

KEYNOTE SPEAKERS



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Conference Venue

Allameh Tabataba'i University

About Organizer

Canadian Institute for Knowledge Development (CIKD) is an international, multi-disciplinary research, publishing, consulting and training non-profit institute which is one of the most expert institutions of its kind. It is committed to organizing and developing educational events and conferences in different fields. It also encourages who wish to participate in academic conferences, and publish in peer-reviewed journals. CIKD also has in-depth activities related to publishing academic journals and proceedings. This institute also develops quality business and finance research. In this filed the institute aims to provide educators, business leaders, and public-sector decision-makers with applied and in-depth research in the fields of business trends in general and economy, finance, information technology and marketing and in particular. The research which is being conducted by CIKD specialists results in some certain outcomes which are very helpful for business leaders, state and local government agencies, public and private researchers, industrial organizations and chambers of commerce.

This institute also holds series of courses with the highest academic and applied qualification available, especially in the fields of business, economy, finance, marketing, research methods and information technology. We plan to provide solutions in our training programs which will allow learners the opportunity to learn how to solve the real -world problems and achieve new skills.

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CIKD seeks to promote the quality of education by offering professional courses, holding related conferences and conducting research.

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Canadian Institute for Knowledge Development aims:

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- To provide comprehensive, holistic, high-quality and evidence-based trainings which nourishes strengths of learners in a diverse and inspiring environment.

Journal Publication Opportunity

All accepted papers' abstracts are published in conference proceedings book and CD. The full papers of the conference will be reviewed (double-blind review) and published in one of the following journals based on the aim and scope of the journals and the papers' quality (design, methodology, analysis, discussion, and language and style):

-Innovation in Language Learning and Teaching
(Abstracted and Indexed in Scopus and Thomson Reuters-ESCI)

-Heliyon *(Abstracted and Indexed in Scopus and Thomson Reuters-ESCI)*

-Language Testing in Asia *(Springer Publishing)*

-International Journal of Applied Linguistics and English Literature

-Advances in Language and Literary Studies

-Language Teaching Research Quarterly

-Theory and Practice in Language Studies

Recommendation Letters

“I have had the pleasure of speaking at recent NTELT conferences and have always enjoyed the opportunity to make contact with colleagues and teachers in the region, to learn about current issues in language teaching that teachers and institutions encounter, as well as to share insights from research and best practice. Teachers, teacher educators and researchers will find much to learn and benefit from through attending an NTELT conference.”

Professor Jack C Richards

“I would definitely recommend attending an NTELT Conference. They are well-organised, held in attractive and comfortable venues and foster a convivial and stimulating ambience. They attract well-known plenary speakers who are leaders in their field and they also offer both experienced and young researchers opportunities to present papers on their research and to discuss important issues with like-minded colleagues. I gave a plenary presentation at an NTELT conference in Istanbul and I certainly enjoyed the experience.”

**Professor Brian Tomlinson,
University of Liverpool, Shanghai International Studies University,
Anaheim University**

“Having participated in 2017 in the 1st and 2nd International NTELT Conferences in Dubai, UAE, and Ardabil, Iran, respectively, I’m happy to encourage others to participate in future NTELT conferences. It was an excellent opportunity for both junior and senior scholars to network and together to showcase the impressive scope of their research. It was especially interesting for me to visit this part of the Middle East to discover such an admirable commitment to improving English language teaching and learning.”

Professor Roy Lyster
Emeritus Professor, McGill University

“I was the keynote speaker of NTELT ISTANBUL 2018 and I was hosted at Istanbul Kozyatađı, Hilton Hotel- the venue for the conference. The conference was well organized and the venue was comfortable and luxurious. All the participants and speakers expressed their satisfaction at the conference dinner. They stated that they found the conference fruitful and thought provoking. As a keynote speaker I was pleased to hear these positive comments. I personally felt that, compared to bigger international conventions, such conferences contribute more to professionalism. I hope you enjoy the forthcoming NTELT conferences and get back home with new ideas for your professional studies.”

Prof. Dr. Birsen Tütüniş
Istanbul Kültür University

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Keynote Speakers' Biography

Jonathan Newton



Jonathan Newton has worked as a language teacher and teacher educator for more than 30 years with wide experience working with teachers from across Asia. His scholarship focuses on language teacher education and on a variety of aspects of classroom teaching including teaching with tasks, teaching speaking, lesson and materials design, vocabulary learning and intercultural education. He is in demand internationally as a conference speaker and has published more than 50 book chapters and articles in leading applied linguistics journals. He has also co-authored three books, one with Paul Nation, *Teaching ESL/EFL Listening and Speaking* (2009, Routledge), a second with Nicky Riddiford, *Workplace Talk in Action: An ESOL Resource* (2010, VUW Press). and a third (to appear early 2018) co-authored with five leading international scholars, *Teaching English to Second Language Learners in Academic Contexts: Reading, Writing, Listening, and Speaking*. (2018, Routledge). He has a fourth book, *Culture in the Asian EFL classroom*, in preparation for publication in early 2018.

Hayo Reinders



Hayo Reinders is Director of the Anaheim University Doctor of Education (Ed.D.) in TESOL Program. Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

Keynote Speeches

Classroom Perspectives on Task-based Language Teaching: Bridging the Gap between Research and Practice

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There is by now a robust theoretical and evidential base for the effectiveness of task-based language teaching, and chances are you will see tasks of one sort or another being widely used in communicatively-oriented ESL/EFL instruction. And yet research shows a considerable gap between how teachers commonly understand and practice teaching with tasks on the one hand, and scholarship in the field of task-based language teaching (TBLT) on the other. One consequence is that even when task-based teaching is mandated in top-down curriculum initiatives, it often fails to achieve the potential held out for it. Teachers make a difference. In this talk, I first identify key areas in which the understandings of teachers and the views of scholars have been shown to converge or to misalign. I draw on findings research into how teachers have been making sense of task-based teaching in a range of different teaching contexts. I discuss the challenges faced by these teachers when teaching through tasks and the innovative practices they have adopted to address these challenges. Themes emerging from this research include: the role of textbooks in shaping task-based teaching; the value of task repetition and project-based task cycles the importance of pre- and post-task phases (especially for language-focused learning); the role of the learners' first languages; and. I conclude by offering a set of principles to guide teachers who seek to refine their practice of teaching with tasks.

Keywords: task-based language teaching

Encouraging Out-of-class Learning with Augmented Reality

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Augmented Reality (AR) is an increasingly common technology that is starting to be explored for its educational potential. It involves overlaying digital information onto the physical world (for example by using the camera of a mobile phone) and as such provides opportunities for learning outside of the classroom. Because both teachers and students can add information, it has the potential to provide learners with an active role in the learning process. Despite increasing use in science education, the training of medical practitioners and the use of simulations for a range of skills, the application of AR in language education has been limited. In this practical talk, I will briefly review recent developments in this area and look at some of the potential benefits of AR for preparing learners for, and supporting them in their learning beyond the classroom. I will give a few examples of activities that can easily be adopted by teachers without specialised technical skills or experience in this area. I will also consider some issues relating to privacy, security and implementation.

Keywords: out-of-class learning, augmented reality

ABSTRACTS

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Inspiring Teacher, Inspiring Learner: Motivation as a Key Factor

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The paper presents a research study that aimed to investigate the qualities of Inspiring English teachers based on three categories: teaching methodology, personal qualities, and professional qualities perceived by students at English language schools. It also studies the changes that learners reported in their feeling or thoughts about English. The teachers' qualities are generally believed that to interest in learning English among students. So the investigation focused on the relationship between qualities of the teachers and students' interest in learning. The data were collected through a four-point rating scale questionnaire with 104 students. The quantitative findings revealed that the students placed an importance on overall qualities of the inspiring teacher at different levels. The inspiring teachers were said by learners to have a range of different qualities. Although inspiring teaching can have long-term effects on learners, generating interest, a sense of progress, and a desire to invest more effort into learning outside the classroom.

Keywords: inspiring teacher, motivation, inspired learner

A Review of Code Switching and its Related Functions in Classes

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The term “code switching” is studied to a great extent in all linguistic and cultural communities. This concept comes with students and teachers’ discourse although the students and teachers’ perspectives are kept separately from each other. The functions of code switching, which are the focus of this paper, are as important as its reasons. In spite of lack of researchers’ attention to its functions, a thorough understanding concerning them is obligatory. Most of the instructors are not fully aware of the fact that functions of code switching are a must in the process of teaching. Such understanding enables the instructors to develop more awareness to have a fruitful educational setting.

Keywords: code switching, functions, learners’ code switching, teachers’ code switching

Exploring EFL Learners' Zone of Proximal Development through Online Group Dynamic Assessment

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This study employed the qualitative method to investigate EFL learners' Zone of Proximal Development (ZPD) through online group dynamic assessment (G-DA) while doing listening comprehension tasks. The participants were 23 Iranian upper-intermediate EFL learners, called G-DA group, who went through dynamic assessment while doing listening tasks for about 6 weeks in a General English course in an English institute in Isfahan. To achieve the purpose of this study, the listening tasks carried out during the course, were video-recorded. They were all transcribed and reviewed and coded. Then, thematic analysis was used to identify the major types of mediational strategies. The analysis of moves led to the identification of 13 mediational strategies which could foster the development of listening comprehension in the upper-intermediate learners. The results also showed that, during the enrichment phase, the EFL learners demanded implicit type of mediation, indicating that the participants were moving from other-regulation to self-regulation as they made progress. Moreover, the data analysis showed that online G-DA could provide opportunities for collaborative scaffolding, microgenetic learning, and cognitive development. The results of this study could benefit L2 practitioners in planning to develop their L2 learners' listening comprehension.

Keywords: group dynamic assessment, zone of proximal development, mediational strategies, listening comprehension

Successful and Less Successful Iranian EFL Learners' Differences in their Tendency towards Ambiguous vs. Concrete Information Processing

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Learning a foreign language has always been a challenging process with a lot of uncertainty and confusion. In this regard, many studies acknowledged that high achievers are often more likely to be tolerant of ambiguity. However, the measures used were often self-report questionnaire which may increase the validity issues. The present research, which is a part of a larger study, aimed to examine respondents' cognitive tendencies using an innovative game-like cognitive test with an implicit approach in cognitive measurement in order to gain some new insights into EFL (English as a Foreign Language) learners' individual differences. This type of measurement was used for the first time in the language studies with a sample of 60 (30 successful & 30 less successful) males and females. Finally, the findings revealed that successful learners were significantly more inclined to cognitive challenges in general and unfamiliar and abstract concepts in particular. On the contrary, less successful learners preferred linear processing of less abstract information and tend to avoid cognitive challenges as well. Additionally, some gender differences were also found.

Keywords: ambiguity tolerance, successful EFL learners, cognitive tendency, individual differences

Repetition and Clarification Request in TBL

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The purpose of this article is to measure the effectiveness of teachers' oral feedback in task-based instructional group(TBL) .The researcher tried to demonstrate that how teacher's interactive oral feedback can internalize language learning , assist the students to reassess their production and give them a plan to complete the tasks. The concentration of this research is on repetition & clarification request. The quasi-experimental design consisted of a total 75 female Iranian intermediate EFL learners divided into three groups ,namely: A)repetition ,B)clarification request, C) control .The treatment groups (A and B) received repetition |&clarification request feedback on errors for English present progressive tense .The results of 4 sessions intervention revealed that both repetition and clarification request groups significantly displayed higher accuracy . The whole implication of findings are discussed and recommendations are provided for helping students successfully aware of new L2 forms and produce them.

Keywords: oral feedback , task-based method, repetition, clarification request

The Effects of Critical Pedagogy on the Teachers' Application of Flipped Method: A Case of Iranian EFL Students' Speaking Ability

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Critical pedagogy as a perspective that improves the quality of instructional method in language curriculum theory has been the area of interest in a plethora of recent studies. It has also been found to significantly contribute to what the teacher teaches and how the students learn (Giroux, 1997). The basic discussion in this study concerned the application of critical pedagogy in flipped method as a modern method of teaching. The flipped method, using a variety of teaching materials and techniques, is applied to teach the basic knowledge before classroom instruction instead of mere in-class teaching. 20 EFL students and 2 teachers in Bastan English language institute in Shiraz cooperated in the study. The two classes being exposed to flipped method of teaching were divided into experimental and control groups. However, the experimental group received critical pedagogy principles simultaneously. Moreover, the test of Analytic Speaking Criteria (Weir 1993) was applied to assess the students' speaking ability as the pre-test and post-test in both groups. T-test statistical technique was applied to ensure the significant difference between the control and experimental groups. The results revealed that the critical pedagogy could significantly affect the students' speaking ability. The present research thus yields remarkable implications for EFL teachers and instructional designers.

Keywords: critical pedagogy, flipped method, EFL, speaking ability

The Effect of Portfolio Assessment on EFL Learners' Autonomy

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Portfolio-based assessment has attracted a considerable amount of interest at universities, because they link teaching, learning, and assessment within the discipline and across disciplines in the curriculum. Portfolio assessment is used as an evaluation tool for reviewing the status of student progress and development. The components of the portfolio are decided by the teachers, the students, or through an agreement between teachers and students. Considering this advantage, it was hypothesized that developing portfolios may lead into higher learner autonomy. The present quasi-experimental study aimed at investigating the effect of learning portfolios including reflection sheets on autonomy of EFL learners. To this end, 44 University students taking part in EFL classes were selected based on convenience sampling, out of whom 39 homogenous ones were selected as the participants and were randomly assigned into two study groups. The experimental group was instructed on developing portfolios and developed them throughout the term. Autonomy level of the groups were measured before and after the treatment using Macaskill and Taylor's (2010) Autonomous Learning Scale. Analysis of the results revealed the positive effect of portfolio on EFL learner autonomy. Considering the importance of autonomy in language learning, this finding can have valuable implications for language teachers, learners, testers, and curriculum developers which are discussed in the paper.

Keywords: autonomy, alternative assessment, portfolio, EFL learning

Role-Play-Based Assessment as an Alternative Assessment to Evaluate English for Occupational Purposes Students' Language Use: A Pragmatic Approach

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The interactive nature of language teaching skills trends to authentic and communicative tools of practicing and assessing students' language skills, particularly, in English for Occupational Purposes (EOP) class. Alternative assessment (AA) like role-play based assessment (RPBA) is a dynamic trend toward either authentic or communicative way of teaching, learning and evaluating students cognitively. Today, English for Specific Purposes (ESP) has become the essential components of English courses to prepare students to use language in educational and occupational settings. This article proposes RPBA as AA to assess EOP students' communicative knowledge. To this end, 12 MA Marketing students were selected to participate in this research. The data were collected through assessing the students' role-playing tasks in the classroom as well as an attitude questionnaire. The results obtained from the students' scores proved that role-playing had significant effects on the EOP students' language use knowledge. Also, the results of the questionnaire revealed that EOP students had similar views toward the characteristics of RPBA to evaluate EOP students. Therefore, in EOP course, RPBA as AA could be considered as a humanizing approach to dynamic language learning and teaching which is based on students' needs and goals, and allows EOP teachers to evaluate their students pragmatically.

