institutes in Hamedan, who were selected through convenience sampling. The participants in intact classes were randomly divided into three groups: experimental group A (indirect unfocused oral corrective feedback), experimental group B (direct focused oral corrective feedback), and control group (who received their usual lessons as before). This study adopted both qualitative and quantitative procedures to collect the data, i.e. it employed both a validated instrumental motivation questionnaire and a semi-structured interview. The pronunciation accuracy was tested with a list of sentences read aloud by learners, recorded, and phonetically transcribed and scored by the teacher researchers. The treatment lasted nine sessions. After the treatment, the participants were administered the immediate and delayed posttests. The results of two separate one-way MANOVAs showed that the unfocused indirect group significantly outperformed the other two groups (the focused direct group and the control group) with regard to both pronunciation accuracy and instrumental motivation in both immediate posttest and delayed posttest. The results of the study can be due to the essence of unfocused indirect corrective feedback which provides students with the chance to reflect on their production and the fact that they are more motivating since they are less interruptive and face-threatening in classroom situation. The present study can be fruitful for teachers, students, teacher trainers, and material developers.

Keywords: Corrective Feedback, Focused Direct Corrective Feedback, Unfocused Indirect Corrective Feedback, Instrumental Motivation, Pronunciation Accuracy

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The effect of teaching academic collocations on the writing performance of Iranian medical students

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Abstract

Vocabulary knowledge plays a key role in writing ability of L2 learners. Research has shown that native speakers and high-proficiency L2 learners make use of a wider range of (academic) words which add to the quality of their texts. Past decade has also witnessed an increasing attention to word strings or lexical chunks as good indicators of and significant contributors to high-quality writing. Against this background, in the present study we investigated the effects of teaching academic words with and without their collocations on the writing quality of Iranian medical students. To this aim, we selected, with the help of a subject matter expert, 300 academic words from the Academic Vocabulary List which bore high relevance to Medicine. A cohort of 32 medical students were then divided randomly into two groups, each consisting of 16 students. As for the pre-test, they wrote an academic essay on a topic related to their major. Both groups were then taught in the same way as the major principles of academic writing for 12 sessions. A half-an-hour session was, however, devoted to academic vocabulary instruction, which was different for each group. One group was taught just the academic words while the other group was presented with academic words plus their top collocates. Vocabulary presentation in both groups was through the online interface of the Corpus of Contemporary American English. As homework, students were asked to look for and record in their notebooks more examples of the sentences containing the target words. After the instruction period, both groups were asked to write an essay similar in topic to the pre-test. The pre-test and post-test essays were evaluated by two experienced raters who assigned holistic scores based on Jacob et al.'s (1981) writing assessment rubric. Data were analysed through ANCOVA with students' scores on the pre-test essays as covariate. The findings showed that teaching academic words in combination with their collocations had no significant effect on learners' academic writing performance. The results are justified and discussed in light of the theories of L2 writing development, academic writing perspectives and phraseological views on second language acquisition.

Keywords: Collocation, EAP, L2 writing

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Teachers' attitude toward the need for pragmatic teacher education programs

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Abstract

This study aimed to investigate teachers' attitudes toward teacher education programs focused on pragmatic corrective feedback. It attempted to specifically examine the attitudes of teachers toward a workshop they had participated in and toward problems in providing pragmatic corrective feedback. To answer the two research questions, the attitudes of 20 teachers, who had just attended a workshop on pragmatic corrective feedback within the sociocultural theory (SCT), were examined through both a questionnaire and a semi-structured interview with the teachers. Through the same interview, the teachers' attitudes toward problems in providing pragmatic corrective feedback were examined as well. The results of the study pointed to the positive attitudes of the teachers toward the specific workshop they had participated in. The findings also showed that the teachers felt the need for other similar workshops on ways of teaching pragmatics, improving their pragmatic competence, identifying pragmatic errors, and providing pragmatic corrective feedback. In addition, the teachers referred to a number of problems preventing teachers from giving pragmatic corrective feedback. The findings imply the need for teacher education programs to address pragmatics and pragmatic corrective feedback and have implications about the content of such programs based on the teachers' views.

Keywords: Teacher Education, Corrective Feedback, Pragmatic Corrective Feedback, Sociocultural Theory, Teacher Attitudes

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Graduate Students' Reflections on the Use of Learner-generated Corpora

Amin Dehghan[1], **Pornapit Darasawang**

King Mongkut's University of Technology Thonburi

Abstract

Corpora have long been used by teachers to support classroom instruction and to encourage learners to explore the language independently. A more recent development has been the use of learner-generated corpora, whereby learners identify target language and construct a corpus that is relevant to them. This type of activity can potentially increase learners' participation and involvement (Seidlhofer, 2000) while preparing learners to deal with future language needs beyond their course. This paper will describe the reflections of a group of international graduate students on a project in which learners received a five-week training course to learn about general corpora and develop their own corpora with the aim of encouraging their independence in academic writing. Students reflected on their use of the corpora for five consecutive weeks. It reports on learners' experiences in developing and using their corpora as well as general corpora and it will conclude with a number of practical suggestions for teachers interested in this approach.

Keywords: Corpus, Learner-Generated Corpora, Academic Writing, Learner Independence

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معاونت پژوهشی و فن‌آوری واحد تبریز

A systematic review of research on the flipped classroom approach in foreign language learning

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Abstract

The purpose of this article is to review the literature on the flipped classroom and to describe the current state of knowledge and practice in the flipped classroom approach in foreign language learning as well as to provide guidance for practitioners by critically appraising and summarizing the existing research. This article is a qualitative synthesis of quantitative and qualitative research investigating the flipped classroom approach in foreign language learning. Systematic review was adopted as the research methodology and the criteria for article selection were described. Thirty articles were included for a detailed analysis and synthesis. The results indicated that flipped learning gained popularity amongst foreign language learners. The review revealed that research in foreign language learning is focused on documenting the design and development process and sharing preliminary findings and student feedback. Flipped classroom is versatile in its implementation and, therefore, future research to examine different facets of a flipped learning implementation, framed around sound theoretical frameworks and evaluation methods, is still needed to establish the pedagogy of flipped learning in foreign language learning.

Keywords: Flipped Classroom, Flipped Learning, Flipped Teaching

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Synchronous computer-mediated communication and EFL learners' language learning experience: A case study

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Abstract

Recent literature points to the significant role of synchronous computer-mediated communication (SCMC), informed by Vygotskyan Sociocultural theory of mind in language learning. However, in the Iranian English as foreign language (EFL) context, inadequate attention has been paid to SCMC in learners' psychological, emotional, and linguistic experiences. To fill this gap, this qualitative case study, as a part of larger experimental study examining the effect of SCMC on 40 learners' grammatical knowledge within 12 sessions, delved into learners' experiences of online text-based chatting context (via Skype) in a private language institute. Semi-structured interviews (each lasting 20 minutes) were conducted with 15 intermediate male learners (aged 14-18) to investigate their experiences and attitudes regarding SCMC implementation in their classroom. Thematic content analyses were employed to analyze the data. The findings showed that a) learners expressed a keen interest in attending SCMC-based classes, b) online Skype-based text chatting context facilitated the process of language learning, and c) the participants showed a high level of motivation to engage in L2 communication. The participants also pointed out that SCMC offers advantages in terms of overcoming emotional problems in communication, increasing motivation and fostering interpersonal relationship and rapport with the teacher and peers. Pedagogical implications of the study are further discussed.

Keywords: Computer-mediated communication, Emotional, Psychological, and Linguistic Experience, Skype-based text chatting

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معاونت پژوهشی، فن‌آوری و ارتباط با جامعه

The Effect of Immediate versus Delayed Graduated Corrective Feedback on Translation Competence of Iranian Students

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Abstract

Recognizing the translators' competence and setting standards for translation assessment has usually been problematic, and there have also been few studies to investigate the effect of corrective feedback types on students' translation competence. The current research investigates the effects of immediate and delayed corrective feedback on Iranian students' translation competence based on Angelelli's framework. The sample population consisted of 60 Iranian junior students of English translation selected using convenience sampling method, who were divided into two groups namely immediate and delayed (two experimental groups). The pretest and posttest included one passage selected from the book 'Gray Mountain' by John Grisham (2014) that was given to the participants to translate. In the first treatment session, the researcher elaborated on the concept of translation competence, including linguistic, textual, pragmatic, and strategic competence in both groups. After that, five texts, selected from the above-mentioned book, were given to both groups to translate in five weeks. The immediate group received feedback based on an adopted and adapted, four-item regulatory scale while translating the text and the delayed group received the same types of feedback one week after translating each text (at the beginning of the following session). After the treatment, the posttest was administered and the quality of translation in each group was assessed according to Angelelli's rubric (2009). The results of an independent samples t-test indicated that both study groups showed improved quality of translation; however, there was no significant difference between the translation competences of the two groups. The findings of the study highlight the importance of providing corrective feedback on students' translation competence.

Keywords: Immediate corrective feedback, Delayed corrective feedback, graduated feedback, Translation competence, Angelelli's framework

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Teachers' Attitudes toward Critical Cultural Awareness in Iranian EFL Context

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Abstract

Recently, there has been a growing interest in critical cultural awareness (CCA) as a component of intercultural competence, the ability to function effectively, to think and act appropriately across cultures in the field of language teaching and cultural studies. This study aimed to investigate Iranian English teachers' awareness of CCA in the context of high schools. The design of the study is descriptive and 307 male and female senior high school teachers participated in the study. They had 5 to 10 years of teaching experience and were BA, MA, and PhD holders in TEFL. Their responses to Critical Cultural Awareness Questionnaire developed by Ataie, Babaii, and Taghipour (2017) were analyzed. The questionnaire was a five point Likert scale and consisted of 37 items with its reliability reported to be .73 by the authors. The items of the questionnaire were subjected to Principal Component Analysis, and three factors were extracted explaining approximately 57 % of the total variance. The mean for the second factor, CCA in ELT Textbooks and Materials, was the highest indicating the teachers' high level of awareness regarding this factor. They had the lowest level of awareness towards the third factor, CCA in General Terms. Their awareness towards the first factor, CCA in ELT Programs, was a little lower compared to the second factor. The highest and lowest items selected by the teachers were also investigated for further analysis. The implication for teachers, material developers and learners are also discussed.

Keywords: Intercultural communicative competence, Critical cultural awareness, Iranian EFL teachers

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The Contribution of the Ideal L2 Self to Iranian EFL Learners' Willingness to Communicate inside the Classroom

Azizullah Mirzaei[1], **Maryam Esmaeili**

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Abstract

The innovative reformation of the previous L2 motivation theories, Dörnyei's 'L2 motivational self system', introduces the term ideal L2 self, which refers to L2 user's beliefs, ideas, or goals on his/her L2 usage and plays a significant role in the learners' orientation to communication. One's perceived communicative competence can be strongly related to one's willingness to communicate (WTC) in EFL contexts. As the ideal L2 self and WTC are regarded as individual differences variables, when the effect of ideal L2 self on motivation is taken into consideration, it can be presumed that there might be a link between these two factors. The current study, therefore, explored the relationship between the ideal L2 self and WTC in English among EFL learners. To this end, 60 Iranian intermediate students majoring in English Translation participated in the study. Two questionnaires (the Ideal L2 Self Scale and WTC Inside the Classroom Scale) were used to collect the data. The findings for the perceived level of WTC indicated that 35 % of the participants had high, 46 % had moderate, and 19 % had low WTC. The results of the standard regression analysis revealed that the ideal L2 self significantly predicted L2 WTC with all its complexity. In other words, it explained 27% of the variance in participants' L2 WTC. Thus, the ideal L2 self contributes to the enhancement of communication in English and has the potential to influence and shape motivated language learning. These findings lend support to the application of L2 motivational self system in the Iranian context and guide teachers to direct their students' future self-images toward developing communication skills.

Keywords: Motivation, Ideal L2 Self, Willingness to Communicate, Communication

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معاونت پژوهش وفن آوری دانشگاه الزهرا تهران

The impact of EFL teachers' cultural attitudes on their teaching practice

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Abstract

Language and culture are so closely interwoven that teaching a new language can be considered as teaching a new culture. In order to teach a new culture, along with cultural knowledge of English language teachers, their cultural attitudes may also have an effect on their teaching practice. This research studied the attitudes of EFL teachers toward culture teaching and their impact on their teaching cultural issues in practice. Furthermore, it aimed at observing the culture teaching of EFL teachers in practice. To this end, sixty female EFL teachers from two language institutes in Tehran participated in this study. "Teachers' Perception of Culture Teaching Survey" by Han and Hui (2010) was used in this study. The questionnaire consists of six parts and examines the objectives of language and culture teaching. Data collection and data analysis in the present study were based on mixed method research in which a questionnaire and class observation were used. The results of both quantitative and qualitative analysis indicated that teachers who had positive attitudes toward culture teaching were more cognizant of the culture of English countries and focused more on teaching culture as well as teaching the language in class. There were also incongruity between what teachers answered in the questionnaire (their attitudes) and what they did in practice. The results of this study can help teacher educators and teacher training program developers to implement some procedures to augment the cultural awareness of prospective teachers.

Keywords: Teaching Second Language Culture, Teachers' Cultural Attitudes, Cultural Literacy

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Towards Becoming a Transformative Teacher: Contributions of a Critical Teacher Education Course

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Abstract

This qualitative study investigated the effect of a critical teacher education course (CTEC) on teachers' viewpoints and classroom practices. Thirteen teachers participated in the study, who were first interviewed and then attended an in-service CTEC, which was followed by another interview session. In the meantime, teachers were also required to critically reflect on their classroom practices and record their reflections in a journal. Ten teachers were also observed using an observation checklist to see if any changes could be noticed in teachers' classroom practices with regard to critical pedagogy principles. The data were transcribed fully and subjected to content analysis. We found that many teachers developed a favourable view towards CTEC although almost all of them expressed surprise that the course was not the one they had expected. Their view of a teacher education course was the one in which the teacher trainer delivers lectures and provides the student teachers with useful techniques which are transferrable to every teaching situation, and such view formed, to a great extent, their expectation. All in all, teachers reported changes in their attitude towards teaching as a result of participation in the course. However, there were some barriers in their path to becoming a transformative teacher, the most important ones of which were reported to be students' resistance and institutional policies. Given this, some changes were observed in their teaching conducts.

Keywords: Critical Pedagogy, Teacher Education, Critical Teacher Education Course, EFL Teachers

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The Relationship between Willingness to Communicate and Iranian EFL Learners' Speaking Proficiency and Motivation

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Hakim Sabzevary

Abstract

The present study aims to determine the relationship between willingness to communicate and Iranian EFL learners' speaking proficiency and motivation .The target population of the present study consisted of Iranian EFL learners at the intermediate level. For the purpose of this study, 65 participants were selected from five private English language institutes in Tehran. The age range of the participants was from 15 to 30 and their gender was delimited to females. Likewise, in the present study, two questionnaires and a speaking interview were employed to elicit participants' willingness to communicate, motivation, and speaking proficiency, respectively. Having been homogenized through OPT as the proficiency test, they were then asked to sit the speaking test which was an IELTS speaking test. As the next step, the questionnaires were distributed among the participants in order to measure the their WTC level and their motivation . Pearson product-moment correlation coefficient formula was used to find the kind and amount of correlation between WTC level and speaking proficiency and their motivation. The results showed a positive correlation between the participants' WTC scores and their speaking performance and motivation.

Keywords: Willingness to Communicate, Motivation, Speaking Proficiency, Individual Differences.

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Movie Fidelity to Novel, Twelve Years a Slave, Concerning Slave Narrative Elements

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Abstract

During the history, many novels covered the theme of slavery and its nature of cruelty, and Twelve Years a Slave is one of these novels dealing with slavery matters. To read this novel is to be confronted with the gloomy reality of slavery and black history. This memoir was published in 1853 by Solomon Northup and was one of the best-selling slave books in that period. He mentions that "I can speak of slavery only so far as it came under my own observation_ only so far as I have known and experienced it in my own person" (18). Some novels are written just to have a definite end a didactic lesson or a new experience to learn, whereas this novel does not contain any morality to learn about slavery but opens up a new phase to the reader about slavery. This study aims at comparing the novel and its movie adaptation with an eye to slave narrative elements, as the novel was written in the 19th century, but the movie was produced in the 21st century.

Keywords: Adaptation, Fidelity, Slave Narrative, Narration, Black Literature

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The predictive power of the ILH for L2 vocabulary acquisition of young EFL learners

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Abstract

Learning second language vocabulary is an essential part of second language acquisition. One of the most effective ways of vocabulary learning is incidental vocabulary learning. Various approaches have been offered that claim to be able to predict the effectiveness of different tasks in L2 incidental vocabulary learning. One of the most frequently discussed approaches has been the involvement load hypothesis (ILH). Although a plethora of research studies have been conducted on the versatility of the ILH in predicting L2 vocabulary learning, few have been done with young language learners. Hence, this study was conducted with a group of young Iranian EFL learners. Three different tasks with different involvement loads were given to the participants. Immediate and delayed posttests were given to assess the learning and retention of the target words. The results of data analysis through one-way ANOVA and independent-samples t-test revealed that few of the predictions of ILH came true. Hence, it is argued that although the ILH might successfully predict L2 vocabulary learning in adults, there is little evidence to support its predictive power among young L2 learners.

Keywords: Incidental Vocabulary Learning, Involvement Load Hypothesis, Young Learners

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معاونت پژوهشی، فن‌آوری و ارتباط با جامعه

Rasch rating scale analysis: implications for scale validity

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Abstract

The veracity of most of our findings in applied linguistics depends on the qualities of the measures we use. Hence, every attempt should be made to ensure that our measures are psychometrically sound and that our inferences are justified. Questionnaires are among the most frequently used measurement tools in applied linguistics. A cursory look at the published research, however, indicates that validation of rating scales has been limited to a simple scrutiny of descriptive statistics, Exploratory Factor Analysis (EFA), and rarely Confirmatory Factor Analysis (CFA). In this paper, it will be argued that these analyses do not touch on important validity issues. It will be further argued that the Rasch Rating Scale model can be profitably utilized to address these issues. Empirical data from an administration of the Teachers' Sense of Efficacy Scale (TSES) will be presented to make the arguments more concrete.

Keywords: measures, Exploratory Factor Analysis (EFA), Rasch Rating Scale model, Sense of Efficacy Scale (TSES)

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معاونت پژوهش و فن آوری دانشگاه آزاد اسلامی واحد تبریز

Dynamic Assessment of Writing: the Impact of Mediation on L2 Learners' Persuasive Writing Skill

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Abstract

Dynamic Assessment (DA) encourages assessing the process of learning rather than its product and evaluating potential performance of learners based on the concept of Zone of Proximal Development (ZPD) and interactive mediation. Due to the dearth of empirical research on the use of DA in L2 context, the aim of the present study is to examine the notion of DA in an Iranian context in order to internalize writing skills and compare it to traditional assessment. To fulfill this goal, sixty language learners from Upper Intermediate level underwent a treatment of a two-month writing program. The experimental group received their ratings accompanied with the raters' comments and hints per week dynamically (8 DAs). As for the triangulation of the study, a questionnaire was distributed among the participants. The results of ANOVA revealed that the interactive way of teaching within dynamic assessment procedures has positive effects on improving participants' esssay writing skills and maximizing the internalization of writing skills in the experimental group. Considering the fact that teachers are both facilitators and mediators in the EFL settings, the results of the study would assist them to recognize the concept of implicit and explicit feedback and implement the mediation during their assessment in a principled manner so as to help their learners master and internalize writing skills and strategies.

Keywords: Dynamic Assessment, Traditional Assessment, Writing Skill, Implicit feedback, Explicit feedback

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Keywords in Corpus-based Studies: Form, relevance and source

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Ilam University

Abstract

Keywords provided by authors below the Abstracts are of a great significance in research articles. They can enhance data storing and retrival processes. Whereas some studies in the realm of Applied Linguistics provide valuable information about keywords, they have been almost neglected in corpus-based studies. The present study, therfore, aimed at analyzing 249 corpus-based studies published in International Journal of Corpus Linguistics over the past two decades (from 1996 to 2016). The corpus was analyzed in terms of form, relevance and source in four five-year periods. The results showed that the frequency and the structure of the keywords have not changed throughout the period under study. Concerning the relevance, most of the keywords were taken from title and Abstract parts. Regarding the source, the results showed that the keywords pertaining to the target category had the highest frequency. Analysis of the corpus by Landbox software also indicated that over the past two decades, the most frequent keywords were corpus, corpora, analysis, and English. At the end, implications of the findings are discussed.

Keywords: Keywords, corpus-based studies, lanbox software, International Journal of Corpus Linguistics

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Iranian Teachers and Learners' Perceptions of Creativity and Creative Teaching

Maryam Mahmoudian[1], **Parviz Alavinia**

Urmia University

Abstract

Striving to probe teachers and learners' attitudes toward the status of creativity in the Iranian EFL context, the researchers in the current study selected a group of 50 EFL teachers and 100 intermediate EFL learners from both schools and institutes. To conduct the study, an adapted questionnaire entitled "Teaching for Creativity Scales" was administered. Based on the results, the majority of institute participants highlighted the importance of three factors (teachers' self-efficacy, societal value, and student potential) in determining teaching creativity, whereas the school students mostly referred to the prominent role of societal value and student potential. Furthermore, as regards institute and school teachers' perceptions of creativity, societal value and student potential were assumed to be of significance in creative teaching. Finally, no significant differences were found between teachers' and learners' perceptions of creativity at the institutes and schools. The findings have practical implications for educational researchers and stakeholders in different educational contexts.

Keywords: Teacher creativity, teachers' attitudes, learners' attitudes, creativity in English language teaching in Iran

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Teaching Affixes: Textbook-Based or Theme-Based Approach?

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Abstract

Teaching and learning affixes is a great aid in learning vocabularies for ESL language learners. The traditional approach to teaching affixes involves providing a list of affixes which are usually alphabetically arranged with some accompanying examples. The preferred approach focused on in the present study includes teaching affixes in a theme-based manner. The affixes are categorized by teachers into different themes like: body parts, health, movement, social affairs and people characteristics, etc. The present study attempted to investigate which of the two approaches to teaching affixes experimented in the study was more effective. For this purpose, two groups of TEFL students were selected. In one class, affixes were taught through the traditional approach and, in the other, the theme-based approach was used. T-test was used to find the likely differences between the two groups. The results demonstrated that the group taught using the theme-based approach had scored higher on the posttest. The participants taught through the theme-based approach, also reported that they had developed a coherent understanding of the affixes which may make it more accessible to them when needed. The results can be useful for both material developers and instructors of EFL students.

Keywords: Teaching affixes, ESL learners, Theme-Based Approach

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The language of Feeling in Publicity

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Abstract

Today's advertising is not specific to television and radio broadcasting, and the Internet has a huge new role in this respect. Among these, Instagram software plays a major role in commercial advertising in Iran. This article, from the point of view of linguistics and according to Erik Landowski's theory, explores the relationship between business ads and their audiences. Among these, we chose the data from the pictures and sentences of a famous Journal of Art on Instagram and put forward examples in four hypotheses. It is worth noting that the four states of the theory have overlaps that are also visible in the samples. Consequently, according to Landowski's theory, the relationship between the advertiserand the addressee in the function that the hypothesis was conceived and the audience was influenced by the effect of theads. The sense and perception of sensation and proximity are influenced by the effect of text and graphic text of the ads. Hence, by linguistics analyzing, we conclude that the process of attracting audience is going beyond the text and images of advertising.

Keywords: DiscourseAnalysis,Semiotics,EricLandowski,publicity,Instagram

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The Role of Feedback Timing across Elaboration and Elicitation Feedback Types in Enhancing Iranian EFL Learners' Speaking Accuracy

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Islamic Azad University

Abstract

Feedback can be provided in different ways and is categorized into input providing and output provoking. Therefore, the feedback timing across different types of feedback can influence students differently. The present study investigates the effects of immediate and delayed feedback on Iranian intermediate level EFL learners' speaking accuracy using two types of feedback including elicitation and elaboration as representatives of output provoking and input providing feedback, respectively. To this end, 120 male and female adult participants, out of a population of 200 learners ofEnglish in a private language institute, were selected after taking an Oxford Placement Test (OPT). In the framework of a quasi-experimental design, the participants were divided into four groups of 30 participants including elicitation with immediate feedback, elicitation with delayed feedback, elaboration with immediate feedback, and elaboration with delayed feedback groups. Each group received its own specific feedback type with the specific timing. The data was collected through a speaking accuracy task in which the accuracy score was defined as the percentage of accurate verb tenses during task performance. Two-Way ANOVA was used for data analysis. The findings revealed the significant priority of delayed elicitation over immediate elicitation for intermediate EFL learners. The results of further analysis revealed the priority of delayed elaboration over immediate elaboration. The findings have implications for EFL teachers and teacher educators.

Keywords: Accuracy, Elaboration, Elicitation, Feedback Timing, Feedback Types, Speaking Task

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'Performativity' and 'Agency' in Willa Cather's "O Pioneers! and My Antonia:" A Butlerian Study

Amirreza Abyar[1], Mohammad Reza Noorollahi-Ravari

Qom Islamic Azad University

Abstract

The present study attempts to explore Judith Butler's concepts of performativity and Agency in Willa Cather's O Pioneers! (1913) and My Antonia (1918). Being a regional author, Cather creates her fictions replete with immigrant female characters who struggle to resist against the patriarchal power and dominant discourses of their society. Both fictions present their female protagonists as characters who are mentally and physically strong and non-subservient to men after the loss of their fathers. Judith Butler argues that the concept of agency is indeed an extension of performativity, for prior to anything, an act must be performed by an agent and that act is performative as long as it is done repeatedly. In addition, Butler contends that agency is what a subject makes out of him/herself and makes every effort to stand against the discourses, power, conventions, and norms of the society. For Butler someone becomes an agent when heshe acts differently and in an unusual way. Accordingly, Alexandra, the protagonist of O Pioneers!, undoes the patriarchal system of property ownership through standing against her brothers and Mr. Shimerda's daughter in My Antonia, challenges the stereotypical pattern of women doing all household chores and child rearing. Since Cather's characters have been harmed within such a society, they ignore the norms of their society, subvert the discourses by working on the land and build the gender of their own through performativity and finally become an agent.

Keywords: Performativity, Agency, Discourse, O Pioneers!, My Antonia, Willa Cather, Judith Butler

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The Role of Planning Time and Task Complexity in the Production of Selected Grammatical Structure of Intermediate Level EFL Learners

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Abstract

A central issue in task-based language learning concerns the effectiveness of several task-based methods on different aspects of linguistic performance at different levels of L2 proficiency. Most of these studies have focused, however, only on quantitative data analysis rather than a mixed method one. Due to the importance of tasks in language instruction and the gaps existing in the literature, the present study aimed at investigating the effects of task complexity and planning time on Iranian EFL learners' production of the selected grammatical structure. To this end, a sample of 54 adult female EFL learners was taken from the whole population of one private language institute in Isfahan, Iran. The instruments under study included PET test for homogenizing general English knowledge, a pretest and posttest in grammar and a semi-structured interview with the groups under study. The learners were exposed to three strategies of task-based instruction, that is task complexity and planning time. The results revealed that task complexity group outperformed the other group in the production of the selected grammatical points. The results of interview confirmed the quantitative findings. The study carries implications for both teachers and learners: instead of using traditional methods of instruction, they need to apply novel methods such as tasks to motivate learners.

Keywords: Planning Time, Production of Selected Grammatical Points, Task Complexity

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Access to Union with God by the Divine GPS of Love, Intuition, and Annihilation: A Comparative Study of Jalaluddin Rumi and William Blake

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Abstract

There has been no comparative study of Jalaluddin Rumi and William Blake. This paper will examine how man can find his true home through the divine love and annihilation with regard to human struggle in the direction of union with God. The study is limited to Rumi's Masnavi as well as Blake's Songs of Innocence and Experience, Milton, and Four Zoas. In order to find the similarities and differences between the two poets, Aldous Huxley's ideas on perennial philosophy and the theory of hermeneutics were employed. The discussion focused on the two themes of love and annihilation. First, love and annihilation were examined in the poetry of Rumi and then paralleled to William Bake's attitude towards love and annihilation. To the extent that the writer is concerned, the article is unique in a literary sense and it is possible to fill a literary gap through reviewing these two prominent figures and their literary mystical thoughts concerning love and annihilation. Consequently, it is concluded that love and annihilation could be considered as the home button of the divine GPS that man can push and be guided to his true home.

Keywords: Union, Love, Annihilation, Rumi, Blake

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A Cross- cultural Corpus-based Study of English vs. Persian Native Writers' Use of Conjunction in Conference Abstracts

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Abstract

The Abstracts sent to conferences are representative of their writers' ideas and achievements. On the other hand, coherence and cohesion are important factors in the development of all texts including academic writings. The main goal of the present study was to examine conjunction as a category of grammatical cohesive devices in conference Abstracts as a type of academic text. The corpus included 200 conference Abstracts, out of which 100 were written by Iranian nonnative writers and 100 by native writers. Each group of the texts consisted of 50 Abstracts from soft sciences (English language teaching and psychology) and 50 Abstracts from hard sciences (physics and geology). Working within a descriptive analytical framework and following Liu's (2008) taxonomy, the frequency and type of conjunctions employed in the texts under investigation were examined. The results of statistical analysis revealed that non-native writers use more conjunctions in their conference Abstracts. The variations related to the use of conjunctions in each group of writers were also investigated. It was found that the most frequent conjunction type in Abstracts developed by English native writers vs. Persian nonnative writers included adversatives and additives, respectively. The implications of the study for teaching academic writing and developing academic materials are discussed in details.

Keywords: Conference Abstract, Cohesion, Conjunctions, English native writers vs. Non-native writers, Soft vs. Hard sciences

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The impact of using Whatsapp on the elementary students' learning of English grammar

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Abstract

In the last two decades, many studies have focused on the impact of internet-based technologies on teaching and learning English as a foreign language. Various innovations, including Google-assisted language learning and concordances, have revolutionized the approaches to teaching English as a foreign language. Thus, this study aimed to investigate the possible impact of using Whatsapp in developing elementary students' knowledge of English grammar. To this end, 80 participants majoring in translation at Abadan Islamic Azad University were selected and divided into two groups of 40 students (control and experimental). The participants in the experimental group provided the researcher with their telephone numbers to receive text messages about the grammatical points that were taught in the class while the control group received only in-class instruction. the participants; level of English proficiency was measured using the Quick Placement Test. To check the effect of Whatsapp on participants' level of English grammar, the researcher developed an achievement test including 40 multiple-choice items that were used as a pre- and post-test. The collected data were analyzed statistically using T-test to identify the level of improvement of the two groups and to identify the areas of grammar that improved more using Whatsapp Text Messages. The findings of the study revealed that there were statistically significant differences in learning English grammar in some aspects such as conditional sentences and parts of speech, between the both groups in favor of the experimental group. There were statistically significant differences in favor of the experimental group, which could be attributed to the use of Whatsapp. Based on the findings, the study recommended the necessity of implementing Whatsapp in teaching and learning English grammar to bring about better outcomes in students' achievement.

Keywords: Whatsapp, Elementary, Learning, English Grammar

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Evaluative "that" in Result and Discussion Chapters of ELT Dissertations

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Abstract

Interaction and evaluation in the academic text have been considered as an important area of research in the last two decades. Thus, this study attempted to explore the functional patterns of evaluative «that» clause in ELT dissertations. To this end, 21 ELT dissertations were selected and downloaded from the ProQuest database. The dissertations had been completed from 2004 to 2013 at English native universities. The results and discussion chapters of the dissertations were extracted and prepared for analysis. The results and discussion chapters were analysed based on the modified version of the classification of evaluative "that" patterns suggested by Hyland and Tse (2005). The classification that is suggested by Kim and Crosthwaite (2019) includes four functional patterns; evaluated entity, evaluative stance, evaluative source, and expression. The results suggested that ELT dissertation writers paid more attention to using «that» functionally to highlight "source of the content". The findings also indicated that adjective predicates were more frequent structural patterns used to realize the evaluative «that» in result and discussion chapters of ELT dissertations. The results of this study can act as a model for ELT dissertation writers, especially non-native writers, in using evaluative "that".

Keywords: ELT Dissertations, Results and Discussion, Evaluative "that"

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Structures and Functions of Multi-Word Expressions in Case Study Assignments

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Abstract

One of the important factors in shaping the meaning and coherence in text or speech is the multi-word expressions. Multi- word expressions or lexical bundles are group of words that occur repeatedly together within the same spoken or written register. This study intends to investigate the realization of multi-word expressions used in case study assignments. To this end, three types of case study assignments- Social Science, Physical Science, and Life Science-, making totally 194 assignments, were extracted from The British Academic Written English (BAWE) corpus. To analyze the corpus structures and functions of the multi-word expressions, Biber, Conrad, and Corter's (2004) taxonomy was used. The structural taxonomy includes three main grammatical types: 1) multi-word expressions incorporating verb phrase fragments such as 'have a lot of'; 2) multi- word expressions incorporating dependent clause fragments like 'to be able to'; and 3) multi- word expressions incorporating noun phrase and propositional phrase fragments such as 'at the end of'. On the other hand, the functional taxonomy includes three types including stance expressions, referential expressions, and discourse organizers. Inter-rater reliability was considered to mitigate the problems of possible false classification. The results showed that all the three structural types were used in the case study assignments analyzed. The results indicated that the multi-word expressions that were used in case study assignments could be considered to be particular to case study assignment. Thus, it could be concluded that the focus on multi-word expressions and including them in teaching using case study seems to be necessary.

Keywords: Case study, multi-word expressions, BAWE

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Shell Nouns in Results and Discussion Chapters of ELT Theses

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Abstract

This study attempts to explore the realizations and functional patterns of shell nouns in results and discussion chapters of ELT theses. To this end, forty theses in the field of ELT were selected. They were extracted from the ProQuest data base. They had been written at universities in English native countries from 2007-2012. The results and discussion chapters were extracted from the selected theses and analyzed for the realizations of shell nouns based on the list suggested by Hinkel (2004). Regarding the functional patterns, Schmid's (2000) classification of functional patterns of shell nouns was also adopted. The results showed that some shell nouns are used more frequently while some were put aside. The results further showed that writers of results and discussion chapters of ELT theses used functional patterns suggested by Schmid (2000). The results of this study might have implications for raising the awareness of writers of ELT theses, especially in EFL contexts, regarding the realization and functions of shell nouns.

Keywords: Shell Noun, Research Article, Applied Linguistics, Functional Patterns

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EAP Vocabulary Instruction and Data-driven Learning

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Abstract

For students of English for Academic Purposes (EAP), it is of pivotal importance to command specialized vocabulary in order to approach the university level education. Thus, EAP instruction needs to be enhanced to help them fulfill this requirement. CLT paradigm is putting more emphasis on learning lexical items in authentic texts. To this aim, the current study attempts to investigate the extend to which the non-traditional data-driven learning (DDL) method which is a new approach to language instruction can overcome the deficiencies of current teaching methods and whether there is any gender difference in its effectiveness. DDL is based on applying corpora to introduce new language features. To this end, the present study compared learners in an experimental (DDL) group (N=30) to those in a control (conventional) group (N=30). The participants were from both genders. Fifty academic vocabularies were taught to both groups. For the experimental group, DDL method was adopted to teach the vocabularies. This group was provided with printouts produced by a computerized software program that was implemented on some corpora. The control group, however, was taught the same vocabularies explicitly through the traditional method of using wordlists and dictionaries. Analyses of the pre-test and delayed pot-test revealed that, although both groups achieved better scores in the posttest than the pretest, the DDL group had a more significant performance than the control group on the delayed posttest. But the results did not show any significant effect for using DDL according to participants' genders in long-term vocabulary retention. The implications regarding using corpus and its influence on retention of EAP vocabulary are discussed.

Keywords: CLT Paradigm, Data-Driven Learning, Corpora

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Motivational Strategies for Foreign Language Learners from Teachers' Perspectives: A Q Method Study

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Abstract

The current study aimed at investigating L2 learners' motivational strategies from a complex dynamic perspective. The participants included thirty-two L2 teachers from a number of universities in Tehran. As a relatively novel research method in applied linguistics, Q method was used to investigate the participants' subjective viewpoints regarding key motivational strategies used by their teachers. The Q statements related to motivational strategies were developed using Hybrid-type Q sampling which considers both primary sources (i.e., interview) and secondary sources (i.e., the related literature). A related software for Q methodology namely PQMethod was used to factor analyze the developed Q sorts. The results yielded four distinctive factors regarding key motivational factors for L2 learners. The four features, generally, denoted two main perspectives concerning the key motivational strategies for learners. While the first prototype motivational strategies were related to teachers' role, the second prototype motivational strategies focused on learners' role in motivational strategies. The results were supported by an interview with the most typical participant of each factorial group. Overall, the results suggested that there were some motivational strategies applicable to all prototype learners, regardless of their factorial group, which included teachers' positive feedback, teachers' planning, using authentic audio-visual materials, establishing friendly rapport, teachers' personality traits, testing and examinations, and learners' participation. In conclusion, a number of pedagogical implications are presented for teachers, learners, and materials developers.

Keywords: L2 motivation, L2 motivational strategies, Q method, L2 learning, L2 Motivational factors

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Engineering EFL Students' Motivational Orientations towards English Language Learning

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Abstract

The aim of the present study was to examine motivational orientations of the Iranian EFL engineering students towards language and their attitudes towards learning English, English-speaking people and their culture. For this purpose, 596 engineering students taking general English course in engineering faculty of Tabriz Azad University (different engineering majors) were selected. Gardner's 104-item AMTB (Attitude, Motivation Test Battery) questionnaire was administered to the selected respondents. All 12 domains were considered. Furthermore, there was an attempt to understand whether any statistically significant difference existed due to the participants' gender and further education in foreign language institutes or not. The results of the study showed that engineering students in the present study learnt English both instrumentally and integratively, and they had positive attitudes towards the target language community and its members. Furthermore, gender and further education in language institutes affected some motivational orientations and attitude domains significantly. Those with further education in language institutes were more motivated and the level of their anxiety was lower. The study concluded with some pedagogical implications.

Keywords: AMTB, Motivation, Attitude, Iranian EFL Engineering Students

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Representation of Ideology and Power Relations in Political Discourses (A Case Study of the Persian Translation of the Viewpoints of the USA President toward Iran Nuclear Deal)

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Abstract

The present study tried to show that translation of news is influenced by factors such as "ideology" and "power". Ideology and power can modify, distort, and cause semantic deviation or arrange even the process of translation. In addition, ideology and power can raise doubts on translators' work while translating process in which face the translator to power beyond the scene. This study analyzes some existing kinds of imposed power and ideology on news which translators may apply in the translation process to make message look what the power wishes to impose. The research type was of qualitative one with an analytical approach. Many of these imposing and manipulations in the translated samples were analyzed through the lens of Critical Discourse Analysis (CDA). The procedure included analysis of speeches, texts, news videos and their Persian translated version of political figures with the purpose of revealing the impact of factors such as ideology and power relations on the translation process and product. The results proved that power and ideology act as tremendous obstacles to the translation process and can project different images out of the original one. The implications of this study draw attention to the important impact of acquiring awareness of power and ideology relations in translation of political discourse.