Keywords: alternative assessment, communicative-oriented activities, EOP course, role-playing-based assessment, traditional assessment

The Effect of Multiple Choice Test and Matching Test on Iranian Intermediate EFL Learners' Pronunciation Accuracy

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This study investigate the effect of teaching pronunciation through multiple choice test (MCT) and matching test (MT) as visual tools on Iranian intermediate EFL learners' pronunciation accuracy. It is viewed that pronunciation is the basis of language communication and should be valued in the same attention as other skills of language. Forty five learners out of 90 from a language institute were selected and were divided into three groups of 15 and were assigned to two experimental groups A, B, and one control group. After pretesting of pronunciation test (PT) which was administered to three groups, pronunciation was taught to the experimental group A through MCT, experimental group B through MT using a phoneme chart within 10 sessions; while the control group received the same instruction via Oral Test (OT). At the end, there was the posttest of PT for all groups. The collected data were analyzed through calculating descriptive statistics and one-way ANOVA. The results revealed that both experimental groups attained the highest scores in the posttest compared to the control group. This study concluded that it is helpful to utilize MCT and MT to enhance not only learners' pronunciation accuracy but also their sound system knowledge development.

Keywords: EFL learner, matching test, multiple choice test, pronunciation accuracy

Synchronous/Asynchronous Scaffolded Corrective Feedback and Motivational Scaffolding in EFL Oral Production Accuracy and Fluency

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The present study aimed at investigating the effectiveness of three scaffolding strategies to assist learners in free discussion tasks and improve their speaking accuracy and fluency. Through convenience sampling, 45 female young adolescent students studying in three intact classes at an English Language institute in Behbahan, Iran were randomly assigned to motivational (MS) scaffolding, synchronous scaffolded corrective feedback (SYN) and asynchronous scaffolded CF (ASYN) groups. Before the twelve session treatment period and as the pretest, learners were required to express their opinion on a free discussion topic in two minutes. After transcribing the two-minute pretests, the researchers discovered seven types of errors that were common among the three groups and only these errors were considered in later analyses. After the treatment period, each student's two minute performance on another topic was considered as her posttest. Mixed-methods data analyses were administered through which the quantitative phase (paired samples t-test) did not show any significant improvement in either of the groups' speaking accuracy and fluency. However, through scrupulous qualitative inspection and detailed analysis the researchers found that among the two most common grammatical errors (namely third person singular -s and simple past) which received nearly the same amount of correction, the SYN and ASYN group learners showed considerable improvement (which was in latency in the statistical analysis) in terms of third person singular -s, while MS group learners did not show any progress.

Keywords: scaffolded corrective feedback, motivational scaffolding, speaking, accuracy, fluency

Evaluation of ELT Materials Development: A Critical Review of the English Textbooks at Iranian High schools

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The purpose of the current paper is to evaluate the new English coursebook taught in Iranian highschools. To conduct this study, the paper focused on two main issues: firstly, the paper concentrated on the overall features of the coursebook regarding the four skills and other related issues such as the appearance and critical discourse analysis. Secondly, the contents of the coursebook were evaluated against this claim whether or not the current materials are based on the principles of Communicative Language Teaching (CLT). Hence, the critical analysis was conducted and the findings of the research which was done based on the mixed-method approaches -i.e., questionnaire (with 69 items and 5-Likert Scale) for evaluating the overall features and interview to see to what extent the coursebook is in accordance with the principles of CLT. The results show that the current coursebook was not completely in perfect harmony with the principles of CLT despite its claims, and consequently, it is recommended that the coursebook be revised. Misinterpretation of the method/ approach hinders the sophisticated preparation of the materials for English Language Teaching (ELT).

Keywords: materials development, communicative language teaching, coursebook, evaluation, English language teaching

The Effect of Computer Assisted Language Learning in Teaching English Grammar on the Achievement of Iranian EFL Learners

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This study tried to investigate the effect of using Computer Assisted Language Learning (CALL) on the achievement of Iranian students in learning grammar. The sample of the study consisted of 80 students distributed randomly on two experimental and two control groups. The instruments of the study were an instructional on-line program for teaching Conjunctions (coordinating, correlative and Transitional) and an achievement test. The findings of the study revealed that there were statistically significant differences between the students' achievement mean scores in grammar due to the instructional method of teaching. This difference was in favor of the students in the experimental group. There were also statistically significant differences between the students' achievement mean scores in grammar based on gender. Results showed that female learners outperformed male learners in the post test in both control and the experimental group. According to the findings of this study, it is recommended that teachers use CALL lessons in their instruction.

Keywords: achievement, computer assisted language learning, EFL, gender, grammar, use of instructional program

The Effects of Music versus Audio-Visual Materials on Iranian Pre-Intermediate EFL Learners' Idioms Retention and Learning

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The present study is an attempt to investigate the effects of teaching idioms by means of music versus audio-visual materials on Iranian EFL learners' learning and retention. To do so, 50 pre-intermediate learners (12 males and 38 females) attending Pegah Language Institute, Shiraz, were selected to participate in the study via Solutions Placement Test. In the first step, all 50 learners were divided into two categories of control and experimental group, randomly. Each group received 20 idioms that were unknown to all learners through 5 sessions of instruction. As for the experimental group, learners received the idioms through music with their equivalents in Persian and English. In the control group, the same idioms were presented through audio-visual materials and their Persian and English equivalents. For both groups of control and experimental, sample sentences were provided for each idiom. The result of the study after an immediate post-test and delayed one proved that learners who received idioms through music had better intake and longer retention of idioms.

Keywords: idiom, music, audio-visual, retention

Use of ICT Tools in an English Teaching Context for Primary Students in Hong Kong

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Recently, due to technology advancements, various information communication technology (ICT) tools have been developed for English learning and teaching. The incorporation of ICT tools in teaching English has great potential in that it enables teachers to design new, previously inconceivable pedagogical tasks rather than making substitutions for traditional teaching methods. This paper aimed to demonstrate the design and implementation of ICT-mediated tasks in primary EFL contexts in Hong Kong. Five different ICT tools were chosen for the development of classroom tasks for 5th grade English lessons. The rationales for the activities and the selected ICT tools were discussed. The effectiveness of learning the target language was analyzed through observations and the performance of students in different target tasks. Results of this study have provided evidence of primary EFL students' increased motivation and engagement with ICT. It is suggested that the design of pedagogical tasks should consider the characteristics and functionalities facilitated by the ICT tools, as well as the objectives of learning.

Keywords: information communication technology, English learning, English teaching

Multiple Intelligences and their Effects on Language Achievement

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Applying Multiple Intelligences Theory in lessons is a new teaching activity which makes learning more attractive and effective. Since every person has their own abilities and intelligences, teachers should be aware of these talents and skills in their students and contribute them in their teaching process. For conducting this study forty learners were divided as two male and female learners. In this paper, the researcher emphasized various intelligences and assessed learners MI through completing a questionnaire. The results show that female learners have higher multiple intelligences. Furthermore, female learners outperformed male learners. According to the results, there is a positive correlation between MI and writing skill. This study proves that teachers should use MI in their teaching methods.

Keywords: EFL, language achievement, multiple intelligences, writing skill

The Contrastive Analysis of English Texts Written by Iranians and English Authors: The Analysis of Metadiscourse Usage in the Research Articles

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The present research examined the number and types of metadiscourse markers which were used by the Iranians, and English authors in writing English research papers. In order to conduct the research, forty research articles were examined, twenty of them were written by Iranians and twenty of them by English writers. The metadiscourse taxonomy proposed by Hyland (2004) was used to investigate the linguistic and cultural differences between the groups of the study. According to Hyland's taxonomy two types of metadiscourse markers exist: interactional and interactive metadiscourse markers. Each of them consists of three sub-types of metadiscourse markers, i.e., interactional metadiscourse resource which includes hedge, booster, and attitude markers and interactive metadiscourse markers which includes transition, frame marker, and endophoric. The introduction parts of the articles were chosen, and carefully analyzed. Then the number and types of metadiscourse markers were specified, and compared. Additionally, the impact of mother tongue and culture on the way metadiscourse markers were used in the English articles produced by the non-native Iranians were examined. To analyze the data Chi square test were run to detect probable differences. Based on the result of this study there was no significant difference between the number of the metadiscourse markers used by non-native English writers implicating the universality of the metadiscourse usage in different languages; however the sub-types of meta discourse markers were different in the groups of the study which can be attributed to the impact of the writers' first languages.

Keywords: interactive metadiscourse, interactional metadiscourse, interlanguage

Foreign Language Anxiety: The Case of Proficiency and Gender

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Anxiety as a multi-dimensional affective factor has been the limelight of many studies so far. Despite the bulk of literature on various aspects of anxiety, the enigmatic issue remains controversial. This correlational study aims to explore the relationship between the construct of anxiety across different English proficiency levels including elementary, intermediate, and advanced in Iranian EFL learners. To this end, 108 male and female (54 in each group) Iranian EFL learners ranged in age 14-18 took part in the present study at a private language school in Gorgan, Iran. The analysis explored the general relationship between anxiety levels and English proficiency levels. We also analyzed the level of anxiety within male and female EFL learners and evaluated gender differences in terms of anxiety for proficiency levels. Chi Square statistical analyses demonstrated a relationship between anxiety and levels of proficiency in general. No significant relationship was found between anxiety and proficiency levels within males and females. The analyses indicated no significant relationship between male and female EFL learners at the advanced proficiency levels. However, a significant relationship was found between intermediate male and female EFL learner groups regarding their level of anxiety. Also, a weak relationship was seen between elementary male and female EFL learner groups concerning their level of anxiety; overall, females seemed to be more anxious than males. The results might help teachers, teacher educators, and syllabus designers to devise their courses and tests considering affective factors which ultimately help learners to overcome some of their learning difficulties.

Keywords: anxiety, English proficiency levels, gender

Reverse Transfer of Segmental Features: Scrutiny of Iranian EFL Teachers' Speech

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Transfer studies has yet been imbalanced in addressing bidirectional cross-linguistic effects and far from conclusive about the effect of exposure. One area of growing interest has been reverse transfer of phonological features between languages with distinctive supra-segmental and segmental features. This study aimed to investigate any potential reverse transfer of segmental features from English to Persian in Iranian teachers of English. The study was guided by the premise that teachers' long pedagogical experience might have impacts on their segmental sound system. To the objectives of the study, a sample of ten proficient English teachers along with a comparison group of ten teachers of Persian with little or no recent exposure to English participated in the study. Their performance on oral production Persian tasks involving sounds with cross-linguistically distinctive features including ت/t/, پ/p/, ر/r/, and 'و', was closely examined by three educated native speakers. The findings suggested that only in sounds ت/t/ and پ/p/, when located initially and in ر/r/ when placed after vowels reverse effect of English segmental features were identified. In other word contexts, variously inconclusive differences were also found. The paper will discuss the findings in detail and set forth relevant implications for transfer studies and language learning.

Keywords: reverse transfer, segmental features, crosslinguistic, Iranian teachers of English

The Impact of Dynamic Assessment of Critical Writing on Critical Thinking of Iranian Intermediate EFL Learners

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This study intends to investigate the impact of Dynamic Assessment (DA) of critical writing on critical thinking of Iranian intermediate EFL learners. To fulfill this aim, 60 Iranian intermediate EFL learners were selected as the sample of the study. The participants were assigned into two groups of experimental and control. After taking PET, a critical thinking questionnaire was employed as a pre-test. The experimental group received critical writing techniques based on Dynamic Assessment but the control group received the instruction without Dynamic Assessment. DA is based on Vygotsky's (1987) proposal of the zone of proximal development (ZPD), which highlights the importance of interaction for developing independent performance. Individuals learn best when they work with others during cooperation, and it is through collaborative activities with more experienced peoples that learners learn and adopt different skills. The results revealed that the students gained higher scores in the experimental group than the students in the control group who underwent the interactionist Dynamic Assessment of critical writing. The study have some implications for test-designers, teachers, and students.

Keywords: critical thinking, critical writing, dynamic assessment, zone of proximal support development

An Investigation into the Challenges of Developing English Materials for Teenagers and Ways to Overcome them

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The assumption that the younger the better is controversial as previous studies have given contradictory results (Puskás, 2016) and there is no conclusive evidence for the supposed benefits of the early introduction of English into the curriculum. “Yet the demand for starting L2 instruction as early as possible seems to persist” (Lightbown, 2008, p.14). Parents still think early L2 instruction will change the future of their children (Stec, 2016); therefore, it is difficult to eliminate this fallacy of the younger the better from parents’ minds. So, what can educational policy makers, curriculum developers, material writers, and at the heart of them teachers do to quench the thirst of these enthusiastic parents? It is suggested that teachers are required to improve the quality of new language instruction via providing their young learners or teenagers with sufficient and adequate amount of materials (Moon, 2005; Padro and Téllez Téllez, 2009; Maley, 2011; Dahl and Vulchanova, 2014). To this end, the author of this paper has tried to shed light upon the following issues: What is the optimal age for starting a second language instruction? Who are teenagers? And finally, what are the challenges of developing materials for teenagers and what teachers can do to deal with these challenges?

Keywords: optimal age, young learners, teenagers, material development, ELT materials

Task-Based Language Teaching: An Overview

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This paper attempts to highlight the utility and efficacy of Task-Based Language Teaching (TBLT) initiating from various task definitions proposed by different scholars, while differentiating between task and non-task. Then it proceeds by offering various categorizations of task-types offered by different researchers. It also deals with tasks relevant to the four language skills. Furthermore, the study provides some background and definitions of TBLT, specifying main principles and characteristics of Task-Based Language Teaching. Moreover, it describes three major approaches to TBLT, emphasizing the significant role TBLT plays as a strong and promising approach in order to enhance both language fluency and accuracy through maneuvering on upsides of TBLT. Eventually, the current study concludes that tasks should be clearly operationalized and be related to real-life needs of the learners in order to be accomplished by them via meaningful interaction. The paper ends up by mentioning some of the shortcomings of TBLT and the areas demanding more research to put TBLT in practice far efficiently.

Keywords: task, task-based language teaching (TBLT), principles of TBLT

The Teaching of Speech Acts in Second and Foreign Language Instructional Contexts

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This paper focuses on an area within the field of pragmatics, that of speech acts, and attempts to present research-based approaches, techniques and activities that enable learners to overcome their pragmatic difficulties in a given context and subsequently help them in successfully communicating in the target language. With that aim in mind, the paper first presents the resources used to introduce speech acts into second and foreign language classrooms and reviews the studies that have examined the advantages and disadvantages of those resources. Then, the activities and pedagogical proposals that have been elaborated to teach speech acts in instructed settings are reported. Finally, on the basis of the studies reported, issues to consider in future research on the area of speech acts are discussed.

Keywords: teaching, speech acts, communicative competence, second and foreign language

The Difference of Formative Writing Assessment Procedures among Novice and Experienced Teachers

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The current study explores the relationship between teachers' evaluations of foreign language (L2) writing and their years of teaching L2 writing. Thirty English teachers from kish language institute in Tehran, Iran evaluated ten essays written by English learners and justified their scores for each essay with three qualitative comments. Results showed that the most experienced writing teachers gave significantly lower scores than did the less or the least experienced writing teachers for four of the ten essays. Analyses of the qualitative comments on these four essays suggest that the experienced teachers made either more negative or fewer positive comments on aspects such as general organization, language fluency, ideas and general language. In other words, though having varying experiences in teaching writing, these teacher groups might share or differ in other background variables which might have contributed to the similarities and differences in their evaluations. The aim of the present study was to examine the student teachers' implementation of formative assessment in General Studies lessons during their teaching practice. It also studied student and teachers' perception of formative assessment after conducting formative assessment in General Studies lessons, the commonly used methods of formative assessment, the alignment of assessment activities with learning activities, student teachers' intervention after receiving feedback from pupils, difficulties encountered in the classrooms and the feedback from their pupils.

The following research questions guided this study:

- 1) What different FA writing procedures are used by novice and expert practitioners?
 - 2) How do different FA writing procedures contribute to their professional practice development?
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Keywords: writing assessment, novice teachers, experienced teachers

An Investigation into EPT and MSRT as Proficiency Tests Using G-theory

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A proficiency test can determine learners' knowledge and language ability in relation to general standards in English language. EPT is used as proficiency test for PhD students at Islamic Azad University and MSRT is used for PhD students at Ministry of Science, Research and Technology. In this study, 100 students participated in both of these tests in a Two-Facet, Crossed $p \times e \times m$ Design in which the persons/ students (p) crossed with EPT (e) and MSRT (m). All sources of variance were considered random and the variance components, error variances, and generalizability coefficients were estimated. The researcher found that by increasing different sections of test we can reduce error variance and, consequently, increase the level of generalizability. Because of variability due to different sections in MSRT, it had a larger effect on the estimated error variance and level of generalizability thereby this test had greater generalizability and phi coefficients than that of EPT.

Keywords: proficiency test, EPT, MSRT, G-theory

The Relationship between Integrative Task Ratings and Iranian EFL Learners' Self-Ratings on Task Performance

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The present study was going to develop a model of task-based language assessment, the Integrative Task (IT) Model, in order to avoid generalizing the task performance of language learners to their future performances on similar tasks. To do this, 200 undergraduate English translation students participated in the study. A checklist of IT specifications was designed by integrating two independent variables - the categories of multiple intelligences and the levels of cognitive domain - into constructs underlying integrative tasks. Initially, an extensive list of multiple intelligence categories was extracted and then a list of objective behaviors was outlined out of the hierarchical levels of cognitive domain in Bloom's (1965) Taxonomy of Educational Objective. Finally, based on the two collected lists, the checklist was designed and used to grade the integrative tasks and to score the testees' performances on the tasks. The results of quantitative data analysis supported the hypothetical assumptions made on the accountability of the IT Model as a newly-developed language assessment framework. The findings showed that there is a significant positive relationship between Integrative Task ratings and learners' self-ratings on task performance outcomes.

Keywords: assessment, integrative task rating, self-rating, tasks

The Relationship between Iranian Upper Advanced EFL Learners' Reading Self Efficacy Beliefs and their Reading Comprehension Performance

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Self-efficacy as one of the most important affective factors influences emotional sides of learners. It plays a key role in language learning and motivates students effectively. Current relational study investigated the possible relationship between reading self-efficacy beliefs and reading ability of Iranian upper advanced EFL learners. The main participants were 80 upper advanced EFL learners who were selected based on their performance on OPT test. To reach the purposes of the study, a reading ability test and a reading self-efficacy questionnaire were administered to eighty upper advanced EFL learners. By using descriptive and inferential statistics, the data collected from the reading test and self- efficacy questionnaire were analyzed. In order to answer the only question of the study, Pearson Coefficient-Moment Product was conducted to inspect the possible relationship between reading self-efficacy and reading ability scores. The results showed a large positive correlation between the two variables with high English reading self-efficacy beliefs associated with higher performance in reading ability test. The findings of this research may be beneficial to Iranian and non-Iranian EFL learners and teachers and material developers.

Keywords: EFL learners, language learning, self-efficacy, reading self-efficacy beliefs, reading ability

On the Interrelationships among Iranian Undergraduate English Foreign Language Learners' Speaking Ability, Personality Traits and Learning Styles

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The vital role individual differences, such as personality variation, play has long been discussed as the origin of different learning abilities. Accordingly, a cross-sectional survey and a descriptive study was conducted. Data was gathered from a sample of 150 students of both genders (107 females and 43 males) with an age range of 19-22. The translated and validated versions of the Big Five personality traits questionnaire and Kolb's learning styles inventory were administered. Also, a combination of the three speaking courses scores were considered as the speaking ability. To analyze the data correlational analysis and regression were run. Based on the findings it was concluded that openness turned out to have small and positive unique contribution with speaking ability. Also, there was a negative relationship between extraversion, conscientiousness, and agreeableness factors and speaking ability. Moreover, no significant relationship was found between neuroticism and speaking ability. The results indicated that abstract conceptualization turned out to have a small and positive contribution with speaking ability. On the other hand, active experimentation, reflective observation, and concrete experience had negative relationship with speaking ability. Finally, it was found that the Big Five traits and learning styles explained 23% of variance in speaking ability.

Keywords: big five personality traits, learning style, individual differences, speaking ability

EFL Learners' Misconceptions or Erroneous Beliefs about Language Learning: An ESP Context

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The mastery of speaking as the most formidable skill is primordial to language learning process. It is believed that the lack of exposure to sounds and structures of the target language and the dearth of language practice result in speaking deficiencies. ELT researchers always seek for effective methods to accelerate the act of speaking for their students by dint of integrating modern and mutant techniques. The current study delves into a less explored area of shadowing research and is mooted to introduce a modern technique called 'Planned Shadowing' i.e. intensive listening followed by simultaneous speaking to accelerate the act of speaking specifically in terms of accuracy and complexity in a planned way. To do so, forty six intermediate EFL learners were asked to imitate particular recorded inputs which were all intertwined in a planned way with the topics that students were supposed to tackle during each unit using their transcriptions both in source and target language. Unobtrusive expressions, vocabularies and grammatical points were all focused prior to taking the task of shadowing up. After a ten-session treatment, statistics was denotative of implausible impact of planned shadowing on EFL learners' accuracy and complexity of the speech. The current work lent general support to the claim that the impact of shadowing when accompanied by planning outweighs the mere use of shadowing explicitly in terms of accuracy and complexity and its constancy leads into learner autonomy.

Keywords: planned shadowing, speaking accuracy, speaking complexity, learner autonomy

The Effect of Dynamic vs. Diagnostic Assessment on EFL Learners' Speaking Ability

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There has been a growing interest in the implementation of different types of assessment in L2 settings in the past two decades. Consequently, this study tried to explore the effectiveness of two types of assessment, dynamic and diagnostic, on improving EFL learners' speaking ability. To this end, from among 133 EFL learners who were selected through availability sampling, 82 whose scores were between one standard deviation above and below the mean on IELTS (2016) were selected. The participants were then randomly divided into three groups of dynamic, diagnostic, and control. The speaking section of the IELTS test was considered as the pretest of the groups, too. In the dynamic group, the students received three tests in the form of test-mediation-retest; in the diagnostic group, the participants received the same three tests in the form of test-feedback; and those in the control group followed the usual class assigned for IELTS speaking courses. For the posttest, the speaking section of IELTS (2016) was administered among all groups. The pretest and posttest were recorded and scored based on IELTS speaking rubrics by two raters. To answer the questions, a repeated-measures two-way ANOVA was run to check pretest and posttest scores of the groups. The results showed an improvement in the learners' performance in the three groups from pretest to posttest. More specifically, the diagnostic and dynamic groups showed a significant improvement, however, the difference between their performance on the posttest was not significant. Conclusions and implications of the study are further explained.

Keywords: diagnostic assessment, dynamic assessment, speaking ability

**Urging for Correction: An Opportunity for Learners to Reflect on their
L2 Written Errors and Seek a Solution**

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Previous studies (e.g., Bitchener, 2008; Sachs & Polio, 2007) have shown that corrective feedback on an assignment helps learners reduce their errors on that assignment during the revision process, but the way such feedback should be provided and the degree of its explicitness in different settings has remained the center of much debate. The following study set out to investigate the effectiveness of urging for correction versus reformulation and explicit correction of second language learners' writing as two means of improving learners' grammatical accuracy on a two stage composition-revision task. Assigned to three groups (urging for correction, reformulation and explicit-correction), 51 learners produced three pieces of writings (writing a draft, receiving the researcher feedback and then writing a revised version of their assignment) after watching a cartoon for 10 minutes. To examine the effects of urging for correction participants in this group had their errors underlined, while the two other groups were provided with the correct form of their errors. On the basis of the data obtained for the groups, a split-plot repeated measures ANOVA was run to find out the differences among the accuracy of the three groups. The study found that the recommended pattern of feedback did not produce significantly different results from the other two patterns in terms of the accuracy of learners' L2 written production, though learners in this group outperformed the two other groups.

Keywords: corrective feedback, urging for correction, reformulation, explicit correction, accuracy

The Effect of Cognitive Tasks on Reading Comprehension of Iranian Secondary School Students

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The present study aims to determine whether teaching reading to secondary school learners through Task-Based Language Teaching can be influential and useful in reading improvement learners. Special types of cognitive tasks, like reasoning gap activity and opinion gap activity, for example will be the focal points of the study. Most of the previous studies have calculated correlation coefficients between foreign language cognitive tasks as a whole and performance measures, but they have not examined the impact of cognitive tasks and performance measures on developing reading comprehension of learners. Since it is a multifaceted phenomenon, investigating the effect cognitive tasks on reading improvement of secondary school EFL students maybe more important than investigating how cognitive tasks overall are related to performance measures. Against this backdrop, the present study will focus on cognitive tasks as an affective trait of L2 learners and it will investigate the impact of cognitive tasks on reading improvement of Iranian secondary school students. Thus, in this study, attempts will be made to find out the impact of cognitive tasks of Iranian Secondary School Students of English in English classrooms with a focus on cognitive tasks. This study is a description of the causal and comparative population study of secondary school students in the city of Pars Abad, the branch of Ardabil, Iran that is studying in the school year 96-97. The sample consists of 120 students (60 boys and 60 girls), who were selected by random cluster sampling.

Keywords: cognitive tasks, reading comprehension, EFL learners, secondary school students

**Theurgic Power of Planned-Shadowing on Iranian EFL Learners’
Speaking: Accuracy and Complexity**

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The mastery of speaking as the most formidable skill is primordial to language learning process. It is believed that the lack of exposure to sounds and structures of the target language and the dearth of language practice result in speaking deficiencies. ELT researchers always seek for effective methods to accelerate the act of speaking for their students by dint of integrating modern and mutant techniques. The current study delves into a less explored area of shadowing research and is mooted to introduce a modern technique called ‘Planned Shadowing’ i.e. intensive listening followed by simultaneous speaking to accelerate the act of speaking specifically in terms of accuracy and complexity in a planned way. To do so, forty six intermediate EFL learners were asked to imitate particular recorded inputs which were all intertwined in a planned way with the topics that students were supposed to tackle during each unit using their transcriptions both in source and target language. Unobtrusive expressions, vocabularies and grammatical points were all focused prior to taking the task of shadowing up. After a ten-session treatment, statistics was denotative of implausible impact of planned shadowing on EFL learners’ accuracy and complexity of the speech. The current work lent general support to the claim that the impact of shadowing when accompanied by planning outweighs the mere use of shadowing explicitly in terms of accuracy and complexity and its constancy leads into learner autonomy.

Keywords: planned shadowing, speaking accuracy, speaking complexity, learner autonomy

Cultural Hybridity and its Implication and Status in Intercultural Competence

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Cultural hybridity constitutes the effort to maintain a sense of balance among, values, practices, and customs of two or more different cultures. In cultural hybridization, one makes a new identity that shows a dual sense of being, which resides both within and beyond the margins of nationality, race, ethnicity, class, and linguistic diversity. This paper aims to describe the evolution of the concept of hybridity, and how hybridity can enrich and inform intercultural competence studies. The second aim of this paper is to study the status of hybridity in intercultural communication studies as a whole. To support these ideas, the researcher argues that teaching, training, and research should focus on the amorphous contact zones within which people live and the multiple cultures that they might interact with on a daily basis, using more culture-general principles. The status of hybridity in intercultural communication showed that critical cultural approaches mainly focus on text and context and inadequately on intercultural interpersonal relations. In addition, neither individualistic or collectivist levels alone is sufficient to explain the complexity of the cultural globalization of certain groups.

Keywords: cultural hybridization, intercultural competence, cultural identity, critical approach, individualistic or collectivist culture

Does Volunteering Matter: A Case of the Effect of Professional Development Initiative on Teachers' Self-Efficacy and their Perceived Proficiency

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This article reports an experimental study on the effect of volunteering on the effectiveness of professional development initiative. The participants included 90 English teachers. Two different training groups were studied at the start of their trainings and three months later. The only difference between these two groups was in the kind of participation: volunteers vs. non-volunteers. A control group of English teachers received no training and were studied in the same way. Evidence is reported of changes in teachers' self-reported self-efficacy and their perceived English proficiency based on two measures: teachers' self-reported proficiency (Chacon, 2005) was used to measure teachers' perceived English proficiency, Ohio State Teacher Efficacy Scale (Tschannen-Moran & Hoy, 2001) was used to measure teachers' self-efficacy. Evidence indicates a range of positive changes in trained teachers from the volunteers training group, and contrasting lack of change, or negative changes, in participants in both the non-volunteers training group and untrained group.