Keywords: Translation, Power, Ideology, Patronage, Political Discourse

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Cultural-Semiotic Items in the Persian Translation of Avatar Movie

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Abstract

Translating symbolic literary masterpieces into another language has long been a thorny bottleneck to those involved in translational endeavors. The present study aimed to study translation of secret signs and symbols related to Masonic and Illuminati and other secret societies cults in Avatar movie, an American science fiction written and directed by James Cameron. Investigation of the fundamental requirements for an effective transference of literary semiotics presupposes a thorough grasp of the source and target languages and their respective cultures. Hidden signs and ideologies in Avatar movie implied symbolic and ideological connotation that can cause important problems in the process of translation. A qualitative-interpretive method of research was used and the theoretical framework was based on Barthes' Cultural-Semiotic. Through a purposive sampling procedure, the transcript of the movie Avatar and its Persian Translation by TinyMoviez.us website was selected for the analysis. The results indicated that the signs used in Avatar have their roots in ancient Egypt cults related to Masonic and Illuminati, which can have cultural and ideological impacts to our culture.

Keywords: Translation Strategy, Semiotic, Cultural-Semiotics, Culture. Avatar Movie

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Politics of Pain and Identity in Golnaz and Golyar

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Abstract

The present paper has explored the concept of pain and identity according to the politics that they maintain within themselves. This paper introduces Golnaz and Golyar, a tragic play by Iranian male author, Nasser Dasht Peyma, and argues that pain and identity can be considered among the most important issues in psychological reading. Identity is an important part of human beings' lives in that it plays a significant role in shaping our private, public, and political viewpoints. During the war, as the dominant issue, pain and conflict between the people, which happened in Kabul, caused the politics of pain and identity between the people in society to happen also in the family of the heroine, Golnaz. This paper deals with the pain and identity crisis of the characters of the play using psychological reading.

Keywords: Pain, Identity, Politics, War, Society, Psychology

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Language Teachers' Reflection on their Interpersonal Relationship with EFL Learners

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Abstract

Although decades of research has well documented interpersonal relationship in the educational context, teachers' reflection on their interpersonal relationship with learners has remained under-explored. To bridge this gap, 20 male and female Iranian teachers teaching general English in language institutes were selected through convenience sampling to explore their reflection on their interpersonal relationship with learners. Each teacher wrote 10 diaries in five weeks, in total 200 diaries, in which they reported on the bumpy episodes in their interpersonal relationship with learners. Content analysis of the diaries showed that teachers considered five key variables as the key to their interpersonal relationships with learners, including (a) contextual factors, (b) teachers' personal behavior and attitudes, (c) educational issues, (d) external factors related to the macro social context, and (e) learners' characteristics and attitudes. Among these five variables emerging from the diaries, the contextual variable, comprising engagement and fun, positive atmosphere, size of class, learners' calmness, and interactive environment, were found to be more influential than others in teacher-learner interpersonal relationship. Additionally, the data substantiated the reality that female teachers directed their attention more to learners' characteristics and attitudes, educational issues, and their own personal behavior whereas male teachers focused more on the contextual variables. These findings bear implications for establishing and maintaining positive teacher-learner interpersonal relationships in EFL classrooms.

Keywords: EFL teachers, Reflection, Diary, Interpersonal relationship

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An Exploration of Instructional Scaffolding Strategies: A Case of Iranian EFL Expert Teachers at Elementary Level

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Abstract

Scaffolding, which is rooted in Vygotskyan socio-cultural theory (SCT), plays a significant role in language teaching and learning. However, few studies have directly scrutinized teacher scaffolding and the teacher-student interaction in L2 classes during various tasks. The current study, then, tried to investigate the strategies EFL teachers employed to achieve more effective scaffolding in the process of teacher-student interaction. To this end, 12 sessions of the classes of three female teachers with elementary learners (865 minutes) were video-recorded, each one for four sessions. The transcriptions were then coded and analyzed based on content analysis. According to the data analysis process, the scaffolding strategies identified from the authentic discourse of the expert teachers in this case study were all grouped into four major categories of Cognitive Scaffolds, Metacognitive Scaffolds, Assessment Scaffolds, and Engagement Scaffolds. The findings showed that the most frequent scaffolding strategies in the elementary level of female expert teachers were Asking for Information in Target Language (TL) n=773 (56.79%), Asking for Confirmation in TL n=565 (41.51%), Providing Information in TL n=464 (52.96%) and Providing Confirmation in TL n=455 (60.10%). Moreover, the findings revealed that language teachers operationalized the principals of SCT with great variations and were capable of giving positive feedback and presenting materials along learners' current zone of proximal development (ZPD). The implications of the current study for EFL teachers and stakeholders are discussed.

Keywords: Scaffolding Strategies, Expert Teachers, Zone of Proximal Development

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An Evaluation of Speak Now Course Books Based on Teachers' Views

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Abstract

Evaluating a course book enables a teacher to predict the potential strengths and weaknesses of a given course book and a checklist is probably the most systematic and widely adopted way of course book evaluation. Using an eclectic evaluation checklist, this study was an attempt to find out teachers' views on Speak Now course books that are mainly used in speaking courses. The suggested checklists were administered to 25 teachers in Urmia. The data were analyzed using measures of frequency and the specified books were evaluated in terms of subject and content, skills and sub-skills, layout and practical considerations. The results are discussed based on the overall findings to provide us with a broader perspective of Speak Now course books. Nevertheless, the results should be interpreted with care due to the small sample size.

Keywords: English Language Teachers, Course book Evaluation, Material Development

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English Language Teachers' Decision Making and Pedagogical Reasoning in Reading Instruction

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Abstract

Although decision making is a crucial activity in language instruction and a measure of teacher effectiveness, there is a paucity of research on teachers' decision making and its underlying pedagogical reasoning. To address this gap, this study investigated novice and experienced English language teachers' reasoning when they make pedagogical decisions while teaching English reading. The sample consisted of four novice (with less than three years of experience) and four experienced English language teachers (with more than five years of experience). Their classes were observed during the episodes focused on reading instruction, each lasting 20-30 minutes. After observation, stimulated recall interviews were conducted and the teachers' reasoning for each pedagogical decision in the process of teaching reading was investigated. The time of interview varied from 10 to 20 minutes and the number of questions was not fixed and depended on the observed points. Qualitative data were analyzed to code different types of pedagogical reasoning. The experienced teachers showed more tendencies to decide on using reading to teach integrated skills, guessing, content-based reading, and pair/group work while novice teachers tended to decide on teaching new words before teaching reading, form-based reading, L1 translation and reading the text out loud by the teacher. The extracted pedagogical reasoning revealed that the experienced teachers grounded their reasoning on activation of learners' background knowledge while novice teachers reasoned that their decisions were based on what was suggested in teacher training courses and what helped them expand reading comprehension. It can be concluded that experienced teachers make decisions in view of their long-term effects on learners' improvement whereas novice teachers consider the problems as ad hoc and make pedagogical decisions with short-term effects. This implies that beginning teachers need to enrich the scope and sources of pedagogical reasoning for more appropriate decisions.

Keywords: Decision making, Pedagogical reasoning, Reading instruction, Novice teachers, Experienced teachers

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A Comparative Study of the Use of Congratulation Messages in Persian and English

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Abstract

The concept of speech act was first introduced by Austin (1962) in his major work How to Do Things with Words. This concept captures an important feature of language: saying something can involve doing something. Speech act theory allows one to look at language not only as a device for communication but also as an instrument of action. Congratulation is one of the components of speech acts that express esteem, respect, affection, or admiration; especially an admiring remark". This study aims at studying the speech act of congratulation in Persian and English with regard to semantic formulas. To gather the semantic formulas related to congratulation, the researcher choose 100 movies, 50 in Persian and 50 in English as the instrument of the study. The only model of cross-cultural comparison was related to that of Elwood (2004). Therefore, Elwood's model was used as the yardstick to design a new classification for coding congratulation utterances. New models are deleted in the new design. Six generic categories were recognized as the model of analysis: offering congratulation; mentioning the occasion; blessing wish; expressing feeling; divine statement; and complimenting. In order to investigate the differences between Persian and English categories, the researcher employed Chi-square formula. The results of the study revealed that there was a significant difference among various semantic formulas in each language and Persian and English congratulation utterances are significantly different with regard to mentioning the occasion, expressing feeling, and divine statement. However, no significant difference was observed with regard to complimenting, offering congratulation and blessing wish. Pedagogical implications are discussed in the context of EFL to link theory to practice. The finding of this study provide a useful path for those learners, teachers and researchers who are interested in discourse pragmatic studies.

Keywords: Speech acts, Congratulation, Cross-cultural comparison, Persian, English

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A Critical Review of Gender and Translation

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Abstract

The process of translation involves at least two languages and a variety of messages which can be called form and meaning. In fact, meaning is the message which is transferred by various features and it is the translator's task to transfer the meaning of the source text into the target text. There are some factors involved in transferring meaning including gender of the translator. Literary texts are influenced by specific perspectives and ideologies originating from gender. Therefore, gender in translation is the first comprehensive study of feminist issues in translation theory and practice. The criterion for comparison between male and female translation was Wardaugh and for accuracy in translation the criterion was the model of Waddington Method A. In recent years, a considerable amount of academic literature has focused on the concept of gender in translation. The purpose of the present study was to scrutinize the role of gender in the lexical choices made by two Persian translations of the Emily Bronte's Wuthering Heights, one by a female translator (Ms. Tahmineh Mehrbani (1996)), and one by a male translator (Mr. Aliasghare Bahrambeigi (1934)).

Keywords: Gender in Translation, Accuracy in Translation, Gender Studies

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A Study of the Relationship between the Translator's and the Author's Gender and its Influence on the Accuracy of English to Persian Translations of Emily Bronte's Wuthering Heights

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Abstract

Literary texts are influenced by specific perspectives and ideologies originating from gender related point of view. The purpose of this study was to scrutinize the role of gender in the lexical choices made in two Persian translations of the Emily Bronte's Wuthering Heights by a female translator (Tahmineh Mehrbani (1996), and a male translator (Aliasghare Bahrambeigi (1934)) in order to identify the relationship between writer's and translator's gender regarding the concept of accuracy in translation. Through a qualitative comparative research, based on critical discourse analysis (CDA) approach and resorting to Waddington's (2001) model (method A) of analysis for translation quality assessment, the present study was carried out. The results of the study showed that gender-dependent factors affect the perspective adopted by the writer of the original text in English and the translators' final product of translation for the same text in Persian.

Keywords: Critical Discourse Analysis, Gender Studies, Ideology, Translation, Translation Studies

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Scaffolding Intermediate Learners through Triadic Interaction to Improve Writing

Leila Behzadi[1], Fatemeh Zununi Vahed

Abstract

Learning through interaction is now an accepted means by which learners get engaged in the learning process with their peers and negotiate meaning not privately in their own inner selves but interactively with their peer classmates. According to the triadic interaction, language emerges when learners work side by side with a joint focus of activity with the teacher scaffolding the learners when necessary and the object of attention provides a context for meaning making and becomes the "third interlocutor". Writing sections of all exams seem to be a nightmare for Iranian language learners and this skill is evidently the "Cinderella skill" in Iranian contexts as teachers and instructors give testimonies. Rarely do writing assignments contribute to class activities and, therefore, an interactive writing course was a harbinger of more prolific outcomes. So, the present study sought to examine the effect the scaffolded triadic interaction could have on the writing skill and which elements could be more affected. Thus, 54 intermediate learners took part in a writing course undergoing treatment. As the results showed, this method could significantly help to improve the writing skill, in general, and boost vocabulary and language use specifically helping them to compose with greater confidence.

Keywords: Triadic interaction, Scaffold, Writing sill, Intermediate Iranian learners

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The Impact of Translation and Multilingualism on Preventing the Growth, Development and Treatment of Alzheimer's Disease

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Abstract

The present study investigated the contribution of translation in treating the Alzheimer's disease. This essay explored original studies, which provided accurate evidence about the effect of learning a new language and translation on preventing the growth of the Alzheimer's disease and treating it. The method used in this essay was mixed method and the researcher-developed questionnaire and the sampling method included purposive smapling method, which was carried out in three phases. The researcher selected 80 samples from different genders and ages, who suffered from the Alzheimer's disease. This research was carried out in eight years and, at the end, using different methods of learning 53 patients were treated. The theoretical framework for the research was Roland Barth view in translation and learning. The results showed that there is a significant relationship between translation, learning language and treatment of Alzheimer's disease.

Keywords: Treatment, Alzheimer, Translation

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Effect of Team-teach Approach on Comprehending English Law Texts of Iranian Law Students

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Abstract

Team-teaching is an approach which facilitates learning language and content at the same time. English for specific purposes or ESP refers to learning English when the students have a specific need. Law students need to comprehend English law texts in different legal books and articles for university entrance test at MA level. This paper was an attempt to investigate the effect of team-teach approach on comprehending English law texts by Iranian students. To do so, 90 law students were selected in the Justice University of Isfahan, Iran. They were divided into two groups and 45 students in the experimental group and 45 students in the control group. A pretest was administered to denote their English knowledge about criminal law. The experimental group was taught by a law specialist and language specialist and received the treatment. The control group was taught English law texts by a single teacher in a traditional way. Finally, a posttest was administered to the two groups. The scores of the pretest and posttest were analyzed statistically. The results showed that team teaching could be an effective method for the law students.

Keywords: English law texts, English for Special Purposes, Law students, Legal book, Team-teaching approach

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The Impact of Visualization on EFL Learners' Reading Comprehension Based on their Intelligence Types

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Abstract

Reading comprehension is the process of making meaning from the text. The purpose of all reading instructions is to help the reader in understanding a given text. There are some proposed strategies as well as one's individual differences that may influence reading comprehension. Accordingly, the present study aimed at investigating the use of visualization strategy in the development of reading comprehension and explored if multiple intelligences significantly mediated the effect of visualization strategy on the improvement of reading ability of EFL learners. For the purpose of the study, 61 female Iranian EFL learners, aged 16-18, were selected as experimental and control groups from a high school in Semnan. After administering the reading comprehension pre-test, seven treatment sessions were performed. After collecting the post-test data and applying ANCOVA and mediation analysis, the results indicated that visualization strategy did not have any significant effect on EFL learners' reading comprehension; moreover, it did not significantly affect EFL learners' reading comprehension based on their intelligences. The findings of the study are discussed.

Keywords: Reading, Reading comprehension, Visualization, Multiple intelligences

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The Effect of Speaking Activity on Iranian High School EFL Learner's Autonomy Level

Nasrin Ebrahimi Tazeh Mahalle[1], Hossein Hashem Nezhad

Abstract

The present study investigated the effect of speaking activities on autonomy level of EFL learners. To fulfill the purpose of the study, 40 participants out of 90 population were selected by administrating a Nelson proficiency test. The available sample included twenty for Group A, which was presented by buzz group and unplanned discussion activities; and twenty for Group B presented by instant comment and reaching consensus activities. First, a pretest was applied to investigate the current level of autonomy before treatment. After fourteen sessions of treatment, a posttest was used to see the effectiveness of the treatment on autonomy level of the learners. The scores of the participants demonstrated that discussion activity, which is a kind of speaking activity, had a significant effect on autonomy level. The collected data was analyzed using independent t-test and paired sample on the SPSS software. Finally, it was concluded that applying speaking activities has a positive effect on autonomy level of learners. This study had certain pedagogical implications for the EFL teachers, EFL learners, and syllabus designers.

Keywords: EFL, Speaking activity, Buzz group, Instant comment, Unplanned discussion, Reaching consensus, Autonomy

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A Comparative Study of the Effects of Mobile Assisted Language Learning (MALL) versus Computer Assisted Language Learning (CALL) on Iranian EFL Learners' Learning and Retention of English Collocations

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Abstract

The present study was a comparative investigation into the effect(s) of using Mobile Assisted Language Learning (MALL) versus Computer Assisted Language Learning (CALL) on Iranian EFL learners' learning and retention of English idioms. The researcher intended to find out whether better learning and longer retention of English collocations is possible using mobile phones or computers. In this case, 70 intermediate EFL learners attending Islamic Azad University, Boukan branch, were selected out of a population of 87 using Preliminary English Test (PET). First, they were randomized into an experimental and a control group. Then each group was provided with 40 collocations which were not known even by one student. These collocations were presented over eight sessions. For the experimental group, the collocations were presented through MALL. And for the control group, the collations were given through CALL. After this eight-session treatment, students' learning and retention of the instructed collocations were tested using an immediate posttest and a delayed one. The collected data was analyzed using SPSS 24 software. The results of independent and paired samples t-tests showed that using Mobile Assisted Language learning could enhance intermediate students' intake and retention of collocations. In light of the positive results described in this research, we recommend gencouraging teachers to integrate the use of mobile and computer software, along with other educational activities more frequently in order to meet what the teachers and students need.

Keywords: Learning, Retention, Idioms, MALL, CALL

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The Effect of Topic Selection Method on EFL Learners' Writing Fluency and Writing Anxiety: A Comparative Study

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Abstract

This study attempted to examine the effect of using topic-selection method on EFL learners' writing fluency and anxiety in the framework of a quantitative study. To fulfill this purpose,40 female intermediate-level learners of Sadra English language institute in Shiraz were conveniently selected as the participants. After homogenizing the participants, they were divided into two groups of 20, one as teacher-selected topic group and the other as the student-selected topic group. For collecting written data, a writing pretest and posttest was carried and for collecting information related to anxiety, a questionnaire was administered before and after eight sessions of treatment. The results of an independent sample t-test and non-parametric Mann-Whitney U test revealed that the writing anxiety of the group in which the topics were selected by the learners themselves reduced in comparison with the other group. However, learners' writing fluency increased significantly in the other group, where topics were selected by the teacher.

Keywords: Topic-selection, Writing fluency, Writing anxiety

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Cultural Oriented Untranslatability in Two Persian Translations of Gabriel García Márquez's Love in the Time of Cholera

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Abstract

Literary translation has always dealt with the cultural issues, making it debatable between translators and scholars. One of the critical issues in literary translation, from the viewpoint of culture-oriented studies, is untranslatability. Untranslatability occurs when various features in the ST cannot be converted easily into the TT, and they make the translation process problematic. This study aimed to examine different approaches of the translators to tackling the different cultural varieties. Using qualitative and interpretive approach, the researcher analyzed Gabriel García Márquez's Love in the Time of Cholera and its Persian translations by Bahman Farzaneh and Kiyoumars Parsay to find out the mentioned purposes in their translations. The results showed that, in most cases, translation strategies can help the translators in dealing with cultural dissimilarities in the literary texts. However, this is not the only way to overcome the untranslatability and the translators need to be more creative to recreate the proper equivalents based on their creativity to make sense in the TT.

Keywords: Untranslatability, Cultural issues, Translation strategies, Creative translation, Gabriel García Márquez's Love in the Time of Cholera

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Chronological Developments in Approaches to Reading Comprehension in Standard Tests: The Case of TOEFL

Solmaz Moadi[1]

Abstract

This study is an attempt to trace the changes in approaches to reading comprehension as a consequence of paradigm shifts in applied linguistics in TOEFL reading comprehension tests (PBT, CBT, IBT). A chronological analysis of the reading parts of the TOEFL tests and matching them with the contemporary dominant approaches revealed that TOEFL tests have incorporated these approaches into account. Taking account of discourse competence and integration of the skills can be observed in more recent versions of the TOEFL tests. The findings of this study can have implications for test designers and materials developers.

Keywords: Testing, Reading comprehension, TOEFL test

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A Neo-Hermeneutic Approach towards the Analysis of the English Translations of the Quranic Verses on Human beings' Creation

Behnaz Moradi[1]

Abstract

Translation of sacred or religious texts is an important issue and is one of the prominent areas in translation studies. Translation of the Holy Quran as the Muslims' religious text as well as the original text is of high significance. The present study attempted to analyze the impact of presupposition and misinterpretation of the translators on their translations of the Quranic verses related to Human Beings' Creation in the light of Neo-Hermeneutics. The present study was a qualitative research based on Norman Fairclough's Critical Discourse Analysis (CDA) as an instrument for analyzing the selected samples. The samples were analyzed and compared with their translations to discuss the similarities and differences between them. The research questions were answered to reach some conclusions. The results of analysis indicated that the translators' presupposition and misinterpretation not only have a significant role in their translation, but also have in some cases distorted the sense and the intended meaning of the verses. It is important to stress here that the distortion can cause irrecoverable problems for the understanding the Holy Quran.

Keywords: Human beings' creation, Neo-Hermeneutics, Translation

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معاونت پژوهشی، فنی و آموزشی دانشگاه آزاد اسلامی واحد تبریز

Exploring Peer and Teacher Assessment in a Writing Course

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Abstract

Language testing scholars suggest that Learning Oriented Assessment (LOA) can provide language teaching experts with information about learners' performance. LOA consists of designing learning tasks, involving learners in the evaluation process and providing them with feedback. In this study, an LOA procedure was employed to investigate the difference in teacher and peer assessment. To fulfill the objectives of this study, 64 participants were provided with both teacher and peer assessment during 10 sessions of instruction. The results showed that during the initial stages, there were significant differences between the qualities of learners' and teachers' assessment practices. However, the qualitative and quantitative analyses of data during the course indicated that learners' scores were approaching those of their teachers in assessing their peers. Moreover, the involvement of learners in assessment practices of language learners not only improved their own performances but also made them sensitive to the assessment criteria. The findings of the study advise teachers to involve learners in self- and peer assessment during teaching practices.

Keywords: assessment, criteria, LOA, peer

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Death Inevitability in Cormac McCarthy's the Road

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Abstract

Cormac McCarthy's The Road is a prominent example of a strand of fictions currently confronting the reader with rebounding "death", a novel offering one of fiction's most extreme encounters with death's inevitability. The story is of an unnamed father and son, travelling south across a landscape annihilated by an unnamed, cataclysmic event, struggling against the threat of imminent starvation and the danger of predation by other, now feral and cannibalistic humans. As the characters face a world in which all non-human life is already over, the drawing close of their own deaths is amplified by the inescapability of humanity's demise and the corresponding breakdown, or loss, of culture and its memories. Their differing responses illustrate the difficulties that are seemingly inherent in the thought and interpretation of "death" in the Anthropocene era. This paper considers Jacques Derrida's discussions around the question of "death", both singular death and the death of humanity in the Road. In particular, it draws parallels between the ecological threat of death and the threat of nuclear war, which Derrida describes as a 'phantasm' that conditions 'every discourse and all strategies', an event 'equivalent to the total destruction of the archive'. Derrida views individual death, in turn, as the ultimate aporia, the 'burden' of which can, nonetheless, 'be assumed symbolically by a culture and a social memory'.

Keywords: anthropocene, aporia, Cormac McCarthy, death, Derrida, The road

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Cross-linguistic Investigation of Access to Universal Grammar: A Case for Subjacency Principle in the Iranian EFL Context

Shima Ahmadi Azad[1]

Abstract

The present study aims to investigate whether Iranian EFL learners have access to universal grammar (UG) principles, focusing on subjacency principle, which is related to wh-constraints. To achieve this goal, 65 Iranian undergraduate students of English in Tabriz University, as the experimental group, and 28 adult native English speakers (mean age= 18), as the control group, were asked to perform a grammatical judgment test (GJT) modeled by White and Juffs (1998). The within-group analysis of the participants' performances by paired-sample t-test revealed that Iranian EFL learners, like English native speakers, could recognize wh-constraints, so they have access to UG subjacency principle in their interlanguage. In addition, the between-group comparison indicated that there w no significant difference between the native and non-native participants, supporting the idea that ESL or EFL learners have full access to UG.

Keywords: Universal Grammar (UG), subjacency principle, wh-constraints, grammatical judgment test (GJT), interlanguage

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The Effect of Interventionist Dynamic Assessment on EFL Vocabulary Learning by Examining Gender Differences: A Case for Iranian Academic Context

Shima Ahmadi Azad[1]

Abstract

Founded on Vygotsky's (1978) development theory and Feuerstein's (1979) theory of mediated learning experiences, dynamic assessment is an interactive and alternative type of assessment that integrates assessment and instruction, aiming at advancing the learning potential of learners. In addition, in language learning and assessment process, gender differences cannot be ignored because they exist in all the human language learning processes. This study examines the mediating effect of interventionist DA in vocabulary learning of Iranian EFL learners, and the possible gender differences in this process. To achieve this goal, two intact classes of general English course at Tabriz Azad University were chosen. After tests of homogeneity, one of the classes serving as the experimental group received mediation, and the other class, serving as the control group, received no mediation. Analysis of data showed that there was no statistically significant difference between the experimental group and the control group. In addition, females and males did not show significant difference in their performance. Some possible justifications for these unpredicted results were discussed to be similarity of interventionist DA and traditional assessment in the case of explicit feedbacks, and also, the idea that using equal method for instruction and assessment can underestimate the influences of gender differences.

Keywords: dynamic assessment, traditional assessment, interventionist, vocabulary learning, gender

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The So-called Communicative Approach in High School English Textbook ''Vision 3"

Ashraf Khandaghi Khameneh[1], **Mohhamad Hashamdar**

Abstract

Textbook evaluation seems to be inevitable where textbooks are the main source of teaching and learning processes. Following the revision policy of school curricula, the textbook writers published new English book series entitled "English for schools". This study aimed to find to what extent ''Vision 3'' (the last volume of the above-mentioned series) has the characteristics of a CLT syllabus based on teachers' points of view. To fulfill the objectives of this study, 60 male and female high school English teachers answered a researchers-made online questionnaire originating from a questionnaire developed and constructed by Montasser Mohamed AbdelWahab (2013) presented in an article by Mallahi and Afraz (2018). The researchers evaluated the textbook through a 3-points Likert scale checklist (poor, satisfactory, good). The design of the questionnaire enabled the researchers to evaluate the book in terms of four main criteria including; (1) Physical and utilitarian attributes, (2) efficient outlay of objectives and supplementary materials, (3) learning teaching content, and (4) language skills. The analysis of the data indicated that EFL teachers had a positive attitude towards the English textbook based on the CLT principles except cultural considerations. The findings point to the conclusion that the book needs to be modified to include some aspects of cultural values about the target language culture. The results can guide the teachers, syllabus designers, textbook writers, evaluators and Curriculum designers in their planning and designing of future textbooks.

Keywords: communicative approach, textbook evaluation, vision 3

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EFL Teachers' Cognition of Oral Communication Strategies

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Abstract

In line with a growing interest in teacher cognition in foreign language education, this study is an attempt to shed light on teachers' beliefs about strategies employed in teaching oral communication. The data comprises semi-structured interviews with four Standard Licensed and four Non-Licensed teachers in Iran. The results revealed that SL and NL teachers were similar in terms of the number of strategies and slightly different in light of types of strategies. The study will, therefore, yield new insights into the process of prospective L2 instructors learning to teach oral communication strategies with subsequent findings having important implications for effective oral communication strategy instruction.

Keywords: speaking instruction, cognition, license status, EFL teachers

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Retention of Idioms and their Meanings in Linguistic Context

Saber Khoei Oskuie[1]

Abstract

The special role of processing and comprehending idioms, which may constitute different language learning/teaching problems for Iranian English learners/teachers, was the motivation for the researcher to carry out the present study. Therefore, the researcher aimed at examining the effects of linguistic contextual clues on the retention of the meanings of idioms by Iranian EFL learners. Having this purpose in mind, the researcher selected 40 intermediate EFL learners out of 65 students through administration of the reading and writing parts of Preliminary English Test (PET) and randomly assigned them into two groups of control and experimental. Both groups took a pre-test and then the experimental group underwent treatment (i.e., supplying the reading materials containing the selected idioms) while the control group just learned the meaning of idioms in a list. At the end of the treatment period, the post-test was distributed to the participants in the two groups. The results indicated that the using linguistic contextual clues had a significant effect on retention of the meaning of the idioms. The findings of the present study may be advantageous to EFL learners, teacher and syllabus designers in paving the way for the process of EFL learning and teaching in the context of Iran.

Keywords: idiom, linguistic context, retention, idiom comprehension

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A Study of the Translated Musical Literature in Iran from the Perspective of Polysystem

Aslan Haj Ebrahimi[1], Reza Hosseini Baghanam

Abstract

This paper is about Iran's translated musical literature and how translation affected Iran's musical literature. Looking at the history of musical literature in Iran, like other genres of literature, it has been influenced by translation. Music and literature on this phenomenon have been neglected for many years in Iran, especially after the advent of Islam. But many scholars like Farabi, Ormawi and Maraghali wrote books on the subject of music which are accepted as ground and basic books about music in the whole world. This inattention caused a huge gap between Iran's classical music and world, especially western classical music. This gap was filled with the help of translation not so many years ago. Like many other major intellectual revolutions, this revolution was took place in Qajarid dynasty. The purpose of this study was to analyze the effect of the translated literature on musical literature and its evolution in Iran focusing on the three major eras Qajarid, first Pahlavi, and second Pahlavi dynasty based on polysystem theory. The related data was collected from translated books under the subject of music in order to shed some light on the role of translation. The data collection involved finding the first music book translated into Persian and listing the translated musical books from Qajarid dynasty up to second Pahlavi dynasty. Evan Zoha's Polysystem theory was applied to analyze the collected data. This theoretical framework helps nations to understand their shortcomingsin every aspect and makes them understand how they can recover these shortcomings. Through the lens of polysystem, the truth about Iran's musical literature is reviled, and those who read this paper could trace the roots of Iran's music and its literature.

Keywords: translated musical literature, polysystem theory, translation, music, filling the gap

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Translation and Hermeneutics: A Study of English Translation of Rumi's Masnavi in the Light of Neo-Hermeneutic Theory

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Abstract

Hermeneutics has grown to incorporate the interpretation of texts at a universal level and it is concerned with interpreting and understanding the external objectifications of the human mind including texts and works of art. The present paper took into account Gadamer's neo-hermeneutic approach towards the English translation of Rumi's Masnavi to examine its translation in the light of hermeneutical approach to see the applicability and usefulness of this methodology. Therefore, a qualitative method with an interpretive approach was adopted and corpus was Mathnavi with its English translations and the sampling was based upon purposive sampling procedure. The results show that as in Gadamer's philosophy, language is the mediator in which fusion of horizons happens, because it enjoys such universality that it can merge the horizons from within. The dialectical dialogue between the translator and the text is possible since both speak either in the same language or different ones (in case of translation). Admittedly, fusion of horizons can be deciphered as fusion of cultures, thoughts, and languages.

Keywords: translation, hermeneutics, modern (neo-) hermeneutics, fusion of horizons

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The Relationship among EFL Learners' Collaborative Writing, Critical Thinking, and Writing Anxiety

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Abstract

Involving the learners in collaborative writing (CW) can increase the interaction among learners. Moreover, students need to develop their critical thinking (CT) skills. Taking these issues into account, this study aimed at finding the relationship between collaborative writing, critical thinking and writing anxiety. Thus, 80 intermediate female learners in four intact classes were selected through Iran Language Institute (ILI) Placement Test to participate in this study. Before administering the questionnaires, the researchers asked the learners to write eight compositions in pairs to get familiar with the concept of collaborative writing. Then, the researchers used three questionnaires, namely, Second Language Writing Anxiety Inventory (SLWAI), Collaborative Writing Questionnaire (CWQ), and Cornell Critical Thinking Test for data collection. Learners were asked to fill out the questionnaires in three sessions. Having collected the data, the researchers analyzed them using Pearson Product correlation coefficient. The results indicated a positive correlation between collaborative writing and critical thinking; however, there was a negative relationship between collaborative writing and writing anxiety and between critical thinking and writing anxiety. The implications are discussed in terms of the importance of CW, learners' CT and their writing anxiety in EFL classes.

Keywords: collaborative writing, critical thinking, writing anxiety

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The Relationship between Iranian Advanced EFL Learners' Perceptual Learning Style Preference and Willingness to Communicate across Gender

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Abstract

Due to the growing emphasis on individual differences in a learner-centered pedagogical setting, willingness to communicate can be regarded as a part of individual differences that has attained a great attention in recent years. Thus, the present study investigated the relationship between Iranian advanced EFL learners' perceptual learning style preferences and their willingness to communicate across genders. To this end, 100 EFL students (39 males and 61 females) learning English in an English institute participated in this study. The modified version of MacIntyre, Baker, Clément, and Conrod's (2001) Willingness to Communicate (WTC) Questionnaire and also Reid's (1987) Perceptual Learning Style Questionnaire were administered to the participants. The collected data was analyzed using Pearson Correlation Coefficient test and independent samples t-test. Based on the findings of the present study, it was revealed that there was a significant relationship between EFL learners' visual learning style, group learning style, and kinaesthetic learning style preferences and willingness to communicate. On the other hand, it was shown that there was not any significant relationship between learners' tactile learning style, auditory learning style, and individual learning style preferences and willingness to communicate. Moreover, gender was not found to make any significant difference in perceptual learning style preference of learners and their willingness to communicate.

Keywords: perceptual learning style preference, willingness to communicate, EFL learners, gender

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Translation and Subtitling: A Cultural Approach to Subtitling of Once Upon a Time in Anatolia's Film

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Abstract

The current study was an attempt to make a cultural analysis of the subtitling of Once Upon a Time in Anatolia's Film by Nuri Bilge Ceylan. The study was an assessment of idioms' translation, which has been relatively ignored as the subject of research endeavors in Iran. Moreover, most of the related researches have been applied on English corpuses and, consequently, other languages such as Turkish, which have a considerable addressee in Iran, have been rarely studied. The study aimed to draw attention to analyzing the strategies applied on the idioms' subtitling of the movie; and the ultimate objective was to assess the quality of the subtitles. The study was a qualitative research in which 35 idioms were collected and analyzed. The analysis was carried out on the strategies used in the Persian translation (subtitles) based on Gottliebs' translation strategies for subtitling film and attempted to find the strategies used in translation of the idioms with respect to Baker's (1992) model, and identified the translational norms based on Toury's translational norms. Analyzing the samples led to the strategies employed by the translator to translate the idioms that were different from each other. Moreover, it was revealed that applying some strategies in subtitling have changed the meaning of idioms. Finally, the applied cultural approach in subtitling was translational norms. Based on the results, it was concluded that the meaning can vary due to the role of strategies and culture.

Keywords: subtitling, idiom, translation, translational norms

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An Evaluation of 'Vision 1' Listening Materials

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Abstract

Listening is one of the main skills in foreign language learning, which provides very significant input for developing other skills in general and for developing the speaking and communication skills in particular. It is crucial that foreign language learners develop their listening skills to have the primary means to communicate effectively. Developing listening materials has as much importance as listening practice and it is one of the several factors which might lead to a success or failure to reach the learning goals; however, it seems that in Iranian school textbooks, little effort has been put into developing appropriate materials. Accordingly, this qualitative study discusses the strengths and weaknesses of the listening sections in Vision 1 (2018), the Iranian 10th-grade school textbook, due to its importance as the main source of listening materials for all Iranian school students. The evaluation is conducted based on a checklist adapted from Cunningsworth (1995), Mukundan and Nimehchisalem (2012), and Mukundan, Nimehchisalem, and Hajimohammadi (2011). The results revealed that social, cultural and content areas were well observed in the listening sections while the requirements in the organization and design, learner needs, and tasks areas were not adequately met. In addition, the disadvantages overweight the advantages in Vision 1 listening materials.

Keywords: evaluation, textbook evaluation, listening materials, listening materials evaluation, Vision 1

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The Effects of Cooperative Learning of Vocabulary on Iranian EFL Learner's Reading Comprehension Ability

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Abstract

Despite the fact that vocabulary learning has not always been considered as a priority in language teaching, the need for systematic and principled approaches to vocabulary teaching and learning has increased in recent years. Vocabulary is of overriding importance in language and is of seminal importance to language learners. Words are the building blocks of a language since they reflect objects, actions, ideas without which people cannot convey the intended meaning. Vocabulary learning encompasses both learning vocabulary and learning strategies related to how to best learn vocabulary. Nonetheless, the whether and how best to teach vocabulary has long been a topic of controversy during the past 50 years. It has been suggested that if learners help each other to acquire a common knowledge, their learning will be more effective as well as lasting. In other words, implementing a cooperative approach of learning can be useful, by which we mean an approach to language learning in which students are not only responsible for their own learning, but they should assist each other to accomplish learning. In cooperative learning approach, students are usually assigned in some groups doing the tasks collaboratively and learners have to care about their classmates learning as well. This approach can also be applied in learning vocabulary. The present study investigates the effects of applying cooperative learning techniques and strategies on the breadth or the size of Iranian male intermediate EFL learners' vocabulary. In order to carry out the study, two fairly homogenous groups of 20 Iranian male intermediate EFL learners were selected and treated in two quite different ways. One group was taught vocabulary using cooperative learning strategies while the other group was taught vocabulary using the traditional teacher-fronted strategies. We are going to identify whether implementing cooperative learning strategies has any special effects on the breadth of Iranian male intermediate EFL learners' vocabulary. The researcher hopes using cooperative learning activities for the sake of learning vocabulary leads to the drastic development of learners' vocabulary size.

Keywords: vocabulary, strategies, techniques, cooperative learning, breadth of vocabulary, teacher-fronted, learner-centered

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Willingness to Communicate among Iranian EFL Teachers in the Workplace

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Abstract

The notion of Willingness to Communicate (WTC), as defined by McCroskey (1992) as a positive motivation to initiate conversation across different contexts, among L2 learners has always been taken into account by L2 researchers as a fundamental parameter in L2 courses, having been investigated widely in the realm of TEFL. However, there seems to be a lack of thorough investigation of such a key concept regarding the Iranian teachers of English and its effects on their performance within the context of the classroom. In other words, although WTC has already been surveyed comprehensively regarding the learners of English, it has not been investigated that closely concerned with the teachers of English in their workplace. Moreover, it can be found based on the related literature that two other contributing factors to WTC, namely self- Perceived Communicative Competence (SPCC) and Communication Apprehension (CA) are very likely to exert their impact on WTC. Therefore, the purpose of the present research study was to investigate WTC, CA, and SPCC among Iranian TEFL teachers while performing in the classroom. To do so, 87 Iranian male and female teachers of English, teaching advanced and upper-intermediate adult courses in a variety of private Language institutes based in Tehran, were randomly selected based on the principles of convenient random sampling. For the purpose of data collection, the original WTC, CA, and SPCC questionnaires developed by McCrosky and Richmond (1387) were adapted in accordance with the purpose and the context of the study, and then distributed among all the participants. After collecting the answered questionnaires, semi-structured interviews and limited class observations were carried out to provide a richer realization of the data collected from the questionnaires and corroborate them. It is worth mentioning that due to the presence of more than one independent variable, i.e. moderator variables, a factorial design was utilized. In order to find any differences between male and female participants in three aforementioned constructs, i.e. WTC, CA, and SPCC, correlations were conducted. In addition to that, to explore any possible correlations between and among WTC, CA, and SPCC, Pearson Product Moment Correlation Analyses were conducted. The results revealed that WTC and SPCC were relatively high among both female and male Iranian mentors of English in their classrooms, indicating no significant difference between the two. Also, the two sexes did not differ significantly in their CA. Besides, the administered t-tests revealed

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a strong positive correlation between SPCC and WTC, and a strong negative correlation between CA, WTC, and SPCC.