Keywords: professional development, volunteering, self-efficacy, English proficiency

**Planned Focus-on-Form in the EFL Context through Authentic Texts
Rich in Comparative and Superlative Adjectives**

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In the English as a Foreign Language (EFL) context, students are mostly oriented to focus-on-forms instruction, and communicative interaction is limited particularly in lower levels. Thus, EFL teachers should try to adjust focus-on-form instruction to such settings. With that in mind, this study examined the planned focus-on-form through the use of authentic texts rich in comparative and superlative adjectives in the EFL context. Three intact elementary classes were assigned to planned focus-on-form, incidental focus-on-form, and comparison groups. A timed grammaticality judgment test which contained the target forms was devised as pre-test, and immediate and delayed post-tests, but with different order of items. After the pretest, the planned focus-on-form group was instructed through dictogloss activities on authentic texts rich in target forms, the incidental focus-on-form group received instruction through opinion-gap tasks involving target forms, and the comparison group through focus-on-forms. Through the repeated measures analyses of variance and post hoc Scheffe's tests, the analyses of both immediate and delayed posttests showed that the planned focus-on-form group outperformed the two other groups. The findings confirm the idea that authentic texts rich in target forms can be an effective means of implementing a kind of planned focus-on-form instruction suiting the EFL setting.

Keywords: authentic texts, comparative adjectives, incidental focus-on-form, planned focus-on-form, superlative adjectives

A Triangulated Study on Occupational English Language Needs of Iranian Bank Clerks

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Nowadays, English for Specific Purposes (ESP) is a major area of interest around the world. The researchers believe that ESP is an enterprise involving education, training and practice; it draws upon three major realms of knowledge: language, pedagogy and the students' specialized areas of interest. This study aimed to investigate the present and target occupational English needs of Iranian bank clerks, and also find any possible mismatch between Iranian bank clerks and English for Academic Purposes (EOP) teachers' perceptions of the present and target occupational English needs of bank clerks. For this purpose, two groups were studied. The first group included 40 bank clerks and the other group included 20 EOP teachers. The data were collected through two semi-structured interviews and two questionnaires and were analyzed using the SPSS software. The results obtained through descriptive and inferential statistics including the Mann-Whitney U Test revealed a significant difference between bank clerks and EOP teachers' perceptions with respect to the present and target occupational English needs of bank clerks. Therefore, it is proposed that stakeholders take these perceptual mismatches into consideration, as these mismatches may influence the effectiveness of EOP classes and courses to a great extent.

Keywords: ESP, EOP, needs analysis, present situation needs, target situation needs

The Essential Skills Required for ESP Instructors Teaching ESP Courses to Undergraduate Students of Iranian Universities

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Regarding different definitions provided for ESP since years, ESP is mostly considered as an approach toward language learning that focuses on learners' needs to learn a foreign language. The concept of determining instructors for ESP courses has long been a controversial issue among ESP instructor selecting groups. For this reason researches have been done to investigate "Who is more qualified to teach English for Specific Purposes?" Recently, studies have centered their focus on training ESP instructors for universities. This study is closely related to this idea. The study suggested that in determining ESP course instructor regardless of focusing on language teachers or content-matter teachers, there is a need to define essential skills required for ESP instructors. The scope of the study was ESP instructors teaching ESP courses in Iran, Tabriz. The instrument for this study was an online questionnaire distributed among ESP teachers. Through this the researcher examined the necessity of four defined skills. The findings revealed that all four defined skills are necessary for ESP instructors. So, an ESP instructor has to be 1) Familiar with Subject Field 2) Proficient in English Language 3) Capable of Designing Curriculum 4) Familiar with Principles of Adult Education.

Keywords: ESP, ESP instructor, language teacher, content-matter teacher

**The Effect of Peer Assessment on Learning Definite and Indefinite
Articles by Iranian Basic EFL Learners**

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Peer assessment is gaining importance as an alternative assessment method to self-assessment and portfolio assessment. The purpose of this paper was to investigate the effect of peer assessment on learning definite and indefinite articles by Iranian basic EFL learners. To this purpose, 40 male and female participants with the age range of 19 to 27 were selected based on the convenience sampling method from Kowsar English language institute. The participants were assigned to one control (N= 20) and one experimental (N= 20) groups based on their odd and even numbers. A 30-item test of definite and indefinite article was given to the participants of the both groups. The test was given once as the pre-test and once as the post-test to the participants. In the experimental group, the classmates were put in groups of 4, and they were asked to read, revise, and give their suggestions on the correct use of the articles used in sentences or speaking. The experimental group students worked in pairs, corrected each other, and received feedback from the teacher whenever there was a need. After giving the posttest, it was revealed that the experimental group performed significantly better on the posttest of the articles than the control group did, $t(38) = 11.30$, $P < .05$. Iranian EFL teachers are encouraged to practice the peer-assessment techniques in their foreign language classrooms.

Keywords: peer-assessment, EFL, articles

The Effect of Dynamic Assessment on EFL Learners' Performance on Selective and Productive Reading Comprehension Tasks

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An important skill assessing which is very important is reading. As dynamic assessment is gaining more attention nowadays, this study tried to investigate the effect of dynamic assessment on EFL learners' performance on selective and productive reading tasks. First, 60 EFL learners were chosen based their performance on an elementary Nelson test and they were randomly divided into control and dynamic groups. In both groups, the reading section of KET (2015) was used as the pretest and (KET, 2014) as the posttest both with 28 selective and 27 productive items. Dynamic assessment group's participants received the interventionist mediation of dynamic assessment with a set of four Practice KET tests, each one twice, once before and once after the mediation. The control group proceeded with the routine of the class. Eventually, two repeated-measures two-way ANOVAs were run to answer the research questions. The primary finding was that dynamic assessment improved EFL learners' performance on both types of tasks significantly. Conclusions and pedagogical implications and applications are further discussed.

Keywords: assessment, dynamic assessment, productive tasks, reading comprehension, selective tasks

Exploring the Relationship between EFL Learners' Self-Efficacy Belief and their Language Proficiency: The Case of Reading Comprehension in Focus

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This study intended to explore the role of EFL learner's self-efficacy regarding reading comprehension in their reading test performance associated with learning English among universities. Based on a purposive sampling method, a total of 60 freshmen undergraduate learners of English consented to participate in this study. A self-efficacy questionnaire was utilized to collect to information regarding participants' beliefs in their own reading capabilities and to explore the effects of high and low self-efficacy on reading proficiency. Accordingly, students' knowledge of reading proficiency was examined based on their performance to the reading comprehension test adopted from a paper-based Longman TOEFL. A paired sample t-test and Pearson correlation was conducted to answer the research questions. The result of Pearson correlation revealed that there was a direct and significant relationship between the learners' self-efficacy beliefs about learning and their language proficiency. The result of Paired sample t-test suggested that students with high self –efficacy are more proficient in their language learning as compared with the students with low self-efficacy. EFL teachers and students as well materials developers' can take the advantage of the findings. Theoretical and pedagogical implications for foreign language learning and teaching are also discussed.

Keywords: Foreign language learning, self-efficacy, reading proficiency, learners' beliefs

Reframing Teacher's Talk Obstruction Techniques

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As Krashen (1985) puts it teacher talk is how teachers provide learners with "comprehensible input" which he sees as the essential ingredient for second language acquisition. Moreover, Walsh (2011) rightly argued that a qualitative approach to classroom talk is more fruitful and that teacher talk is context-specific. To put these theories into practice, this study tried to investigate teacher talk in a qualitative way; it tried to explore it in Iranian context as well. To this end, five teachers from a language institute in Iran were selected and two sessions of their classes were transcribed in terms of obstruction strategies of teacher talk namely latching, echoing, and interrupting (Walsh, 2002). By analyzing the data collected and observing the techniques which reduced learning space, a new framework of obstruction strategies of teacher talk was proposed which has 8 components more than the one proposed by Walsh (2002) viz hesitated instruction, teacher's long turns, ditching students' questions, denying the mistakes, raising voice, unmodified language, falsifying, and L1 overuse. The result of this study can help teachers to improve their teacher talking quality (TTQ) which has been overshadowed by overemphasis on teacher talking time (TTT).

Keywords: classroom discourse, teacher talk, obstruction teacher talk

Investigating the Effects of Blended Learning Approach on Vocabulary Enhancement from EFL Learners' Perspectives

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This study is concerned with investigating the effects of blended learning strategy on enhancing vocabulary on Iranian students through using Memrise Application. It also attempted to explore the students' perceptions and attitudes towards blended learning approach engagement in computers and smartphones application in learning vocabulary. In order to achieve the goal, we selected 40 EFL learners who had intermediate proficiency in English vocabulary knowledge in DIALANG proficiency test. They were randomly divided into two groups; 20 students in the control group and 20 in the experimental group. Then, the control group learned vocabulary items through the traditional method and the experimental group used the blended learning approach. Quantitative and qualitative data collection tools including a pretest and post-test and a semi-structured interview were utilized. Results of the study revealed that there was a statistically significant difference between the achievement of the two groups. In terms of attitudes, the results of this study showed that the students in the experimental group held positive attitudes towards the blended learning approach because it influenced their learning positively. The findings are beneficial for language programs and language teachers when designing a blended course. Due to the limitations of the study, some further suggestions have been made for future contributions.

Keywords: CALL, MALL, blended learning, memrise app, traditional method, vocabulary learning, Iranian EFL learners

Exploring the Relationship between Logical-Mathematical Intelligence and Grammar Learning Ability of Iranian EFL Intermediate Students

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The present study attempted to explore the relationship between logical/mathematical intelligence and grammatical learning ability of Iranian intermediate EFL learners. To this end, 30 students (15 males and 15 females) were randomly selected through an Oxford Placement Test. Afterward a teacher-made grammar test was administered among EFL learners. All the participants were given directions concerning the content of the test, and the way they were expected to answer each item. Next, the target participants were asked to fill out a logical-mathematical intelligence (LMI) questionnaire. The results suggested a significant relationship between the performance of high and low groups of students in their ability of learning grammar and LMI. Moreover, there was not a significant difference between the performances of male and female groups in grammar ability. More precisely, the results revealed that students with higher LMI learned grammar better than those with lower LMI. In addition, the findings indicated that this relationship was not significant for the gender as the second variable of the study. The finding may suggest advantages to language teachers, EFL learners, policy makers and curriculum designers engaged in locally ELT material design.

Keywords: intelligence, multiple intelligence theory, logical/mathematical intelligence, grammar, gender

The Effect of Portfolio Assessment on EFL Learners' Reading Comprehension

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Standardized tests are no more sufficient tools for learner assessment, because a single score does not tell us accurately about individual's overall progress. Therefore, in EFL education portfolio is used as a new procedure that combines both formal and informal techniques for monitoring student language development. It includes multiple measures and interprets them as an integrated unit. In this line, the present study aimed at investigating the effect of portfolio assessment on reading comprehension ability of EFL learners. To this end a quasi-experimental study with pre-test, treatment, and post-test procedures was designed. Accordingly 20 Iranian EFL learners selected through convenient sampling and homogenized by PET test made the participants of the study. After the reading comprehension pre-test portfolio development procedures were practiced in the class for 10 successive sessions. Then a parallel post-test was conducted. The results of paired-sampled t-test revealed a significant increase in reading comprehension scores of the learners as a result of portfolio development. The finding can be attributed to unique features of portfolio assessment as a common alternative assessment. Considering the pedagogical implications of this finding language teachers and learners are recommended to take the advantage of portfolio assessment for teaching, learning, and assessment of reading comprehension ability.

Keywords: autonomy, alternative assessment, portfolio, EFL learning, reading comprehension

Effect of Decision Making Task on Improving Iranian EFL Learners' Reading Comprehension

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The purpose of this study is to investigate the effect of decision making task on improving Iranian EFL learners' reading comprehension. To accomplish the purpose of the study, two intact groups were randomly selected as the control group (N=15) and experimental group (N=15) of the study. Reading comprehension test was administered as the pretest of the study. After that, the experimental group received special treatment by task-based instruction including decision making while control group received traditional reading comprehension instructions. Treatment lasted 12 sessions or about two months. A parallel test of reading comprehension was administered as the posttest of the study. The results of the pretest and posttest in data analysis through statistical procedure such as Independent Pair T-test confirmed the superiority of the experimental group to the control group, resulting in the rejection of the null hypotheses.

Keywords: reading comprehension, task-based instruction, decision making task, parallel test

The Impact of Task Based Writing Instruction on Reading Skills for IELTS Candidates

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That reading skill is of paramount importance to language learning is abundantly clear but whether writing skill affects reading skill or not hitherto has largely remained obscure. In addition to this, as far as writing task is concerned, task based learning, a highly creative approach to ELT system, comes to fore. This accurately reflects the considerable significance of current studies directed toward the effects of planned writing tasks instruction on the reading comprehension ability of IELTS candidates. To do so, a pretest-posttest quasi-experimental design was adapted. 40 learners were chosen from 50 advanced EFL students based on their performance on a placement test. All were females aged between 17-20. The experimental group received five sessions including two hours of supplementary writing task-based instruction while the control group did not receive any treatment. The results indicated that experimental group outperformed control group which are discussed in the light of the literature.

Keywords: IELTS, task-based writing, reading skills, communicative language teaching

Investigating the Effect of Cake Model and Sandwich Model of Dynamic Assessment in EFL Environments on Perception of Reading

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The present study attempted to investigate the effect of cake model and sandwich model of dynamic assessment in EFL (English as a Foreign Language) environments focusing on reading comprehension. The main purpose of this study was to find out how is Iranian EFL learners' reading comprehension affected by cake model as an interactionist or sandwich model as an interventionist method of dynamic assessment. To this end the subjects participated in the study included 60 female and male students of three different classes passing general English course at Soure Art and Architecture University. One of the classes as a control group received no mediation and the other two classes received sandwich and cake model of assessments' related mediations respectively. The process of the sandwich model followed pretest, mediation, and posttest; while the cake model followed pretest, mediation, test 1, mediation, test 2, mediation, and posttest. The both experimental group had the process in four sessions in a row. The given mediation was shaped by the elicited answers to the interview questions. The research outcome showed that the experimental group under cake model of dynamic assessment did absolutely better in the posttest compared to the experimental group under sandwich model.

Keywords: dynamic assessment (DA), interventionist DA, interactionist DA, sandwich model, cake model

Enhancing Iranian Pilots' Aviation English Proficiency and Motivation through the Application of Content and Language Integrated Learning (CLIL)

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Content and Language Integrated Learning (CLIL) is a dual-focused educational approach whereby an additional language is utilized for the simultaneous learning and teaching of both content and language. Accordingly, the present study sought to investigate the pedagogical effectiveness of CLIL in enhancing Iranian aviation students' motivation in dealing with the highly specialized features of aviation English. For this purpose, from the population of pilots studying at Mahan air in Tehran, two intact classes of 20 each, were selected based on a purposive sampling method and were subsequently assigned to two groups randomly: experimental and control. The participants were all male whose age ranged between 20 and 30. While the experimental group received their instruction through CLIL, the control group were taught by a traditional approach. The analysis of the data revealed that the experimental group did much better than those in the non-treatment group on posttest. Alternatively, the findings on a questionnaire reflected that the experimental group had a positive attitude about the pedagogical utility of their method of instruction and enjoyed a higher level of motivation compared with those in the control group. Notably, the findings of the study may have important implications for material developers, course designers, and language teachers who work in the area of Teaching English for Occupational Purposes (TEOP).

Keywords: aviation English, CLIL, perception, motivation, TEOP

Learner-negotiated Recasts and EFL Writing Accuracy and Complexity: Revisiting Corrective Feedback

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Corrective feedback (CF) has been a very stimulating area of research in SLA over the years with supporting and refuting findings. Lyster and Ranta (1997) offered six categories of feedback, namely explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation prompts, and repetitions. The problem with such a categorization is that it assumes a uniformity with which all the learners in the context (i.e., the classroom situation) perceive of the problem or at least are involved in processing the language. The current study, for the first time, examined the effect of learner negotiated recasts on the grammatical accuracy and complexity of upper-intermediate EFL learners. For the purpose of the study, 4 spoken English classes were focused on. The teacher in the first class was directed to provide recasts, while the teacher in the second class was instructed to provide meta-linguistic feedback. The third class received explicit correction; however, the teacher in the fourth one presented recasts to be negotiated by learners, that is learner negotiated recast (LNR). Kruskal Wallis H Test and post hoc analyses indicated that the LNR group demonstrated a significantly higher accuracy (at $p < 0.05$) in their writing, but not a higher complexity. Recast group did significantly better than all the other groups regarding complexity. Implications of the study are discussed.

Keywords: corrective feedback, recasts, writing accuracy, writing complexity

Perspectives towards Intercultural Communicative Competence among International English Major Students

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The present study aims to explore the perspectives and perceived nature of thinking and understanding towards intercultural communicative competence (ICC) among International English major students. Accordingly, this study employs the paradigm of mixed-method research, in which it comprises a qualitative phase followed by a quantitative phase. Participants of the first phase of the study are 30 undergraduate English major students in their third year at Khorasgan University in Isfahan, Iran; and participants of the second phase of the study are 30 international ESL students in their first year at Gonzaga University, in Washington, U.S.A. The analysis of narratives in the first phase of the study indicated that participants have diverse viewpoints towards intercultural encounters. The findings of the statistical analysis of the second phase of the study showed that the most important individual difference variables directly influencing students' intercultural communicative competence are their communication apprehension and their perceived communicative competence.

Keywords: attitudes, encounters, intercultural communicative competence, Iranian EFL students, perceived competence

The Effect of Teacher Feedback on Improving Reading Ability of Low-Skilled EFL Learners

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The role of teacher feedback on Iranian EFL students' reading has recently been in the center of SLA research. Accordingly, this study investigated the effect of teacher feedback on Iranian EFL students' reading. After ensuring the homogeneity using Preliminary English Test (PET). The sample of the study consisted of an experimental group and a control group; each group consisted of two elementary sections. A reading test was developed and its validity and reliability were established. To collect data about the students' progress, after extracting the data from the questionnaires, the data was analyzed by SPSS software. The findings of the study revealed that student teacher feedback had positive effect on their performance in reading in English. In light of the findings, it is recommended that teachers' feedback will be used in the class, and that instructors become aware of the positive effect of teacher feedback on learners performance in reading.

Keywords: teacher feedback, reading comprehension, reading skill

The Effect of Diagnostic Assessment on EFL Learners' Performance on Selective and Productive Listening Comprehension Tasks

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Listening comprehension, the ability to identify and understand what others say, is a challenging skill for EFL teachers and learners. Consequently, it is necessary to do research on various aspects of this skill to overcome the challenge. Therefore, this study tried to investigate the effect of diagnostic assessment, as a new type of assessment, on EFL learners' performance on two types of listening comprehension tasks: selective and productive. To do so, a Nelson proficiency test was administered among 90 EFL students, out of which, 60 homogenous students whose scores were in the acceptable range were selected and divided randomly into two groups: control and diagnostic assessment. As the pretest of the study, a KET listening test (2015) in two sections of selective and productive tasks was used to check the learners' initial performance. Next, the learners received different types of instruction in the groups. In the diagnostic group, learners took four KET practice tests in the form of test-feedback whereas in the control group the usual routine of listening classes was followed. At the end of the study, another KET listening test (2014) again in two sections of selective and productive tasks was administered to the participants as the posttest to investigate the differences between the two groups from pretest to posttest. Finally, two repeated-measures two-way ANOVAs were run and the results showed that diagnostic assessment resulted in significant improvements in the learners' performance on both selective and productive listening tasks. Conclusions and implications of the study are further explained.

Keywords: diagnostic assessment, listening comprehension, productive tasks, selective tasks

The Effect of Interaction through Social Networking on Iranian EFL Learners' Anxiety and WTC

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The aim of this study was to investigate the effect of interaction through social networking on Iranian EFL learners' anxiety and WTC. Interaction plays significant roles in the language classroom since it can strengthen the social relationship (Naimat, 2011), develop communication skill and build up confidence (Thapa and Lin, 2013). Unfortunately, English classes in Iranian schools are mostly teacher-centered, rather than student-centered. Speaking skill in Iranian schools is based on the teacher who is mostly considered to be the sole authority in the classroom and therefore the students find no chance to practice their speaking and have difficulty in expressing their ideas in English. Moreover, the negative feelings of not being able to speak well, may worsen the students' performance, as well as, their confidence. After holding a proficiency test (OPT), the researcher selected 60 students who were comprised of 28 male and 32 female students. The participants were adults with the age limit of 19-21. The data from the study was analyzed using the 21th version of the SPSS software. The analyses were carried out at a significance level of $p = .05$. Results indicated that interaction through social networking improved WTC but decreased anxiety.

Keywords: interaction, social networking, anxiety, and willingness to communicate (WTC)

Development and Construct Validation of a Test to Tap Advertising Literacy: An Experimental Approach

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Although a plethora of studies has employed various approaches to investigate construct validity, few studies adopted the experimental approach to validation. The current study is aimed at exploring the validity of a researcher developed test to tap one's "advertising literacy". It was conducted in line with the experimental approach to construct validation, proposed by Bachman (1990), comprising three sequential phases including experimentation, test administration, and validation, respectively. In this study, the researchers pursued the experimentation phase, primarily focusing on the instruction of authentic advertisements followed by the administration of a post-test, namely, advertising literacy test. Moreover, to verify the effect of the experimentation, an independent samples t-test was run; the results indicated a significant difference between the experimental and control groups on the post-test performance. The closing phase was devoted to the process of gathering adequate pieces of evidence for verification or falsification of the desired construct validity of the post-test. To meet this end, a resort was made to the divergence of scores on the test of advertising literacy and a midterm examination of the learners' general English proficiency. The results revealed a significantly low correlation between the two sets of scores. Therefore, it could be argued that the newly developed test of advertising literacy, possessed a desirable degree of construct validity.

Keywords: validation, construct validity, advertising literacy, advertisement, testing

**Tolerance of Ambiguity as a Predictor of Recast Efficacy in Summary
Writing: The Case for Grammatical Accuracy**

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Feedback (CF) appears to be a widely researched area that has informed methodological concerns in many ways. Seen in the light of modern views, CF cannot lose sight of learner-specific variables that have otherwise remained largely untouched. The present study addressed tolerance of ambiguity as a predictor of recast efficacy regarding written accuracy of 72 upper-intermediate female learners' summaries. At the start of their semester, all students (belonging to 4 different classes) were asked to complete the refined version of Budner's Tolerance of Ambiguity Scale (Herman et al., 2010). Around eight written summary writing tasks were assigned that exclusively received recasts during the semester. For their end-of-the-semester assessment, the final summary writing task was required. The collected summaries were subsequently analyzed for accuracy. Overall grammatical accuracy as indicated by ratio of error-free sentences across high and low ambiguity tolerance learners did not turn out to be significant. Nevertheless, regarding tense use and spelling, the learners with high tolerance of ambiguity produced a significantly lower number of erroneous forms. Implications of the study are discussed.

Keywords: corrective feedback, grammatical accuracy, recast, written summary

The Role of Professor-Student Rapport in Enhancing Student Motivation

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The role of motivation in learning a language is compelling, even more so in a foreign language context. Academic achievement and later professional promotion into academic areas pass through mastery of English as an academic language. Studies have established the positive impact of motivation in learning a foreign language (Lambert, 1963). In this respect, the purpose of this study was to investigate the relationship between professor-student rapport and second language motivation to envision how motivation, attitude, and instrumentality-promotion might contribute to and predict L2 motivation. In order to explore this connection, data was collected by means of two questionnaires: Professor-Student Rapport Scale (Wilson et al., 2010) and the Iranian version of Students' Motivational State Questionnaire (SMSQ) (Papi et al, 2008). The research was conducted on 217 male and female EAP students of various engineering sub-disciplines. Based on the results, rapport significantly correlated with all motivation orientations in the expected direction. Specifically, a significant correlation was observed between the mentioned constructs and rapport. Also, the results of regression analysis indicated that rapport is the predictor (30% common variance) of motivation on SMSQ. The findings suggest that creating a friendly atmosphere in EAP classes and a well-established professor-student rapport leads to higher student motivation, which has a direct impact on their performance.

Keywords: professor-student rapport, L2 motivation, EAP

Development and Validation of a Classroom Quality Control Observation Instrument

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Given the cruciality of observations in summative and formative evaluation, the present study reports the development and validation of a quality control instrument at Safir Language Academy. In order to develop the instrument, a comprehensive review of the literature was carried out. The finalized instrument comprised five main teaching-related factors namely, preparing for the lesson, preparing for the class, management, technicality and general English proficiency. Each category contained several items. The instrument was then administered in the 24 branches of Safir language academy in Tehran compiling a total of 576 observations. Exploratory and confirmatory factor analysis were conducted following the model proposed by Mulaik and Millsap (2000). The results indicated that the factors explained a good percentage of the variance with large factor loading. The results of the study help ensure comprehensive assessments of teachers' performance in classes.

Keywords: classroom quality control observation, classroom quality control observation instrument, validity

The Relationship between Teachers' Self-Efficacy and Dynamism in EFL Classes

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Teacher efficacy is believed to be strongly related to some important issues in teachers' behavior such as teachers' persistence, enthusiasm, commitment & instructional behavior (Tschannen-Moran & Hoy, 2001). One area in teachers' behavior and competence with regard to teachers' sense of self-efficacy which has not been explored enough is their ability to create appropriate rapport in their classes. Thus, the researcher of this article decided to investigate the issue and find out if there is a significant difference between rapport created in teachers' classes with high sense of efficacy and those with low sense of efficacy. To this end, 60 EFL teachers from Safir Language Academy in Tehran were randomly selected and Akbari and Tavassoli (2014) self- efficacy instrument was administrated. Then, they were divided into two groups of high self- efficacy and low self- efficacy groups based on the analysis of the data collected. The classes of these teachers were observed and the quality of rapport was appraised. For the sake of validity triangulation of the data was used (Dörnyei, 2007). The results of this research revealed that teachers with high sense of self- efficacy significantly established better rapport in their classes than those with low sense of self- efficacy. One implication of this study is that class atmosphere might be highly affected by teachers' sense of self efficacy. There were some limitation & intervening factors which have been fully discussed in the article.

Keywords: teacher efficacy, teacher beliefs, rapport

The Role of the Policy Change in Observation on the Behavior of EFL Teachers: A Case Study

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Classroom observation has long been recognized as an effective way to help teachers improve their quality of education. Therefore, policymakers of language schools try to establish certain rules to keep their standard of education high. Safir language academy with 26 branches in Tehran had established certain rules for observation of teachers in its branches. To achieve this aim one term, the education policymakers decided to completely change the previously established routines and observe the results. The purpose of the current study is to share the findings which were collected from the supervisors, teachers and students. The research was conducted qualitatively and the data was collected through semi-structured interviews. The results reveal how policy change in observation can affect teachers' sense of accountability passion and performance. The implications of this study can help policymakers gain in-depth knowledge and shed light on their views of teachers' beliefs.

Keywords: observation, education policies, teachers' belief

The Relationship between Cognitive Styles and Performance on Achievement Test of Iranian EFL Learners

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Individual differences and complex interaction of learners' characteristics play an important role on performance on any test. Thus having insight and knowledge of those differences can contribute significantly to reduce sources of error and test bias and also help a lot to the reliability and validity of test scores (Fray and Zimmerman, 1984).The researcher of the study decided to investigate any probable relationship which might exist between EFL learners' cognitive styles and their achievement test scores. To this end, 97 EFL learners from Payam-e-Noor University of Qom were selected and validated Eysenck Impulsivity questionnaire and validated summative achievement test were estimated. The results of the study revealed that there is a meaningful relationship between learner's cognitive styles and their performance on achievement test. One of the implications of this study is for test developers to try to control the potential sources of test bias which can endanger the reliability/validity of test scores.

Keywords: cognitive styles, achievement test, test bias, reliability, validity

Pragmatically-oriented Input in Business English Textbooks: The Case of Speech Act Realization

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As textbooks are the main source for learners' pragmatic development in an EFL context, they should be evaluated to see if they contain adequate input for learners to successfully acquire pragmatic competence. To this end, the frequency of four ubiquitous speech acts (apology, complaint, refusal, request) across four widely used business English textbooks (Business Basics, Business Result, Business Venture, Powerbase) as well as the strategies for the realization of each speech act were analyzed. The pragmatic analysis of the four business textbooks showed that requests and complaints were respectively the most and the least frequent speech acts distributed in Business Basics (124; 3), Business Result (1068; 32), Business Venture (135; 8), and Powerbase (230; 24). Across the proficiency levels of each textbook series, the highest frequency of speech acts, with the exception of Business Basics which constituted only one volume, was found in Business Result's Advanced; Business Venture's Version 1; and Powerbase's Beginner levels. The analysis also revealed the patterns of realization strategies for each speech act. Due to the insufficient and/or unbalanced distribution of speech acts and the underrepresentation of some speech act strategies across the textbooks and within the levels, it is recommended that materials developers reconsider the adequacy of pragmatic input and draw on supplementary materials to compensate for such speech act realization inadequacy.