Keywords: willingness to communicate, self-perceived communicative competence, communication apprehension, sex, correlation, factorial Design

A Shift in Cloze Procedure Usage: A New Tool for Activating ZPD in Learning Reading Comprehension Skills

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Abstract

Finding new procedures to make learning more promising and efficient and at the same time independent is one of the significant challenges in the field of foreign language learning, in particular, and in education, in general. Along with these attempts, the present study tries to make a shift in the usage of cloze procedure traditionally used for testing reading comprehension and finding out whether using cloze procedure prior to teaching reading comprehension skills prompts EFL students' ZPD in learning reading comprehension skills across proficiency levels. To this end, 380 B.S. students majoring in engineering were selected on the basis of intact classes and randomly divided into control and experimental groups while their proficiency levels were determined through their score on the Cambridge Quick Placement Test. The participants in each experimental group received the treatment, whereas those in the control group received the same procedure for teaching reading skills except the cloze procedure before instruction. Both groups took pre-test, post-test and delayed post-tests and their obtained data was analyzed using SPSS to understand the differences between the groups through independent samples t-test and ANOVA. The results from the tests, revealed that using cloze texts before teaching reading skills has significant effects on participants' ZPD in all proficiency levels and can broaden their learning. The findings of the present study imply that instead of adhering to the traditional teaching principles and instruments, instructors can use innovative procedure and manipulate traditional methods and tools to facilitate and lengthen learning.

Keywords: ZPD, Cloze procedure, Reading comprehension, Reading skills

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Macndo and its Habitants as the Manifestation of De-doxifying Values: A Postmodern Study of One Hundred Years of Solitudes

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Abstract

The aim of this study was to investigate the postmodernist codes of philosophy and fiction in Gabriel Garcia Marquez's One Hundred Years of Solitude being a manifestation of deconstructing values. In a general sense, Postmodernism is to be regarded as a rejection of many of the cultural certainties on which life in West has been structured over the past couple of the centuries. It has called into question Western commitment to cultural progress as well as political systems that have underpinned this belief. Postmodernists often refer to the 'Enlightenment project', meaning the liberal humanist ideology that has come to dominant Western culture since the 18th century, an ideology that has striven to bring about the emancipation of mankind from economic and political oppression. The postmoderns are inevitably critical of universalizing theories, as well as being anti-authoritarian in their outlook. To move from modern to postmodern is to embrace skepticism about what Western culture stands for and strives for. Gabriel Garcia Marquez's One Hundred Years of Solitude presents a multidimensional microcosm. The novel can be construed as symbol of Colombia (the socio-political level), Latin America (the mythic-cultural level), Christianity (the mystic-religious level), the world (the historical-archetypal level), or the universe (the cyclical-entropic levels). In the light of this observation, the analysis will focus on certain elements of Garcia Marquez's novel which are analogous, on broad historical levels, to Western man's struggle to explicate and comprehend nature. Our procedure entails the construction of a system of parallels between the "postmodernist paradigms" in philosophy and fiction and the "deconstructive values" postulated in the titled work. The focus of this study is on the Latin America at the mythic-cultural level as well as the world at the historical-archetypal level, which is manifested in the postmodern narrative type entitled "Historiographic Metafiction". The applied model for philosophical paradigms is that of Lyotard's philosophy of "metanarrative" or "grand narrative" and the definitions of literary phenomena are derived from postmodernist definitions belonging to postmodern era. The focus of this study is on the postmodern concepts of "knowledge", "truth", "time", and "meaning" as well as the way these are represented in One Hundred Years of Solitude via devices such as language, philosophy, and myth. As a result, the concluding step is that the ultimate meanings of progress through reason being emphasized by "Enlightenment project" cannot be seized by man. On the other hand, the contextualized language of the narration played a fundamental role in the heterogeneous aspects of work as an opposing response to any form of "totality" as a grand narrative. From the literary perspectives, the "language games" of myth and archive compose the fragmented time pattern expanding the concepts of heterogeneity and double binds in form of "histerographic metafiction". Accordingly, the universalizing paradigms of meanings and values are debated and de-doxifed in the

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intended work.

Keywords: Macndo, De-doxifying Values, Postmodern, One Hundred Years of Solitudes, histerographic metafiction

The Impact of Animated Funny Pictures on Iranian Elementary EFL Students' learning and Retention of Vocabularies

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Abstract

The present study attempted to investigate the impact of animated funny pictures on Iranian elementary EFL students' learning and retention of vocabularies. The researcher intended to find out whether better learning and longer retention of English vocabularies can be gained by using animated funny pictures. For this purpose, 80 out of 97 elementary EFL learners attending Ava English Academy, Tabriz, and East Azerbaijan were selected using Preliminary English Test (PET). First, the participants were selected through a placement test called PET. Then, they were randomized into an experimental group and a control one. Afterwards, pretest was administrated to know the current knowledge of students. New vocabularies were taught to the experimental group and to the control group. The only difference between the two groups was that the experimental group received animated funny pictures and sample sentences. And for the control group, the same vocabularies were given through their main book and sample sentences. During the four-week instruction, the experimental group used the animated funny pictures. On the other hand, students in the control group utilized the hard copy for learning the new vocabularies. In the last session, the immediate posttest was administered. After two weeks, they were given a delayed post-test. The collected data were analyzed using SPSS 22 software. The results of ANCOVA showed that using animated funny pictures could enhance intermediate students' learning and retention of vocabularies.

Keywords: Animated Funny Pictures, Iranian Elementary EFL Students, Retention of Vocabularies

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Investigating Iranian English Practitioners' Attitude toward Reflective Teaching

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Abstract

Reflective teaching is an approach to English language teaching which tries to match attitudes, beliefs, and assumptions of teachers with their development. Based on reflective paradigms, it also tries to gather information about teachers and the procedures of their own classrooms. To promote the educational outcomes, this study investigated the ideas and attitudes of 60 Iranian teachers toward reflective teaching. The data were collected from six different English institutes in Tehran, Iran, through convenience sampling method. To this end, the teachers were asked to fill out a reflectivity questionnaire containing 29 items, which was developed by Akbari, Behzadpoor, & Dadvand (2010). Based on the analysis of the data, 43 teachers were found to be reflective. Among these reflective teachers, 15 were asked to participate in a semi-structured interview. The philosophy beyond this interview was to fortify the findings of the questionnaire. The data were analyzed through descriptive statistics; accordingly, frequency and percentage for the components and items were calculated. The findings showed that 72 percent of Iranian English teachers were reflective and had positive tendencies and attitudes toward reflective teaching. Correspondingly, there is a positive atmosphere in Iran for the case of reflective English language teaching. The findings of this study could have be useful for policy makers in the Ministry of Education, English teachers and the headquarters of English departments.

Keywords: Collaboration, English language settings, Reflective teaching, Teacher's awareness

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The Effect of Self-explanation, Instructor-scripted, Peer-, and Computer-Generated Prompts on L2 Reading Comprehensions and Vocabulary Development

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Abstract

Reading comprehension as the most widely used language skill by foreign or second language learners (L2) is deemed to be influenced by various cognitive, metacognitive, and affective variables. One way to relegate the burden of reading comprehension and to foster L2 vocabulary while reading is the use of scaffolding strategies. Accordingly, the present study sought to investigate the impact of self-explanation, instructor scripted, peer, and computer-generated prompts on L2 reading comprehension and vocabulary development among 60 Iranian upper-intermediate EFL learners who were randomly assigned to four equally-sized groups of 15 at a private English language institute in Tehran after administering Michigan language proficiency test (MTLAP) and the Test of Academic Word List (Version A) tests. The treatments were given in 12 sessions using the reading comprehension book entitled Focus on Vocabulary 2. After the treatments, a validated researcher-made reading test and The Test of Academic Word List (Version B) that assesses Coxhead's (2000) Academic Word List (AWL) were administered. Data analyses using two one-way ANCOVAs ravealed that there were significant differences among the four groups' reading comprehension and vocabulary development after controlling for their initial reading and vocabulary knowledge (the two covariates). The application of post- hoc tests showed that self-explanation and instructor-scripted prompts significantly helped learners do better on the reading post-test than peer-, and computer-generated prompts; however, no significant difference was observed for the differential effects of self-explanation and instructor-scripted prompts. But, regarding the effects of four prompts on vocabulary growth, instructor-scripted and computer-generated prompts significantly had a better effect compared to other two prompts though the effect size was relatively small. These findings suggest that teachers and learners can use the aforementioned scaffolding strategies to boost L2 reading comprehension and vocabulary development.

Keywords: Self-explanation, Instructor-scripted, peer generated prompts, computer generated prompts, Reading Comprehensions, Vocabulary Development

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Intergenerational Conflict and Violence in Toni Morrison's God Help the Child

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Abstract

Toni Morrison interplays with several themes such as racial identity, interracial conflict, and intergenerational conflict as expression of different forms of violence. In this study, God Help the Child is studied in the light of Žižek's theory of violence and the concept of intergenerational conflict. The selected novels are discussed to specify types of violence namely subjective and objective (symbolic and systemic), to explain gender relations, and to clarify interracial and intergenerational conflicts formed by racial discrimination and colorism. The Novel represents violence inside a colored family and maltreatment of their uneven black girl. Discussion on the novels explores all types of violence though emanated from systemic violence. Morrison presented postcolonial exploitation and violence themes associated with color and race to deconstruct the idea of post-race and to imply that violence changed from racial into interracial and intergenerational.

Keywords: Colorism, Intergenerational conflict, Interracial, Objective violence, Racism, Subjective violence, Symbolic violence, Systemic violence, Post-racial

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A Phenomenological Study of an Effective English Language Classroom from the Iranian EFL Learners' Perspectives at the Tertiary Level

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Abstract

Since little is known about how EFL learners experience and understand effective English language classrooms, this study was an attempt to find out about the experiences of Iranian EFL learners in an effective English language classroom at the tertiary level. The participants were active students in a Ph.D. program and had been studying English for years. The design of the study drew on a phenomenological study in which lived experiences of EFL learners concerning the effective English language classroom was explored. The primary data collection method included in-depth interviews with seven male and female participants who were selected through purposive sampling. The internet-based interviewing and written account of lived experiences were chosen due to the ease of participants' accessibility. The data were coded and explicated using Colaizzi's seven-step coding strategy. The three major resulting themes were a) Teacher characteristics, b) Classroom interaction, and c) Class quality. In addition, key findings from the study suggest that two elements of personal experiences and personal beliefs constitute effective English language classroom from Iranian EFL learners' perspective. The implication of can help teachers to become aware of and acknowledge their students' beliefs about what constitutes an EFL language classroom. Recommendations are provided for EFL researchers as the current study reveals.

Keywords: Language classroom, Perspectives, Beliefs, Experience, Learner

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Iranians VS Non-Iranians: A Comparative Study on the Move Structures Used in Research Article Discussion Section in the Field of Psychology

Sahar Farrahi Avval[1], Davud Kuhi, Mahin Saeedi Mesineh

Abstract

This study aimed to discover the likely differences between the rhetorical move structures applied in research articles' (RAs) discussion section by Iranian researchers in the field of psychology and those of their non-Iranian (English speaker) counterparts. This investigation was based on Swales' 8-Move structure model as a general guideline for RAs' discussion section. In this study, 64 discussion sections of RAs in the field of psychology, written by Iranian Persian speakers and non-Iranian (English speaking) scholars, were examined to see if there were any differences in applying specific rhetorical moves between the two groups. An analysis of the results showed that two moves, namely statement of result and explanation, were obligatory in both corpora, in reference to previous research in the Iranian corpora and (un)expected outcome in the non-Iranian corpora because of being used more frequently than other moves. The findings of this study point to the need to pay attention to a few pedagogical implications that might be helpful in the field of English for Academic Purposes (EAP) and English for Specific Purposes (ESP).

Keywords: Move structures, Discussion section, Psychology, RA, Rhetorical moves, EAP, ESP

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A Functional Pragmatic Approach towards Translation Quality Assessment of Lahuti's "Faithfulness to a Promise" Based on House's Revised Model

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Abstract

This study aimed at evaluating the ST-TT pair of poem "Vafa Be Ahd" written by Abolgasem Lahuti and translated by Behrouz Azabdaftari based on House's TQA revised model. The study tried to examine if the quality of translation is influenced by a translator having the same culture and language as those of the author. The Present paper applied a qualitative method of research using a descriptive approach, which is of a comparative nature. House's Translation Quality Assessment model is suitable for assessing the quality of the English translation of Persian poetry. Since some changes were generally made in order to reach an appropriate translation in such a way that translation conveys the same meaning, this model is not capable of distinguishing necessary changes for the genre of poetry. According to House, masterpieces should be translated overtly; as a result, the English translation version of "Vafa Be Ahd" did not fulfill the criteria to be an overt translation. Instead, this translation tended to be a covert one. From a linguistic point of view, translation may face breakdowns and pitfalls in which ideological, political and social parameters of the target community as a controlling factor can make influences. Regarding the social evaluation, the margin of freedom by the translator was not influenced by the cultural filter in this quality assessment.

Keywords: Translation, Culture, Translation Quality Assessment

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Translation Quality Assessment of the Persian Translation of J.K Rowling's Novel, Harry Potter and the Sorcerer's Stone, through House's Revised Model and Investigating the Influence of Linguistic and Cultural Similarities in the Quality of Translation

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Abstract

Despite the relatively long tradition of translation in Iran, there have been few attempts in the field of Translation Quality Assessment or TQA. The primary purpose of this study has been to empirically apply Juliane House's TQA model to the Persian translation of "Harry Potter and the Sorcerer's Stone" to improve the understanding of the TQA models and thus the quality of the translations, and beyond that investigation of the effect of cultural and linguistic similarities on the quality of translation by comparing the Persian translation with the German one. However, the time limit allowed only the comparison of the overt erroneous errors of the Persian translation with the German translation, which relativized the verdict on the effects of cultural and linguistic similarities and paved the way for further investigation in this area. Despite obvious mismatches in language/text level between the source text and both translation texts, they are not covert translations. As overt translations, an enormous number of errors are found primarily in the Persian translation, which is compared with the German text to get a rough idea about the impact of cultural and linguistic similarities on the quality of translation. Comparing more than five hundred errors of Persian translation with their German translations, supports the idea of the positive impact of linguistic and cultural similarities on the quality of translations, although further studies in this area are necessary.

Keywords: Translation, Translation quality assessment, Overt and covert Translation, Overtly/Covertly erroneous errors

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Globalization and Translation; A Study of Rumi's Works' Translations and Their Impact over Western Literary Figures in the Light of Globalization Theory

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Abstract

Since human understanding of the surrounding worlds is not based on his individual perceptions, and associated with the larger area of knowledge out of a given context, understandings and knowledge, it seems that the phenomenon of globalization, intertextuality and resulting adaptation mode is the legitimate face of translated and or written works in the same domain like literature and poetics. So it will be interesting to consider how globalization and intertextuality and adaptation has been fostered in the western literary works influence by the ideas and thought processes of Rumi through the translations, adaptations and imitations caused by globalization. The purpose of the present study was to take into account and analyze the phenomenon of globalization of Rumi's works manifested in the works of Emerson and Whitman through taking into account the issue of globalization and intertextuality. On the one hand, this study tried to reveal different aspects of globalization and intertextuality in literary works produced in a very different context from the original work's context-here the book of Masnavi-Manavi and other works of Rumi (Persian Context and Culture). On the other hand, it scrutinized how purposeful translation of a Persian literary work like the book of Masnavi-Manavi and Rumi's other works were shaped and represented in two different literary figures like Emerson and Whitman. The method adopted was of qualitative one with an interpretive approach and the samples were selected on the basis of purposive sampling procedures. The results revealed how globalization has helped distribution of Rumi's thoughts and works in the works and poems of Whitman and Emerson.

Keywords: Translation, Globalization, Intertextuality, Rumi, Masnavi, Qualitative research

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A Comparative Study of the Quality of Machine Translations: (Google translate and Bing translate) in The Adventures of Huckleberry Finn

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Abstract

Due to the importance of judging and evaluating the output of machine translation (MT)systems, the main focus of the current study was the comparison of the quality of two common machine translations named Bing and google translators. In the modern world, there is an increased need for language translations owing to the fact that language is an effective medium of communication . The demand for translation has grown in recent years due to increase in the exchange of information between various regions using different regional languages. Accessibility to web document in other languages, for instance, has been a concern for information professionals. Machine translation (MT), a subfield under Artificial intelligence , is a type of application on computers for translating texts from one natural (human) language to another. Materials of the study have been selected among "The Adventures of Huckleberry Finn" story book .Fifty–three English sentences were selected from "The Adventures of Huckleberry Finn" written by "Twain. To access translation outputs, parameters such as clarity, accuracy and style as are used. In order to evaluate the collected data automatically, BLEU Method of evaluation was used. Although Google Translate provides translations in a large number of languages, the accuracies vary greatly. This study, for the first time, makes an estimation of how good a potential translation might be using the software . Our analysis shows that translation of google translate is usually good, while Bing translator is often relatively poor.

Keywords: MT (Machine Translation), SL (Source Language), TL (Target Language), RBMT (rule-based machine translation), DMB (direct machine translation), SMT (statistical machine translation), ALPAC (Automatic Language Processing Advisory Committee), DMT (Direct Machine Translation), EBMT (Example-based Machine Translation Approach)

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Learning-Oriented Assessment: An Alternative Assessment for Evaluating the Oral Skill of the Learners with Intellectual Disability

Mohammad Reza Latifimehr[1], Fateme Baaberu

Abstract

The primary objective of this study was to investigate the implementation of learning-oriented assessment (LOA) in the process of second language acquisition of learners with intellectual disabilities. LOA consists of three subcomponents which include assessment tasks as learning tasks, assessment as a peer- or self-evaluators, and promoting student's engagement with feedback. The implementation of LOA was investigated and the data were analyzed subsequently. The research method of the study was classroom observation and semi-structured interviews with the teachers. The findings of the study revealed that assessment tasks as learning tasks and self- and peer evaluation could contribute to the language learning process; however, feedback did not have the same influence on the learners. Finally, further questions for the exploration of LOA are presented.

Keywords: Learning-oriented assessment, assessment tasks, learning tasks, evaluation, engagement, feedback

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The Impact of Humanistic Approach vs. Technological Approach on EFL Learners' Writing Ability

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Abstract

Writing instruction has always been an interesting area for investigation. That is probably why there have been numerous approaches to teaching writing in the history of language teaching. The purpose of this study was, therefore, to investigate the impact of two major approaches, the humanistic approach and the technological approach, on EFL learners' writing achievement. To fulfill the purpose of the study, 57 male and female intermediate EFL learners between 13 and 17 years of age from four intact classes selected based on their performance on PET as the proficiency test and they were, then, divided into two experimental groups, each group comprising two classes. The writing section of PET was also used as the pretest and the posttest. The treatment in each group lasted for 10 sessions. In the humanistic group, the treatment sessions took place in a humanistic atmosphere via using real and face to face negotiations, whereas in the technological group the procedure progressed through online tools in an online surrounding. At the end, a repeated-measures two-way ANOVA was run to analyze the data. The findings demonstrated that both the humanistic approach and the technological approach have positive impacts on EFL learners' writing ability. In other words, there was no statistically significant difference between the effects of these two approaches on EFL learners' writing ability. Therefore, EFL teachers are suggested to take advantage of both traditional and modern approaches and to make students aware of both approaches in enhancing their writing ability.

Keywords: humanistic approach; online instruction; technological approach; writing

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Post-Race and Interracial Violence in Toni Morison's God Help the Child

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Abstract

In the wilderness of the United States, a land notorious for a history of racial discrimination, to end up race a long pass might be left to go through. Morrison's God Help the Child is a post-racial narrative of interracial violence in early 21st century. Proponents of post-race theory claim that race and color abolished with the presidency of Obama in 2008, but Morrison's novel that lines the history of the United States represents that violence is changed from subjective confrontation of races and disguised in new forms. In the present article, types of violence including subjective and objective are studied in the light of Zizek's theory of violence. It discusses how systemic violence rooted in institutional and administrative policies overwhelmed the colored community. In the novel, a dark-black girl is born out of a light-color family, which causes dissolution of the family since the man accuses her wife of a wrong relationship. It drags the girl into a series of conflictual consequences such as subjective and objective violence. The findings of the study indicate that in a post-racial society, not only violence associated with race is not terminated, but changes into interracial inside the colored population. Morrison's deconstructive narrative of race and color implies that interracial violence reflects the re-experience of race as a Eurocentric epitome.

Keywords: color, interracial, objective violence, post-racial, subjective violence, symbolic violence, systemic violence

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L2 Pronunciation Accuracy across Different Parts of Speech: The Case of Iranian EFL Learners

Zahra Fakher Ajabsheer[1]

Abstract

This study investigated the effect of noun and verb categories on L2 pronunciation of Iranian adult EFL learners. The participants were 65 (29 men and 36 women) ranging in age from 18 to 25 at the intermediate level of proficiency with their first language being Farsi. Participants pronounced 20 sentences matched for the phonetic content and frequency and contained areas of pronunciation difficulty for EFL learners. Each participant's pronunciation was audiotaped and at the end of the experiment was submitted to two raters so that information concerning mispronounced phonetic segments was pinpointed in the data. The results revealed that the participants had difficulty pronouncing the phonemes non-existent in their L1. The most common errors were epenthesis and substitution errors and pronunciation errors were more dominant in verbs than nouns. The findings may present to the EFL teachers a set of general ideas about the possible problems that speakers of English may encounter in pronunciation.

Keywords: L2 pronunciation, part of speech, epenthesis, substitution

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The Interplay between Homogeneous and Heterogeneous Proficiency Pairings and the Acquisition of L2 Speech Acts

Zahra Fakher Ajabsheer[1]

Abstract

Building upon the sociocultural theory (Vygotsky, 1978), this study investigates the interplay between mixed- and matched-level proficiency pairings and the comprehension and production of request and apology speech acts. The participants were 125 EFL learners who were randomly assigned to control and experimental (interaction) groups. Based on their scores on the pretest including a pragmatic listening test and an Oral Discourse Completion Test (ODCT), those in the experimental groups were assigned to the mixed (H-L) and matched level (H-H and L-L) dyads. Both the control and experimental groups received metapragmatic instruction on speech acts; however, the experimental group was engaged in collaborative problem-solving tasks on speech acts for nine sessions. Following the treatment, the posttest was administered, the results of which revealed the outperformance of the interaction groups compared to the control group. Moreover, mixed level dyads were found to outperform their matched level counterparts in both measures of comprehension and production of speech acts. The findings have pedagogical implications for L2 teachers and practitioners on how to best pair learners in collaborative activities.

Keywords: dyadic interaction; L2 pragmatics; matched level dyads; mixed level dyads; sociocultural theory

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A Case Study of EFL Literacy among Parents, Institutions, and Learners: Exploring the Interaction of Diverse EFL Literacy in Classroom Discourse

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Abstract

Given modern definitions of literacy as a socially-contested term, EFL family literacy is now assuming greater importance in ELT. This implies that learners' mastery of language is, to a large extent, the matter of social and cultural contexts to which they belong. Hence, the primary intention of the current study was to lay bare the family, institution, and learners' EFL perspectives and practices of two Tehrani young learners, plus how they interact in actual classroom discourse. Over the course of data collection, accordingly, participant observation and informal semi-structured interviews were utilized. The raw data obtained was thereafter coded, categorized and identified as three main themes of the study viz. "we want him to speak fluently abroad": parental perspective and practice, "we are sick and tired of repetition, explain for us in Farsi": learner perspective and practice, and "we can't unveil everything to parents": institutional perspective and practice. The results revealed the primary disparity among family and institutional perception of EFL literacy, and why parents and institutions should respond to diversity in their perception of EFL. Hence, family literacy programs and guided family-institution meetings were suggested to inform institutions of family's expectations, and to provide much more compatibility among institutions' and families' perception of literacy to improve learners' ultimate performance.

Keywords: Literacy, EFL Literacy, EFL perspective and practice, classroom discourse

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The Relationship between Anxiety, Motivation, and the Accuracy and Fluency of Iranian EFL Learners' Task-based Speech

Parya Sedighi[1], **Zohreh Seyfoori**

Abstract

The aim of this study was to investigate the relationships between Iranian EFL learners' motivation, foreign language classroom anxiety and their accuracy and fluency in task-based speech in a descriptive research design at Alavi junior school. The participants of the study consisted of 80 students. First, the students filled out two questionnaires regarding motivation and anxiety. Then, they were given some speaking tasks to perform to find their accuracy and fluency level. In this study, the data was collected with the help of two questionnaires, namely, the Foreign Language Motivation Questionnaire (Gardner, 2004) and The Foreign Language Classroom Anxiety Scale (Berko, Wolvin & Wolvin, 2004). The accuracy and fluency of the learners' speech were also examined. The results of this study demonstrated that there was a significantly positive relationship between motivation and the fluency and accuracy of language learners in task-based speech. On the other hand, there was a significantly negative relationship between anxiety and motivation, and the accuracy and fluency of the learners' speech. This study may help to raise students' as well as the teachers' awareness about the relationships between the variables under investigation.

Keywords: accuracy, anxiety, EFL learners, fluency, motivation.

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Why Ecoeriticism?

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Abstract

As a teacher of literary criticism, I have always been interested in bringing both literature and criticism into the context of real life. Indeed, I have always had a leaning toward the shift in literary theory since 1960, which triggered viewing literature not merely from an aesthetic point of view. Among new trends in literary criticism which relates literature to more than literature is ecocriticism. Simply defined, ecocriticism is the study of the relationship between literature and natural surroundings. Regarding current ecological crisis, promoting this literary critical approach in our universities could lead to a better understanding of the relationship between man and nature. Thus, it is attempted in this paper to elaborate on why ecocritical approach, among various literary critical approaches, should be given more prominence in our universities. The paper has also explored how the moral and philosophical core of ecocriticism could foster a new worldview in which all the forms of life are viewed as sacred and revered, a worldview which is desperately needed amid our worsening ecological crisis. In the end, some literary text is introduced to be ecocritically read.

Keywords: ecocriticism, ecocentrism, anthropocentric, post humanism, nature writing

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Socio-political Influences of Samad Behrangi's Translations On Reformist Movements in Iran in the1970s

Hamed Qessimi[1]

Abstract

Over the last decades, the possibility of using translation for socio-political agenda and political engagement has taken a great interest in translation studies from the overview of translation theories pertaining to subversion or hegemonic context. Moreover, both sociological and sociopolitical approaches to translation highlight the central position of translators themselves as a subjectivity and historicity in the process of translating and identifying the translators' professional trajectories and social positioning as crucial to both process and products of translation activity. Thus, the activist translators use the translation as a knowledge production process that enlightens people to initiate and facilitate socio-political movements which lead to social and political changes. This paper investigates the issue of an Iranian activist translator's agency applying Pierre Bourdieu's concepts (habitus, capital) in the socio-political context of Iran in the 1970s. This study surveys how Samad Behrangi, as a socio-political activist translator and thinker, based on his habitus, selects and translates some texts to transfer new knowledge to the society as a cultural capital which intensifies the initiation and the facilitation of social reforms and political movements in Iran in the 1970s. The paper peruses some texts translated by Samad Behrangi to illustrate that he wields his own politics in translation to illuminate Iranians' thought in contradiction of the imperial regime to stimulate them against institutions of power.

Keywords: translation, power, habitus, cultural capital, engagement

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Zizekian Reading of Violence in Toni Morison's God Help the Child

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Abstract

Morrison's God Help the Child is a post-racial narrative of interracial violence in early 21st century. Proponents of the post-race theory claim that race and color abolished with presidency of Obama in 2008, but Morrison's novel that lines history of the United States represents that violence has changed from subjective confrontation of races and disguised in new forms. In the present article, types of violence including subjective and objective are studied in the light of Zizek's theory of violence. The study also discusses how systemic violence rooted in institutional and administrative policies overwhelmed the colored community. In the novel, a dark-black girl is born out of a light-color family, which causes dissolution of the family since the man accuses her wife of a wrong relationship. It drags the girl into a series of conflictual consequences such as subjective and objective violence. The findings of the study indicate that in post-racial society, violence associated with race not only is not terminated but ~~is~~ changes into an interracial form inside colored population. Morrison's deconstructive narrative of race and color implies that interracial violence reflects the re-experience of race as a Eurocentric epitome.

Keywords: color, interracial, objective violence, post-racial, subjective violence, symbolic violence, systemic violence

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Teachers' Perceptions of Grammar Teaching and Shortcomings in their Teaching Practices

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Abstract

Teacher's perceptions about teaching grammar in communicative English language classes are not always in line with their practices. Observations of teachers' grammar teaching practices (TP) in communicative courses suggest that their TPs are not void of flaws. Few studies have explored the shortcomings of grammar teaching of English teachers, yet identifying such shortcomings regarding effective grammar teaching principles can enhance grammar instruction in communicative courses. This qualitative study aimed at identifying the main problems in the grammar TPs of 34 experienced Iranian English teachers through observing their classes, surveying their awareness of effective grammar instruction principles using a semi-structured interview and finding mismatches between their declarative grammar teaching knowledge and practice. The most frequently observed problems in grammar lessons and the teachers' corresponding beliefs were reported, and suggestions for alternative practices were made. The findings have implications for teacher educators to provide more focused training in order to preclude post-training grammar teaching complications, and for language teachers to be more reflective about the effectiveness of their grammar teaching practices.

Keywords: grammar, teaching practice, principles, observation, teachers' awareness, flaws

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A Study of EFL Students' Perspectives Following Exposure to the Audio- and Audiovideo-Mediated Listening Tasks

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Abstract

Despite the importance of learning listening as a key element of language teaching, still many language instructors use old fashioned audio-only materials. There are many studies investigating the effectiveness of video-audio material in students' listening comprehension. However, they have mainly compared the effectiveness of audio-only and video-audio texts and have failed to scrutinize the reasons behind the dominance of one of these formats. The current study investigates students' perspectives and preferences toward audio-only and video-audio formats of the same listening comprehension test after administering two versions in a six-week interval. The participants were 51 EFL students of Mazandaran University in Iran. Students' answers to the questionnaire were analyzed and the results showed that 75 percent of students preferred the video version of the test, 63 percent mentioned that video was useful for them and 69 percent expressed that during video-audio listening test they looked at screen most/all of the time. Only 22 percent of the participants found the visual format distracting. Most participants believed that visuals helped them stay more concentrated, engaged, interested, and improved their understanding of the audio part and remembering of the details for a longer period. To conclude, video-audio authentic materials are advised to be used in listening comprehension test specifically when students prefer using video version since it can yield better comprehension and make the learning process more interesting for the learners.

Keywords: Audio, Video-audio, Listening, Perspective

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The Effect of Self-assessment and Peer-assessment on Young EFL Learners' Performance on Selective and Productive Reading Tasks

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Abstract

This study aimed at investigating the effect of using self- and peer-assessment on young EFL learners' performance on selective and productive reading tasks. To do so, 56 young learners from among 70 students in four intact classes within the age range of 8-12 were selected based on their performance on the Movers Test. Then, the participants were randomly divided into two groups, self-assessment and peer-assessment, each group consisting of two classes. The reading section of another Movers Test was adapted into a reading test containing 20 items in three selective reading tasks and 20 items in two productive reading tasks, and it was used as the pretest and posttest in this study. This adapted test was piloted and its psychometric characteristics were checked. In the self-assessment group, the learners assessed their own performance after each reading task while in the peer-assessment group, the participants checked their friends' performance in pairs and discussed about the techniques they have used to complete each task. The data were analyzed through repeated-measures two-way ANOVA and MANOVA. The findings indicated that self- and peer-assessment are indeed effective in improving young EFL learners' performance on both selective and productive reading tasks. In addition, neither of the assessment methods outdid the other in improving students' performance on either selective or productive reading tasks. These findings have important practical implications for EFL teachers and materials developers to use both assessment methods to encourage learners to have better performance on reading tasks and learn the English language better.

Keywords: peer-assessment; productive tasks; reading comprehension; selective tasks; self-assessment; young learners

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Socio-cultural Study: The Effect of Collaborative Writing on Improving Iranian EFL Learners' Vocabulary Learning

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Abstract

Writing is an ignored skill in the field of foreign language learning although its potential role in learning has been proved in many studies. It is also clear that vocabulary knowledge has a great role in the process of both language comprehension and production. Words are vital part of life; they changed our world knowledge and will continue to change and richness of our word repertoire is really important. Thus the current study aimed at investigating the effect of collaborative writing on vocabulary learning. In doing so, sixty female language learners participated in a quasi- experimental study which lasted for one academic semester at one of the language institutes in Tabriz. Iran. There were two groups (one experimental and the other control). The gathered data was analyzed by means of SPSS. The results indicated that through using writing as instructional tool, students in the experimental group outperformed in the post-test. That might be due to the effect of interactive writing, since, on the one hand, learners deliberately and intentionally applied words thus they noticed them in a complete and deep manner and, on the other hand, they worked together hence interaction enhanced the chance of learning. It is also noteworthy that using collaborative writing to learn new words creates a very relaxed atmosphere for learners and, as a result, anxiety decreases.

Keywords: Collaborative writing, Vocabulary Learning, Iranian EFL learners

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Comparing Experienced vs. Newly-Trained Raters on How to Score Integrated and Independent Writing Tasks

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Abstract

Recently, there has been an increase in doing qualitative studies in language assessment to improve our knowledge of what happens in the minds of the involved parties. Accordingly, this qualitative research attempted to explore the differences between experienced and newly-trained raters on how to score integrated and independent writing tasks. To pursue this aim, 13 experienced and 14 newly-trained raters were selected through snowball sampling. After holding a rater training course for the newly-trained raters, both groups of raters were asked to score an integrated and an independent writing task written by an EFL learner and simultaneously provide verbal protocols on their rating of each task based on TOEFL-iBT writing scoring rubrics. Data collection was followed by transcribing, analyzing, and coding the content of the verbal protocols. After content analysis and coding, the sub-themes identified for the integrated and independent tasks were classified into six major themes: content, formal requirement, general linguistic range, language use, mechanics of writing, and organization. The results of the study showed the existence of differences between the two groups of raters in rating both tasks. For the integrated task, the experienced and newly-trained raters provided 165 and 114 records respectively, whereas for the independent task, they provided 208 and 156 records, respectively. Furthermore, the theme distribution of the two groups of raters on both tasks on the six major themes was quite different. The variation in the raters' scores suggests that they need to be better instructed on using and interpreting rating scales more consistently.

Keywords: Experience, Independent Task, Integrated Task, Rater, Scoring, Verbal Protocol, Writing

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Investigating the Relationship between Bilingualism and Tolerance of Ambiguity in Iranian EFL Learners among Genders

Ebrahim Abbaszadeh[1]

Abstract

Learning a new language is analogous to discovering an unknown land and ambiguous tolerance is considered as an important issue in language learning subject matters. The purpose of the current study was to investigate how bilingualism in Iranian EFL students was linked to their higher tolerance of ambiguity. The study also aimed to probe whether there is any gender-related difference in tolerance of ambiguity by EFL learners. The participants of the study were 80 bilingual EFL students studying at MA level in different universities in Qom. Since gender is a moderator variable. Those participants were L1 Persian speakers studying English as a foreign language. For this reason, they were chosen because they were thought to be qualified enough to take part in the study due to the nature of the variables under study. Nearly half of the participants were girls and half of them were boys. The researcher selected students who were at MA level because they were competent enough to take part in the study due to bilingualism nature. The participants' scores were obtained from the given test and were then analyzed. In order to ensure the significance of the results, an independent samples t-test was employed to check whether these differences among the two groups (males and females) were significant. It showed that the difference was not statistically significant. Therefore, Iranian EFL bilingual learners' gender is not related to their tolerance of ambiguity. In the light of the findings, some practical recommendations were noted.

Keywords: Bilingualism, Tolerance of Ambiguity, Iranian EFL Learners

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Essential Aspects in the Domain of Degree in Derivational Prefixes

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MA in TESL/TEFL Studies at Colorado State University

Abstract

Teaching prefixes and suffixes is an important part of building better readers. Whether in the early years or advancing through college, all students can learn prefixes and use that knowledge to become more proficient in language arts. Teaching prefixes and suffixes helps students understand the meaning behind different vocabulary words, and students that learn prefixes have the capabilities of breaking down unfamiliar words into segments that are easily understood. English words can have derivational affixes, which often change the meaning of a word (e.g., unrepentant), and inflectional affixes, which usually change the part of speech of the word stem (e.g., washable). This paper focuses on some aspects of derivational prefixes. More specifically, it touches on one of the domains of these prefixes called 'degree'. The paper provides different perspectives on how derivational suffixes can be categorized into different groups. Particularly, it elaborates on the 'degree' domain in terms of meaning, use, and form. It also explains the differences among some of the derivational suffixes (e.g., super- and over-) that might cause confusion to both students and teachers.

Keywords: derivational affixes, inflectional affixes, domain of degree

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Manipulation of Translation by Ideology and Poetics: A Case Study of Dubbing from English into Persian in inside–out

Camellia Abbaszadeh Taher[1], Nasser Dasht Peyma

Abstract

This research is a case study of the 2015 animation Inside-Out. By comparing with three dubbed version of this movie, some changes in dubbed versions have been examined. The main focus of the study is on manipulation in translation. Any manipulation caused by certain phenomena, some of the manipulated phrases are done because of the ideology of translator and poetics of the target system. Lefever's manipulation and rewriting theory is used as the theoretical framework of research. By analyzing the manipulated phrases, the effect of the ideology and poetics in dubbed versions is realized. The overall findings of this research show the effects of ideological and poetical manipulations on dubbed versions and cause changes in the concept of the original movie in the target system.

Keywords: Audiovisual Translation (AVT), Manipulation, Ideology, Poetics, Dubbing, Animation.

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What's the Effect of Teaching English Vocabularies via Puzzle App on 7th Grade Students?