Keywords: textbook evaluation, business English textbooks, speech acts, frequency

On the Effects of Concept Mapping (CM) and Brainstorming on the Iranian EFL Students' Writing Anxiety of Argumentative Essay Writing

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Persuasive/argumentative essays show how much a writer can implement his/her power to convince the reader in favor of his desired intention. However, many will face different types of difficulties during the task and do not know how to overcome them. Therefore, this study sought to investigate the effect of concept mapping and brainstorming in writing anxiety of Iranian EFL learners' argumentative essays. In doing so, ninety male and female students ranging from 17 to 35 in Iran National Language Institution (INLI) in Tehran were selected to participate in this study. The participants were chosen through cluster sampling based on convenience from among 110 students. The standardized and reliable achievement tests of the book Passage 1 were used to homogenize the participants. An essay writing test and second language writing anxiety inventory (SLWAI) were used both as a pre- and post-test. The students were randomly assigned to three equal groups to experience different treatments in a 15-session semester. For data analysis a single one-way ANCOVA procedure was used. The results showed that both experimental groups did better than the control group. In writing anxiety the concept mapping group obtained the highest mean followed by brainstorming and then control group. The findings of the study had useful implications for teachers, students, material designers, and language assessors.

Keywords: concept mapping, brainstorming, writing anxiety

A Triangulated Study on the Impact of Digitally-Based Exams on Iranian EFL Teachers' Development and Job Satisfaction

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Innovative testing techniques are of great importance in modern classrooms (Bangs, 2011; Breland, Lee, & Murake, 2005). The institute under study created an innovative achievement test compatible with its blended learning program, otherwise known as digitally-based exams (Kianoosh & Soltani, 2018a; Kianoosh & Soltani, 2018b). It was seen that the main benefit of these exams was its environmentally-friendly nature, which led to a decrease in paper waste. The teachers' perceptions on this type of exam also showed that teachers who used digitally-based exams generally had a more positive outlook. The current study sought to understand whether digitally-based exams had a significant effect on teachers' self-development and job satisfaction. 15 teachers who used the digitally-based exams were randomly selected to participate in semi-constructed interviews which lasted about ten minutes and were asked three questions to analyze their ideas on their self-development. The interviews were recorded, transcribed, key words were extracted, and the results were examined. Kassabgy, Boraie, and Schmidt's (2001) job satisfaction questionnaire, used to estimate the teachers' levels of job satisfaction, was distributed among 60 teachers employed to participate in this study, 30 who used the digitally-based exams and 30 who used the traditional exams. Then, the questionnaire results of the two groups of teachers were compared to see whether the use of digitally-based exams had a significant impact on job satisfaction or not. This study was carried out as the first phase of a study aiming to design an assessment-method satisfaction scale.

Keywords: digitally-based exams, paper-and-pencil exams, teacher development, job satisfaction

The Impact of Digitally-Based Exams on Teacher Performance and Student Exam Results

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Digitally-based achievement tests were designed by the institute under study to create an innovative exam that suits today's modern needs. These exams were shown to be environmentally-friendly (Kianoosh & Soltani, 2018a) and teachers' perceptions were mostly positive (Kianoosh & Soltani, 2018b). However, being one of the most important parts of a course, assessment has inevitable effects on teachers and their lesson plans. Hence, the current study aimed to examine two main aspects: 1) the teaching quality and performance of teachers who used digitally-based exams in their classes, as well as 2) the impact of this exam on their students' exam results. A total of 60 teachers were used in this study. They were between the ages of 25 and 35, with at least two years of experience and had a relevant academic background. 30 of them used digitally-based exams while the other half used paper-and-pencil exams. The observations of teachers who used digitally-based exams were compared with those who used paper-and-pencil exams to see if there were any significant differences between their classes and if the exam type had an impact on their students' exam results. This study analyzed the participants' teaching quality which included the various aspects of class preparation (needs analysis, staging, free practice, etc.), technicality (modeling, personalization, variety, etc.), and management (rapport, interaction, error treatment, etc.). Furthermore, the language learners' final scores were compared in the digitally-based and paper-and-pencil groups to see if digitally-based exams had a significant impact on the students' achievement or not.

Keywords: *digitally-based exams, teacher performance, student exam results, assessment, achievement tests*

Differential Effectiveness of Corrective Feedback Techniques on the Development of Advanced Iranian EFL Learners' Grammar Ability

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This study attempted to answer some questions concerning finding the most effective ways to present feedback to advance level EFL learners' grammatical errors in writing by comparing the impact of self-correction based written corrective feedback techniques and teacher-correction based ones on the development of learners' grammar ability. To this end, a group of 62 female learners from a private English Institute and 41 both female and male learners from South Tehran Branch of Islamic Azad University were randomly assigned into two experimental groups: the first one received feedback on their writings through self-correction based written corrective feedback techniques but the second group was given teacher-correction based written corrective feedback through some techniques for their grammar errors. The learners given self-correction based written corrective feedback were supposed to self-correct their errors in the class after receiving their writing papers and in the case of not understanding the correct forms, with the help of their instructor, teacher or the researcher. The results indicated that self-correction based written corrective feedback and teacher-correction based written corrective feedback did not significantly affect the advanced EFL learners' grammar ability development differently. However, the learners themselves perceived the self-correction based written corrective feedback techniques more effective and helpful in improving grammar ability.

Keywords: corrective feedback (CF), self-correction based written corrective feedback techniques, teacher-correction based written corrective feedback techniques

An Analysis of Corrective Feedback Techniques Used by Novice Iranian EFL Teachers

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This study sought to find out whether the corrective feedback techniques taught in the teacher training course (TTC) of Safir Language Academy work well in its existing classes. The techniques were mainly based on the theories or ideas of scholars such as Scrivener (2011) and Harmer (2007) which were related to foreign language teaching. Moreover, as a great number of students react negatively toward classroom error correction which may lead to demotivation so they no longer participate in class activities, students' perceptions regarding the efficacy of corrective feedback techniques were examined and the changes that could be made to the TTC course pack on error treatment considering students' perceptions were identified. To this aim, five novice female teachers and five novice male teachers from different branches of Safir were each observed for three sessions and the perceptions of the students in the observed classes were analyzed through a questionnaire and semi-constructed interviews. The results indicated that some of the techniques taught in the TTC course cannot be implemented by novice teachers and some others must be emphasized as they mostly teach students in lower levels. The basic level students' understanding and attitudes towards error correction and its techniques differ from upper or advanced level ones. Furthermore, the findings of the research can contribute to enhance the quality and practicality of the TTC course pack on error treatment.

Keywords: Corrective feedback, error correction, novice teachers, Students' perceptions

Code-switching: Awareness of its Efficiency in Bilingual Classes

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Teachers use code-switch while teaching English in the classrooms and reasons for this language alternation may be that English is taught as a main/compulsory subject in Iranian institutes or university classrooms. Despite its significance, the reasons for teachers' code-switching in EFL classroom have not been investigated thoroughly in Iranian context. The main objectives of this study were to compare and identify the significance of each function of code-switching by observing teachers in order to know why they code-switch and what specific pedagogical functions code-switching serves in the classrooms. The participants of the study were forty female and male teachers. A checklist having eleven functions borrowed from (Gulzar, 2010) was applied to investigate why teachers apply code-switching functions in their classes. In order to collect required data, teachers' code-switching were observed to check applied functions. The results demonstrated that there was a significant difference between genders' applying those functions and also different settings, including universities and institutes. Therefore, those functions played really significant roles in improving classroom fluency. The EFL instructors believed that code-switching was an influential teaching strategy and they perceived it useful regarding various functions that it has served in Iranian EFL classrooms. The implication of those findings is that code-switching practices are useful in English language teaching since English teachers benefit from its use.

Keywords: classroom fluency, code-switching, institutes' teachers, universities' professors

Evaluating Usability of Readwritethink Website for Iranian EFL Learners' Reading Ability Enhancement

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Reading is the most important skill for foreign language learners, because they have little exposure to the target language outside the classroom, and most of the information in English comes through reading. Nowadays, EFL classes are moving to use the web-based materials to enhance learners' language proficiency. The aim of the present study is to evaluate usability of 'Readwritethink' website in an Iranian EFL context to enhance learners' reading ability. In this study 37 intermediate learners participated: 19 in experimental, and 18 in control group. The experimental group treated for 20 sessions through accessing and using such website materials and tasks. A post-test was administered to both groups. The results showed a significant difference between that means of the experimental and control groups' scores, and, also, they confirmed that experimental group had a better reading ability. In addition, the researcher modified Davies' (2012) checklist for evaluating educational websites. The results revealed that the experimental group evaluated the website as a good tool for reading ability enhancement.

Keywords: EFL learner, evaluation, Internet, reading, website

The Effect of Podcasting on Speaking Achievement of Iranian Introvert/Extrovert Learners

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The ultimate goal of learning a language is the ability to communicate in the target language. Furthermore, learners who are extrovert or introvert differ in the ways they express themselves in the class. Moreover, podcasting as a new tool in computer-mediated communication may be a great help for learners with differing levels of extroversion and introversion. Thus, the present study focused on the effect of podcasting on speaking achievement of Iranian introvert/extrovert learners. To this end, 120 learners were selected and homogenized using a KET and NEO Five Factory Inventory. Then, they were divided into extrovert and introvert groups. A pretest of speaking was administered before treatment sessions. Then, the participants were asked to record podcasts each about 5 minutes long in pairs at the end of normal class time, and upload them to the weblog accordingly. The texts were in form of news interviews or news reports. After 10 sessions of treatment, the posttest of speaking was administered and it was revealed that learners in introvert group outperformed their counterparts in extrovert group. The result of this study is of high significance for teachers and materials developers.

Keywords: podcasting, speaking achievement, introvert/extrovert learners

The Effect of Movie Sessions on Intermediate Students' Willingness to Communicate through Speaking

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There has been an extensive research carried out on the role of AVAs in enhancement of second language learners' engagement in the topic of the day to be covered in an educational session. This had led to the top-notch design and fruitful creation of I-TALK(movie session), which consists of movies and songs (jukeboxes, footages and movies) in addition to pre and post activities in order to boost English learners' motivation to put their knowledge into practice in Safir Language Academy. However, the measurement with which to estimate the successful performance of learners typically discovered in their oral utterances based on the Willingness To Communicate (WTC) criterion yet to be the center of attention in many of pedagogical curriculum in ELT domain. Consequently, any built-in accessories adjacent to the course book could possibly add up to the learners' involvement in the lesson procedure by default, which would result in improved communication skills more specifically, speaking skill. Nonetheless, the WTC of learners has not been by any means measured thus analyzed. To conduct a thorough study, two classes of intermediate students, both male and female, each comprising of 7 learners were chosen. Furthermore, a set of questionnaire was handed out before and after the I-TALK sessions in order to compare the results. The items of the study contained the psycholinguistic criteria to cover the learner's self-impression on their oral achievement which is followed by the contrastive analysis given to the results of pre and post I-Talk sessions. The findings demonstrated the positive considerable change in the learner's self-impression on their capabilities of communication skills which ultimately denoted the boost in the WTC factor.

Keywords: movie sessions, intermediate students, speaking

Learner Autonomy and Different Types of Intelligence

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The term "intelligence" is set of talents that focus understanding the speed of processing and reasoning involved. In this paper, we examine the category of intelligence based on Gardner's theory. Fundamentally, it tries to elucidate the applications and implications of this theory in relation to learner autonomy. Before investigating the relationship between learner autonomy and different types of intelligence, a comprehensive understanding of the term, multiple intelligences, seems to be essential. Therefore, through a detailed literature review, this paper is an attempt to outline the concept of intelligence as well as the role of intelligence in learner autonomy.

Keywords: learner autonomy, multiple intelligences, Gardener's theory

Expanding Language Awareness through Literature

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The significance of employing genuine and reliable materials and activities in language classrooms is to aid language learners attain communicative competence. It comprises grammatical, sociolinguistic and strategic competence that would equip them to practice language for communicative end in the actual world. The materials and activities being applied in language classrooms concentrate on referential function and do not provide opportunities for imaginative engagement. Consequently, students are not able to percept the capacity and creative exercise of the language in various situations in which they should interpret, evaluate and give proper response and reaction. Literature and language can interact with each other for the benefit of language learners. Literature materials provide students the opportunities of experiencing and applying the language more creatively to comment, justify and mirror themselves. The paper aims at the importance of using literature in language education that will facilitate language learning process and expand students' awareness of the language they are learning.

Keywords: literature, reliable materials, communicative competence, language education, language awareness

**Evaluation of the Iranian Eleventh Grade High School English
Textbook (Vision II) from EFL Teachers' Perspective**

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This study aimed at evaluating the English textbook taught at Iranian high schools for the eleventh grade. To do the research, 30 female and male high school teachers who taught the eleventh grade high school English text book in Masjed Soleyman, Khuzestan were selected to participate in this study. The participants were selected from different high schools such as Pardis and Sina high schools in Masjed Soleyman. Having selected the teachers, they were asked to complete a textbook evaluation questionnaire. Having filled out the questionnaire by the teachers, raw data were collected and they were analyzed by running SPSS software in order to analyze the teachers' responses to each of the items of the questionnaire. Obtained results revealed that the content and the shape of the textbook were appropriate for the eleventh grade high school students. In addition, the objectives of the textbook did correspond to the objectives of the English teaching program in the eleventh grade high school. On the other hand, the teaching aids of the textbook did not correspond to the objectives of the English teaching program in the eleventh grade high school.

Keywords: language teaching materials, evaluation, textbook evaluation, materials evaluation

Dysfluency and Stuttering in Foreign Language Acquisition: The Case of an Iranian Learner

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This paper reports on a case study providing an analysis of the English-as-a-foreign-language (EFL) learning behaviors of a 17-year-old Iranian boy, Hosein (pseudonym), who suffers from some motor disabilities, dysfluency and stuttering. Observations, interviews, and field notes are three means of gathering the data. Analyzing the data revealed that unfamiliar topics and lack of enough linguistic knowledge, especially regarding vocabulary, increased Hosein's stuttering. Despite his speaking deficiencies, however, Hosein comprehends the language well. That is, although he is slower than normal learners in producing the language, both in spoken and written forms, he grasps the structure easily and enjoys a good deal of comprehension. Hosein suffers from less stuttering when talking in his mother tongue. He also insists on knowing the exact meaning of a new word translated to his mother tongue which is a sign showing that he feels incompetent using L2 and this incompetency exacerbates his dysfluency and stuttering.

Keywords: foreign language acquisition, stuttering, dysfluency

I Am in Power Simply Because I Am a Professor

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Teachers' talk is not an innocent channel to convey knowledge; however, it is one of the main tools to exercise power. This case study is an effort to reveal the patterns of power and resistance in the classroom. Furthermore, at the micro level, the prosocial and antisocial forms of power in the classroom have been investigated through analyzing some specific linguistic features. Two classes in Sharif University of Technology, Tehran, Iran have been chosen and the professors' talk in the classroom has been recorded. To gain further information, 8 students who were present in these two classes were asked to share their experiences. The results show that the more power on the part of the professors leads to more resistance on the part of the students. It was also revealed that using pronoun 'I' is accompanied with antisocial forms of power.