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Abstract

Learning English is not an easy task for foreign language learners in Iran. It is due to the fact that teaching methods, procedures, techniques, instruments and games are, to some extent, old fashioned and inappropriate. Among them, games are the most important ones. Therefore, the present study is going to investigate 'English Tree', a free downloadable puzzle game on android platform, which facilitates learning new words by solving a word puzzle. In this study, a cohort of 100 male homogeneous students at Kerman junior high schools, were engaged. All the participants were native speakers of Persian aged around 16. First, the students completed a survey about their interest in games. Then, the pretest was administered. After that, the vocabulary was taught through the puzzle game and the students giventhe posttest. According to the results, the puzzle game was very effective because the students manifested higher scores. Based on an interview, the students stated that they were very interested in learning vocabulary in this way and they showed an inclination to continue the puzzle game on their own, in their free time.

Keywords: Effective, Participants, Puzzle, Score, Survey, Teaching Methods, Test, Way of Teaching

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The Effect of Motivation and Learning Strategies on EFL Learners' Writing and Speaking Ability

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Abstract

It has been proved that learning English is very important in most of the countries around the world and our country Iran is one of them. English is a language through which we can communicate with other people all around the world from different nationalities and languages. EFL learners gain the basic knowledge of English through courses in different institutes in Iran. The focus of most of these books is on four skills plus sub-skills, but the parts that have attracted most attention through teaching are reading, listening, grammar and vocabulary. In other words, the focus is on receptive skills which are easier to handle in class. Many studies have been conducted up to now on reading and listening skills, but because working on productive skills is harder and needs more effort, these areas need to be more focused. To fulfill this gap, this research focused on writing and speaking abilities through motivation and learning strategies. In this study, we tried to increase learners' motivation by giving them attractive topics to talk and write. Then little by little we went further and asked them to talk and write about more professional topics. And also we introduced different strategies to use to speak and write effectively. The participants of this study were 35 EFL female learners from a high school in Tabriz, Iran. We gathered 12 set of writings and recorded files from them. Each set of data was analyzed by considering their motivation level and the strategies that they used. The results showed that the students who used different strategies with a high motivation could produce better writings even in topics which were not so appealing to them and, at the same time, could talk easily about what they had in their mind.

Keywords: Motivation, Learning Strategies, Writing, Speaking

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Innovative Methods of Tapping the Skills in Teaching English to Native and Non-Native Speakers

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Abstract

The uniqueness of the English Language lies in its acceptability by people of diverse cultures and traditions across the globe. All countries are protected by their boarders, but the spread of English has known no bounds. All those who know the language are relentless perfecting their command of it and those who do not, yearn to know it. With this unquenchable desire, the spread of the English language is always on the rise. With a reputation of being a pioneer in the media, in spreading information, imparting knowledge and in enabling communication between various countries of the world, its popularity is ever growing, as a result of which scholarly efforts are continuously being made in introducing innovative techniques in teaching English to native and non-native speakers. This paper explains how the various methods can be employed, by focusing on the skills, in making the teaching and learning of English easy, interesting, and enjoyable.

Keywords: Cultural difference, communication, native and non-native speakers, language teaching

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Students' Writing Ability from Students' and Faculty Members' Perspective: A Case of EFL Context

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Abstract

Instruction in beginning and intermediate FL courses typically reflects a writing-as-a secondary-skill perspective and adopts a "writing-to-learn-language" approach. Missing from many FL studies curricula is a "learning to write" orientation through which students can come to understand "how texts are shaped by topic, audience, purpose, and cultural norms". This study explored both students' and faculty members' perceptions of students' writing abilities. The current study reports data that were collected from 20 undergraduate Students, and six instructors in Khuzestan Farhangian University. To access student and faculty perceptions of writing performance and instruction, data were gathered through four different tasks. Two tasks —written semester reflections and an exit interview—were completed by the student participants, whereas the other two, a survey of student weaknesses and writing sample ratings, involved the instructional faculty. Given the diverse data points in this project, both qualitative and quantitative approaches to data analysis were used. Data collected from student participants via semester reflection surveys and exit interviews were analyzed using multicycle descriptive coding. Current data on the efficacy of students' writing and writing instruction demonstrate that students and faculty shared a common goal: supporting students' developing proficiency in academic, literary, and cultural topics. The results further revealed that both faculty and students have a shared interest in improving writing instruction for language majors. However, simply sharing these goals has not provided sufficient momentum for overcoming the long standing challenges posed by writing instruction.

Keywords: Writing, EFL, instruction, performance

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The Most Common Translation Strategies Applied by the Translator in Dealing with Different Dialectal Items in Stories

Mina Naghizadeh Asl

Abstract

The present study examined the most common translation strategies applied by the translator in dealing with different dialectal items in stories with a conversational nature. Extracting the existing dialectal items of the book "Sorrow for a midget" written by Langston Hughes (1996) and its translation by Ali Khazaee Far (2003), based on the theory suggested by Geoferrey Leech and Mike Short (2007), the researcher applied the theory proposed by Aixela (1996) for eliciting translation strategies within Descriptive Translation Studies (DTS) as the framework of the study and Critical Discourse Analysis (CDA) as the instrument of the study, to find out how the translator could deal with the different dialectal items. The findings of the research were presented numerically and in chart, in order to identify the most prevalent translation strategies and the least frequent ones applied by the translator. The findings of the study showed that the translator applied Aixela's (1996) translation strategy of "Naturalization" more than others which showed his tendency to substitute the local dialectal items rather than transferring the Source Language (SL) ones.

Keywords: Translation strategies, descriptive translation studies, different dialectal items, critical discourse analysis

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The Portrayal of Gender Roles in the Poetry of Etesami

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Abstract

Throughout the history of literature, female poets have often been considered as side characters and have not got much recognition from readers but some of them played a crucial role in literature. One of these Persian poets who had a crucial role in the literature oinf the 20th-century was Parvin Etesami. Due to the requirements of her a male-dominated era the theme of her compositions, is mainly about the captivity of Iranian women, especially their lack of access to education, entrance into society and professions. Therefore, the present article, using a review of literature and content analysis, aims to study the gender roles in her poetry. May this paper reveal her ideas and thoughts as she deserved.

Keywords: Gender roles, Parvin Etesami, identity of woman, poetry

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An Evaluation of an ESP Coursebook Used for Tourism Students

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Abstract

ESP course is important in all the universities of the world. Evaluation of all the ESP coursebooks is necessary to know their positive and negative points and try to update them. In the current study, the researchers collected data from one ESP coursebook published by SAMT entitled: English for the Students of Tourism and Hotel Management. In this study, a coding scheme was developed to use cognitive processes of Revised Bloom's Taxonomy to classify all the tasks in six levels. This study was a survey-based qualitative one and the findings of cognitive processes are presented through tables and charts for every lesson. The results of Revised Bloom's Taxonomy showed that all the 831 tasks of the ESP coursebook were distributed in the first three levels of Revised Bloom's Taxonomy, which were referred to as the lower levels of cognitive process. The results of this study can act as a guide to SAMT organization to modify the ESP coursebook to achieve higher levels of Revised Bloom's Taxonomy.

Keywords: ESP, evaluation, textbook, SAMT

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Shaping of Racial Identity and The problem of Jim Crowism in Richard Wright's Native Son: An Althusserian Perspective

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Abstract

Richard Wright and Luis Althusser were both the members of the Socialist Party and they both fight against racism directly or indirectly. All the African-American writers of Harlem Movement had the purpose to bring equality to the black people; among them Wright and his novel Native Son are critical of capitalist structure of America. Bigger Thomas, the black protagonist who is incarcerated for unintentionally killing a white girl, is treated not as a black but as a human whose social rights are provided like the whites. Althusser believes that any economic system's first priority was to govern the reproduction of its own conditions of production and this kind of reproduction included shaping special types of subjects who were suitable as members of this production system. The accomplishment of such purposes, for such a system, is, in fact, dependent on the Repressive State Apparatuses used by that state. The present study aims at analyzing Richard Wright's Native Son from the perspective of Louis Althusser's critical theories to clarify how ideology tries to rule over Bigger Thomas, who stands against the law and the ways he reacts against the dominant hegemony and tries to determine how Jim Crowism is demonstrated in Native Son as a Repressive State Apparatus.

Keywords: Repressive state apparatuses, Jim Crowism, Harlem renaissance, racism

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Technical Translation Problems Ahead: A Case Study of Translating Text on Sport

Aziz Paknia[1]

Abstract

The present study aimed at investigating and analyzing the translation problem in the Persian translation of an English sport book (Volleyball: Step to Success) translated by Ghasemi based on Baker's model. To this end, the English book was analyzed in order to find out some of the problematic expressions. Then, the collected data were compared to the Persian translation to see how the translator dealt with the problematic expressions. Upon analysis of the data, it became apparent that the translator used five types of Baker's translation strategies in order to deal with the idiomatic expressions. The results indicated that Ghasemi in many cases (i.e. 35%), had used paraphrased strategy in order to deal with the idiomatic expressions. The findings also demonstrated that in order to deal with the problematic terms the translator used two of Baker's translation strategies equally i.e. using an idiom with a similar meaning and form and omission. Therefore, it can be argued that these two strategies were regarded as the least frequent types of translation strategies (each strategy was used in 5% of the cases). Moreover, the results of textual analysis illustrated that the translator used two other Baker's strategies equally i.e. using an idiom with a similar meaning but a dissimilar form and borrowing (each of which accounted for 25% of the strategies used).

Keywords: Translation strategy, idiomatic expression, translation problem, sport texts.

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Exploring Ergonomics Perspective in the Professional Translators Workplace (Ergo Trans)

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The member of world researchers and author book "Karim Emami at a glance" of (top 2%)

Abstract

Despite the fact that ergonomics, or human factors, encompass the physical, cognitive, social, organizational, environmental and other relevant factors with a view to understanding interactions among humans and other elements of a system and professional translation is characterized by human-machine interaction, the ergonomics of the professional translation workplace is relatively under-researched. The main purpose of the present study is to have a look at ergonomic workplaces with respect to furniture and equipment; institutional translators surveyed who use CAT tools keep the default settings and company-based translators are almost as likely as freelancers to identify their chair as the workplace feature most in need of ergonomic improvement. The freelancers were significantly more likely to have another job (30%) than either the commercial or institutional translators, although there was no difference between younger and older translators in this respect. The results demonstrated that 91% of the translators indicated they had sufficient legroom under their desk, and 85% had enough room to push their chair back at least one meter from their desk. This study reports on the findings of the survey with a focus on differences existing between commercial, institutional, and freelance translators in different countries and the degree to which language technology is involved in professional translation and related to suboptimal ergonomics.

Keywords: Cognitive and physical ergonomics of translation, CAT tools, ergonomic workplaces, freelance translators, translation studies

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Sexual Violence, Rape, and Trauma

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Abstract

This paper focused on sexual violence and Rape which rise Trauma in the protagonists of Gayle Jones's Corregidora and Dorothy Alison's Bastard out of Carollina, the protagonists of these two fictions facing with fear, horror and helplessness. Both novels investigate complicated relationships among sexual trauma and its suppression. In Jones's Corregidora Ursa is abused by her two husbands and Ruth Ann in Alison's Bastard being rape and beaten by her stepfather damaging her self-image and evoking trauma. Also, Ruth Ann sexual violence evokes storytelling and trauma. The objectification of female and the theory of Mulvy's ''male gaze" as well as Freud's concept of scopophilia (sexual pleasure from watching others) which portray sexual violence that evokes traumatic situation in Corregidora and Bastard. The protagonists of both novels being abused by abusers and the evidence of sexual violence is obvious in there victim's body which is violated, damaged and clearly shows that this situation arising trauma for the main protagonists who have suffered from sexual violence and rape.

Keywords: Sexual violence, rape, trauma, male gaze, objectification of female

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Conrad's Lord Jim: A Sartrean Existential Reading

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Abstract

Now that I am writing this paper is one hundred and sixteen years after Lord Jim's first publication. The first time I was introduced to Conrad's novel Lord Jim in a literature class, I came to realize that this novel caught the eye of many critics who wrote thousands of essays and books looking at the novel from different approaches, but when a person starts reading a book himself/herself, some specific points strike his/her mind, as it happened to me while reading Lord Jim. My mind got concerned with the choices the hero made and the results of those choices, afterwards. Then I thought of the word "choice", which was a very important term in Sartrean Existentialism. Sartre in his book Being and Nothingness stated that it is the choice "which originally creates all causes and motives which can guide us to partial actions . . . which arranges the world with its meaning" (465). So what I attempt to bring into focus in this paper, regardless of the category to which the novel belongs, is the character's choices, and the responsibilities they bring upon him, and finally concluding whether the hero gets any transcendence from his choices or not.

Keywords: Lord Jim, Sartrean Existentialism, Being & Nothingness

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Fallen Dreams: Revisiting the Distorted Female Images in Eugene O'Neill's "Strange Interlude" in the Light of Feminism: Submissive and Manipulative Woman

Shirin Mamourieh[1]

Abstract

The present study attempts to analyze the selected work of O'Neill's Strange Interlude (1928). Very little research seems to have been looked at it through the angle of feminism. O'Neill is an effort to bring out the central theme of the submissive and manipulative woman experience in an unjust society like America. The concept of manipulative women from the perspective of feminism leads to fallen dream and frustrated desires. In O'Neill's Strange Interlude, the concept of 'American Dream' makes an attempt to manifest a realistic expression against a false American optimism. O'Neill has created a play that eliminates the virtues and vices of the American culture falsely put into manifest. The writers, like O'Neill, dealing with the fall of the so-called dream, depict a futile existence of an individual in the world. In Strange Interlude, none of the characters in the play is considered to be life-like. The sense of useless existence in life is where some individuals live or suffer because of definite reasons in their lives but find no proper reasons to convince themselves about. In a play related to the 'American Dream', the dramatist attacks a society and the family at the core.

Keywords: Strange interlude, feminism, American dream, submissive and manipulative woman

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The Relationship between EFL Learners' Resilience, Engagement and their Language Achievement

Mohadesseh Behrooz[1]

Abstract

EFL learners' characteristics are influential in the language learning process and we need to emphasize leaners' psychological features along with their cognitive and mental readiness. To contribute to the previous research in this regard and provide a better understanding of resilience and engagement in the EFL context, the current study aimed at looking deeply into the relationship between these two variables and learners' language achievement. The participants of this study included 80 male and female advanced EFL learners at Iran Language Institute, Tabriz branch. Their age range was between 14 to 38. The first instrument of this study assessed EFL learners' resilience. In this case, the 25-item Resilience Scale was used to measure participants' stress-coping ability. The second instrument assessed learners' engagement in language class. It consisted of 20 items and used a Likert-type scale ranging from 1 (total disagreement) to 5 (total agreement). The third instrument was the EFL learners' language achievement scores, which were obtained from their teachers in the institute by the permission of their teachers for the sake of the study. In order to analyze the data of the present study and answer the research questions, Pearson Correlation Coefficient, and multiple linear regression were used. The results revealed that there was a significant relationship between learners' engagement and its components with their language achievement. The relationship between learners' resilience and language achievement was very weak. The results also revealed that, engagement was the best and the most significant predictor of learners' language achievement. The findings of the study can be useful for EFL teachers, learners, and administrators.

Keywords: learner's resilience, cognitive and mental readiness, engagement, psychological features

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Gender Neutrality and Discrimination in the Mirror of Theory and Literature

Fereshteh Hadisi[1], Firouzeh Ameri

Abstract

This paper focuses on gender and gender discrimination and different ways of eliminating or neutralizing it in theory, media and literature, particularly in the genre of science fiction. The paper attempts to find the initial ways of actualizing gender neutrality by converging this portrayal in the literature and media with critical theories to illuminate how successful these attempts have been in combating gender discrimination. For that matter, the debates among the critics about gender-related language, and the definitions and differences between sexes, gender and sexuality are reviewed through various queer gender theories including the ones related to transgenderism, androgyny and gender-neutrality. The theories of Michelle Foucault and Judith Butler about power and gender performativity are also applied to the literary works and techniques in this study, with a special focus on Ursula Le Guin's science fictional novel, The Left Hand of Darkness. A comparison of gender elimination in literary works with the ones happening in media is also included to explore the relative success of each in this regard. The study eventually concludes that power has the upper hand in all societies and that gender elimination does not necessarily lead to the elimination of discrimination. Still, this paper proposes that the attempts for creating a post-gender utopia in theory and in literature can lead people to conceptualize some metaphoric gender elimination which can work as the first step of mental elimination of gender in the real world, eventually paving the way for the emergence of a more discrimination-free world.

Keywords: Gender- discrimination, gender-neutral, non-binary, Postgenderism, power, science fiction

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The Impact of First Language Equivalents versus Context on Vocabulary Recall of Pre-University EFL Students

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Abstract

This study was conducted to compare the impact of two vocabulary learning techniques, namely context learning and translation learning, on vocabulary recall of sixty pre-university Iranian learners of English as a foreign language. They were divided into two groups of high- and low-proficiency. With regard to the two vocabulary learning conditions, each group was divided into two subgroups of fifteen. The data were collected using two types of tests, translation and fill-in-the blank. The result revealed that the students' proficiency affects their recall. It was also found that low-proficiency learners did well when translation learning was followed by translation recall test. However, they could not transfer their vocabulary knowledge to a new context. In other words, they did not perform well enough when translation learning was followed by context recall test. The high-proficiency group, on the other hand, had a better performance on the context recall test.

Keywords: Vocabulary, translation, context, recall

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The Role of Interpretation in Short-term Memory

Seyedeh Negin Baniadam Oskooi[1]

Abstract

Memory is one of the major elements affecting the process of storing and conveying information. Lack of mnemonic capacities may prevent people from getting access to sources of information quickly and exactly. The aim of this study was to investigate short-term memory training in interpreting. Since no one in Iran has applied Daniel Gile's Model on finding out the relationship between interpretation and short-term memory and the role of interpretation in training short-term memory, the present study attempts to provide a detailed investigation of the Daniel Gile's effort model, and its power in finding out the relationship between the act of interpretations and training short-term memory. After delivering 20 questionnaire samples and collecting the data, the information was classified in the sections to facilitate the information process. The findings revealed that short-term memory is viewed as a helpful assistance for improving interpreting skills. However, basing on the frequency and efficiency of short-term memory practice conducted, it can be said the students have ot had a strong motivation to use short-term memory in interpreting study and most of them are not quite successful in designing a proper method on training short-term memory for the purpose of practicing interpreting skills.

Keywords: Short-term memory, Daniel Gile's Effort model, interpretation

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A Comparative Study of Glossing, Contextualized, and Decontextualized Instruction in Iranian EFL Learners' Vocabulary Learning

Vali Mohammadi[1], **Javad Khodadoost**

Abstract

This study compared the effectiveness of contextualized, decontextualized, and glossing in learners' vocabulary learning in an EFL context. To carry out the study, 66 third grade male high intermediate school students, from four intact classes after taking proficiency test and assuring their homogeneity in terms of vocabulary knowledge were randomly assigned into one of the four groups: three experimental groups namely A decontextualized group, a contextualized group, and a glossing group as well as a control group. After five sessions of treatment, all the four groups took a vocabulary test once as an immediate post-test in order to assess their short-term retention and 16 days later as a delayed post-test for assessing their long-term retention of vocabulary. Two separate ANOVAs were run on the data which lent support to the positive effect of the current project on students' long-term retention of vocabulary and showed that the experimental groups outperformed the control group. Also, with regard to short-term retention, no significant differences were observed between the experimental groups and the control group. It is highly recommended that language teachers and syllabus designer introduce this contextualized instruction to the learners to encourage a more interactive way of making sense of the text and, consequently, improve the students' long-term retention of vocabulary.

Keywords: Contextualized, decontextualized, glossing, short-term and long-term retention

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The Impact of Etymological Elaboration and Pictorial Support of Idioms on EFL Learners' Production and Retention of Idiomatic Expressions

Shabnam Abbasnezhad[1]

Abstract

No doubt, idioms are an important part of language and culture around the world, yet, they may cause difficulties for English as second language (ESL) learners mainly due to their unpredictable meanings. EFL learners constantly complain about the problems they encounter in understanding idiomatic expressions such as to 'fall in love', 'to be over the moon' or 'to be under the weather'. They cannot build any relationship between these idioms and their meanings (the states of love, happiness and sadness respectively). Due to the complex nature of idioms, the current study focused on ambiguous idioms and tried to investigate the effectiveness of using images and etymological elaboration in idiom performance of advanced level EFL learners in the short and long run. To this end, 48 students of a private language center in Tabriz, Iran were divided into two groups of pictorial support and etymological elaboration after taking the homogeneity test of Michigan placement test and pretest in idioms. Furthermore, a semi-structured interview was used to explore the subjects' attitudes in the strategies under study. The results of independent t-test after administrating immediate and delayed posttests in idioms revealed that etymological elaboration group outperformed the image group in both short and long term. The results of interview confirmed the findings. The study has implications for teachers and material designers.

Keywords: Ambiguous idioms, etymological elaboration, images

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The Effect of Reading Interventions (SHR and CHR) on Reading Comprehension Ability of Primary Level Iranian EFL Learners

Nesa Nabifar[1]

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Abstract

Reading is a core skill needed for the development of other language skills and sub-skills such as listening, speaking, writing, vocabulary and grammar. The purpose of this study was to explore the effect of two types of intervention: shadowing and collaborative strategies on elementary EFL learners' reading comprehension. To this end, 60 learners were given the proficiency test KET and 56 learners were selected from Hamfekran institute in Tabriz. This study applied a quasi-experimental design. There were three groups: two experimental and one control, they took a pretest and a posttest. The experimental groups received treatment using shadowing and collaborative reading, but the control group had traditional way of reading, The reading parts of American file 2 and steps to understanding were used as the materials. In the second week of the semester, they took in the proficiency test of KET and its reading section was used as a pretest and posttest. After ten sessions of treatment they took the posttest and their mean scores were compared using ANOVA. Statistical analysis of the data revealed that the experimental groups outperformed the control group, that is intervention had a positive effect on learners' reading comprehension skills. The findings of the present study are useful for EFL teachers, learners, language institutes, schools, and universities.

Keywords: Reading interventions, shadowing, cooperative strategy, EFL learners

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Translation Quality Assessment of the Persian Translation of The Prince and the Pauper Based on Juliana House's Model

Maqsud Esmaili Kordlar[1], **Aria Johari**

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Abstract

The translation is the act of communication between two languages which links the source language and also the target language. Translation is the combination of many factors not just replacements. Whoever wants to translate a text from a language to another, s/he will face many critical problems, for example, in translating cultural connections and values. Trying to find the best and the closest replacement for the source word in the target can be really hard task. Juliana House's Translation Quality Assessment (TQA) theory seems to be one of the best methods to work on literary translation. This research aimed at investigating and applying House's (TQA) model on Persian translation of The Prince and the Pauper by Kiumars Parsay. Some paragraphs were randomly selected and analyzed to show to what degree the manipulations in the target translation occurred. The results revealed that the translator has translated a major part of the cultural and emotional values according to his cultural elements.

Keywords: Translation, translation quality assessment, elements in translation, cultural values, Juliana House

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The Effect of Teaching Contextual Clues on Iranian Male and Female EFL Learners' Reading Comprehension Ability

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Abstract

There are a number of factors that improve reading comprehension ability. One of these factors is the contextual clues. This study tried to investigate the difference between the effects of teaching context clues on Iranian male and female EFL learners' reading comprehension ability. Thirty lower intermediate Iranian English learners participated in this study, fifteen males and fifteen females, with an age range of 15 to 18. All the participants studied English at Language Institute in Behbahan, a city in the southwest of Iran. They were randomly divided into two homogenous groups, one of which, the control group, received reading comprehension passages without contextual clues and the other, the experimental group, received reading comprehension passages with contextual clues. The instruments and materials used in this study were: 1) an Oxford Placement Test, 2) six reading comprehension passages containing 30 multiple-choice test items used as pre-test and post-test, and 3) eight reading comprehension passages without context clues for the control group and eight passages with context clues for the experimental group. The results revealed that there was no significant difference between male and female Iranian EFL learners in using contextual clues in reading comprehension.

Keywords: Context clues, reading comprehension ability, EFL learners, gender

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Schizophrenic Behaviors/Events and Recovery of Identity in David Pelzer's Trilogy: A Deleuzian Reading

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Abstract

Schizophrenia not only affects the brain, but the disease in abnormal levels of certain proteins is seen in other parts of the body as well. Research shows that 40 percent of the chemical changes in the brains of patients with schizophrenia also occur in other parts of the body. Schizophrenia mostly occurs in men from 10 to 20 years of age, and in women the onset of schizophrenia is at the age of 20 or the early 30s. The main cause of schizophrenia remains unknown. We can say that genetic factors play a role in schizophrenia. Abnormal brain chemistry may also help to develop the disease. Philosopher Gilles Deleuze and psychoanalyst Félix Guattari expounded on the concept of schizoanalysis in their book, Anti-Oedipus (1972). They represented by four circular components that bud and form rhizomes: the study of concrete mixed semiotics, their mixtures and variations; the study of pure semiotics, their transformations-translations, and the creation of new semiotics; the study of abstract machines, from the standpoint of semiotically unformed matters in relation to physically unformed matters; and the study of the assemblages that effectuate abstract machines, simultaneously semiotizing matters of expression and physicalizing matters of content. Used frequently in the critical theory, Schizoanalysis has also found its way to literary criticism and has turned into an instrument for a better understanding of literary genres. Novel and specially autobiography is the best arena for the application of this concept. David Pelzer's autobiographic Trilogy, A Child Called It, The Lost Boy and A Man Named Dave, can be a good sample to illustrate the concept of how narrative identities can be seen as forms of Schizophrenia. As a novelist whose autobiographies can be cases written by a schizo character, David Pelzer was an abused child who confronted situations and people who distorted his identity formation due to their own schizo positions. Seemingly the protagonists in David Pelzer's trilogy "corresponds" to Deleuze and Guattari's concept of schizoanalysis and the characters, together with the author/narrator, could be seen as instant cases of schizo's within the domain of schizo-identities.

Keywords: Deleuze, Shizoanalysis, identity, abuse, abstract machine

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The Predictive Validity of IELTS and Iranian Testees' Performance in the Real Context

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Abstract

As a widely accepted tool for assessing language proficiency, the International English Language Testing System (IELTS) assesses candidates with non-English speaking backgrounds to determine their readiness to cope with the linguistic demands of communities using English as their means of communication or as an instruction medium. These tests whether general and academic IELTS or life skill IELTS consisting of four parts and two parts, respectively, assess candidates' reading, writing, speaking and listening requiring the candidates to obtain a definite band score depending their situation as an entry criterion. Along with other studies done on different aspects of IELTS, the present paper was an attempt to study the predictive validity of this test regarding its prediction of candidates' academic and daily life linguistic success, as determined by their band score. The participants of the study were three Iranian immigrant and four students living in Toronto. Through thematic analysis of the interviews, participants' linguistic performance was considered in real situations. The findings indicated that the participants were not as successful as the test predicted and they faced communication problems especially with native speakers. The study implied that IELTS can predict candidates' linguistic success more in communication with non-native speakers than native speakers and for native speakers, more than mere linguistic proficiency is needed.

Keywords: IELTS, predictive validity, real-context performance

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An Invisible-Hand in a Translation: The Manipulation in the Practice of Persian Translation of John Steinbeck's the Grapes of Wrath

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Abstract

Literary Translation is not done in isolation rather it is influenced by extra-lingual factors. Ideology is one of the crucial notions which influences readers, unconsciously or in some cases consciously, and these readers are aligned with the ideology of different agents such as translator, patron and so on. Power relations and invisible factors have the most important role in making literary translators choose special types of words or styles of writing to convey a desired ideology because of their direct involvement in reader's mental attitudes. Moreover, ideological manipulation applied under various extra-lingual factors such as patronage or poetics or ideology itself bend translations toward a particular discourse. The present study is of qualitative type with an interpretive approach which used Lefevere's rewriting and manipulation theory as its analytical framework to identify ideology bearing sections of the text manipulated in the Persian translation of John Steinbeck's The Grapes of Wrath. The researchers also used Critical Discourse Analysis approach to reveal power relations and ideologically embedded parts of the text. The results indicated that ideology of the translator and also the dominant ideology of the Iranian society forced translators to make some vital changes on the target text.

Keywords: Translation, ideology, power, discourse, rewriting, Patronag

Ethonography as Translation: An Ethnographical Study of Romano (Gypsy Language) Spoken in Qazvin Province (Zargar Village) of Iran

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Abstract

This present study was an ethnographic study about the language of Romano spoken in the Qazvin province (Zargar village) of Iran. It reviews the linguistic history of this language in Iran and other countries. The present paper studied the syntactic features of Romano language as well as the lifestyle of the people speaking it .It is worth mentioning that the people of Zargar village helped the researchers in gathering this information. The framework used is ethnographical study via a qualitative type of research. The results of this study show that ethnography of Romano language in Iran provides an opportunity to approach the reality of the language and the people speaking their language in order to obtain information about the matter under investigation, its understanding and interpretation.

Keywords: Historical study, linguistic features, Romano language, Ethnography, translation, Zargar village

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Developing and Validating an EFL Teacher Professional Identity Inventory: A Mixed Methods Study

Mahdiyeh Mofidi[1], Seyed Mohammadreza Hashemi, Mohammadnabi Karimi

Abstract

Despite the burgeoning interest in qualitatively studying teacher identity during the past decades, some scholars recommend quantitative analysis of this construct to better capture the protean essence of teacher identity (. The present study was an attempt to develop and validate a questionnaire on English language teacher professional identity. A sequential mixed methods design was utilized. The data were collected from 24 informants and 750 EFL teachers in the qualitative and quantitative phases. respectively. Qualitative analysis of the data led to the emergence of the features characterizing EFL teacher professional identity. On the basis of the qualitative results, an early version of the inventory was developed, which was validated in the quantitative phase. Overall, the results of the study point to the multi-dimensional nature of EFL teacher identity, revealing a set of core features that comprise its essence in relation to which peripheral elements of identity change and harmonize under the influence of individual, contextual, and socio-cultural forces.

Keywords: Identity, mixed methods, teacher characteristics, teacher professional identity, EFL teacher

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A Comparative Study on the Potentiality of ILI and Rise and Shine Series in Terms of Intercultural Competence Development

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Abstract

In the EFL classroom, materials are an inseparable part of the curriculum. They are the most noticeable characteristic of every language-learning context. One of these materials is the specific textbooks being used by particular language academies; the textbooks are critical in directing EFL teachers and learners and guiding them in language learning. The present study attempts to compare the cultural content of two course books being used currently in Iran called ILI and Rise and Shine series in order to see which one is useful in developing the intercultural competence of EFL learners. The participants of this study included 30 EFL teachers (15 teachers in ILI who teach advanced level books and 15 teachers in Chitsazan academy who teach advanced level books). The instrument of this study included a questionnaire adopted from Safa, Moradi, and Hamzavi (2015) that consists of 38 questions designed based on Likert scale. The collected data was analyzed by independent samples t-test. The obtained results revealed that Rise and Shine series include more intercultural features than ILI series and they are more applicable in improving the intercultural competence of EFL learners.

Keywords: Course book evaluation, intercultural competence

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The Relationship between Attitude and Willingness to Communicate of Iranian IELTS/TOEFL Candidates

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Abstract

Nowadays, for many people learning English, who need to exhibit sufficient language proficiency, popular tests such as IELTS and TOEFL help them know how much of an expert they are in using the language. The purpose of this quantitative descriptive correlational study was to investigate the relationship between attitudes and thoughts of Iranian IELTS / TOEFL candidates and their willingness to communicate (WTC) while they took proficiency tests. To this end, two attitude questionnaires for IELTS and TOEFL exams and one questionnaire for measuring WTC of the candidates were prepared, whose validity and reliability were clearly established. The Attitude toward IELTS questionnaire was developed by Iman Rasti (2007). In attitude toward TOEFL questionnaire, items were revised and adopted in 2015 by Hanieh Davatgari Asl and Samineh Poorsoti from a questionnaire used by an Iranian researcher studying the IELTS test takers' attitudes in Shiraz (Rasti, 2007). Willingness to Communicate questions were used to elicit the learners' WTC. This scale was developed by McCroskey (1992). sixty participants were selected from an institute, those who had attended in IELTS or TOEFL classes and had taken one of these tests, to answer the attitude and WTC questionnaires. The results pointed to the fact that there were positive and negative relationships among attitudes, Willingness to Communicate, exam scores, age and gender of the Iranian IELTS and TOEFL candidates under study. It is believed that the results of this study will help institutes and teachers holding these classes to focus on humanistic factors, besides a good education, that have effects on attitudes which help learners communicate in English, which is the main goal of language learning.

Keywords: Attitude, IELTS, TOEFL, willingness to communicate.

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A Cultural Study of Social and Religion Paralysis in James Joyce's Short Story "The Sisters"

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Abstract

James Joyce could be placed among the most dominant cultural authors whose concern is the material life, social class, social identity and cultural crisis. His major short story "The sisters" evolves dominant theme of paralysis and illustrates several kinds of inertias as experienced or demonstrated by the characters. Furthermore, the story addresses social and religious and cultural issues. As a cultural politics, it is a dominant factor in shaping mind as well as in affecting the framework of literary texts. Religion is one of the emerging issues in the modern era and forms the backbone of most literary works. As a theme, it is seen to influence the operation of those who believe in it. It forms the functional framework that predetermines one's actions and behavior. Raymond Williams as one of the most prominent figures in Cultural Materialism argues that each kind of activity in fact suffers, if it is wholly **abstract**ed and separated. Politics, for example, has gravely suffered by its separation from ordinary relationships, and we have seen the same process in economics, science, religion and education. Williams defines Residual as some social or cultural practice that has been formed in the past, but it is still active and effective in the present cultural system like organized religion. A residual cultural element is usually at some distance from the effective dominant culture, but it is some part of it which is embedded in cultural system. The concept of emergent for Williams means the creation of new meaning and values, new cultural practices and new relationships within the dominant structure. It is important to distinguish between those emergent which are elements of new stage of the dominant culture and those which are actually other element or oppositional to dominant system. This study aims to argue that paralysis is a problem and at the same time a solution and that sometimes what appears to be an escape from paralysis merely reinforces its negative manifestation. Paralysis cannot be avoided, rather, it is something that should be engaged in and used to redefine individual and social states.

Keywords: Cultural materialism, religion paralysis, hegemony, dissidence, residual

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MOOCs in Open Education: The Role of Second Language Motivational Components in Online Courses

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Abstract

By the advancement of open learning and open education concepts in the global academic market, Massive Open Online Courses (MOOCs) are playing a vital role. MOOCs are the technology-based platforms which provide the equal learning and teaching opportunities for both urban and rural students and teachers. This mixed-methods study aimed at investigating the role of EFL students' learning motivation in these online courses. To this end, 350 Iranian intermediate students from six cities in Iran participated in this study. The study was conducted through two main online platforms of Edmodo and Google classroom where the participants learned their materials in online contexts in interaction with their peers and the teacher. In the quantitative phase, data collection was carried out through an online language learning motivation questionnaire adopted from You and Dörnyei (2014); and the qualitative phase of the study included the unstructured interview and observing students' interactions on the platforms. The results of data analysis revealed that the ideal L2 self and language learning experience can predict the students' learning achievements in the context of the MOOCs.

Keywords: Massive Open Online Courses (MOOCs), open education, L2 motivational self-system, Iranian EFL students

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Industrial Britain and the Problem of Condition of England Question in Elizabeth Gaskell's May Barton in Light of Cultural Materialist Insights

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Abstract:

Victorian period is an important stage in the history of mankind, because the industrial revolution in this period ushered in a new era in human civilization. The Industrial Revolution caused the social events to turn into an everyday discourse used by the people who had always been ignored. The Revolution necessarily affected the attitude of the people towards the social phenomena which surrounded them. In this respect, the phrase "Condition of England Question" was first used by Carlyle in Chartism (1839), which significantly contributed to the emergence of a series of debates about the spiritual and material foundations of England and it had a great effect on a number of writers of fiction in the Victorian era and after. Carlyle was concerned with the "two nations theme". Many novelists of the time responded to the produced conditions of living through new modes of interpretation. They regarded the social events in a historical perspective and, like social scientists, tried to investigate into the social phenomena. The Victorian writers frequently appear to have a supple and interesting understanding of the relationship between history, causality, and narrative. Elizabeth Gaskell is a prominent novelist in this period, renowned for writing social novels in an industrial setting. From her several novels, Mary Barton perfectly displays the social conditions of the Victorian era in the period of industrialization, representing the industrial Britain and dealt with the Question of England at its best. This study intended to use cultural materialistic insights, especially through the theories of its well-known practitioner Raymond Williams who argues that the dominant culture is never more than one player in the cultural field, even if it is by far the most powerful and that dominant culture never in reality includes or exhausts all human practices, human energy and human intention and tries to investigate how industrial Britain and subsequent political and social events violate the society's situation, the role of Victorian society, family and religion in women's conditions and the way industrial Britain affects religious doubts and gender and class questions in society.

Keywords: Cultural materialism, Victorian period, industrial revolution, social novel, Chartism, reform acts.

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A Cultural Materialistic Reading of Industrial Britain and The Problem of Women's Condition in Elizabeth Gaskell's Ruth

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Abstract

The 19th century is regarded to be the time of dramatic changes in all aspects of man's social life in England. The Industrial Revolution stirred the roots of the traditional life of a nation which was based on the institutions such as family, religion, class dependence and law. The Victorian period and, consequently, the industrial revolution had a profound effect on the lives of women in Britain. The families were disjointed and the members of them were forced to take part in an endless competition to earn money. The girls and the women set forth to work in the new institutions. The ideal image of woman in this period was purity and chastity. The treatment of women with men was acceptable only in the context of marriage and with any pre-marriage relationship the woman was seen as fallen, ruined or prostitute. Elizabeth Gaskell in her novel Ruth depicts the dominant culture and beliefs about women and tries to show how these ideas are under pressure from alternative views. The novel examines the responses of the people to harsh reality of life, having women in the center of her attention. Cultural materialistic analyses of the literary texts bring to light how these texts are inevitably conservative instruments of a dominant socio-cultural order, they also demonstrate how the apparent coherence of that order is threatened from inside, by the inner contradictions and by tensions that it seeks to hide. In this respect, this research intends to discover some unorthodox views and beliefs reflected in Gaskell's Ruth that put the dominant culture under pressure and question.

Keywords: Cultural materialism, industrial revolution, women's condition, Victorian era

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Abjective Tropes: The Metonymic Movement and Semanticity of 'Abjection' in The Oval Portrait, Berenice and The Black Cat by Edgar Allan Poe

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Abstract

To unsettle the orderly has been the defining linchpin of Julia Kristeva's work and philosophy throughout her prolific lifetime, with her legitimate daughter, 'Abjection', in the vanguard. Poe's oeuvre, the very container of Psychoanalytic postulations, has been seething with much contentions over the Freudian, especially the 'Uncanny', nature of its writings; however, arguments bespeaking of the issues of 'Abjection' proposed by Kristeva are thinly clad, if any. While it originally encapsulates two distinct cites of survey, the pre-Oedipal 'Abjection' and its symbolic doppelganger relying on subject's presence in this stage, the cause of which is mainly an unpredictable experience, the bulk of this paper attempts to put the latter under scrutiny. Researchers, following the Freudian parlance, maintain that the reappearance of such a pulsation lies not at a subject's becks and calls, but it accomplishes its ascent by an archaic repression. Close enough, yet contrary, Kristeva holds that this hushed up rhythm does not reside on the verge of total oblivion, but rather somewhere 'on the periphery of consciousness' [sic], an undying wake-up call engaging subjective borders. That said, this paper, through a detailed revisiting of three selected short stories by Edgar Allan Poe, endeavors to expatiate on the protagonist's willful negotiation of Abject, its movement and the abjected items' first and second semantic realms. Therefore, what is of consequence here is the artistic and creative performances of the protagonists in signifying the abject employed as their foremost device, a metonymic attitude towards the abject, thus making it assume a dualistic role; threatening at the moment of encounter, relieving the ruptured.

Keywords: Abjection, Kristeva, Poe, metonymic, signification

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An Analysis of Evidentials in Discussion and Conclusion Sections of Published Research Articles: The Case of Soft and Hard Sciences

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Abstract

The study of evidentiality, that is the source of information knowledge, has received a considerable amount of interest recently and the topic has been the subject of much redefinition and reworking. No matter whatever field one is in, evidential is an essential yet common feature of all academic writing and is used by different researchers of various disciplines. The linguistic phenomenon of evidentiality exists in almost all the languages and has recently become a hot research issue in linguistics. Accordingly, the present study aimed to investigate frequency and types of evidentiality in the discussion and conclusion sections of published research articles of two disciplines of hard and soft sciences. To this end, 120 discussion and conclusion sections produced by academic writers of the above-mentioned disciplines were analyzed in terms of evidentiality types based on antidou's taxonomy (2001). The results revealed that in both sciences, epistemic modals were the most frequent evidentials used in the discussion and conclusion sections of the research articles under study. In addition, the results of data analysis represented that there was no difference in the use of EVs between two disciplines based on the results of Chi-square data analysis. The study can have implications for EFL teachers and learners.

Keywords: Discussion and conclusion sections, Evidentials, hard science, soft science, research articles

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An Investigation into the Semantic Deviation of Cinematic Translation of Woody Allen's Screenplays: A Case Study of "Hollywood Ending"

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Abstract

In the present study, the researcher makes an attempt to investigate the semantic deviation of cinematic translation of Woody Allen's "Hollywood Ending applying Newmark (1988). The data used in the present study was selected from screenplay "Hollywood Ending" (2002) by Woody Allen along with the translation of the screenplay done by Omid Rouhani. As it was shown through the data analysis, Transference of Meaning was the most frequent type of semantic deviation (69.23%) and honest description was the least frequent type of semantic deviation (0%). Regarding the second research question, Communicative translation (38.46%) was the most frequent type of strategy in translating semantic deviation. However, literal translation and word for word translation were the least frequent type of strategy in translating semantic deviation (3.84%). One of the main implications of the present study concerns the need to equip the readers, be the laypeople or academics likewise, with a critical mind, which in turn enables them to raise their consciousness of exploitative and manipulative screenplays, via focusing on language.

Keywords: Semantic deviation, screenplay, Woody Allen, Cinematic translation

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English Language Teachers' Experienced Emotions and Emotional Regulation Strategies in the Classroom: A Case of Iranian Female and Male Teachers

Babak Dolati[1]

Abstract

Teachers' experienced emotions and the way they respond to them play a crucial role in the functions of the classroom context, however, research into the experienced emotions of teachers and its consequences had been slow and only in recent years has gained momentum. Using a mixed method design, the present paper aimed to investigate Iranian English teachers' experienced emotions and their beliefs and strategies towards regulation of these emotions. In doing so, a modified version of the teacher emotion scale, based on convenience sampling, was administered to 186 Iranian high school English teachers to explore their experience of the emotions most relevant to the teaching context including joy, anger and anxiety. Moreover a semi-structured interview was used to collect data on teachers' emotion regulation strategies. The findings showed that female teachers experience more enjoyment and less anger than their male counterparts.

Keywords: Teachers' experienced emotions, emotion regulation, English teachers, high school teachers, female and male teachers

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Using the Students of Foreign Language Teaching as Teaching Assistants for Acquisition of the Required Experiences for Teaching

Farahnaz Taghipour[1]

Abstract

The goal of providing the master's degree program for teaching different languages, including English, German, and French, in the universities is to train competent and professional teachers of foreign languages at different educational levels to meet society's needs. Furthermore, regarding the increasing demand for learning foreign languages, the necessity of instructing and training competent specialized forces is felt more than ever. The students of Foreign Language Teaching must pass a maximum of 32 course units, and it is evident that such a curriculum cannot prepare them for fulfilling their future duties. Besides, these courses are theoretical and, thus, the student cannot acquire practical experiences; accordingly, it is necessary to provide some peripheral activities and programs for preparing them. The present study focuses on the use of Foreign Language Teaching students as teaching assistants in different courses to make them acquainted with the complexities of teaching a foreign language. In this way, the students can gain knowledge of lesson plans, teaching, and practicing the language skills adopted by different professors and take the benefit of their experiences. Moreover, if coordinated with the professor, the students can teach a part of the course since it can yield a practical experience of teaching for them. In turn, the professors can use the help of the students in designing and correcting the exam questions, which can lead to the students' acquaintance with the test construction methods in different courses. On the whole, after such a program, the students not only can practically rehearse the techniques instructed during the M.A. program but also can get more prepared for working as teachers in the future.

Keywords: Language teaching, master's degree, practical experience of teaching, teaching assistant

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The Effect of Cultural Familiarity on Improving Listening Skills of Iranian EFL Learners

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Abstract

The present study was an attempt to investigate the effect of cultural familiarity on Iranian intermediate EFL learners' listening comprehension. The study was carried out at Iran-doostan Language Institute in Tabriz. From among initial 80 participants, 60 intermediate EFL learners were selected based on the results of Preliminary English Test (PET). Next, the selected participants were randomly assigned into an experimental and a control group. The design of the study was quasi-experimental. Then, a listening pretest was administered to the participants to ensure their listening knowledge before the treatment. Afterwards, the treatment was carried out for 20 sessions twice a week. The traditional instruction was conducted in the control group. After the treatment, another listening post-test, similar to the pretest was administered to the participants of both groups. The analysis of the listening scores, attained through independent samples t-test at the end of the treatment showed that cultural familiarity had a significant effect on the Iranian learners' listening comprehension. The obtained results have some implications for learners. Through exposure to specific culturally-oriented materials, for example, English culture materials, language learners can improve their listening comprehension.

Keywords: Cultural familiarity, listening comprehension, culturally-oriented materials

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Investigating the Effect of Consciousness Raising on Learning Definite and Indefinite Articles among Iranian Intermediate EFL Learners

Mitra Assadi Aliabadi[1]

Abstract

The present research was an empirical study investigating the effect of consciousness raising on learning definite and indefinite articles among Iranian EFL learners. For this purpose, 62 students, aged from 18 to 22, from two language institutes were selected based on convenience sampling. The Oxford Placement Test was administered to the participants, and out of 62 students, 40, who scored between 28 and 36 (lower-intermediate), were selected as homogenized members. They were then assigned to two groups: one experimental and one control, each having 20 members. In the control group, the researcher taught the articles to the students conventionally. In the experimental group, after teaching the articles to the students, the researcher handed out some passages having both definite and indefinite articles. All the articles in the passage were in a bold format so that they would raise the consciousness of the students. After working on the bold-typed passages, the researcher provided them with another passage having definite/indefinite articles, and the students were required to underline all the a/an/the articles. This process lasted for nine sessions in each class. Both groups received the pretest and posttest of articles: one before the treatment and one after the treatment. After the treatment was over, the researcher gave them the pretest and posttest of articles in order to find the possible effect. Then, using SPSS version 21, the researcher ran the ANCOVA test to compare the mean difference of the two groups considering both pretest and posttest. The result of data analysis showed that the experimental group, which worked with consciousness raising techniques, outperformed the control group in learning definite and indefinite English articles. English as a foreign language teachers and students as well as EFL practitioners can benefit from the findings of this study.

Keywords: Consciousness raising, definite and indefinite articles, language teaching

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Lexical Bundles in the Discussion and Conclusion Sections of Papers Written by TEFLers and Non-TEFLers

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Abstract

Genre analysis contains various fields of study such as academic writing. a genre which has been widely evaluated using different subcategories such as lexical bundles (LBs). Lexical bundle identification and classification in spoken and written registers have been the focus of several linguists and scholars. The current study aimed at exploring the type and frequency of lexical bundles in a comparative manner between the papers published in TEFL and non-TEFL majors. To this end, the researcher initially gathered the discussion and conclusion sections of 40 papers written by TEFLers and Non-TEFLers (20 per each category) and after gathering the data, the sections were changed to Plain Text Format and after that they were analyzed by AntConc (version 3.2.1) software for detailed analysis of the lexical bundles. The results of Chi-square analysis showed that three-word LBs were more than the other types in both categories and there was no significant difference between TEFLers and Non-TEFLers in frequency of LBs. The study has implications for material developers as well as teachers and learners and four-word LBs will be the types of LBs in this study that will need to be explored. After all of these phases, the data will be analyzed in data analysis section.

Keywords: Lexical bundles, discussion and conclusion sections, TEFLers' RAs, non-TEFLers' RAs

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On the Effectiveness of Metalinguistic Clue, Interrogative, and Declarative Recast on Young EFL Learners' Grammar Learning

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Abstract

From the survey of various approaches and methods in SLA research, the history of language interaction gained significant importance in second language learning. During this pathway, corrective feedback gained special importance after the era of communicative approach. Furthermore, in recent years, effectiveness of different types of feedback in educational settings gained considerable ground in second language literature, which attempted to shed more light on different concerns of this movement. Due to the importance of error correction, the current study was an attempt to explore the impacts of two types of recast as well as metalinguistic clue on young EFL learners' grammar learning. To this end, through KET, 54 EFL students whose scores were between one standard deviation above and below the mean were selected as the participants of this study from among 78 learners. Then, the participants were assigned to three equal groups: one interrogative recast, one declarative recast and a metalinguistic clue group. After the above mentioned phases, the treatment started and the students' errors in terms of regular and irregular verbs were corrected differently using three corrective feedback strategies. The results of ANOVA revealed that young EFL learners in the metalinguistic clue group outperformed those in the interrogative and declarative recast in the performance on regular and irregular verbs. The study has implications for teachers and learners.

Keywords: Declarative recast, interrogative recast, metalinguistic clue, grammar learning

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Discovering Trump's Evaluative Stance on Iran's Nuclear Program: An Appraisal Model analysis

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Abstract

Political Discourse Analysis (PDA) is a sub-branch of Critical Discourse Analysis (CDA) dealing with oral or written analysis of produced texts from distinguished political figures. Taking insights of the Appraisal model proposed by Martin and White (2005) and considering the dearth of studies in this field especially in Middle East, the present study is an attempt to shed light on the linguistic features used by the president of United States in the course of projecting his evaluative stance on the nuclear deal with Iran through his own words produced in different places in the world. In doing so, the researchers focused on the interpersonal meaning of the utterances made by Donald Trump across three semantic domains namely, Engagement, Attitude, and Graduation. Each of these categories has been further divided into a number of subcategories enabling an inclusive observation of stance through the detailed coding of the utterances under the Appraisal framework. There were clear differences between the categories of the APPRAISAL model used by president Trump, which are illustrated visually according to their statistics. As indicated by the results, attitudinal resources have the largest share of the political agent's evaluative utterances, having been commonly deployed by the US president as a means of triggering specific emotional responses from the audience. Findings of the present study can lead to an increased understanding of the ways through which evaluative resources can be utilized by speakers to evoke specific emotions in the audience, make adjustments to the degree of a particular evaluation, and give expression to multiplied views in their speech.

Keyword: Political discourse, Iran, appraisal model, political, nuclear deal, Trump

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A Space of One's Own: A Spatial Analysis of Adrienne Rich's Poetry

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Abstract

Late twentieth century witnessed great changes in man's outlook and his perception of the outer world; among them is the concept of space. Up until 1970s, space was almost neglected. In spite of the fact that since ancient times, literature and different forms of art have been always portrayed in the physical environments and human interaction with it, it was the modern environmentalist movement in recent 20th century that turned man's attention to space as a determining element. This spatial turn has given rise to a wide array of fictional as well as nonfictional writings in which the role of space as an influential factor in human's individual life as well as his social interactions and his changing relationship with nature and the outer world is depicted. Feminist thinkers began to apply and analyze the role of space and the notion of private and public sphere in woman's life and literature. They decided to figure out the relationship between space and patriarchal dominance and how space is used as a means of practicing power over women in man-dominated societies. Adrienne Rich is admittedly considered as the most inspiring feminist author, critic and poet of contemporary American literature, who has made a tremendous impact on women's personal as well as their social lives through raising consciousness and awareness among not only women of America but also of the whole globe. Since a big number of her poems carry the concepts of private and social spheres and space in general as their central themes, the researcher believes that they provide a fertile ground for spatial analysis. Thereafter, this paper aims to, first, study Rich's deconstructive idea of the dichotomy of the public and the private and; second, analyze the role of space as well as the private and public spheres in her poetry claiming that a great deal of Rich's feminism rests in the singularity of her adoption of space. The paper will be restricted to three poems of Rich selected chronologically which demonstrate the transitional nature of the concept of the space in her poems and her struggle to claim not only physical but also social space for women.

Keywords: Physical environments, human interaction, Adrienne Rich

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A Study of the Relationship between Multiple Intelligences and Emotional Intelligence and Translation Quality

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Abstract

The present study examined the relationship between Emotional and Multiple Intelligences and translation quality. The method involved an integrated approach and it was conducted using integration of two research methods, i.e. qualitative and quantitative. The Participants included 49 female and male senior students of English translation studies at M.A level in Azad University of Tabriz Branch and Nabyi Akram University in 2015 (N=65), who were selected using Cochran's formula through stratified sampling method. Furthermore, House' TQA Model was applied to assess translation quality. Also, two Bar-On emotional intelligence and Gardner multiple-intelligence questionnaires were used to analyze the emotional intelligence and multiple intelligences of the subjects, respectively. The results showed that among emotional intelligence components, only happiness had a significant relationship with translation quality and among multiple intelligence components, the verbal/linguistic, visual/spatial and body variables had significant relationships with translation quality.

Keywords: Translation, translation quality, intelligence, emotional intelligence, multiple intelligences

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Study of Semiotic Approach in Children's Literature: A Case Study of The Curious Incident of the Dog in the Night-Time)

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Abstract

Semiotic is one of the research approaches which consider and analyze the signs and realize their hidden meanings. It is the study of sign process. It includes the study of signs and sign processes, indication, designation, likeness, analogy, allegory, metonymy, metaphor, symbolism, signification, and communication. It is not to be confused with the Saussurean tradition called semiology, which is a subset of semiotics. In this study, semiotic approach in children's literature was considered using the case study of "The curious incident of the Dog in the Night-Time". Semiotic approach by Pires was used to analyze this novel. To analyze signs, we used the CDA method. Therefore, 20 samples of the novel were provided and the signs related to culture including food, clothing, religion and customs, social signs including social identity and etiquette, and visual signs were analyzed using the CDA method. The results suggested that the most frequently used signs in this novel from a semiotic approach perspective included social and visual signs. The findings could be used by children's literature researchers and experts.

Keywords: Semiotic, cultural signs, social signs, visual signs

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The Effect of Pictorial Flashcards on the Sight Word Recognition in Kindergartens

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Abstract

This was a quasi-experimental study because the study involved training participants in two classes each containing 5-6-year-old pre-primary students. To this end, fifty students participated in the study, who were studying at Misagh School in Tabriz. In order ensure their homogeneity, the researcher administered a pre-test. Based on the results, 40 students were selected as the participants of the study. The two intact classes (twenty students in each class) were then randomly assigned to two experimental groups, each receiving one type of sight word learning strategy. So, 30 words were given to the students as a pre-test. To see the effect of pictorial flashcard on sight word recognition, the necessary instruction was given. At the end of the last session of the treatment, a posttest was given to each group and then their mean scores were compared through independent sample t-test. An analysis of the results revealed a significant difference in the efficiency of picture + text flashcard strategy compared to the text-only strategy in the post-test. The Findings of the present study are useful for EFL teachers, learners, language institutes, schools, and universities.

Keywords: Sight word recognition, pictorial flashcards, kindergartens

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Ideological Manipulation in the Persian Translation of the Novel Anne of Green Gables

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Abstract

As it is axiomatic, translation and cultural terms are interrelated with each other and there are different models in translation studies covering these two terms. Among all the introduced theories, Lefevere's (1992) theory of rewritings was a prominent one. It focused more on the differences between source and target texts as well as issues such as culture and ideology. Due to the importance of this theory, the present study aimed to investigate how and to what extent the translator of Anne of Green Gables authored by Montgomery may manipulate cultural terms. To this end, the researcher analyzed the original and translated version of the corpus under study and analyzed the cultural terms based on Lefever's model. The analysis conformed that the tendency of the Persian translator was toward manipulation of the cultural terms due to the ideological reasons. In addition, the most frequently used strategy in the corpus was re-writing and the least frequently used one was nominalization. The study may have implications for translators as well as syllabus designers.

Keywords: Anne of Green Gables, translation studies, ideological approach

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Washback Effects of Task-based Assessment on Iranian Intermediate EFL Learners' Reading Comprehension and Motivation

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Abstract

This study was an attempt to investigate the washback effect of task-based assessment on Iranian intermediate EFL learners' reading comprehension and motivation. The study was carried out at the Jamea language center in Tabriz. From among 65 initial participants, 42 were selected based on the results of the PET Proficiency test. Then, the selected participants were randomly assigned to an experimental and a control group, each consisting of 21 participants. The reading subtest of PET was considered as the participants' reading scores. In addition, a motivation questionnaire, adopted from Salimi (2000), including 36 items on a 5-point Likert Scale, was administered at the beginning of the study to the students in both experimental and control groups in order to evaluate their motivation. Subsequently, they underwent treatment for 12 sessions. The experimental group received treatment based on task-based quizzes. The traditional instruction was conducted in the control group. Two independent samples t-tests were run to examine the results of two research null hypotheses. The results revealed that the washback effects of task-based assessment have a statistically significant effect on Iranian intermediate EFL learners' reading comprehension as well as their motivation. The obtained results have some implications for teachers. Through applying task-based assessment in their classes, teachers can help students improve their reading comprehension and motivation.

Keywords: Washback, task-based instruction, assessment, reading comprehension, motivation

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Relationship between Iranian Intermediate EFL Learners' Language Achievement and Learner Autonomy

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Abstract

Learner autonomy has become the basic point for many researchers these days. Autonomous learners are the ones who take active roles in the learning process, by finding more learning opportunities for themselves, rather than being the follower of the teacher. This study aimed at surveying learners' degree of autonomy and attitudes toward learner autonomy and autonomous learning practice in the Iranian intermediate EFL learners. To this end, the data were collected through 60 questionnaires of learners, observation of 15 sessions of the same learners' classes and 20 interviews with the same learners. The results revealed that Iranian intermediate EFL learners had negative views about learner autonomy. In other words, they believed that they shouldn't be involved in decisions about their achievement. The results of the study also pointed to a relationship between each of the nine components of learner autonomy and Iranian intermediate EFL learners' language achievement. There was a small negative relationship between language achievement and readiness for self-direction, importance of class/ teacher, and the role of teacher: explanation/supervision, language learning activities, selection of content, objectives/evaluation, assessment/motivation, and other cultures. There was a small positive relationship between language achievement and independent work in language learning. Based on the results, some pedagogical implications related to learner autonomy in the institutes in Iran and suggestions for further research have been recommended.

Keywords: Attitude, autonomy, language achievement, learner autonomy, learner independence

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Student Connectedness in Distance Education Courses: Evidence from MA Students of TEFL at University of Guilan

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Abstract

The purpose of this study was to investigate student connectedness in distance education courses. Eighty MA students of TEFL between the ages of 19 to 36 were selected for this study. Fifty respondents were receiving an online program and the other 30 students were studying based on a face-to-face program. In this study, Online Student Connectedness Survey Questionnaire (OSCS) was used for data collection. The questionnaire was designed to be administered to MA students enrolled in these two program types (online and face-to-face). An interview was conducted to measure the level of students' satisfaction with the courses they had enrolled in. The findings of the study showed that there was not any statistically significant difference in the social connectedness of MA students of TEFL in an online program compared to those in the face-to-face program. It is found that increased interaction with the instructor in an online environment promoted higher student learning perceptions. Engagement increased through greater interactions with other students. Based on the interview results, reflection, flexibility, and convenience were reported as strengths of online education. In addition, it was found that being familiar with the instructor influences the learners' learning experience. Learners feel more comfortable when they know the instructor. The major implication of the study is that in the process of ensuring the quality of online education, the instructor plays a key role.

Keywords: Distance Education (DE), E-learning, social connectedness, TEFL

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Investigating the Barriers to Teachers' Professional Development in an EFL Context

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Abstract

As a mixed-method investigation, the current study has explored the barriers Iranian EFL teachers felt impeded their professional development. To this end, 200 EFL teachers teaching at private foreign language institutes have participated in the study. First, a semi-structured interview has been conducted with 50 participants of the study based on which the barriers to teachers' PD questionnaire (BTPDQ) have been developed and validated. The results of the interview content analyses and the findings of the descriptive statistics of BTPDQ have revealed the barriers are attributed to three major factors including 'teachers themselves' (e.g., lack of motivation, lack of teamwork spirit, etc.), 'managers of the language institutes' (e.g., institutes' not having organized plans for PD, low payments, etc.), and 'educational policy-makers' (e.g., curriculum developers' top-to-down managerial behavior, etc.). The findings might prove fruitful for foreign language education centers' managers, teachers, and policy makers as discussed in the paper.

Keywords: Professional development, barriers, EFL teachers, professional development activities

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An Investigation of the Impact of Alternative Teaching on Iranian A Sociological Approach to the Women Translators in Iran after the 1979 Islamic Revolution

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Abstract

An unparalleled flourishing of translation on and by women is one of the unexpected events of the 1979 revolution in Iran. Women play a variety of significant roles in the society. They are an integral part of today's society and they participate in various social and cultural activities. Translation has always played a significant role in the modern contemporary era in recognizing and clarifying women's rights; therefore the main purpose of this study the role the women translators have played in development of translation and increasing Iranian women's awareness of their rights in Iran. The present study was of a qualitative type with a interpretive approach. The framework adopted is the sociology of translation and the present study investigated women translators' works implications related to social attitudes of women towards their rights. Some case studies of Iranian women translators were taken into consideration and the researchers investigated them according to the socio-cultural aspects of translation and discussed the relationship between women's translational choices and their social presence in Iran after the Islamic revolution concerning the historical and social setting. The results explored the role of women translators in development of translation in Iran, and, on the other hand, the impact of their translations over women's social status in Iran.

Keywords: Women translators, Socio-culture aspects of translation, History, Iran Islamic Revolution.

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Cognitive Bias Modification and Intermediate EFL Learners' Anxiety: Effects and Perceptions

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Abstract

Anxiety has long been considered detrimental to the process of second language acquisition to the extent that some teaching methods were based on anxiety reduction in language classrooms (Buchler, 2013). Cognitive bias modification is an almost new procedure for reducing certain psychological symptoms related to anxiety and depression (Grafton and MacLeod, 2014). The current mixed methods study aimed at investigating the effect of cognitive bias modification on the language anxiety of Iranian EFL learners. Participants of the study were 74 Iranian language learners within the age range of 21 to 26. The data were collected through Foreign Language Classroom Anxiety Scale (FLCAS) before and after applying cognitive bias modification procedures. Furthermore, qualitative data were collected through interviews to explore how cognitive bias modification would affect the anxiety level of language learners. The results of the Analysis of Covariance (ANCOVA) revealed that cognitive bias modification significantly reduced language anxiety of the language learners. Furthermore, qualitative analysis of the data showed that cognitive bias modification mainly affects the fear of negative evaluation and foreign language anxiety aspects of foreign language classroom anxiety.

Keywords: Anxiety, cognitive bias modification, CBM, foreign language anxiety (FLA), mixed methods

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Analyzing Emotion Metaphors in Four Established 19th Century Novels

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Abstract

Various interrelated questions such as what the role of figurative language in the conceptualization of emotion is and if metaphors and other figurative language matter at all in how we think about the emotions are crucial pursuits in Cognitive Linguistics, according to which, metaphor not only pervades the language people use about the emotions, but also is essential to the understanding of most aspects of the conceptualization of emotion and emotional experience. Using insights and analytic tools in the Cognitive Linguistics tradition, the focus in this research was predominantly on conceptual metaphors of emotion manifested by metaphorical expressions in four established cornerstones of 19th century fiction: Frankenstein (Mary Shelley, 1818), A Christmas Carol (Charles Dickens, 1843), Lady Susan (Jane Austen, 1871), and Heart of Darkness (Joseph Conrad, 1899). The analysis made use of the research conducted within the tradition established in the 1980s and early 1990s by the work of such figures as George Lakoff, Mark Johnson, Mark Turner, Ray Gibbs, and others. As hypothesized prior to the study, what emerged was that there were some similarities and differences among the metaphors of emotion used in these four masterpieces written. The differences can be accounted for by the fact that there may be simultaneous multiple models or alternative conceptual metaphors within a culture. More importantly, metaphors may vary from person to person, so we can take individual variation into account. But it soon became clear that most of the metaphors used for the domain of emotion were similar in large part in these works. Further studies are required to find out more about the similarities and differences in the metaphors of emotion used by novelists and short story writers of the 19th century, as well as in comparison with other historical eras of literary penmanship.

Keywords: Cognitive linguistic framework; conceptual metaphors of emotion; 19th century English fiction; similarities and differences

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Teacher's Perspective on Using ZPD in Classroom and its Effect on their Speaking Proficiency

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Abstract

Nowadays many international schools are trying to implement bilingual system in their teaching and learning process. In classroom, one of the best approaches to scaffolding learner's oral communication skill by teachers is through using Vygotsky's Zone of Proximal Development (ZPD). This paper focuses on the students' oral communication skills by making use of Vygotsky's Sociocultural Theory and its concepts including peer tutoring and scaffolding. Teachers utilize different strategies to implement ZPD and its related notions in the classroom. The present study is a descriptive qualitative research in nature, and the instruments for data collection in the study included direct observations and expert interviews. The results indicated that based on the different strategies teachers use based on the learners' proficiency levels, learners turned out to demonstrate various common trends in their oral communication skills. The findings of the present study have implications for language policy makers, curriculum developers, materials writers, language educators and teachers.

Keywords: collaboration, oral communication, scaffolding, Vygotsky, zone of proximal development

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A Socio-cultural Approach to Studying the Origins of Proverbial and Idiomatic Expressions in English and Farsi

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Abstract

Idioms have received considerable attention from linguists over the past several decades. This study was carried out to point out some socio-cultural aspects of selected idioms in Farsi and English. In this descriptive study, data included 50 origins of Farsi and English idioms/ metaphors. Twenty five most commonly used idioms were in Farsi and the others were their equivalents in English. The researcher used Chi-square in this study to analyze data. A comparison was made between the cultural and historical origins of Farsi and English. The researcher notes that most of the differences in Farsi and English idioms are due to their cultural origins and similarities are historically noteworthy. In Farsi, the most frequently used item of the culture is the social custom, and in English it is the art or literature of English people. We can conclude that English with regard to the idioms discussed in this paper has a very rich literature while Farsi is rich in social customs. Those who are interested in the field of working on idioms can apply the findings of such studies to learn more about the ways people live, work, and do business, etc.

Keywords: contrastive linguistics, culture, figurative meaning, idiom, proverb

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The Impact of Flipped Classroom Instruction on Writing

Omid Sohrabi[1]

Abstract

According to the literature, flipped instruction model is a new pedagogical approach that has been recently taken into consideration in the field of language learning and teaching. In this method "flipped classroom" is combined with technology and it is described as an instructional model that implicitly provides lectures outside the class for learners and creates a student-oriented as well as in-class active learning. This experimental study, using a pre-test posttest design, was aimed at investigating the impact of flipped model on writing skills. The participants were 39 candidates, who were assigned to two groups: the flipped classroom (FC) and the traditional classroom (TC). Each group received three sessions of treatment. First, the difference between the FC and TC in the overall quality of the IELTS task 2 essays was examined. The FC group significantly outperformed the TC one. Then, the difference between the communicative patterns was investigated. The FC group indicated higher classroom interaction than the TC one. Next, the participants' view towards experiencing FCI was examined. The results showed that, the majority of candidates both in FC group and the TC group echoed positively. The results found in FC group, could be attributed not only to the flipped instruction but also the process of actively engaging the learners in their learning in addition to incorporating different techniques, such as the videos uploaded on virtual channels, collaborative writing, as well as in-class teacher-learner interactions.

Keywords: active learning, flipped classroom, student-oriented class, pedagogical approach

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Personality Traits and their Relation with Self-Efficacy: A Case of Iranian EFL Teachers

Nasrin Yaghoobi nezhad kheyri[1]

Abstract

This study mainly explored the relationship between EFL teachers' personality characteristics and their self-efficacy. The participants of this descriptive study were 40 male and female EFL teachers within the age range of 22-45, who were teaching English language either at high schools or English language institutes in Tabriz. Two instruments were used to collect the data including the Teacher Self-Efficacy Scale (TSES) to assess the teachers' self-efficacy beliefs and Big-Five personality Inventory (BFPI) in order to assess the five personality dimensions of neuroticism, extroversion, openness, agreeableness, and conscientiousness. In order to find which personality dimension significantly contributed to the teachers' self-efficacy, a multiple linear regression analysis was computed. The results indicated that Conscientiousness was the best and significant predictor of teacher's self-efficacy. In addition, Conscientiousness and Openness were directly and significantly correlated with self-efficacy, while Neuroticism was indirectly and significantly correlated with self-efficacy. Extroversion and Agreeableness of the Big-five personality traits did not have any significant contribution to the dependent variable self-efficacy. The results of the study can be useful for EFL learners, teachers, and the Ministry of Education.

Keywords: Self-Efficacy, Personality Traits, EFL Teachers

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A Cultural-Semiotic Approach towards the Persian Translation of "The Scarlet Letter"

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Abstract

Translating symbolic literary masterpieces into another language has long been a thorn in bottleneck to those involved in translational endeavors. The aim of this study was to explore the translation strategies used for the transferring the symbols of "The Scarlet Letter" written originally in English by Nathaniel Hawthorne and translated into Persian by the name of Daghe Nang by a well-known Persian writer and translator, Simin Daneshvar. The present study attempted to elaborate on the semiotic approach to show how differences in culture can affect the translation of symbols. A qualitative-descriptive study was applied and the theoretical framework was based on Roland Barthes's semiotic method. The researcher purposefully selected some samples of both texts and analyzed them using CDA as the instrument. The findings of this study indicated that the translation strategies employed for the transference of different signs from English to Persian with different cultures were: adaptation, addition, assimilation, domestication, expansion and modulation.

Keywords: translation, culture, semiotic

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Combination of ABA and PECS Strategies to Improve Autism Learner's Learning of English Alphabets and Their Pronunciations: A Case Study

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Abstract

Teaching autistic students is not as easy as teaching normal students. The teacher needs more patience and various creativities. This study set out to explore the experience of learning a foreign language by an autistic child (8 years old) in Sara Autism Center whose first language was Turkish and who had a communication disorder of the high functioning autistic type. The research was carried out by one pupil considered to be a high functioning autistic individual or to have Asperger syndrome. This study was aimed at investigating the effect of combination of ABA and PECS methods on learning English words by the autistic child. This study was a qualitative research (case study) and the data were collected by observation and described in details. In this project, one high functional autistic child was taught English words by applying the combination of ABA and PECS methods. The process of teaching took about three months. The results showed that an autistic child could learn English words by visual and structured program, which include repetition. None of these methods could teach an autistic child by itself. Therefore, the combination of these two methods was necessary for an autistic child to learn a foreign language. The findings of the present study have some implications for the teachers who are working with autistic children and their parents.

Keywords: Autism learners, ABA and PECS method, Pronunciation

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The Influence of Culture in Teaching and Learning English as a Foreign Language

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Abstract

Students from non-English speaking countries face challenges in schools and colleges because of their lack of language proficiency and the socio-cultural differences they encounter. The purpose of this study was to examine the role of culture in teaching and learning English as a foreign language and also suggests some ways of teaching culture in classroom. Educators believe that learners are different from each other, which means that students learn in different ways. Principles and theories have an important impact on chance of success for every student in schools, because every classroom is discrete and unique in its own way. Finally, an investigation of a number of cultural factors, which have direct implications for teaching and learning are conducted in this study.

Keywords: Culture, Language, English as a foreign language

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Listening Comprehension Strategies Used by Iranian EFL University Learners at the Intermediate Level

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Abstract

The current study was intended to determine: (1) the listening comprehension strategies used by Iranian EFL students at intermediate level; (2) possibility of the existence of gender variable on use of strategies; (3) the existence of any evidence of congruence between the strategies introduced by the teachers and those used by the students. Thirty-one intermediate EFL learners and twenty EFL instructors at Urmia University participated in the study. A TOEFL listening test, and listening strategy questionnaire were the instruments of this study. After taking the proficiency test, the participants answered a strategy inventory of listening comprehension based on Vandergrift and Tafagodtari's (2010) metacognitive awareness listening questionnaire. Next, a questionnaire asking about listening strategies was given to EFL teachers at that university. After that, for the purpose of analyzing the collected data, descriptive statistics were used to determine the strategies used by the students, and those preferred by teachers. Additionally, the non-parametric equivalent of independent samples t-test (Mann Whitney U test) was conducted to test for significant differences between the means for males and females. First of all, regarding the first research question, which sought to find the dominant listening comprehension strategies among Iranian EFL learners, it was found that the most dominant strategy opted for by learners was planning and evaluation, followed by attention. The following three strategies were person knowledge, problem solving and translation. Besides, the findings indicated that no significant difference existed between males and females in terms of strategy use. Also, it was found that there was no significant difference between students' strategy use and instructors' strategy preference concerning two of the strategies (planning and evaluation as well as person knowledge). A significant difference existed with regard to problem solving and translation. Therefore, the third null hypothesis of the study maintaining that there is no congruence between the strategies introduced by instructors and those used by students was rejected, because there was some agreement between students and instructors regarding the two strategies of planning and evaluation and personal knowledge. Finally, the findings of this study have many implications for those concerned with the language teaching and learning. They can be used by teachers and students to know more about the listening strategies in the Iranian EFL context.

Keywords: Listening strategies, intermediate level, gender, listening strategies questionnaire

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'Becoming' in Carver's Cathedral: A Deleuzean Perspective

Arezoo Akbari[1], Firouzeh Ameri

Abstract

Raymond Carver's Cathedral, stupefies the reader with its lack of intelligible explication or implication as to why the first-person narrator undergoes a dramatic transformation, from a nihilistic and hostile attitude towards life to a new mode of empiricist engagement with the world. In addition, considering other aspects including the significance of blindness and the minimalist style in this text, the critics' realistic approaches seem inadequate to reveal the nature of the affirmation at the heart of the work. This paper investigates the question of whether the narrator's incapacity to explain the event is deliberately left out for the reader to decide, or it is that which can only be sensed. This could be accounted for through an 'experimental reading' characteristic of Deleuze, which paves the way for a critique of the predominant understanding of subjectivity and of the association of reality with representations through notions such as the 'plane of immanence', 'desiring machines', 'transcendental empiricism' and 'inhuman philosophy'. By applying Deleuze's principles, it is argued that Carver's literary work precludes the possibility of prioritizing the subject as a grounded position and downplays the referential meaning of the sign 'cathedral'. The result is experiencing a world of difference and of becoming which creates 'affects'.

Keywords: affect, becoming, being of the sensible, Cathedral, desiring machines, deterriotorialisation, inhuman

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The Effect of Teaching Vocabulary through Body Gestures and Picture Activities on Iranian Young EFL Learners' Vocabulary Learning

Somayeh Sattari[1]

Abstract

The aim of this study was to find out the effect of teaching vocabulary through body gestures and pictures activities on Iranian EFL young learners' vocabulary learning. To this end, two classes each with 30 students were selected from a primary school in Tabriz, Iran. They were girls, within the age range of 6-7. The classes were randomly assigned into two comparison groups. In one of them, the new vocabularies were taught through body gesture and in the other one through pictures. One hundred words were selected from several beginner books that were taught in most language institutes and they were taught to both groups during the treatment. After the treatment, both groups took the vocabulary posttest . Twenty words from among the words taught in the treatment were selected for the posttest and each student was tested individually in her group either through body gesture of the teacher (in the body gesture group) or through showing the pictures by the teacher (in the picture group). The results of an independent-samples t-test revealed the outperformance of the body gesture group, implying the significant effect of using body gesture in the vocabulary learning of EFL young learners. The implication can be for teachers, syllabus designers, practitioners, and researchers in language teaching and learning to pay more attention to vocabulary teaching methods to young learners.

Keywords: Body gesture, teaching vocabulary, Iranian young EFL learners

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A Cultural-Semiotic Approach towards the Translation of Proverbs and Sayings between English and Persian

Neda Ghasemi[1]

Abstract

Language is a social phenomenon and each language has its own culture. Proverbs are the important part of each language and culture. Translation of proverbs is really difficult because there are different cultural elements in every society. This paper tried to study A Thousand and One Proverbs by Boyuk Mohebbi from Cultural-Semiotic approach between English and Persian. This work tried to analyze the signs used in the Proverbs and evaluated their meanings in Persian language from a cultural-semiotic perspective. The qualitative-interpretive method was used in this research, the sampling method was based on purposive sampling process and the corpus was the English text with its Persian translation done by Boyuk Mohebbi. The instrumentation applied for the present study was content analysis and the theoretical framework was Roland Barthes's semiotic theory. The results show that the Persian translation of English proverbs has succeeded to transfer different aspects of the source language signs to the target language signs system.

Keywords: translation, cultural-semiotic, symbols, sign, proverbs

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The Effect of Writers' Name and Affiliation on Iranian Applied Linguistics Professors' and Graduate Students' Evaluation of Research Articles

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Khatam University

Abstract

The purpose of this study was to examine if Iranian professors and students of Applied Linguistics are biased towards English Native writers affiliated with prestigious Western academic institutions. Two groups of male and female participants, consisting of MA and PhD students and university professors of Applied Linguistics, were asked to review two abstracts written by Iranian writers based on a Likert scale evaluation checklist. The first group included 75 participants, who reviewed two abstracts—one abstract with a typical Anglo-Saxon name affiliated with a prestigious Western university, whereas the other had an Iranian name as the author with an Iranian university affiliation. The second group with 120 participants, reviewed the same two abstracts, except that this time the name of the authors and the affiliations had been interchanged. A comparison of the mean score of the abstracts revealed that in both cases the abstract that had a Native speaker's name affiliated with a prestigious Western university scored significantly higher than the same abstract affiliated with an Iranian name and a relatively low-prestigious university. In addition, a comparison between the genders showed that the female participants were significantly more biased towards the Native speaker writers compared to their male counterparts. The findings of this study indicate that Iranian EFL professors and students are significantly biased in their overall evaluation of a research article based on the authors' name and affiliation.