Keywords: teachers' talk, prosocial power, antisocial power, resistance

Observing Classroom Interaction through SCORE: Surveying Teacher-Pupil Male vs. Female in Iranian EFL Context

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A critical issue in an educational setting is the degree of the learners being involved in the learning process and the interaction they have during the pedagogy. This study aims at providing viewpoints about talking patterns and different degrees of interaction in an EFL environment. To meet the objectives of the study, twenty classes were observed for about 2 to 3 sessions each. Students were both male and female intermediate to upper-intermediate EFL students at 2 English Institutes in Alborz province. The age of the students ranged between 18 and 42. The teachers had 4 to 20 years of experience. The class' oral behavior was carefully observed and recorded. To produce higher validity, the classes were observed almost 3 times. The results of the study revealed that the male and female students showed different classroom interactions. However, the students' degree of involvement in classroom discussions was linked to different factors such as type of activity, teacher enthusiasm, gender and student behavior. Remarkably, the outcomes can be valuable to teacher development contexts and may be useful for using the different strategies to boost the interaction in EFL classes. Constant supervision and systematic monitoring can be highly beneficial for homogenizing classroom interaction.

Keywords: classroom interactions, learner involvement, SCORE, gender, general/individual questions

**Investigating the Effect of the Amount of Familiarity with Web on
Iranian EFL Students' Source-Based Writing**

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The World Wide Web becomes very popular recently and plays an influential role in English learning. By burgeoning role of source-based writing as partial fulfillment of TEFL courses and vast use of the Internet, lack of empirical studies to explore these areas is obvious. This study aimed to explore the effect of the amount of familiarity with the Web (Internet literacy) on students' source-based writing while using the Internet sources. Moreover, correlation between source-based writing and independent writing tasks was calculated. Thirty five university students majoring English literature from Kurdistan University were required to compose a source-based writing using three hypertext resources. It was revealed that those who had had higher Internet literacy wrote better sourced-based writings. Also, the results revealed that students' performances on source-based writing and independent writing were not related.

Keywords: source-based writing, internet literacy, writing, discourse synthesis

**The Impact of Incidental and Deliberate Learning Strategies on
Learning and Retention of Concrete and Abstract Words in an EFL
Context**

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The cornerstone of L2 is its vocabulary and that lexical competence is currently acknowledged by many vocabulary specialists to be a core component of communicative competence. Despite the fact that vocabulary captures the lion's share in language learning, the inclusion of the most appropriate words into the reading text, drawing upon the best facilitative vocabulary teaching techniques, and mastery and retention of this abundant number of words appear to be a huge undertaking for curriculum developers, teachers and learners respectively. Thus, this quasi-experimental study seeks to indicate how incidental (as a meaning-focused by-product) and deliberate (as a form-focused by-process) vocabulary learning strategies affect the learning and retention of concrete and abstract words. To this end, 30 EFL learners from an Iranian English institute in Gachsaran were randomly assigned to two treatment groups, one exposed to deliberate learning strategy and the other one experiencing incidental learning. In incidental type, a well-educated teacher was demanded to teach the vocabulary incidentally, without the specific intent to focus on the vocabulary, following a few techniques such as inferencing, frequency and a low-key translation while in deliberate type, a different teacher drew on dictionary, keyword method, and memorization to carry out the deliberate instruction. In addition, 80 words, decided on by the researcher of the study to be taught during an eight-week instruction, were derived from Summit2, 2nd edition. These words, then, falling into two categories of concrete and abstract were embedded in 8 reading texts, which were devised by the researcher of the study.

Keywords: incidental learning, deliberate learning, retention words, EFL context

Exploring the Effects of First Language Metalinguistic Comments on the Accuracy and Durability of Iranian Learners' Recognition of Third Person /s/

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This study introduced first language metalinguistic comments as an explicit focus on forms option and probed to investigate its effects on the accuracy and durability of Iranian EFL learners' recognition of third person /s/ as measured by their performance on a grammaticality judgment test. To this purpose, two intact university classes including 63 participants, were randomly selected and assigned to experimental and comparison groups. Both groups were homogenized in terms of language and grammar proficiency. Based on their scores on the proficiency test, participants in groups were classified as lower-intermediates. Both groups received 6 hours of grammar instruction. The experimental group was instructed through first language metalinguistic comments and the comparison group through second language metalinguistic comments. The data analysis showed both groups improved their mean scores of accuracy on the immediate posttest. However, the results of the delayed posttest showed the superiority of the experimental group. It can be concluded that in situations where English is used as a foreign language, first language metalinguistic comments may have more durable effects than second language metalinguistic comments. The findings imply that the use of first language comments may help learners to become more cognitively conscious and linguistically aware of instructed grammar features.

Keywords: form-focused instruction, focus on form, focus on forms, focus on meaning, metalinguistic comment

**Oral Placement Tests in English Language Institutes in Iran Agree
with Interview Principles?**

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This study aims to discover whether the oral placement tests in English language institutes in Iran conform to interview principles. To achieve this goal, thirty four placement interviews from different English language institutes in Iran are investigated and compared with the interviews principles stated by Patton. Patton believes that in all interviews on any given topic, it is possible to ask any of six main types of question about: Experiences and behaviors, Opinions and values, Feelings, Knowledge, sensory information and Background or demographic information. While investigating, the researcher found that although all of them are placement tests but they are not testing the knowledge directly. Evaluation is done through real – like interviews in which all six categories are included and simultaneously the English knowledge is tested as well. Consequently, the oral placement tests in English language institutes in Iran are not considerably different with the interview principles and they follow the same rules as all interviews follow.

Keywords: English language institutes, interviews, Iran, oral tests, patton, placement tests

EFL Learners' Perceptions about the Use of Humor in the Classroom

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Humor, as a kind of creative language, is employed in the classroom for various reasons and can be enjoyed by both students and teachers. Despite the rich literature on the theoretical issues of humor, empirical studies are limited. The present study was an attempt to investigate the intermediate English language learners' perception about the relationship between humor and learning, teachers' use of humor, role of humor in language learning and the use of L1/L2 humor in the classroom. To this end, 60 learners who were homogeneous in their language proficiency were selected to fill the Humor Belief Inventory for Students. This five-Likert scale questionnaire was adapted from Hoang and Petraki (2014) to collect data. The results of t-test analysis for the research question indicated respondents' significantly higher appreciation of the 'role of humor in language learning. This study will provide insights to the use of humor in language classes.

Keywords: humor, language learning, students' perception

The Relationship between Teachers' Perceptions of Professional Identity and Teacher Burnout, a Case Study of Teachers in Mashhad

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The purpose of the current study was to reply the following questions whether there is any significant correlation between teacher's identity and teacher burnout. In order to do so, the research was conducted on 65 English high school female teachers in Mashhad. For the purpose of data collection, Professional Identity Questionnaire (Liou, 2008) and Maslach Burnout Inventory (1981) were used with the reliability of 0.89 and 0.92, respectively. After choosing the target participants, both of the questionnaires were given to them and the data of the study was gathered. The study benefited from a correlational design. After analyzing the data, the findings revealed that there was a significance correlation between teacher's identity and teacher burnout ($r= 0.45$, $p\text{-value}= 0.00$).

Keywords: language teachers, teacher identity, teacher burnout

Exploring How Language Assessment Literacy Changes EFL Teachers' Orientation towards Reading Task Design

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The present study was an attempt to explore how language assessment literacy (LAL) modified EFL teachers' orientation towards reading task design. Accordingly, a qualitative research design using content analysis of the data was employed. Thirteen EFL teachers with the age range of 18-35 having various years of teaching experience were purposefully selected to participate in a language assessment course. The teachers participated in two pre- and post-course interviews and answered 16 questions adapted from Deckert (2012) on task, task design, and task evaluation. Data analysis included qualitative content analysis of the interviews following Creswell's (2009) hierarchical model. The data were coded, classified, and analyzed through the N-vivo program. The results of this qualitative study showed that there was a significant change in the teachers' orientation towards reading tasks, task design, and task evaluation before and after the course. In other words, based on the teachers' answers to the interview questions, it was found that their orientation towards designing reading tasks had changed drastically and they realized how to link classroom pedagogical tasks to assessment tasks to enrich language learning, teaching, and testing. Findings of the study and their implications for EFL teachers, learners, teacher trainers, and testers are discussed.

Keywords: language assessment literacy, task, task design, task evaluation, teacher education

The Effectiveness of Audiobooks on Iranian EFL Learners’ Pronunciation

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This study mainly explored the effectiveness of audio books on pronunciation skills of EFL learners at intermediate level. It was conducted with the participation of 40 female students at intermediate level in Derakhshan foreign languages institute in Tabriz. The participants were students of two different classes that were homogenized by using speaking and listening parts of the PET test. Four audio books were chosen for the study and the participants in experimental group listened to them during the treatment period in order to investigate their potential role in learners’ pronunciation improvement. The printed versions of these audio books were used in control group to read during this time while all the processes remained the same for both groups. Before and after the audio book listening session, the students were administered a pre test and post test with the intent to find out the effectiveness of audio books on their pronunciation. Analysis of the data obtained from scores of the students before and after the treatment revealed that audio book listening was effective on pronunciation skills of EFL students at intermediate level. Finally, the study emphasized the importance of audio books, suggesting that teachers can incorporate them as an alternative approach to traditional pronunciation teaching practices.

Keywords: audio books, pronunciation

The Relationship between Bilingualism and Persona in Turkish-Farsi Bilinguals

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Language is a complicated phenomenon which is controlled by ethical, political and social stipulations and purposes. Hence, some countries impose a language out of other spoken languages in the country as the official one. As a result of this trenchant decision, there are some people in many countries who have to learn the official language and so become bilinguals. The aim of this study was to determine whether bilingualism affects the personality or not. Thirty female participants aged between 15 and 18 were interviewed by prepared questionnaires including 30 questions in terms of participants' behaviors and reactions in the classes located in Turkish spoken cities. Half of the participants were Turkish-Farsi bilinguals while the other half were Farsi monolinguals. The responses of participants were compared and inspected for the differences. The studied responses of two groups were totally different which suggests that there is a direct relationship between bilingualism and personality.

Keywords: bilingualism, monolingualism, personality, Turkish, Farsi

Beliefs about Language Learning: A Comparison of EFL Learners with Synopsis versus Ectasis Cognitive Styles

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It is presumed that the cognitive styles as a category of individual difference variables can potentially shape the learners' preconceived beliefs which would in turn directly impact or even identify a learner's learning goals, and qualify the learner's success or failure. The current study aimed at investigating the Iranian English as a foreign language (EFL) learners with different cognitive styles and their beliefs about the target language learning. It is presumed that different cognitive styles of synopsis as holistic learning and ectasis as analytic learning could potentially determine the learners' beliefs and in turn influence their language learning outcomes. For this purpose, a total of 50 upper-intermediate EFL learners were asked to fill out the Beliefs about Language Learning Inventory (BALLI) and the Ehrman- Leaver Cognitive Styles Questionnaire (E&L). Furthermore, their final course language learning scores were obtained to evaluate the possible effects on learning. The obtained data have been subject to independent samples t-tests, the results of which indicated significant differences between synopsis and ectasis learners regarding their beliefs as well as their language learning. In both cases, the synopsis learners could achieve higher scores compared with their ectasis peers. This finding signifies the role of holistic learning and the relevant implications are provided for the practitioners.

Keywords: language learning beliefs, cognitive style, synopsis, ectasis, language learning achievement

On the Relationship between Teachers' Burnout and Teachers' Pedagogical Skills

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Lots of studies have examined the influence of teachers' effectiveness on teachers' burnout. But, effective teaching is mostly cited to involve four main factors which need to be studied separately. The four main factors include: pedagogical knowledge, subject-matter knowledge, socio-affective skills and personality characteristics. No study, to the best of my knowledge, have shed light on the possible influence of teachers' pedagogical knowledge on teachers' dissatisfaction and demotivation. To bridge this gap, the present study investigated the relationship between teachers' pedagogical knowledge with feeling of burnout, as a huge professional development obstacle, among ELT teachers in Iran. As many as 143 EFL teachers in different private language teaching institutes participated in the study. Data were collected using Maslach Burnout Inventory (Maslach, Jackson, & Leiter, 1996) and Teachers Pedagogical Skills Survey which the researcher developed and validated throughout the study. Correlation analysis indicated that teachers' pedagogical skill was significantly and inversely related to their feeling of burnout ($r=53, p<0.05$). The findings offer some implications for teachers' preparation or professional development programs.

Keywords: pedagogical skills, burnout, EFL, effectiveness, Maslach

EFL Iranian Student's Behaviour in a Virtual Situation

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There are several differences between how people behave when they are communicating in real situations compared to virtual ones. Based on previous research, one can conclude that people show fewer inhibitions, display less social anxiety, and reduce their public self-awareness when communicating online (Siegler et al., 1986; Matheson & Zanna, 1988; Sproull & Kiesler, 1991; Bradley & Lomicka, 2000). Moreover, there is a growing trend among people leading them to be more eager to disclose personal info and more straightforward and outgoing in offering their individual points of view. Accordingly, it sounds that a virtually presented learning situation may establish a more worry-free and nonchalant milieu than a classroom situation. The scanty degree of prohibition and social stress, particularly, would be commodious in learning a second language, since this would lead in producing advanced language. The current study is an upshot of a pilot study that probes patterns of communicative behaviour among freshman and sophomore students of English at Yasouj University and the University of Shiraz. Students answered a language task comprising written communications that were trailed and analyzed. The results of the study are commented upon previous studies on psychological facets of the way students behave in online environments.

Keywords: EFL iranian student's behaviour, virtual situation

Involving Students in the Process of Teaching

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Students impact on each other's learning is a topic of significance in mainstream education and various methods have been developed to measure this construct. The present study aims to develop learners' skills. Based on this paper Teacher-Centered (TC) classes are less engaging than Student-Centered (SC) classes and therefore the sense of achievement in students considerably changes, due to the level of Students' involvement in each one. To this end, 24 intermediate students (aged between 15-40) are required as well. They were divided in two different groups: one is TC and the other one is SC. Results show a significant advantage: when learners are in charge of the class _in a controlled way to prevent any possible faults_ they will learn twice as much as the time instructor takes the responsibility of teaching thoroughly. The findings of this paper could lead to a better perception of students' impact in terms of students' age, interest and learning style twice as well as the time teacher impacts by considering the result of this study.