Keywords: Iranian EFL speakers - EAP writing – native vs non-native – Peer review bias – affiliation bias – abstract

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Eco-Translation of Advertisement Texts

Saber Khoie Oskooie[1]

Abstract

With the development of media and communication devices in the modern era, advertisement has also gained an international appeal. The global success of a product reflects the proper use of advertising techniques. But the correct conveyance of concepts is not possible just through the use of advanced propaganda techniques, and the existence of proficient translators who are familiar with the languages and cultures of nations is of paramount importance. A translator is like a bridge between an advertiser and a consumer. The more proficient and knowledgeable the translator is about the language and culture of the source and target languages, the more coherent and closer the connection will be between the two sides of the bridge. As a cultural concept, ecology plays a significant role in the process of translation. As all translations are performed within at least one eco-environment, the translator, as the only person engaged in this process, chooses and modifies the source and target texts in sending and receiving eco-translatological contexts. Accordingly, the present study examined some examples of advertisement translation texts from an equivalence perspective. The results of the study indicated that most translations failed to observe direct equivalence between source and target texts and, through application of abridgement and adaptation strategies, they attempted to produce ecologically acceptable translations. The findings supported the salient role of the translator and highlighted the concept of translator-centeredness.

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The Effect of Interventionist vs Interactionist Dynamic Assessment of IELTS Listening Tasks on Iranian EFL Learners' Listening Comprehension

Mojtaba Mohammadi[1] **, Arezoo Feizabadi Farahani**

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Abstract

The present study attempted to investigate the effect of interventionist and interactionist dynamic assessment (DA) of IELTS listening tasks on Iranian EFL learners' listening comprehension. To this end, 63 Iranian female and male students within the age range of 28 to 40 selected out of initial 80 from Shahid Beheshti, University of Medical Sciences in Tehran participated in this experimental study. The participants were randomly assigned into two experimental groups namely interventionist and interactionist. The scale developed by Aljaafreh and Lantolf regulatory (1994), was applied in the latter in order to offer mediation and the participants in the former received intervention through Guthke's Lerntest. The results of data analysis through paired samples t-test showed that the participants in both experimental groups performed better in their posttest in terms of listening comprehension. However, the results of analysis of covariance showed that the learners who were exposed to interactionist approach of DA outperformed the interventionist group in posttest. With regard to the significant difference between the effects of Interactionist versus Interventionist DA on Iranian EFL learners' performance in four IELTS listening tasks, the results of Mixed-Methods Repeated Measures ANOVA have shown that within-group changes over time for both groups were significant, although there were some slow improvements at times with regard to the interventionist group. Moreover, in each time if assessment, except the fourth time, no significant difference between groups were found. The findings of this study might have implications for students, teachers, and syllabus designers.

Keywords: Dynamic assessment, interventionist, interactionist, IELTS, listening task

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The Impact of Web-Based Collaborative Writing on Improving EFL Learners' Writing Performance

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Abstract

This study aimed to explore the effect of web-based collaborative writing on EFL learners' writing performance. For the purpose of this study, the participants included 53 students who were selected based on the results of PET. These students were randomly assigned into two groups; the experimental group (n=25) and the control group (n=28). The researcher worked with the students of both groups during 10 sessions. She used Edmodo application as the treatment in the experimental group and simple collaborative writing in the control group. The students of the experimental group wrote their writing on Edmodo and the teacher controlled their writing. The exercises were similar to those in the experimental group. After 10 sessions, writing test was administered as the posttest to both groups. The participants of experimental group performed significantly better than students of the control group. According to the results of this study, it can be said that teachers can use web-based collaborative writing in order to reinforce their students' writing ability.

Keywords: web-based collaborative writing, writing performance, Edmodo

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Ethnography as Translation: An Ethnographical Approach towards Translation of the Ancient Historical Place, Shahar-Yeri of Meshkin Shahr

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Abstract

The present study dealt with the ethnographical translation of an ancient, cultural and historical place in Ardabil province called Shahar-Yeri near to Meshkin Shahr. Since in the process of ethnographic research it is so vital for the researchers to have and gain a comprehensive knowledge about specific historical moments with full scale of the accurate details, the present paper aimed to give deep insight into one of the most incipient civilizations of human race existing in Meshkin Shahr of Iran. Some archeologists believe it dates back to 8000 years with 450 – 500 hectares of territory. The method applied is of qualitative type with a descriptive approach. The researchers used authentic sources for the documentation of the research along the field interviews with the local people and some experts informed about the place under investigation. This paper has a retrospective approach with continuous steps that coherently link the studies of ethnography to enable readers have a scientific access to ancient culture of the aforementioned research.

Keywords: Translation, Ethnography, Meshkin City, Shahar Yeri,

Reading Interference of Time in Orlando 1992: A Deleuzian

Maryam Ebrahimpour Kaffash[1]

Abstract

Virginia Woolf and Sally Potter present distinctive timeline for Orlando. Orlando, the main character of this adventurous novel like Laurence Sterne's Tristram Shandy and Jeanette Winterson's unknown character in The PowerBook is about a prance trips of a person in virtual reality. Orlando falls into fantastic range of incarnations. She/he travels into time and searches for "a lover". Love is a conceit here for a desire to be immortal. In fantastic world of Woolf, we face an unbound time schedule. This paper presents an intersection between science, philosophy and literature.

Keywords: time- image, deja vu, crystal image, virtual difference

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Conducting an EOP Needs Analysis: A Case of Pre-service Cabin Crew

Fatemeh Taghipour[1]

Abstract

Since English for Specific Purposes (ESP) programs have been a significant component of university and vocational schools, being informed of academic and professional language needs of the learners seems incredibly vital. This study aimed at exploring the pre-service flight attendants' English language needs from their own perspectives along with their teachers' at an aviation school. In order to accomplish this purpose, the data was collected from two different sources, including a needs analysis questionnaire in addition to semi-structured interviews with 120 learners and 20 English teachers. The results of data analysis revealed that both learners and teachers indicated that communicative skills, speaking, and listening skills are among the first most important skills/sub-skills in learning English; furthermore, poor speaking and listening comprehension skills were reported as the learners' weaknesses by both groups of participants. The obtained data also declared that both groups considered Understanding and Making Conversations, as well as Writing for Practical Purposes among the most concentrated aspect of the main language skills. Additionally, there were not any significant differences between learners and teachers in their views on the importance of English skills, indicating that they perceived English skills and sub-skills quite similarly. The findings could be a great bonus to material developers as well as teachers instructing to-be cabin crew members.

Keywords: Cabin Crew Member, ESP, Flight Attendant, Language Needs, Needs Analysis

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An Intertextual Approach towards Translation: The Prophet Solomon in the Holy Quran and Bible

Alireza Sadremohammadi[1]

Abstract

The present study is an investigation of the story of Solomon in the Holy Quran and Bible from an intertextual and inter-subjective perspective and their English translation. The objective of this investigation was to demonstrate the intertextual relations between the Holy Quran and Bible as a way to provide more contextual information for translators and interpreters of these holy books in order to get the true meanings as much as possible about theie contents. For this purpose, a qualitative and interpretive approach was adopted using Gerard Genette's theory of intertextuality and hypertextuality. Studying the story of Solomon in the Holy Quran and Bible, some of the related verses were extracted from these two texts as samples through purposive sampling procedure. The samples were analyzed to find signs of intertextual and inter-subjective relations as well as hypertextual relations between the texts. The results obtained through analyses indicated intertextual, inter-subjective, and hypertextual relations between the Holy Quran and Bible in the story of Solomon.

Keywords: Translation. Intertextuality, Intersubjectivity, Hypertextuality, Bible, The Holy Quran

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A Study of Equity and Compatibility of Strategies Applied in Translation of Cultural Elements (CSIs) in ''You're No Stranger Here" with Strategies in Pederson's Model

Seyedeh Leila Arta[1]

Abstract

Over the centuries, translation theories have provided strategies to help the translator overcome various linguistic and cultural obstacles that arise in any intercultural exchange between different languages and cultures. Idioms and culturally-bound expressions are among prominent translation problems, especially when the translation is between two completely different languages like Persian and English, which diverge both linguistically and culturally. This research, applying Pedersen's Categorizations (2007), examined possible solutions to problems regarding the translation of cultural elements from Persian into English in the ''You're No Stranger Here" novel translated by Caroline Croskery and written by Houshang MoradiKermani, in particular, and, to put it differently, to check whether that model of translating culture-specific elements can be applied into Persian as a source text with its English translation. The study concludes that the most frequent strategy adopted by the translator to deal with the cultural specific items of the works selected for this study is "direct translation with the frequency of 23 and 46%." and the least frequent strategies are "retention and omission" with the frequency of 0 and 0%.

Keywords: CSIs, Pedersen's Categorizations (2007), equity, compatibility

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Effects of Using Whatsapp on Skimming Among Iranian Intermediate Male and Female EFL Learners

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Abstract

This study aimed to investigate the effects of using Whatsapp on skimming by Iranian intermediate EFL learners. To achieve this aim, 32 Iranian EFL students (including 16 males and 16 females), aged 16-20, from Nasle Farda Institute in Lordegan, Iran, were selected. They were assigned into two groups: a control group and an experimental group. The experimental group members received treatment in the form of a reading text by Whatsapp every night, and they were asked to send a summary for each reading; however, the control group received the materials through the traditional approach. Pretest and posttest were administered prior to and after the treatment to compare the participants' achievement in both the control and experimental groups. A questionnaire was also employed to explore the experimental group's perceptions of using Whatsapp for improving their skimming skills. The statistical tests such as independent samples and paired-samples t-test were run to analyze the collected data. The findings showed that (i) using Whatsapp improved the EFL learners' skimming skill, (ii) female learners benefited more from this type of treatment, (iii) and EFL learners had a positive attitude toward using Whatsapp for improving their skimming skill. The beneficial effects of Whatsapp on improving skimming can have useful implications for EFL learners and teachers.

Keywords: Reading, Skimming, Information and Communication Technologies (ICTs), Social Network Sites (SNSs), Whatsapp

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The Role of Teachers' Interactional Patterns in the Iranian EFL Students' Willingness to Communicate

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Parisa Daftarifard[1]

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Abstract

Active participation and interaction are requirements for successful second language learning. Teachers' interaction patterns and strategies can provide learning opportunities for the learners to use a target language in the classroom thereby playing an important role in provoking students' willingness to communicate (WTC). In the present study, an attempt was made to investigate the possible impact of EFL teachers' interactional pattern on Iranian EFL students' WTC through mixed method ex post facto design. Seven Iranian EFL teachers and 215 of their respective students were selected using convenience sampling method. Based on different teachers' interactional patterns, the teachers were divided into two groups of dialogic and monologic. The results of the triangulation method of data collection (classroom observations, questionnaires, and interviews) indicated that the Initiation, Response, Feedback (IRF) pattern was the dominant pattern in all the observed classes. Furthermore, the findings indicated that in the dialogic group, the number of initiations, responses, and feedbacks were 15 %, 200 %, and 100 % more than those in the monologic group. Also, the number of students' initiation and voluntary responses was higher in the dialogic group. And finally, the results revealed that the EFL learners' WTC in the dialogic group was significantly more than the monologic group, and the teachers' feedback to students' participation can be considered as a good predictor of the EFL students' WTC.

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Iranian EFL Learners' Needs: An Appraisal of English Teachers' Perceptions and Attitudes

Arman Rashidshomali[1]

Abstract

The present study aimed at finding out different perceptions of Iranian EFL teachers in teaching English with respect to English learners' needs in order to shed light on the practice of language teaching in an EFL context. It is surely worthwhile to investigate the possible perceptions among teachers and attitudes towards learners' needs, as they can influence the effectiveness of classroom instruction. To this end, a 4/5-point Likert-scale questionnaire based on Atai and Shoja's (2011) questionnaire called ''Needs Analysis and Self-assessment'' questionnaire was developed, piloted with 15 EFL teachers who were representative of the main group, validated, and administered to 60 Iranian EFL teachers through mail and in person. To enrich the data, 15 Iranian EFL teachers were interviewed as well. The teachers' perceptions of learners' needs were compared using mean scores and standard deviations. In order to determine whether there was any statistically significant difference between teachers' perceptions towards learners' needs, a questionnaire and interview were given to the participants. The results indicated that there were no statistically significant differences among teachers' perceptions in teaching English with respect to learners' needs for the whole scale. The results of the interviews confirmed this finding. Based on the findings of this study, it is proposed that teachers and policy makers consider giving learners more voice and autonomy in different stages of English language teaching and learning especially "needs analysis".

Keywords: teachers' perception, learners' needs, needs analysis

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Cognitive Universality in Translating Animated English Movies into Turkish

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Abstract

Conceptual Metaphor Theory (CMT) offers a new perspective through which to look at metaphor, looking at metaphor as a conceptual, thought-oriented phenomenon with distinct conceptual domains and a surface linguistic realization layer distinct from the conceptual one. CMT also takes metaphor to be an inseparable part of everyday uses of languages, arguing against the traditional stance that believed metaphor was geared only to ornate uses of languages, to rhetorical, especial purposes lying outside the everyday rough-and-tumble of language as communication. In line with this view, this study took a look at a sample of top-rated and popular animated English movies, in an attempt to see how the conceptual metaphors used and addressed to children in them were identical with those in the Turkish translation. Our finidngs are in line with many research findings within CMT showing that conceptual metaphors are for the most part universal and that there are similarities between the source and target domain of the linguistic metaphor of diverse languages to express similar meanings and in similar contexts. Any conceptual metaphor translated from English into the Turkish equivalent has conceptual, and by extension, cultural implications of a universal nature. There are also generic and maturational implications to do with conceptual metaphors being encoded along universal lines even when it comes to pre-mature audience and children without extended exposure to complex metaphors, pointing to the fact that metaphor is so pervasive as to be cognitively woven into language use earlier than otherwise thought.

Keywords: Conceptual Metaphor Theory; Animated Movies; Turkish Translation; Universality; Cultural Implications

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Culturally Motivated Alterations and Adjustments in Subtitled Translations of Hollywood Movies into Turkish

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Abstract

Conceptual Metaphor Theory (CMT) takes metaphor to be woven into everyday uses of languages, arguing against the traditional stance that believed metaphor was geared only to ornate uses of languages, to rhetorical, especial purposes lying outside the everyday rough-and-tumble of language as communication. The field looks at metaphor as a conceptual, thought-oriented phenomenon with distinct layers of conceptual domains and parallel surface linguistic realizations. Subscribing to this view, and using the many research and analytic tools developed by the champions of the theory, this study took a look at a top-rated Hollywood movie, with a large fan base, in an attempt to see what conceptual adjustments, or simply downright alterations the Turkish translator introduced into the metaphors in the Turkish subtitle of the English discourse used in the original script of the movie. The analysis supports the central argument posed by many researchers within CMT to the effect that the conceptual traffic between the source and target domain of the linguistic metaphor has, by nature, cultural implications as well, with discursive and cultural forces both feeding into the translator's choices. This study brought this out by recourse to actual linguistic data and the discussion of some adjustments undertaken by the Turkish translator of the linguistic metaphors used in the source language of the movie. The fact that the translator made attempts to preserve the conceptual structure in most of the original English metaphors when translating them into Turkish provides support for previous research and many scholars' positions, but it remains to be seen why the genre of movies appears to evidence, in comparison to the case of modern fiction for example, lower universality and more creative Turkish translations at some interesting removes from the original English ones.

Keywords: Cognitive Linguistics; Conceptual Metaphor Theory; Hollywood Movies; Turkish Translation; Subtitles; Cultural Implications

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A Sociological Study on the Impact of Translation on Iranian Social Context during Qajar Era

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Abstract

The basic social turn introduced by the researchers in the field of translation studies underlies the appearing of the sociology of translation formed in translators' mind and fulfills many roles through the negotiation of meaning in social and cultural fields. Newly, a shift from text to the role of translators and social channels as well as society has been highlighted in the sociology of translation as one of the most significant paradigms in translation studies; therefore, it is so important to be familiar with the influential effect of the translators as social agents with structuring and structured habitus, producing different texts and make them meaningful. Bourdieu, as one of the noticeable figures in this field has introduced several theories. The present study uses Pierre Bourdieu's theory of practice in the field of sociology of translation the interaction between habitus and different capitals in a proper field. So, he has suggested his theory based on the interaction between the habitus of translators and their capitals in a social field. His thinking tools are interrelated with each other. The present qualitative study takes Russia History Revolution of 1905 from Arabic to Farsi translated by Abdul-Hossein Kermani to illustrate the social space of the Qajar era. This literary work was chosen as a case study to consider the translator's ideology and habitus based on basic social changes represented in his writing style and interconnection between social activities. Literature of the Qajar era acts as a predisposing subject towards the modernization of Iran or many social changes. The consequences indicated that translators, as main agents, act as an important factor, in the formation of social constructions and democratic organizations due to the interaction with western countries, in which the first group of intellectuals emerged.

Keywords: Sociology of Translation, Cultural Capital, Habitus, Practice Theory

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معاونت پژوهشی، فن‌آوری و ارتباط با جامعه

Inter-cultural Adjustments in the Translation of Modern English Fiction into Turkish

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Abstract

Cognitive Linguistics has advanced considerably in the recent years to embrace a healthy range of sub-disciplines treating linguistic phenomena as the result of manifold essential cognitive operations without which those same linguistic phenomena cannot be accounted for. One vital and prominent spin-off of Cognitive Linguistics is Conceptual Metaphor Theory (CMT), which has opened a new window through which to look at metaphor, looking at metaphor as a conceptual, thought-oriented phenomenon with one distinguished layer including two conceptual domains which always interact with one another, and another surface linguistic realization layer distinct from the conceptual one. Using the many research and analytic tools developed by the champions of the theory, this research investigated what conceptual adjustments, or simply downright alterations the translator introduces into the metaphors in the Turkish translation of the English discourse used in the English version of the globally well-known novel Twilight by Stephanie Meyer. The analysis drew upon many researchers' argument within CMT that the conceptual traffic between the source and target domain of the linguistic metaphor has, by nature, cultural implications as well. In other words, any adjustments made in the conceptual metaphor from the English towards the Turkish equivalent has conceptual, and by extension, cultural implications and discursive forces feeding into it in the first place. This constituted another aspect in this study, using samples and discussion of the adjustments undertaken by the Turkish translator of the linguistic metaphors used in the fiction sample. Additional studies are needed to find out more universally and inter-culturally related metaphors in order to raise awareness regarding cultural and intercultural relationships, especially with Turkish as the target language.

Keywords: Cognitive Linguistics; Conceptual Metaphor Theory; Fiction; Turkish Translation; Cultural Implications

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Students' and Teachers' Attitudes towards the Use of Technology as a Magic Tool in Teaching and Learning a Second Language in Education

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Abstract

The use of technology has become an important part of the teaching and learning process, both inside and outside the class. Each language class usually uses some form of technology to help and improve language learning and teaching. The aim of this study was to explore the attitudes of Iranian EFL students and teachers towards the use of new technologies as magical tools in teaching and learning process of English as a second/foreign language. In order to understand how teachers and students think of teaching and learning with technology, this study investigated 40 ESL students' (male and female) and 10 college teachers' (male and female) attitudes towards learning and teaching with technology being imposed by the researcher through questionnaire and interview at Islamic Azad University of Tabriz. Quantitative data with twenty seven close-ended questions and 5 point Likert scale were calculated by SPSS (version 20) and qualitative data with six open-ended questions were conducted to gather and analyze the collected data. An independent-sample T-test was used to measure the results of the two independent groups of males and females. The study's findings reinforced that majority of the participants (teachers and learners) had positive attitudes towards using technology for language teaching and learning.

Keywords: technology, teachers' attitudes, students' attitudes, English learning, teaching English, computer assisted language learning

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A Discursive Model of Resistive Economy to Counter the Imposed Sanctions on Islamic Republic of Iran with a Focus on Supreme Leader, Ayatollah Khamenei's Utterances

Seyed Mohammadali Soozandehfar[1]

Abstract

As a contribution to countering the imposed sanctions against Iran, this investigation has made an attempt to appraise the language of resistive economy aiming at modeling it discursively for the first time in the context of Iran. In this vein, postulating the grounded theory proposed by Ary et al. (2010) as the analytical framework, this study associated and mingled the concepts utilized in the discourse of resistive economy extracted from various materials, articles, excerpts, interviews, and questionnaires through diverse qualitative techniques such as open, axial, and selective coding types. Moreover, to select a subset of common concepts and remove the redundant ones, factor analysis was applied as a quantitative technique. In the denouement, the culmination of the present investigation has been dichotomized into two major theoretical themes, i.e. macroscopic and microscopic views. Macroscopic view accounts for the history and philosophy of resistive economy, while microscopic view deals with four categories of resistive economy, i.e. requirements, principles, objectives, and application procedures, which altogether comprised a model describing resistive economy in the Iranian context. Parenthetically, the study proposed some implications to economics teachers and discourse analysts at the end.

Keywords: resistive economy, model, sanctions, discourse analysis

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The Effect of Task Complexity, Modality, and Planning Time on the Production of Selected Grammatical Structure of Iranian EFL Learners

Negin Mokri Haye Tabar[1]

Abstract

The overall goal of the present study was to explore the effects of task modality (speaking vs. writing) on the English and a foreign language learner's L2 use of selected grammatical structures. Furthermore, the study was an attempt to explore the roles of task complexity and planning time on Iranian EFL learners' production of the selected grammatical structure. To this end, a sample of 90 adult female EFL learners was taken from the whole 260 population of Nava Private Language Institute in Tehran, Iran. The instruments under study were IELTS speaking test and Michigan test for homogenizing the learners, a grammar pretest, and a grammar posttest. The learners were exposed to three strategies of task-based instruction that is task modality, task complexity, and planning time. The results revealed that the task complexity group was better than the other two groups in the production of the selected grammatical points. The study has implications for both teachers and learners.

Keywords: Task complexity, Modality, Planning Time

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Cultural Near-universality or Variation in the Translation of Emotion Metaphors in Literature

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Abstract

The universality of emotion metaphors in different languages with little to no genetic association, existing within the confines of different cultures, has become a controversial topic amongst cognitive linguists. The purpose of this research was to analyze emotion metaphors in two established works of literature translated into a broad range of languages, to determine identicality, similarity, or differences in the conceptualization of metaphors, and the role the translators play in creating this metaphorical equivalence. To this end, an analysis was undertaken of the whole work, The Alchemist, written by Paulo Coelho, originally in Portuguese, and translated into English by Alan R. Clark, and into German by numerous well-known translators. The same procedure was applied to Romeo and Juliet, in English and its French translation. The emotion metaphors were identified in the original languages according to the insights by Zoltán Kövecses. The findings made for adequate evidence to the effect that the emotion metaphors in these discourses and their translations exhibit universality in large part, with little hindrance in the way of target understanding by the target language audience when it comes to the conceptualization of emotion metaphors. Further support for this study comes from a similar work by Kövecses and his students with regard to emotion metaphors in Hungarian and Japanese, pointing to and arguing for cultural near-universality. Apart from obvious linguistic, cultural and cognitive implications, such research as this can benefit translation studies, the translator's profession, discourse studies, the teaching of second language reading and writing, among many others.

Keywords: Emotion Metaphors; Literature; Translation; Universality

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The Effect of Using Application on Iranian EFL Learner's Proverb Learning

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Abstract

Idioms share cultural and historical information and broaden people's understanding and manipulation of a language; in fact idioms' important pragmatic function in language should not be neglected. Different methods need to help learners to improve their communicative abilities. One of the methods may be using digitalized tools and applications. Whereas the penetration of instructional applications in Asian countries keeps climbing, little research has explored the utilization of English proverbs application in second language learning. Thus, this study was an attempt to bridge the gap and to investigate the effect of using application of English proverbs on Iranian EFL learners' idiom learning and retention. Furthermore, the learners' perceptions in treatment group using English proverbs application were explored through a semi-structured interview. The sample were 54 intermediate learners that were divided into two groups of treatment or experimental and conventional or control group. OPT as a homogeneity test, semi-structured interview, pretest, and immediate and delayed posttests in idioms were the instruments used in this study. The other phase of the study involved teaching 50 proverbs to the intermediate level students during 10 sessions in one of the private language institutes in Isfahan, Iran. All of them were female and aged 15-19. The results of quantitative analysis of the data via independent t-test showed that the students in the treatment group outperformed to control group in the short and long terms. Furthermore, based on the results of interviews from the learners' in the experimental group revealed that, in general, they hold positive attitudes towards learning idioms via application under study. The research has implications for EFL teachers and material developers.

Keywords: English Proverbs application, Idiom learning, Idiom production

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The Relationship between Learned Helplessness, Self-regulation and Reading Comprehension in Public and Private Language Schools in Iran

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Abstract

As it is axiomatic in big area of education, in addition to learners' ability as part of cognitive domain and intellectual field, psychological domain and its sub-parts like self-regulation and learned helplessness (LH) are important factors that should not be neglected. Learned helplessness is defined as a passive behavior characterized by an inability to learn, shown by those frequently subjected to stressful, uncontrollable, and inevitable negative events. Due to the importance of psychological factors, in general, and LH, in particular, the present study was an attempt to investigate the relationship among Iranian high-school students' learned helplessness, self-regulation and their reading scores in public and private language schools. To this end, 100 students from both public and private students completed two questionnaires of self-regulation and LH and a reading comprehension test. The results showed no statistically significant relationship among Iranian high school learners' level of LH, self-regulation and reading scores on public schools. Additionally, there was a statistically significant difference between public and private language schools regarding high school learners' level of LH, self-regulation and reading scores; the private schools' learners outperformed the public school counterparts and obtained higher scores regarding these three domains. Then, it can be concluded that the context of study is an important factor that should not be ignored. The findings suggest some implications for materials developers, test developers, instructors and students' learning English at EFL/ESL classrooms, in general.

Keywords: Learned helplessness, self-regulation, reading comprehension, public and private schools

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An Analytical Study of the Element of Nature in Nizami's Works – A Case Study of Haft Paykar

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Abstract

This research studied Nizami's use of Nature in Haft Paykar. In the research, the words 'nature' or 'natural' as well as the main function of nature in Nizami's works particularly in his Haft Paykar were analyzed. The aim of this recent research was to demonstrate how nature, as a self-contained aesthetic entity, has been used in the Haft Paykar. The research type was qualitative and the approach was interpretive. The samples were selected on the basis of purposive sampling procedure. The results show that nature in Haft Pakar is a crypt from which the traveler must escape. In the next step, we tried to answer the question of why Nizami has used many symbols to tell the story of Bahram, the Sassanian King, and how to interpret these symbols. The analysis of data showed that Nizami, by narrating the love story of Bahram and the Prophet, shows how they release themselves from the world. Also, the term nature in Nizami's poetry is a mystical concept trapped in the material world and is advised to be freed from the material existence. Moreover, the term nature in Nizami's poetry is a mystical worldview portraying that the material world has been trapped in the web of fate and man is advised to be emancipated from material existence. In Nizami's works, Nature has not been applied in its literally sense, but the term nature is associated with concepts such as divine essence, creation, and the existence, and the whole material world is in the realm of nature. As a whole, nature is seen as a spiritual force and the human achieves the truth through it.

Keywords: Nature, Nizami-e-Ganjavi, Haft pakar, Symbol, Spiritual World

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Prompting EAP Students' Reading Strategy Use through Strategies-Based Instruction

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Abstract

This study aimed to investigate the impact of a strategies-based Instruction (SBI) on undergraduate students' reading strategy use in an English for academic purposes (EAP) context. To this end, Oxford's (1990) Taxonomy of strategies was selected as an instructional model to improve the students' reading comprehension in order to encourage them to use effective strategies and skills. The design of this study was based on pretest-treatment-posttest. Based on cluster random sampling, 45 male and 35 female EFL students were selected from two universities in Tehran, Iran. Then, they were divided into equal groups (N=40), as the experimental and control groups. The experimental group received treatment that is a strategies-based instruction for 22 sessions, 2 sessions per week. The control group was instructed based on the traditional model of reading comprehension. The results indicated that the proposed method of instruction improved the students' reading strategy use. The findings of this study would be useful for teachers, syllabus designers and curriculum developers, in general, and for EAP practitioners, in particular.

Keywords: Taxonomy of Oxford (1990); Strategy-based Instruction (SBI); Reading; Undergraduate students

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The Effect of Teaching Critical Thinking Skills on Iranian Advanced EFL Learners' Reading Comprehension

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Abstract

Since reading comprehension is one of the problematic areas in language learning, teachers need to encourage using strategies and skills to solve the problems learners face in reading texts and also find appropriate ways to motivate them. Critical thinking, as one of the many skills teachers can make use of, might be of great advantage to learners in achieving a better reading comprehension. To fulfill this purpose, the present study was an attempt to probe into the effect of teaching critical thinking skills on advanced EFL learners' reading comprehension. The study was carried out at Simin language center in Tabriz. Out of 60 initial participants, 42 were selected based on the results of TOEFL Proficiency test. Then, the selected participants were randomly assigned to an experimental and a control group, each consisting of 21 participants. The reading subtest of TOEFL test was considered as the pretest of the participants in both experimental and control groups to evaluate their comprehension level. This test included 45 reading questions that the participants answered in fifty five minutes. Then, the Watson and Glaser's (1980) critical thinking appraisal, comprising 80 items on five subtests, representing critical thinking sub skills, were instructed to the 21 students in the experimental group. The sub-skills of critical thinking included skills such as inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments. The instructional treatment took 10 sessions twice a week for advanced students. In each session, 20 minutes was devoted to the treatment. The teacher/researcher raised the awareness of the participants about critical thinking and explained about the critical thinking skills. The traditional instruction was conducted in the control group. The results of independent samples t-test showed that teaching critical thinking skills had a significant effect on Iranian advanced students' reading comprehension. The obtained results have some implications for teachers. Through applying critical thinking skills in their classes, teachers can teach students how to use these skills both explicitly and implicitly to enhance reading comprehension.

Keywords: critical thinking skills, Reading comprehension

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An Investigation of EFL Learners' Feelings towards the Use of Flipped Classroom Approach in Reading Comprehension Classes

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Abstract

Flipped Classroom Approach (FCA) is a significant teaching approach which provides a blended learning environment and allows the students to engage in active learning. However, very few studies have investigated learners' feelings regarding the application of FCA in the classroom. This study aims to examine English as a Foreign Language (EFL) students' feelings towards FCA in reading comprehension classes. The data were collected using a questionnaire, oral interviews, and observations. Forty students, who were studying English as a compulsory course in Bam High schools, were selected using convenience sampling method. The data were analyzed using descriptive statistics and thematic analytic strategies. The frequencies of the responses for the questionnaire items showed a positive attitude towards FCA. Besides, most of the themes obtained from the oral interviews revealed a positive evaluation of the experience with flipped learning. The observations also confirmed the findings of the questionnaire and interviews. The findings demonstrate that the implementation of flipped learning in an Iranian context is optimistically recommended since it can enhance an active learning experience and can alter student's attitude towards teacher and student roles. This study provides implications for EFL instructors, educators, curriculum designers, and learners.

Keywords: Flipped Classroom Approach; learners' feelings, reading comprehension; English as a Foreign Language; interview; observation

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The Study of the Effect of Translation of Saadi-e-Shirazi's Works on Western Literature Using an Intertextual Approach

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Abstract

Translation is not just transferring a message from one language into another, it involves the transfer of thought, culture, and art of a language into another language. Persian poetry and literature is among the world's literary pillars and one of the first Iranian poets that has special place in the west is Saadi Shirazi famous for his didactic literary works and the value of his work has been appreciated by the world's great literary figures. His works are the rare eloquence in the literature of the world. In this paper, the invaluable thoughts of this Persian poet, the influence of his works in the world including the literature of the west and the U.S.A has been studied in the framework of intertextual theory under qualitative research method. This study showed how great poets and writers, such as Victor Hugo, Goethe, Friedrich Ruckert, Emerson and others in the human sphere of friendship, peace, and ethical manners have adapted and been influenced by Saadi Shirazi to the history of the world, and the result of this study revealed the influence of this great poet on the western literature.

Keywords: Translation, Saadi Shirazi, Western Literature

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A Descriptive Analysis of 'the Scarlet letter' Translation by Simin Daneshvar from Register Theory View

Nikoo Rahiminezhad Yazdi[1], **Mahnaz Barzegar**

Abstract

This study aims to investigate the Persian translation quality of Nathaniel Hawthorne's 'the Scarlet letter' based on the Halliday's Register theory. The late Simin Daneshvar, the famous Iranian woman writer, translated the work in 1954. Though her books and translations are among the best works and it is not fair to overlook the art of the translator, rendering the high quality translation as the aim of translation theories shouldn't be ignored. Halliday has discussed the register as a context of situation. "A register is a semantic concept that can be defined as a configuration of meanings that are typically associated with a particular situational configuration of field, mode and tenor). He has also proposed three meta-functions (ideational, interpersonal and textual) which have the same concepts as field, tenor and mode, respectively. However, based on the Halliday's Register theory, the present study finds out that the Persian translation has some deficiencies in the ideational, interpersonal and textual functions, which are discussed in more details.

Keywords: Nathaniel Hawthorne, the Scarlet letter, Halliday's Register theory, Simin Daneshvar, metafunctions.

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معاونت پژوهش و فن آوری دانشگاه آزاد اسلامی واحد تبریز

The Historical Sociology of Translation in Iran

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Abstract

Translation into Persian has a long history and has played an important role in the evolution of Iranian civilizations throughout and beyond Western Asia and the world. In Iran, in the Middle Ages, the trade between Arabic and Persian was the main characteristic of the translation activities. In the wake of the Mongol and Tatar raids in the seventh to ninth centuries, a new interaction between Persian, on the one hand, and a number of Indian and Turkish languages, on the other hand, emerged and made this history more diverse. In the second half of the first century AH, Islam gradually spread throughout the Iranian plateau. In the fourth to sixth centuries, translation into Persian was accelerated, and through it a large collection of diverse disciplines, from medicine, astronomy, geography to history and philosophy became available to Persian-speaking readers. Until the seventh century AH, Persian as a language of science, religion, literature, law, as well as a means of communication in India has completely taken over and the translation of a number of important works of Sanskrit and other Indian languages into Persian began. In the late nineteenth century, a number of developments led to the emergence of a translation renaissance in Iran. After a century and a half of political instability, the Qajar dynasty (1210 to 1344 AH) had established some form of stability in the Iranian society in the early part of this century, and by sending Iranian students to Europe, more or less regular cultural contacts with Europe began. This, in turn, exacerbated the urgent need for the contact between governments. The stone printing method found its way to Iran, followed by the Persian press and the fledgling book industry, all of which led to more familiarity with European languages and the re-emergence of translation work. The constitutional movement played an important role in changing Iranian society and influenced much of the country's cultural life and ideas. As a result of the political, economic and social currents of the age of constitutionalism, the minds of the Iranians became more familiar with the new concepts and phenomena of the Western world, and the acquisition of Western languages was accelerated. After World War II, English was replaced by French in Iranian high schools, and translations were mostly in English. Along with these developments, Marxist ideas, through translations led by the Tudeh Party of Iran, gradually flourished in Iran. It was not long before the Americans, who had seized power in Iran from the British, arrived. In the late 1960s, translation began a new phase, as competing political forces were advancing their plans through translation. In 1332 Solar Calendar, the book publishing and publishing company, was founded in Tehran on the initiative of EhsanYarShater. During the years 1348-1387, efforts were made at the University of Tehran, the High School of Translation, and elsewhere to teach literary translation from English to Persian and vice versa in a new way. During the years 1348-1387, efforts were made at the University of Tehran, the High School of Translation, and elsewhere to teach literary translation from English to Persian and vice versa in a new way. In 1979, and until a few years later, as part of the government's efforts to shift Iran's educational system to its ideology, a committee called the Committee

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on Translation, Editing was formed in the Cultural Revolution headquarters. In 1989, a professional journal called "Translator" was published at Ferdowsi University of Mashhad. This was the first attempt to stimulate scientific debate about translation.

Keywords: Translation, Language, constitutional Era, History

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The Sociocultural Function of Translation: A Study of Simin Daneshvar's Stories Sociocultural Impact

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Abstract

The term gender is a vast field in translation studies. The present study focuses on a woman translator and storywriter in order to study how translation has influenced women's status in the Iranian community. Therefore, this study aimed to explore how the visibility of women in the Iranian culture and community after a long patriarchal era has changed the community's thoughts about women. The method used for the study was qualitative with the interpretive approach. The corpus consisted of an Iranian woman translator and story writer named Simin Daneshvar, who has contributed to the promotion of Iranian women's socio-cultural status during the modern and contemporary century. The results proved that women translators and story writers have endured the hardships of socio-cultural changes and made it possible for the modern, contemporary century Iranian women to make themselves visible in their social context.

Keywords: Gender, Translation, Culture, Feminism, Patriarchal community

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Differential Effects of Video Chat and Face-to-Face Metalinguistic Feedback on L2 Learners' Grammatical Accuracy

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Abstract

One way to enhance second/foreign language (L2) learners' proficiency is through providing them with corrective feedback. Although previous research has investigated the effects of different types of oral CF, little is known about the differential effects of computer-mediated and face-to-face metalinguistic feedback on L2 learners' grammatical accuracy. Therefore, this study was an attempt to examine the differential effects of computer-mediated and face-to-face metalinguistic feedback on L2 learners' grammatical accuracy. To this aim, 74 intermediate L2 learners in a language institute in Tehran, chosen via convenience sampling, were assigned into three groups: a control and two experimental groups (i.e., face-to-face, and video chat). To measure the participants' grammatical accuracy before the treatment, a pretest was administered. In the next step, the experimental groups received oral metalinguistic feedback for their errors whereas the control group did not receive any feedback. Finally, a posttest was used to measure the participants' grammatical accuracy after the treatment. The results of ANOVAsuggested that both computer-mediated and face-to-face metalinguistic feedback led to the improvement of the participants' grammatical accuracy. The findings illustrated that face-to-face metalinguistic feedback can be as effective as computer-mediated feedback. The results have implications for L2 teachers and researchers to help L2 learners to improve their grammatical accuracy.

Keywords: computer-mediated feedback; face-to-face feedback; grammatical accuracy; metalinguistic feedback

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The Effect of Textual Input Enhancement and Explicit Rule Presentation on the Performance of Iranian EFL Learners in Making Request

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M.A. in Teaching English as a Foreign Language

Abstract

The role of teaching in developing learners' pragmatic competence in both second and foreign language contexts has recently motivated a great deal of research. This paper aims to show whether the learners' pragmatic competence of "requesting speech act" improves after textual input enhancement instruction and explicit rule instruction or not with 30 participants that were randomly selected groups using pre-tested for homogeneity with Nelson English Language Proficiency Test. The participants were classified into three random classes, the textual input enhancement group, explicit rule presentation group and the control group. Each group consisted of ten Iranian EFL learners. The participants in the textual input enhancement group were taught metapragmatic information with boldface on the preselected target request forms. The participants in explicit rule presentation class received not only textual input enhancement but also explicit instruction. The participants in the control group did not receive any instructions on requests. The design was quasi-experimental. The study used a pretest and a posttest to measure the effects of pragmatic language instruction on the participants' pragmatic ability to make an appropriate request in different situations. On the posttest, they were given a discourse completion test (DCT), which was designed by the researcher. The results of this study showed that explicit rule presentation has a positive effect on the development of Iranian EFL learners' pragmatic competence of request speech act. In conclusion, pedagogical implications were discussed.

Keywords: Textual input enhancement; Explicit rule presentation; EFL context; Pragmatic competence; request speech act

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The Effect of Extensive Reading on Iranian EFL Learners' Intercultural Competence with a Focus on Gender

Mohammadreza Khodadoost[1]

Abstract

In recent years, there has been a growing interest in the cultural dimension of foreign language education, and teachers today are rather inclined towards promoting the acquisition of intercultural competence in their learners to help their learners gain the mastery of not only the structural, linguistic, and communicative aspects of language but also the cultural aspects of the language concerned. In this line, the present study aimed to investigate the effect of extensive reading on improving the intercultural competence of Iranian male/female EFL learners. The population of this study included advanced level EFL learners in ILI center of Tabriz out of which 60 male and female EFL learners were finally selected through random sampling. The main instrument was the intercultural competence questionnaire developed by Robin Denis Johnson (2015); it includes 20 items regarding intercultural competence and aims at eliciting the learners' knowledge of their intercultural competence. The materials for this study included various texts selected by the researcher and some expert colleagues. The texts were used as the sources of extensive reading for the participants; these texts include some cultural aspects of English to which the Iranian EFL learners were subconsciously exposed. These texts were selected from the Internet, validated by consulting professors and other expert colleagues, and their readability was calculated using Flesch readability score in order to ensure their suitability for advanced learners. Comparison of the data obtained from the learners before and after extensive reading led to the rejection of the null hypothesis, and it was found that extensive reading is effective in increasing the intercultural competence of Iranian EFL learners. The findings have some implications for curriculum developers and material writers at national level as well as the language educators and teachers teaching English in both public and private sector of the country.

Keywords: Intercultural competence, Extensive reading, Iranian EFL learners

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A Neo-Hermeneutic Approach towards Translation of Numbers in the Holy Quran from Arabic into English

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Abstract

The present study focuses on the analysis of the translation of numbers in the different verses of the Holy Quran from Arabic into English based on Neo-Hermeneutic approach. The researchers attempted to find out the differences and similarities between Arberry's translation of the verses containing the concept of number comparing them with different exegesis to understand the different understandings and interpretations in the process of translation and find out if any distortions have happened due to these understandings and interpretations. The method adopted was of a qualitative type with an interpretive approach. The samples were selected on the basis of purposive sampling procedures and the theoretical framework for the analysis of data was Gadamer's neo-hermeneutical approach. After analyzing the selected samples, the results and conclusions were discussed and the research questions were answered. It was concluded that different understandings and interpretations were noticeable in the process of English translation and sometimes the intended meaning of the source text is quite different from the translated ones

Keywords: Neo-Hermeneutic, Qur'an Translation, Numbers, Translation

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Language Paralysis and Irish Identity in James Joyce's Short Stories "The Grace" and "The Araby": A Cultural Study

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Abstract

James Joyce could be placed among the most dominant cultural authors whose concern is the material life, social class, social identity and cultural crisis. Joyce is well known for his typical depiction, musical decoration as well as his sticking to proper cultural and social materials and issues such as religious matters. His selected short stories of Dubliners, which revolve around the lifestyle of the Irish middleclass in Dublin around the late 1800s and early 1900s, appear simplistic at first glance, but under analysis it reveals the inner world of a character and the reality of the common man through symbols, metaphors, and sensory analysis. Dublin is the city of silence, which threads its way through the lives of the Dubliners, for this reason Joyce's characters are presented in a silent state. Such silence denotes the sterility of communication and the absence of the art of conversation. Language is one of the major concerns of cultural studies and could be considered as the symbol of power. Language in literary texts plays a major role in constructing meaning and reflecting the author's intention and is the only one of those practices implicated in the symptoms of the crisis of late capitalist society. Faced with the ideological mystification of personal lives, Raymond Williams stresses the imperative of establishing connections by emphasizing the role of means of communication, and speaks of "productive communication in shaping community. In this respect, this study aims to investigate how the notion of language as cultural practices which construct social and cultural products function in James Joyce's selected short stories, "The Grace" and "The Araby" within the framework of Cultural Materialism to show how James Joyce attempts to harness the effects of language that may arguably be selected as the feature of his writing, which mostly conditioned its technical transformations.

Keywords: Cultural materialism, Language paralysis, Hegemony, Discourse

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Effect of Video Instruction on Iranian EFL Learners' Listening Comprehension

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Abstract

The current study aimed to explore the effects of Computer Assisted Language Learning (CALL) on enhancing Iranian EFL students' listening comprehension. To do this, the researcher administered the Oxford Placement Test (OPT) to 95 Iranian EFL learners to measure their general English proficiency. Then, 60 intermediate students were selected and divided into an experimental group (n=30) and a control group (n=30). Then, both groups took a pre-test of listening comprehension. Then, the researcher taught the experimental group using videos. However, the researcher taught the control group using traditional methods like listening to DVDs and does the listening exercises. The instruction lasted eight sessions. In the first two sessions, the OPT and the pretest were administered respectively; the students received the treatment in five sessions. In the eighth session, the post-test was given to the participants of both groups to measure the effects of the treatment on their listening comprehension. Finally, the data were analyzed using paired and independent samples t-tests. The obtained results indicated that there was a significant difference between the experimental and control groups. The findings indicated that the experimental group significantly outperformed the control group ($p < .05$) on the post-test. The implications concerns the neeed to make the teachers aware that teaching through CALL can provide better results than teaching through traditional methods.

Keywords: Listening comprehension, Video, CALL

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The Effect of Team-problem Solving Activities on Learning Vocabulary by Elementary Language Learners at High School

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Abstract

This study examined the effects of team-problem solving activities on Iranian EFL learners' vocabulary learning. To do this study, the OPT was administered to 70 Iranian EFL learners. Based on their performance on the OPT, 40 elementary students were chosen as the target population of the study. After selecting the target participants, they were randomly divided into two groups, one experimental group and one control group. Then, all the participants were pre-tested and then the treatment was applied. The researcher taught the experimental group by using team-problem solving activities. On the other hand, students of the control group were deprived of such kind of treatment. They received a traditional teaching method. The treatment lasted 12 sessions; the allocated time for each session was 50 minutes. In the first session, the participants were homogenized; in the second session, the selected participants were pretested; in the sessions, the researcher taught the words to the students of both groups. In the last session, the researcher administered the vocabulary posttest to discover the effects of the treatment on the participants' vocabulary learning. The results of paired samples t-test and an independent samples t-test indicated that the experimental group outperformed the control group on the posttest. The implications of this study encourage the cooperative learning among the students.

Keywords: Team-Problem Solving Activities, Cooperative Learning, Vocabulary Learning

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The Role of Gender in Achieving Computer Literacy among EFL University Teachers

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Abstract

The status of using computer-assisted language learning (CALL) in developing countries like Iran could enhance English language teaching (ELT). The present study attempted to evaluate the male and female teachers' computer literacy in developing English language teaching methods and tasks in the Iranian context. The participants of this study were 35 MA and PhD university teachers who were selected based on random sampling method from Islamic Azad Universities in Khuzestan. The research instrument was a questionnaire of eliciting the participants' computer literacy following Shin and Son (2007) and open-ended items. The reliability and validity of the questionnaire were met. The participants filled in the questionnaires either through emailing or in person. Data were analyzed through the K-S test and independent samples t-test. The results of the study showed that computer facilities are poor and universities need to reassess CALL facilities. They all agreed that CALL training courses could be a great help for teaching English. The findings also showed that male teachers were more interested in using computer and were better in computer literacy than their female counterparts. Younger teachers use CALL more than the adult teachers do. The implications of the study suggest that teachers should be competent in both computer use and language teaching methodologies.

Keywords: Computer Literacy, Attitudes, Motivation, CALL

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The Role of Pictorial Description in Improving Learning Listening Comprehension by Iranian Junior High School Students

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Abstract

Listening ability is a skill that is of great importance in learning a second/foreign language and many methods, techniques, materials and approaches have been proposed with the purpose of facilitating teaching/learning listening. One of these methods is to accompany pictures with listening materials and treatments. The present study tried to investigate the effect of pictorial description on improving Iranian intermediate learners' listening comprehension skill. To achieve this purpose, the investigators administered Oxford placement test (2007) to 90 students of two girls' Junior high schools in Abadan. The participants were in grade nine with their range ranging from 13 to 16. After homogenizing the participants based on their proficiency, the researcher divided them into three groups. The participants were non-randomly divided into two experimental (the pictorial and the aural groups) and the control, with 30 learners in each group. A teacher-made listening pretest that was piloted by the researcher was administered to all groups. Then, all groups were instructed under an eight-session treatment each of which lasted 50 minutes. Finally, the participants took a posttest similar to the pretest in listening comprehension. Both pretest and posttest reliability were calculated with KR-21. Statistical analyses were done through one-way ANOVA. The result of the study indicated that pictorial-base education could improve learners' listening comprehension.

Keywords: listening, pictorial description, educational pictures

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The Effect of Attitude-based Approach on Learners' Interactive Classroom Conversations

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Abstract

This study investigated the effect of attitude-based approach on developing English as foreign language (EFL) learners' interactive conversation. The sample of this study was composed of 50 EFL students studying English as a foreign language at different English language institutes in Abadan. The participants were randomly assigned to an experimental group and a control group. A conversation pretest was administered to both groups as the pretest. The instructor taught the conversation of daily activities to the experimental group based on the attitude-based approach. This approach is to teach interactive conversation strategies. The control group was taught based on the traditional method of teaching conversation like question and answer and doing the textbook exercises. After the treatment, the data related to the conversation posttest were analyzed through a paired and independent samples test. The results revealed that the attitude-based approach to teaching interactive conversation strategies significantly improved the learners' speaking skill and conversation strategies. Finally, it was found that Iranian students with a positive attitude perform a better performance in interactive conversation than students with a low attitude level. The results of the study can be useful for English language teachers to consider the importance of attitude-based approach to teaching interactive conversation and speaking skill strategies.

Keywords: Attitude-based approach, Foreign language learning, Interactive conversation

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Using Parallel Co-teaching Approach in Learning Speaking Skill among Pre- Intermediate Learners

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Abstract

This study aimed to investigate the effect of using parallel co-teaching approach on learning speaking skills among pre-intermediate language learners. The population of this study included all language learners in Baghmalek. Then 32 participants were selected based on Oxford Placement Test (OPT) and randomly divided into two experimental and control groups based on convenience non-random sampling method. Both groups took a speaking exam as a pre-test to measure the participants' speaking ability at the beginning the course. The experimental group received the instruction through using parallel co-teaching approach and by two instructors. They divided the class hours into two halves and taught speaking activities in turn. The materials for the control group were administrated using traditional teaching of speaking skill like question and answer activities and answering the textbook questions orally. After eight sessions of treatment, the learners' performance in speaking ability was evaluated using a post-test on the same topics presented on the pre-test in terms of the themes of the topics. Two raters scored the speaking exams through a speaking checklist. Then the inter-rater reliability was estimated via Pearson Correlation Analysis. The results of their evaluation were analyzed through SPSS 17. Finally, the results of this study revealed that there was a significant difference between the two groups. Implications of the study suggest that using parallel co-teaching approach can affect the learners' speaking ability at the pre-intermediate level.

Keywords: Co-teaching method, parallel co-teaching approach, speaking ability

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The Impact of Culture on Translation: An Overview

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M.A. in Teaching English as a Foreign Language

Abstract

Throughout history, and indeed throughout the world, translation has always been a means by which knowledge was transmitted and cultural and spiritual values were exchanged between communities. It is hard to locate precisely when culture entered contemporary thinking on translation, in relation to either the process or its result. In the decade 1950–1960, when translatology was starting to change into an independent discipline, there was a strong ethnocultural dimension, but this concerned language rather than the human groups that translation seeks to bring together, no doubt because linguistics was the pilot discipline and the period was dominated by structuralism. The fact that translation activity has always contributed to the establishment and preservation of Iranian culture cannot be neglected. Through the ages Iranian culture has thrived and evolved. Invading cultures and forces have influenced it. However, translation movements have played a significant role in perpetuating and promoting the Iranian culture and identity in the past and will continue to play a more significant role in the future.

Keywords: Translation, Culture, Structuralism, ethnocultural

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The Role of Planning Time and Task Complexity on the Production of Selected Grammatical Structure of Intermediate Level EFL Learners

Bahareh Masaelli[1]

Abstract

A central issue in task-based language learning concerns the effectiveness of several task-based methods on different aspects of linguistic performance at different levels of L2 proficiency. Most of these studies have focused, however, only on quantitative data analysis rather than a mixed method one. Due to the importance of tasks in language instruction and the gaps existing in the literature, the present study aimed at investigating the effects of task complexity and planning time on Iranian EFL learners' production of the selected grammatical structure. To this end, a sample of 54 adult female EFL learners was taken from the whole population of one private language institute in Isfahan, Iran. The instruments under study were PET test for homogenizing general English knowledge, pretest and posttest in grammar and semi-structured interviews with the groups under study. The learners were exposed to three strategies of task-based instruction, that is, task complexity, and planning time. The results revealed that task complexity group was better than the other group on the production of the selected grammatical points. The results of interview approved the quantitative findings. The results imply that the teachers need to apply novel methods such as tasks to motivate learners instead of using traditional methods of instruction.

Keywords: Planning time, Production of selected grammatical points, Task complexity

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A Comparative Study on Emotion Metaphors in English and Persian

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Abstract

The studies on emotion in cognition and culture reveal interesting universalities and culture-specific features in terms of how emotion is conceptualized in the prelinguistic and linguistic levels, and of the fact that it is through using metaphorical conceptualizations that most emotions are expressed. In this spirit, the purpose of this study was to examine how conceptual emotion metaphors are realized in English and Persian. The study was conducted within the framework of Conceptual Metaphor Theory, in general, and Kövecses's framework for emotion metaphors, in particular. To this end, the important work of English fiction "The Picture of Dorian Gray" and its most successful Persian translation were analyzed, to get at the universalities and possible areas of culture-specific conceptual moves whereby the translator translated differently from the English original metaphor used in the source text. The conceptual metaphors employed by the writer were thus identified and then compared with their Persian translations. It turned out that in the majority of the cases, the writer and the translator had employed the same conceptual emotion metaphors to conceptualize a particular concept. Cases were also observed where the translator resorted to diverging conceptual metaphors to capture a particular emotion concept, to approximate the Persian reader's given cognitive template. The present study might offer some implications for the analysis and understanding of conceptual metaphors, the heated debate on universality/culturespecificity, and the interesting conceptual domains some languages latently have when translating from English in an actual authentic discourse. There are, of course, some ideas and implications for further research into teaching literature, stylistics and advanced reading in the classroom.

Keywords: metaphors of emotion; conceptual metaphors; universality; culture specificity; translation

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Translation Quality Assessment of Holy Quran, Surah 1, "Al-Fatiha" Based on Jullian House's Model

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Abstract

Translation Quality Assessment (TQA) is a fast growing sub-field of Translation Studies. During recent years, there has been a crucial increase in the studies on translation quality assessment. Various methods appeared, which are based on objective scientific theories. It focuses on the relationships between the source text (ST) translated into target text (TT). The present study analyzed translation quality assessment of the poems translated by Omid Majd and Ali Akbar Khanjani on the basis of functional pragmatic approach. The method applied is of qualitative nature using Julian House's TQA (1996) Model as the theoretical framework. House analyzes ST and TT at the level of language or text. She considers words, clauses, sentences and paragraphs in the ST and TT. House also presented two kinds of translation in her model: Overt translation and Covert translation. In the present study, two translations of surah one of the Holy Quran "Al Fatiha" will be assessed. The results showed that due to target cultural and sociological circumstances, the translator has the authority to choose which kind of overt or covert translation can be adapted.

Keywords: Translation Quality Assessment, House's Model, Surah Al-Fatiha

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Translation and Ethics: Making a Bridge between the ST and TT Ethical Norms

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Abstract

Translation ethics have been entirely characterized as the practice to keep the importance of the source content undistorted. Clearly, this thought of translation ethics is excessively confined as the translation in particular cases is required to mutilate parts of importance of the first language to experience the group of audience desires. Two restricting perspectives of researchers with respect to translation ethics can plainly be recognized. The main perspective is spoken to by Humboldt, for occurrence, who demands the requirement for keeping the remote components found in the first content in place in the target language. Other researchers call the translator to empower the target reader to hear the voice of the unique essayist, as opposed to the voices of whatever other gathering. The current study aimed at researching and evaluating these perspectives through reviewing the viewpoints of the scholars in the field of translation ethics. The methodology is the review study by referring to the prominent articles and essays in this field through the internet and library-based study. The present paper contends that the translator ought to strike a harmony between taking after moral parts of translation, particularly those identified with the exchange of structure and substance of the source content into the target language and creating a target message that can satisfy in the target language the proper capacity for which it has been created.

Keywords: Translation ethics, Translation norms, Source text, Translation ideology, Form, Content

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The Effect of Opinion-gap Tasks on Listening Comprehension and Self-efficacy of Iranian Pre-intermediate EFL Learners

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Abstract

In the current study, attempts were made to analyze the effects of opinion-gap task on the listening comprehension and self-efficacy of Iranian pre-intermediate EFL learners. To accomplish the objectives of this study, 68 female students were non-randomly selected from a public high school of Mashhad. To ascertain the homogeneity of the participants, Nelson Test was employed and 60 students who scored one standard deviation above and one standard deviation below the mean were selected. They were randomly assigned into experimental and control groups. In the first session, they were given a listening comprehension test and the self-efficacy questionnaire as pre-tests. In the control group, the teaching method was the regular method in high schools, involving presentation of listening activities using modeling, repetition, listening to live conversation as well as recorded conversations. However, in the experimental group, students were taught through an opinion-gap task, and they listened to an audio track and they were asked to share their opinions about what they had heard. In the last session, posttests of listening test and self-efficacy were administered to both groups. Finally, three students from the experimental group volunteered to state their ideas toward the adopted method in their class and findings of interview part were analyzed and translated into English. The results of t-test indicated that there was a significant difference between two groups in terms of post-test of listening (t= -5.91, p= .00) and Self-Efficacy (t= -4.98, p= .00). Therefore, applying opinion-gap tasks had a positive significant effect on the listening and self-efficacy of Iranian pre-intermediate EFL learners. The results of interviews also revealed that the majority of the students expressed positive attitudes towards the use of opinion gap tasks. These activities helped students to mention their emotions, feelings and favorites and finally improved their scores in self-efficacy and language learning particularly their listening scores. Various pedagogical implications arise from the findings of the present study for students, teachers, and material designers.

Keywords: Opinion-gap task, Listening comprehension, Self-efficacy

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Political Discourse through Translation of Media (The Influence of Power and Ideology on Persian Translations of English News)

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Abstract

Discourse, as an interactive pathway to mental representation of verbal and/or non-verbal concepts, plays a pivotal role in directing human behavior and reaction to various events. Political discourse, as one of the most important types of national and international way of introducing and presenting political ideas and sidings of sensitive international actors undergoes delicate manipulations through the narration and translation activities. As such, the act of translation itself is under the influence of certain determining factors like power relations and ideological stances of the target society. Hence, transferring information cited in original news and its related translation in Persian language may be affected by the Iranian context in which the translator works for. According to the aims of the present research, the researcher will make use of critical discourse analysis to investigate the representations of ideological motives and power-related trends in political discourses; reformed in the shape of news stories translated from English into Persian. Fairclough's (1989) indications about language and power and van Dijk's (2002) ideas about ideology and discourse shape the analysis methodology of the research. The results revealed that certainly the ideology of the translator, Iranian society and working context along with the burden imposed by power holders in Iran are determining elements in twisting and reforming the concepts and meanings of the original English news translated into Persian.

Keywords: Translation, Power Relations, Ideology, Discourse

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The Effect of Gender and Proficiency on Metaphor Use among Iranian learners

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The aim of this study is twofold. First of all, to highlight the position of metaphoric competence in L2 pedagogy and to investigate the effect of two individual factors, namely gender and proficiency, on the use of metaphors among Iranian learners. Metaphoric competence is an integral component of a learners' overall L2 communicative competence. Therefore, this study was designed in a small scale to measure the amount of metaphors used by B2 and C2 Iranian learners putting a special emphasis on the variables of gender and proficiency. The results were in line with the available data and suggest, on the one hand, a female advantage over men at using metaphors and, on the other hand, a differentiation across language levels with respect to the ability to use metaphors.

Keywords: CEFR levels, gender, Iranian as an L2, L2 proficiency, metaphorical competence

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The Use of Both the First and Second Language vs. just the Second Language on the Student's Achievement in Reading Comprehension of General English Texts (Monolingual Policy vs. Bilingual Policy)

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Abstract

ESL and EFL teaching in Iran, as in many parts of the world, receive political, economic and legislative support from the government. One of the on-going debates among language teachers is that of whether or not to use the students' first language (L1) in second language (L2) classrooms or learning environments. The focus of this study was to compare monolingual vs. bilingualism in teaching of English in the English language classroom. This study attempts to answer the following question in particular: Which approach, monolingual or bilingualism, will be more effective for reading comprehension of general English text for EFL or ESL learners? In order to investigate the afore-mentioned questions, a sample population of 100 university students were selected, and divided into two groups, 46 students in the first group and 54 students in the second. For two successive sessions, the researcher taught two reading texts (one text in each session) in both English and Farsi for the first group (bilingual group) and same texts but only in English for the second group (monolingual group), for this group researcher never used Farsi, and made unknown vocabulary comprehensible by using very simple English word. At the end of the two sessions, a quiz was administered to two groups at same time to measure students' comprehension; the quiz contained a text which had vocabulary similar to the vocabularies in the two taught texts. It contains 10 multiple choice questions. To analyze the obtained data, a t-test computation was applied. The results showed that bilingual students performed better than monolingual students, which implies that when students and teachers use first language in addition to second language in ESL and EFL classes in order to make material more comprehensible, learners' performance improves more compared to the time when only L2 language is used to teach the second language in the class.

Keywords: bilingualism, monolingual, reading comprehension

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The Effect of Schema in Reading Comprehention

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Abstract

As reading is an important skill in second language acquisition, research, teaching, and assessment and is a complex process and plays a significant role in the process of inter-language development, the researcher set to determine the effect of schema on Iranian students' reading. Two primary questions were addressed in this study: 1) Are there any significant differences between the comprehension of students of Persian literature, who have background information on the content of the passage, and that of electronic engineering students, who do not have background information?; 2) Are there any significant differences between the comprehension of low-level and high-level students in each major? In order to address the afore-mentioned questions, a sample population of 100 university students majoring in electronic engineering (no=51) and Persian literature (49) of Jiroft Azad University was selected. The participants were tested for their homogeneity of linguistic proficiency and were, then assigned, to two groups of high-level and low-level proficiency students in each major. Three texts with different content areas were selected. The first of the texts was on the Persian literature, the second on electronics, and the last one was a general English text. The subjects were exposed to three different texts to determine if their reading comprehension was different. To analyze the obtained data, a t-test was applied, in which the scores obtained for multiple-choice questions were the dependent measure. The results showed that 1. Low and high level students of electronics performed similarly on the text of electronics, and t-test did not show a significant difference between the means of high and low level students of Persian literature on the text of Persian literature, so it indicates that lower-proficiency students utilized their knowledge of content schemata in comprehending the text. It confirms that the availability of schemata contributes to the comprehension process; 2. There was no significant difference in the means scores of high-level participants in the Electronics and Persian literature on texts of Electronics and Persian literature, but they had a significantly different performance on the general English text . This implies that availability of schemata had no significant impact on the listening comprehension of linguistically proficient students; 3. Persian literature students performed better on the text of general English, probably because of their high linguistic proficiency.

Keywords: schema, listening, linguistic knowledge

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The Effect of Integrative vs. Instrumental Motivation on English Learning

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Abstract

English seems to be a supply for national progress and as the means for broader communication within the international civic. For these and many other causes, English must be taught and learnt well and in good manner. But what are the main factors in language learning and teaching. Between many factors related to language learning and teaching, motivation is a provocative topic and has a controversial role. Motivation plays an important role in reaching many basic objectives. Researchers discriminate between two types of language learning motivation: instrumental motivation and integrative motivation. With an instrumental motivation, learners need to learn a language for practical aims like earning income or getting into university. Most university students have a strong instrumental motivation for language learning: They want to justify a college language requirement. On the other hand, Integratively motivated learners try to learn the language in order for better understanding of people who speak that language. Some learners have a personal sympathy and empathy for the people who speak a specific language. The researchers outlined this research around the following research question: What kind of motivation, instrumental or integrative, is more effective in second language learning? In order to answer the above question, the author randomly selected 100-university students out of 200 university students. Out of these 100 students, 56 were female and 44 were male aged 19-45, and all of them were students of electronics and computer engineering. All of the participants were native Persian speakers and nonnative speakers of English. For the testing, the researchers-developed questionnaire contained ten items, five items for integrative and five items for instrumental motivation. The researchers translated the questionnaire into Persian language so that every student could understand the questions. The questionnaire had 10 different items, each with a five-point scale ranging from Strongly Agree (1) to Strongly Disagree (5). The results of descriptive analysis showed that 1) Iranian students have a stronger instrumental motivation than integrative motivation for learning the English language, 2) the most important factors affecting students' motivation include social personality, parents, university environment and examinations teachers, 3) in assessment between instrumental and integrative motivation, instrumental motivation is stronger than integrative motivation, but the students' integrative motivation was also high.

Keywords: motivation, instrumental motivation, integrative motivation

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Manipulation of Nature: A Postcolonial Ecocritical Reading of Joseph Conrad's Heart of Darkness

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Abstract

The colonizer while colonizing a race of people also colonizes the land. Both the land and its people become resources to be exploited for economic profits. The western system of thought and knowledge has been founded on the construction of dichotomies between nature/culture, white/black, man/nature. The conjoining of the two 'others' – 'nature and black', which enables the white colonizer to solidify its claim of superiority. The connection between empire and justice and the way in which justice is affected by empire, is deeply discursive. The domain of empire had deeply been extended to human and non-human relationships. In view of the connection between European colonizer and indigenous population (colonized), this paper attempts to examine in what ways the exploitation of man was embedded in the exploitation of nature. Post colonialism is seen as anthropocentric, concerned with social justice and displacement and Ecocriticism is considered to be earth-centred. Postcolonial ecocriticism is a theory that looks at both the environment and people and how both are interconnected, reflect and define each other. The present paper is a qualitative research to explore the embeddedness of the exploitation of man and nature within the postcolonial ecocritical framework. This library research is a synthesis of postcolonial and eco-critical approaches, which will provide the basis for our critical reading of Heart of Darkness. I believe colonizers think about native inferior mankinds, who have no right to exist. Colonizers exploit, marginalize and destroy both non-European race and non-human species.

Keywords: postcolonial, ecocriticism, postcolonial ecocriticism, Empire, Justice

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"Teachers' Cognition", an Interplay Between Teachers' Education and Their Engagement in Research

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Abstract

It should be noted that language teacher cognition research draws on a tradition of educational research, which stretches back over 43 years. The rapid growth of teacher cognition research since the 1970s has been characterized by a number of perspectives based on which teachers' mental lives can be studied. In the past 28 years or so, there has been a wave of interest in the study of language teacher cognition–what language teachers think, know and believe–and of its relationship to teachers' classroom practices. When we study the changing perspectives in the study of teaching, we come across a model presented by Dunkin and Biddle (1974:38), which reflected the approach to research on classroom teaching predominant in the 1970s. This model posited relationships between what were called presage variables. An alternative to this conception of teaching requires that understanding teachers need an understanding of teachers' mental lives rather than an exclusive focus on observable behaviors. What remains to be explored, however, is the interplay between teachers' cognition especially their sociolinguistic cognition and their research engagement to compensate for the deficiencies of each variable that exist when we consider them separately, as it is the case, when we come across the reliability factor of textual materials compiled in "vision Series" of Iranian secondary school text books. Teacher cognition should go beyond teacher education; it should comprise both teacher education and teacher research, though Borg has conducted another study on teacher research -to compensate for the deficiencies of each variable. The overall finding of this study was that subject-specific coursework during teacher education can have a powerful influence on how teachers think about and teach their subjects. Interestingly, there has been little work of this kind in the field of language teaching. What is clear is that teachers are able to make any curricular decisions, but there are times that they are unable to evaluate the validity of prescribed course books; what is obvious in vision 3 and its series in Iranian secondary school course books. Although these series have been validated by the teachers, especially those who are language educationalists in the departments of language, there are considerable errors found in these series. Our focus here is on "Vision 3". The purpose of this study is to test the relationship between teacher cognition and in-service teachers' professional abilities in evaluating course books developed for Iranian secondary students.

Keywords: cognition, mental lives, course work, prescribed

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An Investigation of Multiple Translations of Farokhzad's Poems Based on Lefever's Strategies from Persian Language into English Language

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Abstract

Professionals in translation studies have mostly ignored the use of translation strategies for the poems. The present study aimed to discover the extent to which the translators applied translation strategies for poetry translation from Persian language into English language with respect to new poems. In doing so, following the strategies for poetry translation developed by Lefevere (1975), the researcher compared the two English translations of the Persian poem. The results of the study showed that, in the two translations, the translators applied five translation strategies including phonemic translation, literal translation, metrical translation, verse to prose translation and rhymed translation. The results obtained from Chi-square test confirmed that the translations created by Salami and Karimi-Hakak were significantly different with respect to rhymed translation. A practical implication for translation students is to study and apply those translation strategies which are applicable in poetry translation.

Keywords: Translation strategies, poetry translation, translation quality, new poetry

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A Psycholinguistic Analysis of Content or Form Retention in the Reading Comprehension of Intermediate to Advanced Students: the Effects of Text Length on Subsequent Form/Meaning Retention

Ali Dezhkameh[1], Yaser Hadidi, Mahin Kohnepooshi

Abstract

The issue of focus on form versus focus on forms has always attracted the attention of many scholars in language teaching. Although many of them including Bygate, Skehan, Swain, Richards, Platt, and Weber emphasize the role of focus on form rather than focus on forms, everyone remains in consensus as to the fact that focus on forms also plays an important role in second language education. In the same spirit, the role of memory and cognition is usually highlighted in such cases as well, which is what this study focuses on in the main. The purpose here is to find whether students' minds prioritize meaning over form subsequent to reading a typical pleasurable text of a short story or of general appeal. In order to test the hypothesis, a similar method to the one Sach had used was used. 20 intermediate students and 20 advances ones were chosen upon purposive sampling and were given a number of texts to read. The reading sheets were then collected and after 30 minutes, twenty sentences were read aloud to the participants. 10 sentences were not in the text, 5 sentences were exactly like the ones in the text, and 5 sentences were paraphrases of the sentences in the text. The students were asked to say if they remembered such sentences as pertaining to or contained in the text or not. The results showed that students seem to forget about the structures used in the text after having decoded them; they mostly hang onto the meaning and not the form through which the meaning was conveyed, with advanced students outdoing intermediate ones in terms of retaining and prioritizing meaning(s) associated with the text they had read, rather than the exact forms used. Also, as the length of the text the students were tasked with reading increased, their retention of meaning as opposed to form also increased, which was rather an intuitive finding. According to this finding in this research and other research before it coming out with similar patterns of findings, it seems quite plausible that the mind prioritizes meaning over form, which can be probed further in future research to see if it is a result of being educated in a form-focused setting, or if it is something inherent to the human mind. Future research can also focus on the interesting and more far-reaching question of if it is focus on forms that enables a sort of meaning retention in readers, and exactly how much focus on form/forms triggers optimal levels of meaning/content retention in students.

Keywords: Focus on Form; Focus on Forms; memory; cognition; meaning

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The Impact of Self-perception and Assertiveness on Iranian EFL Learners' Oral Communication

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Abstract

This study investigates the probable relationship between Iranian EFL learners' self-perception and assertiveness and their oral communication skills. A sample of 80 male and female Iranian EFL students participated in this study. The participants were required initially to complete Belbin's self-perception questionnaire They were, then, asked to complete Oral Communication Strategies Inventory (OCSI). The results of data analysis indicated that there was a strong positive correlation between the two variables and that the higher the levels of self-perception and assertiveness are, the higher the level of communication will be. In other words, employing a communicative perspective to understanding the nature of oral problems in foreign language learning and communication, the present research came to the conclusion that self-concept is particularly important for ESL learners because any individual's opinion about his/her own character determines his/her social skills and, in particular, his/her oral communication. If an individual's self-imagination is positive and relatively well-balanced, the person is regarded as a successful speaker; conversely a person with an unbalanced and negative self-concept encounters communication breakdowns and failures.

Keywords: Communication Strategies, Self-perception, Assertiveness

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Argument Structure in the GRE Writing: The Case of Test Takers in Iran

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Abstract

Graduate Record Exam (GRE) offered by English Language Testing organization is the exam to measure critical thinking of the applicants of higher education to enter the leading universities in the United States. To answer the second task, Argument Writing, the candidates are required to examine the logical structure of a written text and provide a written essay based on their analysis. As this field is among the less investigated areas in Iran, this study aims at shedding more light on the field through investigating the argumentative structure of the essays. Accordingly, this study investigated the argument structure in the GRE Analytical Writing based on Toulmin's model of argumentation in three categories of fact, claim, and warrant. Eighty-seven essays of Iranian students were investigated to observe the solidity of arguments in the writings of the candidates. To observe reliability, three experienced writing instructors rated the papers. The results showed that Iranian students were not familiar with this type of writing and, therefore, do not provide a sound analysis of the argument; this is the major reason for their low scores on the exam. The results of this study can be used by both GRE candidates and instructors in planning their studies and courses, respectively. The researchers can also benefit from the findings of this study, which opens new avenues of investigation.

Keywords: Argument structure, Claims, Fact, GRE, Warrant, Writing

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Assessing the Raters' Invariance across Holistic and Analytic Scoring Methods: An Application of IELTS Scoring Rubric

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Abstract

This study intends to investigate dependability of writing assessment scores and raters' invariability across different methods of scoring, using the IELTS writing band descriptors and the holistic scoring. To this purpose, 90 upper-intermediate university students majoring in English were randomly selected, and after homogenization (removing 20 outliers), 70 were involved in the study. There were also five experienced English language teachers with more than five years of teaching IELTS writing in the study. The study had two main phases: training the raters of the scoring procedures and administration of the IELTS writing task two exam for the student participants. The scoring procedure was done in two forms, namely analytical and holistic. The analytical scoring rubric was composed of four main sections: Task Response, Coherence and Cohesion, Lexical Resources and Grammatical Range and Accuracy, whereas the holistic method of scoring only necessitated one total score as an indicator of general quality of the text. Drawing on the dependability analysis, the results of the study showed that there is not a significant consensus and reliability between raters' performance when they rate holistically and analytically (G-coefficient= 0.34). This shows that in the implementation of the scoring rubric, raters tend to involve factors other than objective measurement of the writing samples. It is suggestible that along with necessary rater training, there should be complementary measures to cover likely shortcomings.

Keywords: Dependability, G-coefficient, IELTS, Scoring, Writing

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The Relationship between Critical Thinking Ability of Iranian EFL Learners and their SAT Critical Reading Comprehension

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Abstract

The purpose of the present study was to examine whether critical thinking and its subscales significantly correlated with SAT critical reading in Iranian EFL learners. Moreover, whether critical thinking and its subscales can predict critical reading was explored. The participants of this study were 60 Iranian senior English translation students of Islamic Azad University, IslamShahr branch. For gathering data, two kinds of instruments were used: a critical thinking questionnaire (the Persian version of CCTS-form B) and SAT critical reading part. The results of the study indicated that the correlation coefficients for the relationship between critical reading and total critical thinking were significant. Moreover, two subscales of critical thinking, that is to say, deductive thinking and inductive thinking were significantly correlated with critical reading. These findings highlight the importance of teaching thinking skills. Yet, only through well-designed, long-term planning such a significant notion of critical thinking and reading can be developed in our educational system.

Keywords: Critical thinking, SAT Critical reading comprehension, Iranian EFL learners

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Inside or Outside: The Problem of Liminality and Unsuccessful Self-centeredness in the Panoptical Asylum of Samuel Beckett's Murphy

Mohammadreza Arghiani[1]

Abstract

Inside or Outside: The Problem of Liminality and Unsuccessful Self-centeredness in the Panoptical Asylum of Samuel Beckett's Murphy Samuel Beckett's first published novel, Murphy (1938), is the story of a lonely man who longs for nothing more than rocking on a chair and daydreaming. Murphy aims to release himself from the straps of life but strangely sits naked on a rocking chair for long hours while he is tied to his position with seven scarves. The readers get confused by this self-imprisonment and therefore, they cannot definitely conceive why the character likes this situation. In fact, Murphy is a bizarre work that questions lots of conventions and standards, and contributes to a new framework under the influence of post structuralism. The researcher applies the practice of decentering through this novel to answer readers' questions about the problem of liminality and unsuccessful self-centeredness in the panoptical asylum of this man.

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Investigating the Intersemiotic Translation of Jean Webster's Daddy Long Legs into Film Based on Sojoodi's Model

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Abstract

The present research aims at investigating the intersemiotic translation of the novel Daddy long legs (Jean Webster) as prototext into its corresponding film as metatext. Two semiotic systems of language and cinema have been compared in this study to see how changes and differences of the prototext and metatext including two different sign systems, affect the process of adaptation. To fulfill this purpose, the researcher followed Sojoodi's theory of stratificational semiotics (2008). Having seen the movie for numerous times and also reading the novel several times, the researcher randomly extracted seven sequences of the movie as the corpus of the study and compared them with their corresponding texts. Through investigating the intersemiotic translation and intertextual relations (addition, deletion and creation) between the novel and its corresponding film, it was found out that %61 of the prototext has been translated (repeated) into the film. Moreover, data analysis revealed that "deletion", "creation" and "addition" has been occurred in intersemiotic translation which have had a significant impact on the transferred concept. %19.2 of the prototext has been deleted and creation and addition have been occurred three and seven times respectively. The color, clothes, actor/actress were the most frequent cinematic codes in the sequences.

Keywords: Cinematic codes, Intersemiotic Translation, Metatext, Prototext, Semiotics

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Combination of ABA and PECS Strategies to Improve Autism Learner's learning of English Alphabets and Their Pronunciations: Case Study

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Abstract

Teaching autistic students is not as easy as teaching normal students. The teacher needs more patience and various creativities. This study set out to explore the experience of learning a foreign language for an autistic child (8 years old) in Sara Autism Center whose first language is Turkish and who has a communication disorder of the high functioning autistic type. This study was aimed to investigate the effect of combination of ABA and PECS methods on autistic child's learning of English words. This study was a qualitative research (case study) and the data were collected by observation and described in details. The process of teaching took about three months. The results showed that an autistic child could learn English words by visual and structured program, which include repetition. Therefore, the combination of these two methods can be used for an autistic child to learn a foreign language. The findings of the present study have some implications to the teachers who are working with autistic child and his parents.

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معاونت پژوهش و فن آوری دانشگاه آزاد اسلامی واحد تبریز

An Analysis in the English Translation of the characters in 95 lines that have the key term 'wine-house' throughout Divan-e Hafez According to Neo-Hermeneutic

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Abstract

This research attempted to answer a major question in the field of poems translation. The researcher in this paper investigated the effect of Neo-hermeneutic approach to the quality of translation in conveying the intended meaning of some of the characters in Divan-e Hafez. The goal of this Critical Discourse Analysis based on APA style is to show that translation without considering interpretation is not enough. This study, inspired by Longman's (1987) definition in Literary Approaches to 'Biblical Criticism' attempts to unravel complex viewpoints in the world of poems interpretation, especially with regard to some of the mysterious characters that is used times throughout Divan-e Hafez .This model is quoted from Professor Tremper Longman III' book, (1987) in considering this aspect of discourse one must take into account the writer's purpose in writing as well as his cultural milieu, the setting of the writing, the genre, the figures of speech, the devices used and finally, the plot (Hanko1991). The results demonstrated that among the analyzed samples the covert meaning is masterly hidden behind the overt meaning.

Keywords: translation, translator, hermeneutics, Neo-hermeneutic

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Comparison of Acquiring English Phrase Structure Rules Between Iranian Azeri-Turkish and Persian Children

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Fatemeh Goharkhaneh Aslia

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Abstract

In L2 acquisition the child has already established at least on language before learning another one. It is believed that previous linguistic knowledge in L2 acquisition is what makes the L2 initial state difference from L1 initial state Eubank (1996). The objective of the previous study is to investigate the difference between the acquisitions of English by a 4 year old Azeri Turkish speaking child from the same aged Persian speaking one in the respect of modifier-noun (Adjective-noun) order in making English phrases. In this end, about 50 children including 25 Azeri Turkish and 25 Persian have been studied. The analysis of the data indicates that, there is difference in the speed of English acquisition in Azeri Turkish child rather than Persian ones. It is argued that Azeri Turkish children acquire English modifier-noun phrase structures faster than Persian due to having similarity between English phrase structure rules.

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The interplay between language proficiency and willingness to communicate in English in an Iranian EFL context

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Abstract

Since psychological, linguistic and communicative variables are considered to be parts of the Willingness To Communicate (WTC) model, many studies have tried to find the probable relation between these variables and the learners' WTC in the target language. Language proficiency as a linguistic factor is assumed to influence foreign language learners' WTC. To this end, 60 Iranian EFL university students were chosen who took the language proficiency test (TOEFL), on the basis of which were divided into three different levels of proficiency, namely low proficient, moderate and high proficient. Then all of the participants were asked to fill out the WTC questionnaire taken from Baghaei and Dourakhshan (2012) and Wang (2004). After gathering the data from the WTC questionnaire, Pearson correlation was run to find any probable relation between the language proficiency level of the learners and their WTC in English. The results indicated a direct and positive relationship between the two variables, which were proficiency level and learners' willingness to communicate in English. In other words, the higher the learners' proficiency level, the higher their degree of willingness to communicate.

Keywords: Willingness To Communicate, language proficiency, levels of proficiency

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The Effect of Typographical Input Enhancement, Gloss, and Advance Organizers on the Reading Comprehension of Iranian Intermediate EFL Learners

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Abstract

This study was conducted to examine the effect of typographical input enhancement, gloss, and advance organizes on Iranian intermediate EFL learners' reading comprehension. For the purpose of the study, 80 male and female EFL learners, aged 17 to 28, comprising 4 intact classes in an English language institute in Ahvaz participated in the study. The four classes were randomly assigned to three experimental groups of typographical input-enhancement, gloss, advance-organizer and one control group of simple-text. During the intervention, the learners in each experimental group were provided with engaging in typographical input enhancement, gloss, and advance organizer instructions for 7 sessions respectively, while the learners in the control group only received reading instruction without any modification and elaboration on the texts. The learners' reading comprehension was measured in pre-tests one week prior to the commencement of treatment and in post-tests which were administered two weeks after the last intervention using a reading comprehension test as pretest and a reading comprehension test as post-test for each group. The results of data analysis revealed that the experimental groups outperformed the control group. Besides, the results exhibited that advance organizer group significantly outperformed the other groups. The findings suggest that applying input enhancement, gloss and advance organizers in language classes can be more beneficial than the traditional approach.

Keywords: Typographical input enhancement; Gloss; Advance organizer; Reading comprehension

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Self-Efficacy, Language Learning Motivation, and Perceived Language Proficiency as Predictors of Learner Autonomy: A Case of Iranian EFL Learners

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Abstract

The present study investigated the relationship between self-Efficacy, language learning motivation, and perceived language proficiency of Iranian EFL learners with their autonomy. In so doing, the study was conducted with 70 male and female intermediate EFL learners at Alavi private English language learning institute in Tehran Province, Iran. The sample was chosen from among 100 EFL learners by administering Oxford Quick Placement Test. In the next stage, the researcher distributed four questionnaires including self-efficacy, learner autonomy, motivation, and perceived language proficiency in order to achieve the purposes of the study. The order of the questionnaires was different for each participant and one hour was devoted to reply the items of all four questionnaires. The results of the three different Pearson-Product Moment correlations indicated that there were significant positive relationships between EFL learners' self-efficacy, motivation, and perceived language proficiency with their autonomy. In addition, the results of ANOVA for scrutinizing the regression model in predicting learners' autonomy by their self-efficacy, motivation, and perceived-proficiency represented these factors as significant predictors of learners' autonomy. Finally, the findings of this study have some pedagogical implications for language instructors, learners, and materials designers.

Keywords: self-efficacy, motivation, perceived language proficiency, autonomy, EFL leaners

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The impact Of CPD (Continuing Professional Development) Strategies On Iranian EFL High- School Teachers' Quality Assurance Of Teaching: A Model for Teachers' Success

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Abstract

Continuing Professional Development (CPD) of teachers has been seen as one of a key element to improve teacher quality and the quality of education in many countries as well as in Iran. The Iranian education reforms have recognized the importance of CPD for teachers to maintain and update their knowledge and skills to be able to teach students effectively. They also recognized the need of effective leadership in schools to lead, manage, and support teachers in order to achieve such change. Continuing professional development (CPD) of teachers is receiving plenty of attention from policy makers, researchers, educators, school administrators, teachers and professional developers throughout the world. The importance of CPD for teachers is increasingly acknowledged as a key element in the improvement of teaching and learning process. As a result, many countries have recognized the value of CPD and support the learning opportunities for classroom teachers to be able to teach students effectively. The changes of English books of Iranian high school have raised expectations for teachers and students for higher standards of teaching and learning in the classroom. As a result, teachers are expected to learn new roles and ways of teaching. They are being asked to update their knowledge and skills to meet the challenges of guiding students effectively. This study involved 40 teachers of English as a Second Language in Mahabad and Sardasht, Iran. Qualitative approaches of in depth interviews and observations were the primary data collection tools. The findings indicate a relationship between CPD strategies and the teachers' quality assurance of teaching. Specifically, as part of CPD, reflecting, collaborating and decision making strategies enthusiasm were in close alignment in teacher's quality assurance of teaching. Implications drawn from this study suggest that greater conscious raising is required to enhance teachers' professional enthusiasm since it leads to alignment between teachers' perceptions of different kinds of CPD strategies and practices of quality of their teaching.

Keywords: Continuing Professional Development, Quality assurance of teaching, reflecting, collaboration, Decision making

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Functionality of Meta-Discourse Markers Employment and Teaching Styles Role: Scrutinizing ESP Teacher-Talk

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Abstract

Much of the literature on teacher discourse has suggested that employing the specific linguistic features in language teaching functions as an essential means of boosting students' participation in classroom activities. In addition, the application of meta-discourse markers is a significant means of scaffolding to promote students' learning and there is a notable lack of study into the connection of ESP teachers' verbal behavior and their teaching-styles (Tang, 2017). Through applying convenience sampling technique, 9 ESP teachers including 5 males and 4 females (age: 28-54), who were teaching upper-intermediate level in private language institutes were selected. In order to collect the required data, two sessions of every teacher's classes were audio-recorded. The whole corpus of classroom discourse was almost 40 hours of recording. The study was conducted using a teaching style inventory proposed by Grasha (1996) and administered to the participants. As for the instructors' teaching-styles, personal style model had the lowest rank (10%). Following Hyland's (2005) interpersonal model of meta-discourse, the transcription of audio-recorded data was content-analyzed based on the adopted/mentioned model to investigate the interconnection between the participants' dominant teaching-styles and the type/frequency of meta-discourse markers employed in upper-intermediate classrooms. Teachers with expert teaching-style showed more tendency in employing boosters in comparison with facilitator and personal model. The findings of this study bear some crucial implications for ESP instructors since they assist them to make progress in teaching performance, through more awareness of the functions of meta-discourse markers in classroom discourse.

Keywords: meta-discourse, teaching styles, teacher talk, ESP classroom

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Quality In English-Persian Translations of Fairy Tales for Children

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Abstract

The literary text authored for and targeting children has been a mostly neglected area in translation studies and research. Fairy tales are traditional stories written for children involving imaginary creatures and magic and are indirect vehicles for proposing a moral truth. Fairy tales bring off substantial constructive effects on the mental development of children. Fairy tales in English and Persian are eminently different from a cultural viewpoint, in terms of culture playing a significant role in differentiating specific items and concepts bearing on comprehension in every language. The main purpose of this paper was to carry out a contrastive analysis, juxtaposing five Persian translations of English fairy tales targeting ages 3-10, to explore the inherent cultural mismatches between the two languages. House's quality assessment model was the discursive yardstick to analyze the original texts and the quality of the translations. The findings of the study demonstrated that the translations, for no culturally justifiable reasons, failed to remain culturally loyal to the original versions, which at times disrupted the punchline of the tales. The original concepts thus manipulated would, as a result, have negative effects on the children's mind as rather dedicated readers of these stories at their impressionable age. The translation of fairy tales for children should be considered of as much importance as the prose fiction literature written for adults.

Key Words: Literary text for Children; Fairy Tales; Translation Quality Assessment; Culture

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Space in Virginia Woolf's Mrs. Dalloway and Orlando. A study of space and subjectivity

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Abstract

In Virginia Woolf's Mrs. Dalloway and Orlando characters seem to be under the influence of their enviroment.The effect of space on characters could be analyzed in the framework of the spatial literary theory in wich accourding to Foucault the 'norms' proper behaviors in , inhabitations of, and movements through the world_ are shaped by various spatial forms_ architectural, urbanistic, national and so forth(ctd.in Wolfreys 185). This study aims to analyze Mr. Dalloway and Orlando in the light of spatial theory under Foucault and Lefebvre's insights to illustrate the similarities and differences of character dynamics in the two novels. My argument draws on key texts of geography that direct to the construction of space and the relationship between subjectivity and space. The main characters in Mrs. Dalloway are Clarissa Dalloway, Septimus Warren smith and Peter Walsh. These characters will be analyzed under the influence of city space. The main character of Orlando is Orlando. This character will be analyzed under the influence of the country space. In the first part of the novel Orlando is a man and in the second part of the novel Orlando becomes a woman and her character dynamics as a woman will be studied. The two novels will be compared and the similarities and differences of characters and the influence of different spaces on character formation will be discussed. Without considering the differences of the characters reaction to different space,it is concluded that the city space as shown in Mrs. Dalloway brings about unrest and loss of feeling however the country space of Orlando brings about solitude and peace and it sharpens and deepens feelings and sense.

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معاونت پژوهشی، فنی و آموزشی دانشگاه آزاد اسلامی واحد تبریز

Authenticity in Applied Linguistics for Language Teaching: An Interplay between Pedagogy and Ideology through a Heideggerian Lens

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Abstract

The present study sought to explore authenticity in applied linguistics for language teaching (ALLT) through a Heideggerian perspective revolving around two main concepts, that is, resoluteness and self-other relations. Conducting a hermeneutic phenomenology, we studied a group of Iranian English language learners, who could speak on their own behalf through narrative interviews. The collected data were analysed based on Heidegger's conceptualisation of authenticity as well as the existing literature. Three core themes were extracted: epistemological and ontological engagement, agency for response-ability, and the process of in-situ knowing. In fact, our data revealed that authenticity can be revisited considering the relationship between learners, teachers, and native English speaking scholars, whereby the possibility of being rendered capable can be provided and a space is offered for co-construction. Furthermore, our findings hinted atthe interplay between pedagogy and ideology as the new concept of authenticity necessitates the integration of learners' ontology with mainstream epistemology.

Keywords: authenticity; Heidegger, hermeneutic phenomenology; applied linguistics, English language learners

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A Study on Translation Quality of Iranian Nuclear Deal (JCPOA) based on Van Dijk's Model of CDA

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Abstract

This thesis aimed to study the translation quality of Iranian Nuclear Agreement as an official international document based on Van Dijk's Model of CDA. The study sample consisted of forty participants who were randomly selected from postgraduate English Literature and Translation students of Islamic Azad University, North Tehran Branch. The main data gathering method was a researcher made CDA questionnaire. Significance level of Cochran's Chi square was less than 5% (p=0.000) and the coefficient was quite high (195.5), and so the reliability of the questionnaire was confirmed. Findings indicated that the overall quality of four selected translations of JCPOA text were reasonably good. However, results also revealed that there were significant differences between the quality and strategies of the four different selected translations. Findings also showed that there was no significant correlation between views of senior and junior English translation students about the quality of translation of JCPOA translated by Ministry of Foreign Affairs and other translators. Overall, among 7 selected complicated sentences, 5 sentences were translated in the best accurate manner in (T3) as the official translation, and two remaining best translations were provided by (T4). The social context CDA analysis showed that Persian journalism and Iranian culture and people have most welcomed the original English terms of JCPOA into their everyday conversations. Yet, this was not the case in English journalism and political or social literature for Persian or their English translated counterparts; another sign for internationalization of English as compared to Persian.

Keywords: JCPOA, critical discourse analysis (CDA), official documents, quality of translation

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Applying Venuti's and Nida's Translation Strategies in the Translation of Funny in Farsi by Firoozeh Dumas

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Abstract

The focus of this research project is to provide an analysis of translated culture specific items (CSI) of Funny in Farsi by Firoozeh Dumas. The study aimed to investigate the relevant problematic forms of cultural differences based on the procedures suggested by Venuti's (1995) foreignization and domestication approach and Nida's (1964) formal and dynamic equivalence and to see how they fit in the translation of cultural differences from English to Persian. The classification of cultural elements (ecology, material culture, social culture, organization, customs, ideas, gestures and habits) by Newmark (1988) was also used for the purpose of the study. First, the English version of Funny in Farsi was read thoroughly in order to identify the culture-specific items (CSIs). Then the extracted CSIs from the original novel were compared with their corresponding English translations by Soleimani Nia and Emami. Later the source text culture-specific items (CSIs) with their equivalents in the target texts were compared to discriminate Venuti and Nida's proposed strategies for translating the culture-specific items (CSIs). The results showed that both translators have frequently used foreignization strategy and formal equivalent with a variety of cultural items in the corpus under investigation, however, domestication approach was used extensively. Overall, it can be concluded that Soleimani Nia resorted extensively to foreignization and formal equivalence as the major strategy in dealing with translating CSIs, but the Emami intended to use domestication approach and dynamic equivalence.

Keywords: Culture-Specific Items, Venuti, Nida, Funny in Farsi

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A Comparative Study on Cross-Cultural Factors Used in Formal English Education Course Books in Iran and Turkey

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Abstract

The present study was a comparative study on cross-cultural factors used in formal English education course books in Iran and Turkey. The present study attempted to compare the cross-cultural features used in formal English education course books (All in One, Prospect and Vision). The results showed that the correlation coefficient between the total score of All in One Prospect and Vision was 0.53 and 0.61, respectively at 0.05 level of significance. The results proved that there is no meaningful relationship between the total score of All in One and its Iranian counterparts (Prospect and Vision) and the way culture is presented in Iranian and Turkish books. Evidently, culture plays a very important role in learning-teaching English language. In other words, learning a language effective in various cultures may be defined differently, which results in diverse perspectives in thinking about, looking at, viewing, and interpreting the world, all of which have been inspired by culture. Such differences in the way we think, see, speak, and interpret the world depend on the culture in which we have learned that language. We hope this comparative study on cross-cultural factors used in formal English education course books in Iran and Turkey provides us with some useful findings to improve the quality of teaching materials in our country.

Keywords: Cross-Cultural Factors Used in Formal English Education Course Books in Iran and Turkey

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A Hermeneutical Approach towards Imam Ali's Interpretation of the Holy Prophet's Tradition

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Abstract

Tradition of the Messenger of God (PBUH) is considered as an infrequent phenomenon which as much as has been accepted and believed by all Muslims, it has been faced with disagreement among Muslim groups. In this study, what is more important and highlighted among countless factors related to such disagreement, is basics of static or dynamic attitudes and interpretations towards prophet's (pbuh) tradition, that, if we do not interpret each of them, it will lead to positive and negative outcomes in opinions and actions of Muslims. The present study which is of qualitative type with an interpretive approach used hermeneutics as its theoretical framework. The analysis of results and discussions revealed that interpretation and scrutiny of what is happening among Islamic countries and Muslims paramilitary groups who believe that their acts and opinions are in accordance with the prophet's tradition required the researcher to study and explain a dynamic, update and interpretive orientations towards prophet's tradition in order to understand it in a proper way. The study also showed that Imam Ali (pbuh) has been the true interpreter and a dynamic symbol to prophet's tradition. Furthermore, the researcher studied the causes, roots and basics of such excellent and problem-solver attitude of Imam Ali (pbuh) towards the prophet's tradition.

Keywords: Prophet's Tradition, Imam Ali, Critical Assessment, Dynamic, Attitude, Hermeneutics

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معاونت پژوهش وفن آوری دانشگاه تبریز

Areas of School-University Partnerships in Iranian EFL Context

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Abstract

The researchers in the current study mainly strived to explore the areas of school university partnerships in Iranian EFL context. In so doing, a total of 150 English language professors and school teachers from a number of schools and universities across Urmia and Sardasht were selected as participants of the study. The study sample was quite varied in terms of teaching experience and included both novice and senior male and female teachers. To gather the data, an adapted version of the questionnaire devised by Bullough Jr, Draperb, Smith and Birrell (2004) was utilized. Furthermore, to consolidate the findings, a semi-structured interview was also conducted. Analyzing the questionnaire data and going through the transcribed and coded interview responses, the researchers found that schools and universities can have partnerships in six main areas of 1) doing action research and having journal, 2) participating at seminars and conferences, 3) Making tests and developing curricula, 4) Doing group work activities with the aim of sharing knowledge and experience, 5) Mentoring and observing each other's classes, and 6) holding workshops and some teacher training Courses. The results are thought to have some fruitful implications for all stakeholders in education which are discussed throughout the paper.

Keywords: School-university partnerships, teacher education, collaboration, Iranian EFL context

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A Semantico-Pragmatic Approach towards the Concept of "Ma" and Different Translations of it in the Holy Quran

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Abstract

The word Ma with a similar construct in the Arabic syntax and semantics is a common lexical item between noun and word used both positively and negatively in the Holy Quran. There are different conceptions about it related to its denotative and associative, connotative meanings which scrupulous investigation of interpreters and linguists have revealed its different aspects. Ignoring these different aspects may result in different understandings and interpretations in its translation process. The present study is of qualitative type with an interpretive and documented approach in which purposive sampling has been used. The results and discussions revealed that with an analysis of its different forms both syntactically and semantically as well as its conditional forms we can understand its proper pragmatic meaning in different contexts and discourses. The researcher used several translations, commentaries, as well as glossaries and dictionaries of the Holy Quran in order to shed light on different layers of meanings, interpretations and translations of this word in two translations of the Holy Quran.

Key words: Holy Quran, Translation, Ma, Syntax, Semantics, Pragmatics.

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Ideological Manipulation in News Translation Case Study: Translation of Women's News in Moj News Agency

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Abstract

The purpose of this study was to investigate the effect of power and ideology on the translation of women in news texts. As a culture-based phenomenon, such translations can be studies from different perspectives. The present study was a critical discourse analysis (CDA) of power and ideology in the translation of women's news texts. Specifically, this study tried to discover what extent power and ideology play a role in the composition of news and their translations and the effective factors in emerging the role of power and ideology and finally investigated the occurrence of changes in the representation of reality and facts during the process of translation. In this study Fairclough's (1995) CDA linguistic analysis was applied as a theoretical framework and Lefevere's (1992a; 1992b) "Translation as Rewriting theory" as ideology method. This study was qualitative and descriptive research. The results showed that power and ideology were effective factors that change the news in translation explicitly and implicitly along with different influences such as social, historical, cultural and political factors.

Keywords: Critical Discourse Analysis (CDA), power, ideology, translation, media text

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Ideological Manipulation in News Translation Case Study: Translation of Women's News in Mehr News Agency

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Abstract

The purpose of this study was to investigate the effect of power and ideology on the translation of women in news texts. As a culture-based phenomenon, such translations can be studies from different perspectives. The present study was a critical discourse analysis (CDA) of power and ideology in the translation of women's news texts. Specifically, this study tried to discover what extent power and ideology play a role in the composition of news and their translations and the effective factors in emerging the role of power and ideology and finally investigated the occurrence of changes in the representation of reality and facts during the process of translation. In this study Fairclough's (1995) CDA linguistic analysis was applied as a theoretical framework and Lefevere's (1992a; 1992b) "Translation as Rewriting theory" as ideology method. This study was qualitative and descriptive research. The results showed that power and ideology were effective factors that change the news in translation explicitly and implicitly along with different influences such as social, historical, cultural and political factors.

Keywords: Critical Discourse Analysis (CDA), power, ideology, translation, media text

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Ideological Manipulation in News Translation Case Study: Translation of Women's News in Isna News Agency

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Abstract

The purpose of this study was to investigate the effect of power and ideology on the translation of women in news texts. As a culture-based phenomenon, such translations can be studies from different perspectives. The present study was a critical discourse analysis (CDA) of power and ideology in the translation of women's news texts. Specifically, this study tried to discover what extent power and ideology play a role in the composition of news and their translations and the effective factors in emerging the role of power and ideology and finally investigated the occurrence of changes in the representation of reality and facts during the process of translation. In this study Fairclough's (1995) CDA linguistic analysis was applied as a theoretical framework and Lefevere's (1992a; 1992b) "Translation as Rewriting theory" as ideology method. This study was qualitative and descriptive research. The results showed that power and ideology were effective factors that change the news in translation explicitly and implicitly along with different influences such as social, historical, cultural and political factors.

Keywords: Critical Discourse Analysis (CDA), power, ideology, translation, media text

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Studying Target and Present Academic English Needs of Iranian EAP Students of Physiotherapy Through Triangulation

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Abstract

This study investigated the present and target academic English language needs of physiotherapy undergraduate students via triangulation of sources and methods. To this aim, data were elicited from 132 undergraduates, 20 graduates, 20 physiotherapy instructors, and 9 EAP instructors at four universities in Tehran. As for triangulation of data collection methods, the data was gathered qualitatively and quantitatively through a needs analysis and self-assessment questionnaire, and semi-structured interviews. The findings indicated that although all the skills and sub-skills in target needs were considered important or very important by all the stakeholders, there were different preferences and priorities in various groups. The results of the second section revealed the skills in which the students needed improvement. The findings also indicated some issues and options in such courses and presented suggestions for updated materials and effective courses.

Keywords: EAP, Target needs, Present Needs; Triangulation; Physiotherapy student

Six Common Erroneous Grammatical Calques in Literal Translation from English to Persian

Seyyed Saeed Shahraini

Abstract

Every natural language experiences different changes over time. These changes which can affect any aspects of language result from both internal and external causative factors. Literal, or word-for-word translation from other languages is one of the externally-motivated factors which can cause different contact-induced changes in the lexical, syntactic, semantic, and other linguistic aspects of the target language. The present paper aims at shedding light on six common erroneous grammatical calques in the literal translation of English texts to Persian.

Keywords: language change, literal translation, grammatical calque, English to Persian translation

The Impact of L1 Equivalents Versus Context on Vocabulary Recall of Pre-university EFL Students

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Abstract

This study was conducted to compare the impact of two vocabulary learning techniques, namely context learning and translation learning, on vocabulary recall of sixty preuniversity Iranian learners of English as a foreign language. They were divided into two groups of high and low proficient. In regard to two vocabulary learning conditions, each group was divided into two subgroups of fifteen. The data were collected using two types of tests, translation and fill-in-theblank. The result revealed that the students' proficiency affects their recall. It also revealed that low proficient learners did well when translation learning was followed by translation recall test. However, they could not transfer their vocabulary knowledge to a new context. In other words, they did not perform well enough when translation learning was followed by context recall test. The high proficient group, on the other hand, had a better performance on the context recall test.

Keywords: 1. Vocabulary 2. Translation 3. Context 4. Recall

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The Effect of Essay Assessor Autograder on Iranian Sophomores' Writing Anxiety across Gender

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Abstract

Writing is an emotional as well as cognitive activity, that is, thinking and feeling are indispensable realms of any writing task. Writing anxiety hinders meta-cognitive writing strategies, which lead to a decline in writing skills amongst Iranian undergraduate EFL students. The current study aimed to investigate the effect of autograders on writing anxiety of the target group. 65 Iranian sophomores majoring in English language were purposefully selected based on their performance on TOEIC as a proficiency test. The participants composed of 25 males and 35 females which were randomly assigned to experimental and control groups. The data were collected from the Daly/Miller Writing Apprehensive Test adapted for Survey Monkey as a pretest to determine a baseline writing anxiety scale and as a post-test from an experimental group using an autograder to evaluate the writing and a control group using an instructor to assess the writing following an in-class writing. Then, the data were quantitatively analyzed using ANCOVA. The findings confirmed previous research on community college students and indicated community college students' exhibit writing anxiety. The result revealed that the experimental group using essay assessor autograder enjoyed a statistically significant reduction in their anxiety. In addition the study almost resulted in more reduction of anxiety in females than their male counterparts. Closer analysis showed students' writing anxiety decreased with each writing attempt.

Key words: Autograder, Essay Assessor, Writing Anxiety, Daly/Miller Writing Apprehensive Test, Iranian EFL Sophomores

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Globalization or Generalization of multiple intelligences idea and its creative reflections in EFL professional development

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Abstract

Globalization or generalization are misleading concepts, causing teachers in believing that all of their students are learning when they aren't. So there are far more effective ways to check for understanding ways that allow all students to process and respond to teacher prompts. Some simple techniques assist teachers structuring their lessons so that all students are required to actively assess students' critical reflection through mediated ways of multiple intelligence practices. Researchers fielded questions in semi-questionnaire about whether institutions today are too focused or, alternatively, not focused enough on multiple intelligences and its creative reflections. In this study, researchers planned to aware teachers and pushed their students about multiple intelligences practices while creating teaching opportunities in class. Teachers discover more creative and multimodal strategies in their thinking. When asked how educators should employ the Gardeners' theory of multiple intelligences, it is very important that a teacher should take individual differences among students very seriously and how their minds are different from one another, and in helping them use their minds well.

An awareness of multiple-intelligence theory has stimulated teachers to find more ways of helping all students in their classes. This investigation assessed by completing Gardeners' online multiple intelligence questionnaire and gathering online teachers' perceptions about awareness of MI idea and its critical thinking reflections. Data analysis showed that EFL teachers had a low level of interpersonal intelligence. Also, their perceptions provided further creative insights into some personal and organizational factors in relation to EFL students' MI awareness.

Key words: Globalization, Generalization, multiple intelligences, creative reflections, professional development

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معاونت پژوهش و فن آوری دانشگاه تبریز

Trilinguals' Identity Synergism Through Pragmatic Skills

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Abstract

Many studies have been conducted on bilinguals' pragmatic transfers from L1 to L2 in different educational contexts (Yamashita, 2008); however, little attention has been paid to trilinguals' synergic pragmatic transfers in apology, complaint, refusal and request speech acts. The present study aimed to explore the synergy of identities through pragmatic skills in trilinguals. For this purpose, twenty EFL learners who could speak Persian and Turkish as their mother tongues were homogenized through IELTS and asked to play some roles in Farsi, Turkish and English in different time intervals. English version of WDCTs taken from the same role-plays were given to three Americans who could just talk in English for modeling. The data underwent content analysis to extract and codify the themes. The results revealed a synergy of identities in trilinguals in apology, complaint, refusal and request speech acts. In request acceptance, bidirectional transfers were seen among Turkish, Persian and English languages, and non-verbal strategies like gestures and mimes were reported more in Turkish and English languages than Persian, whereas for the verbal strategies the opposite was in use. This study helps researchers and teachers to get a new insight about identity, pragmatics and multilingualism.

Keywords: synergic identity, trilingual learner, pragmatic skill, pragmatic transfer, speech act

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Self and Social Identity Change among Learners of Arabic, French, And Chinese Languages Compared with English Language Learners In Iranian Context

Esmaeel Ali Salimi[1], Nasim Sarhadi, Asal Nouri

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Abstract

The present study is an attempt to investigate what happens to the identity of the learners when they become socialized with learning new languages other than their native language. To this end, framed within a Grounded Theory to research, and embracing an inductive approach to data collection and analysis, the present study aimed at finding how self and social identity of English, Chinese, French and Arabic university students experience change while learning a second language. The results showed that English learners underwent both self and social identity changes. Regarding self- identity change, they witnessed 'changes in their judgment system', 'gradual increase of interest', and believed that 'they were thinking and feeling differently'. Regarding social identity changes, they felt that 'they were acquiring a foreign identity', and 'they witnessed attitude change in themselves, but behavior change in others'. Chinese, French and Arabic learners viewed self-concept change as ' context dependent'. They also thought that more exposure to target language results in new self-concepts. Regarding social identity change, Chinese, French and Arabic learners didn't believe 'identity change', they just believed in 'attitude change'. They also believed that 'more exposure results in conflict of values'. The findings have fruitful implications for policy makers and material developers in Iran who attempt to preserve the national identity of L2 language learners when they are learning a new language.

Keywords: Grounded Theory, social identity, self -identity, Depersonalization, Identity change

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The Impact of Doing Graded Listening Tasks on IELTS Candidates' Listening Band Scores

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Abstract

The purpose of the present study was to explore the effects of doing graded transcription tasks on listening performance of Iranian IELTS candidates. To fulfill the objectives of the study a homogeneity test (Top Notch/Summit Full Course Placement) was administered to 44 learners at the upper-intermediate to advanced level of one of the language schools in Karaj and finally 40 participants were selected. Then, they were non-randomly divided into two subgroups, namely control and experimental groups. Before starting the treatment, a standardized listening test (Kaplan, 2010) was administered to learners as a pre-test to assess the participants' listening comprehension at the beginning of the course. Then, the experimental group received the treatment, which was doing graded transcription, while the control group answered a number of listening comprehension questions related to the same aural texts of the experimental group. After 12 sessions of treatment, the two groups were administered the same standardized listening test as post-test. Data were analyzed by Independent Samples t-test and Mann Whitney test. The results of the independent samples and Mann Whitney tests revealed significant differences between the experimental group (EG) and control group (CG) in favor of doing listening tasks for graded listening tasks; i.e., the findings confirmed that the experimental group significantly outperformed the control group. The results suggest that doing graded transcription can be used in English classes to develop listening ability among Iranian IELTS candidates.

Keywords: Graded Listening Tasks, IELTS Candidates, Listening Band Scores

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معاونت پژوهشی، فنی و آموزشی واحد تبریز

A Cultural Prospect towards Moshfegh Hamedani's Works and Translations

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Abstract

The present study examined Moshfegh Hamedani's works and translations from a cultural prospect. The researcher investigated Hamedani's life and his socio-political background which formed his works and translations.The study is of qualitative type with a historiographical approach. The corpus includes the documents and writings about Hamedani's works and translations mainly from Italian into Persian. The analysis of results and discussions showed that after Moshfegh Hamedani gained proficiency on the Italian language, because of his interest in translation, he started translating the important and noted Italian books into Persian. Other translations he did during his residence in Italy is the translation of Italian cinema's masterpieces into Persian for the first time. The cinema works of famous Italians, such as Vicoria Disca, Alberto Sordi and other works of Italian famous and well-known actors and stage managers were also translated into Persian by Moshfegh Hamedani. After four years being away of his homeland, he went back to Iran and during his two years residence, he reopened the Kavian magazine. The he translated and published several books and once more went back to Italy. Along his cultural activities in Iran, he also continually kept translating seriously in Italy. Therefore on his trip back to Iran in 1342 he published several books; also he was employed in the Ministry of Power as the director of public relations, in the meantime he was also manager of Safi Alishah publication institute and Kavian printing-press. After Iran's Islamic revolution, in 1984 Moshfegh Hamedani traveled with his family to Italy and after a short residence he immigrated to the United States. During his two decades of residence in Italy, he translated a great amount of books into Persian and also wrote several books. He not only stayed in touch with the Kavian printing- press and Safi Alishah institute, which was managed by his brothers, but he also got connected with the greatest publication in Iran named 'Amir Kabir' and several other institutes. After his settlement in Los Angeles, although he could retire, he continued his translation profession seriously. In 1991 he published a book entitled 'A Journalist half a century memories', and also published the eighteen's edition of "Educated", which is his most famous novel and the Persian translated version of Tolstoy's Letters in Tehran. The collection of his writings and translations exceeds more than fifty titles, apart from hundreds of articles, short stories, social, philosophy discussions and political commentaries, which he has published or broadcasted from the Iranian radio in his half a century journalistic life.

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The Influence of Translator's Religious Ideology on Translation: A Case Study of English Translations of the Holy Qur'an about the Verses of regarding The Appearance of Imam Mahdi(AS)

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Abstract

Translation of the Holy Qur'an and religious texts into different languages is rooted in Islamic history. The Holy Qur'an is the central religious text of Islam and, for Muslims, the book of divine guidance and direction. the Holy Qur'an has always been the focus of Muslims thought and practice throughout history. Muslims look into this holy book to solve intellectual and ideological problems, personal and social problems. The belief in the Appearance of Imam Mahdi (AS) is the appearance of a global justice system, which is one of the core beliefs of the Shi'a. This belief does not belong to the Shias, rather all or most of the Religions believe in the reappearance of Last Savior, and it is rooted in the Qur'an and hadith, and the Religion of Islam as the Perfect Religion to outshine all Religious. This research aimed at investigating the influence of translator's religious ideology on the English Translation of Qur'an about the Appearance of Imam Mahdi(AS). This study intended to investigate English Translation some verses of Qur'an about Imam Mahdi (AS).To this end ,three English Translations of Qur'an done by Tahereh Saffarzadeh as a Shia translator, Mohammad Pickthall as a Sunni translator and Arberry as a Christian translator were investigated .Adopting Farahzad's (2012) model of translation criticism, a comparative analysis of the source and target texts about the Appearance of Imam Mahdi (AS) were done both at the textual and para textual levels. The research applied Farahzad's model (Based on Fairclough's and Nida's approaches to CDA) as the theoretical framework of this research. The result of this study indicated that there is relationship between translator's religious ideology in translation of Quran.

Key Terms: Ideology, Translation, Critical Discourse Analysis, English Translation of Quran, The Appearance of Imam Mahdi(AS)

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An Intertextual Approach towards Translation of Religious Texts; a Case Study of the Holy Quran and Imam Ali's Sermons

Zahra Omrani [1], Farnaz Nafisi [2]

Abstract

Intertextuality is a trend in literary criticism which considers the relationships and interactions between texts. According to this theory, no text is unique, independent of other relating texts. Each text should be understood by the previous texts and it depends on the signs and codes of those preceding it. The indestructible relation of Nahjal Balaghah with the Holy Quran and the relation between their meanings is so deep and profound that cannot be limited to its surface structure; it is rather extended to its deep structure with multidimensional relations. Thus understanding the indented meaning of Imam Ali cannot be achieved except by familiarity with the text of the Holy Quran and their relation. For the purpose of this study through a qualitative type of research and based on interpretive approach for analysis of data and resorting to Kristeva's intertextuality, i.e. horizontal and vertical references this study aimed to scrutinize the issue of intertextuality between Nahjal Balaghah and the Holy Quran. During the study, the researchers tried to bring all aspects related to these theories in all the selected samples for horizontal and vertical references that the researchers believe are important from the textual and intertextual prospect. Analyzing the selected samples of Nahjal Balaghah and related verses of the Holy Quran lead us to the conclusion that the most frequent intertextual relation between the Holy Quran and Imam Ali's sermons is of horizontal reference type through which Imam Ali was able to create a harmony and consistency between the Peak of Eloquence (Nahjal Balaghah) and its pretext (the Holy Quran).

Keywords: Intertextuality, Translation, Religious Text, Horizontal Reference, Vertical Reference, Peak of Eloquence, Holy Quran

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Abjection: Catherine Cookson and Simin Daneshvars' Motherhood in spite of Barrenness in their first novels

Shokofeh Zorriyeh Habib[1]

Abstract

A close reading of Catherine Cookson's first novel reveals that her work is filled with motherhood and mother-child relationship. She started writing about motherhood in her novels, as a barren woman. Not becoming a mother, she created a new life preoccupied with children; an unreal, imaginary world which ended in Silence. Like Catherine Cookson, Simin Daneshvar tries to depict motherhood and abjection in her novels. She couldn't be a mother due to her husband's medical problems. Therefore, she did his best to be a real mother in her character's world, a world which started with mourning and ended with wandering state. According to Julia Kristeva the abject mother is the prominent evidence of abjection. So this essay will show how two barren women –Catherine Cookson and Simin Daneshvar- demonstrated motherhood in their first novels. Kate Hannigan, the novel of Catherine Cookson, and Suvashun , by Simin Daneshvar are the novels which are going to be studied and investigated.

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