Keywords: T-centered, S-centered, achievement

Boosting Writing through Computer-based and Paper-based Concept Mapping: An Iranian EFL Learners' Case

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Concept maps are learning tools which represent the relationship among different ideas. Since students have difficulty in generating and relating ideas in L2 writing, concept mapping can be an effective tool to assist them in boosting their writing. Also, the advent of technology in classrooms has facilitated teaching and learning. The present research compares the effect of computer-based and paper-based concept mapping on improving Iranian EFL learners' writing. To this end, 30 upper-intermediate level students took a pretest of writing. Next, they were divided into 2 groups and attended a course in which one group received computer-based concept mapping instruction and another group received paper-based concept mapping instruction. After administration of the posttest, the results revealed that the students who received computer-based instruction outperformed the students who received paper-based concept mapping instruction. The results of the study can be beneficial in online classes and computer-based strategy training.

Keywords: computer-based concept mapping, paper-based concept mapping, strategy training

Malaysian ESL Students' Perception of Cohesive Devices in Essay Writing

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This study investigated the use of cohesive devices and highlighted the problems that ESL students face in writing essays. An action research approach using a quantitative data collection and a qualitative analysis of markers was used to carry out this research. The subjects of this study were diploma students who had enrolled in English for Academic Purposes (EAP) course. 100 scripts of essays written in the essay writing section of the final examination were analyzed using Halliday and Hasan's (1976) framework of cohesion. Findings indicated that reference had the highest frequency, whereas substitutions were the least used cohesive device. The analysis also revealed that a number of cohesive devices were incorrectly used by non-native learners, with conjunctions being the most common. The choice of cohesive devices was found to be influenced by the language proficiency of the students because most of the students seemed to be unsure about the significance of using cohesive devices in their essays. The overall results highlighted that the students did use a sufficient number of cohesive devices in their written texts but were not aware of the communicative functions conveyed by these resources. As such, they require an explicit instruction and a direct exposure to the functions of cohesive markers and get familiarized with how to apply them for creating a more cohesive essay.

Keywords: academic writing, cohesion, English for academic purposes, essay writing, ESL

The Impact of Inferential Comprehension Tasks on Pre-intermediate EFL Learners Vocabulary Learning: The Factor of Gender

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The current research aimed at exploring the effects of inferential comprehension tasks on Iranian pre-intermediate EFL male versus female learners' vocabulary learning. 50 out of 70 EFL learners were selected through an Oxford Placement Test (OPT) from four classes at a private institute in Sari, Mazandaran, Iran. The participants were classified into two groups: The male experimental group (N=25) and the female experimental group (N=25). The instruments of the study were pre-, post-tests. Both groups were given the inferential comprehension tasks. The data collected from two groups were analyzed thorough One-way ANOVA and a paired t-test. The results showed that there was a significant difference between the performances of both groups after the treatments. It can be resulted that inferential comprehension tasks were effective on Iranian pre-intermediate EFL male and female learners' vocabulary learning. This study provided a few pedagogical implications for language teachers and curriculum designers to consider the role of tasks in the process of language teaching and learning.

Keywords: task-based language teaching, inferential comprehension task, vocabulary learning, gender

The Impacts of Cooperative Jigsaw Tasks on Pre-intermediate EFL Learners' Reading Comprehension Performance: The Factor of Gender

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The current research aimed at exploring the impacts of the cooperative jigsaw tasks on pre-intermediate male and female EFL learners' reading comprehension performance. After administrating Oxford Placement Test (OPT), sixty out of eighty pre-intermediate EFL learners were selected through at a private institute in Sari, Mazandaran Province, and they were divided into three homogenous groups (two experimental groups and a control one). The first experimental group consisted of male learners (N = 20); the second experimental group consisted of female learners (N = 20) and they received cooperative jigsaw tasks. The third group was the control group who received the teacher-fronted method. The data collected from the three groups were analyzed through One-way ANOVA and two paired-sample t-tests. The results showed that there was a significant difference between the performance of first experimental, second experimental and control groups in reading comprehension performance after the treatments and the male group outperformed the other two. In addition, it can be resulted that the jigsaw tasks were more effective than conventional methods in reading comprehension ability. This study provided few pedagogical implications for language teachers and curriculum designers to consider the role of tasks and learners' differences in the process of English language teaching and learning. A jigsaw task enhances cooperative relationships among students. This further gives students the chance to work on negotiating meaning.

Keywords: task based language teaching, reading comprehension, jigsaw tasks, EFL learners

EFL Learners' Reading Comprehension and Vocabulary Learning by Using the Formative Assessment Technique of the One Question-One Comment as a Questioning-Reporting Strategy

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EFL learners' difficulty in understanding reading comprehension passages and using vocabulary effectively might be attributed to the purely product-oriented teaching and assessment techniques used in public schools. This study aimed to investigate the impact of the formative assessment (FA) technique of one question-one comment as a questioning-reporting strategy on EFL students' reading comprehension skill and vocabulary learning. The research sample comprised 48 male intermediate EFL high school students who were recruited from a population of 60 grade four students based on their performance on a Cambridge Preliminary English Test (PET). The two intact classes, each with 24 participants, were randomly assigned as Experimental group (EG) for whom we employed one question-one comment, , and a control group with no process-oriented assessment. After the eight-week treatment, the one-way ANOVA analysis of the two sets of scores obtained from the pre-tests and the post-tests were compared and analyzed. The results revealed that EG outperformed the control group supporting the facilitative role of process-oriented assessment in reading comprehension and vocabulary learning. The findings of this study may be beneficial to both practitioners and theoreticians. In particular, the result of this study, might contribute to the ongoing research in the application of different FA questioning-reporting techniques in SLA.

Keywords: questioning- reporting strategy, formative assessment, one question-one comment, reading comprehension

**A Corpus-based Study of Academic Vocabulary in Physiotherapy
Research Articles**

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Recent critical views on general academic vocabulary usefulness have led to the need for developing discipline specific academic wordlists. This study developed a list of academic words used frequently in physiotherapy research articles (RAs) and compared it with the high frequent words in Coxhead's (2000) Academic Word List (AWL) and West's (1953) General Service List (GSL). By analyzing a 1.7 million-word corpus, 1450 high frequent academic word families were identified and constituted the Physiotherapy Academic Word List (PAWL). The results indicate that the AWL, is not entirely useful for physiotherapy learners because of the narrow coverage of some word families and the shortage of frequently used physiology academic words. The established PAWL may serve as a guide for instructors in curriculum preparation, and for physiotherapy English learners in setting their vocabulary learning goals.

Keywords: AWL, GSL, word frequency, physiotherapy

Ecology: The Overlooked Concept in Language Testing

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The current study is an attempt to interrelate the fundamental concepts of second/foreign language learning and testing by means of ecological perspectives. Kramsch the pioneer of the bringing the significance of the concept of ecology to the FLL classes suggested language teachers to become teachers of meaning rather than the teachers of linguistic codes. The ecological tenets she highlighted were of vital considerations of meaning as meaning is relational, multi-dimensional, mediated, subjective, unpredictable, double voiced, emergent, fractal, historically contingent and reflexive. In a logical interpretation, TEFL practitioners are given the idea that if meaning is so much critical in language learning, and so it is in testing. In other words, if we are to consider meaning with all its dimensions in our classes, we are also to take this concept seriously in assessing our students' performance. The concept of ecology, then, can be beneficially added to the Messick's Progressive Matrix's of construct validity.

Keywords: ecology, assessment, learning context, assessing context

A Comparison of Personality Type and Intercultural Competence of Foreign Language Learners

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This study attempts to find out what kinds of personality types enable learners to be more competent in intercultural context. The subjects of the study were 236 students from Ardestan and Khorasgan Universities. Two questionnaires were used to collect the data. The first one was a researcher's made questionnaire to assess learners' intercultural competence; based on Bennett's Intercultural communicative Model of ICC, consisting four behavioral dimensions, tolerance for ambiguity, flexibility, respect for otherness and interaction. The second questionnaire was MBTI to identify learner's personality type. The analysis of the results revealed that greater general competence in cultural adjustment is associated with greater extroversion personality. Students with thinking and judging personalities were more tolerant for ambiguities of foreign cultures than those with feeling and perceiving personality types. The data of respect for otherness were very similar to tolerance for ambiguity, and students with sensing personality preference were more competent in interacting with foreign cultures than intuitive ones. The findings indicated the personality types play opportunity or threat roles for FL learners in intercultural understanding.

Keywords: intercultural competence, personality, culture, individual differences

The Effect of Different Components of Involvement Load of Tasks on Vocabulary Learning

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This study attempted to investigate the comparative effects of the three components, namely need, search and evaluation, proposed by involvement load hypothesis on the learning and retention of English words. Because further to the suggestions presented in the literature not all of these three components have the same effect. For this purpose, 109 male and female pre-intermediate Iranian participated in this study. The Oxford Placement Test was administered to determine the learners' language proficiency level. Then, they were divided into three experimental groups, each provided with a different task which differed in terms of one involvement load component; however, all tasks had the same index of involvement load 4 (i.e., the amount of need, search and evaluation it imposes). The researcher assessed need, search and evaluation through reading comprehension, reading plus fill-in target words and sentence writing respectively. Initial and retention of 10 unknown target words were tested immediately after completing the tasks and two weeks later. The result of the study revealed that although all participants gained more knowledge about the target vocabulary after the treatment, it was found out that the participants outperformed in the evaluation group. In addition, the result also showed that participants in the need and search groups did not significantly differ in terms of their retention scores.

Keywords: involvement load hypothesis, need, search, evaluation, vocabulary learning

A Comparative CDA of George Orwell's *Animal Farm* and its Persian Translation by Saleh Hosseini Based on Van Leeuwen's Model: With Pedagogical Implications

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This paper, through the lens of Theo van Leeuwen's Critical Discourse Analysis model, tries to analyze the representation of social actors in *Animal Farm* and one of its Persian translations and compare them with each other. To find out whether there are any differences between the original text and the Persian translation, they were studied and analyzed separately based on Van Leeuwen's (2008) social actors' model. The results indicated that although the original text and the Persian translation used the same discursive strategies, they were different in frequencies. These differences in discursive strategies indicate differences in the translator's and Orwell's perspectives, preferences, lexical choices, and background knowledge. The present Critical Discourse Analysis-based paper attempts to probe into the manipulation of ideologies in translations. Thus, the results of statistical comparison based on cumulative frequency revealed that there is a significant difference between *Animal Farm* and Saleh Hosseini's translation. The findings of this study might have some pedagogical implications, in translation courses, reading courses, especially reading literature regarding the improvement of language development skills, and finally it may be insightful in the field of CDA and translation studies.

Keywords: critical discourse analysis, discursive strategies, ideology, social actor, translation

A Study on Iranian EFL Teachers' Perception of Sociocultural Content in Global and Local ELT Textbooks

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Owing to the Importance of sociocultural issues and considering the prominent role of textbooks, this study investigated Iranian EFL teachers' perception of sociocultural constituents in ELT textbooks, and possible differences among teachers' perceptions regarding their global, or local ELT textbooks. It also investigated the issues which, in teachers' opinion, affect their perception of cultural content in ELT textbooks. To this purpose, 52 randomly selected teachers, using a snowball sampling method, answered a 10 item designed questionnaire regarding the realization of sociocultural contents in the global and local ELT textbooks. The statistical analysis revealed a significant gap between the global and local ELT textbooks in highlighting the target culture and representing real-life situations concerning teachers' perception of sociocultural subjects. The local textbook significantly outweighed the global one regarding the representation of source culture while the global series depicted a highly better manifestation of real-life situations. Moreover, three emergent themes were derived from the interviewed teachers, namely; EFL teachers' insufficient cultural information, their unconvincing support for English as an international language, and teachers' inclination towards the target culture. The findings of this study could serve the material developers and syllabus writers in finding more appropriate local and global textbooks to cover sociocultural contents.

Keywords: global ELT textbooks, Local ELT textbooks, sociocultural content, Source culture, target culture

**Comparing Experienced and Novice EFL Teachers' Perceptions
towards Teaching Culture to Teenagers in Educational Contexts in
Isfahan**

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It is believed that there is a strong link between language and culture and they are intertwined. In this respect, teachers are supposed to teach both foreign language and the foreign culture. The purpose of this study was to compare experienced and novice EFL teachers' attitudes and thoughts about cultural aspects of language teaching, their perceptions towards teaching culture to teenagers in educational contexts, and the cultural topics they were eager to teach in foreign language classrooms. Closed questionnaires and semi-structured interview were applied to collect the data. The questionnaires were distributed among 60 English teachers of Gooyesh Language Institute in Isfahan, Iran. In addition, 20 EFL teachers (10 experienced and 10 novice teachers) were asked to answer the questions in the interview. Therefore, frequency, percentage, and Mann-Whitney U test were used to compare and analyze the data. The findings suggested that there were significant differences between the experienced and novice teachers' attitudes towards teaching culture to teenagers in only ten cases and the differences in the rest of the cases were not statically significant. Moreover, there were no significant differences between the experienced and novice teachers' favorite cultural topics, but the experienced teachers preferred to deal with some cultural topics more in comparison to the novice teachers. The findings of this study could help the practitioners in the field to find out in which areas novice teachers need to improve their knowledge and perceptions about different topics and cultural information.

Keywords: culture, educational contexts, experienced teachers, novice teachers, perceptions

**Textbook Evaluation: Comparing Prospect and Vision Series from
Iranian EFL Teachers' Perspectives**

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The current study aimed to evaluate English textbooks used in Iranian junior high schools (Prospect series) and high schools (Vision series) from the teachers' perspectives. To this end, an ELT Coursebook Evaluation Checklist consisting of 56 items covering such areas as Subjects and Contents, Sub-skills and Skills, Layout and Physical Make-up, and Practical Considerations was administered to 110 EFL teachers. The analysis of the results revealed that the majority of the teachers at junior high schools were satisfied with the items of the evaluation checklist in Prospect series. However, the results were different among high school teachers who were teaching Vision series. While the teachers' attitudes varied in terms of the subjects and contents covered in these books, they mostly agreed that the books were not efficient enough to present receptive and productive skills. Nevertheless, they were more satisfied with the grammar and vocabulary sections of the Vision books. Considering the physical appearance of the Vision series, their attitudes were in contrast with those of Prospect teachers. They also held seemingly negative attitudes towards Vision books regarding the practical considerations. The findings might point to the necessity of improving the quality of the English textbooks in general and the Vision series in particular.

Keywords: Iranian teachers' attitudes, Prospect series, textbook evaluation, Vision series

Analysis of Speech Acts and (Im)Politeness Strategies among Characters with Different Power Relations in Chekhov's Short Stories

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Regarding the importance of discourse analysis in examining how the use of language influences and is influenced by relationships between participants, the present study aimed to examine how the participants' use of language is influenced by their power relations and social status. Using a mixed-method design and based on the speech acts theory proposed by Searle (1976), the research analyzed the speech acts of interlocutors in four sample short stories written by the well-known Russian writer Anton Pavlovich Chekhov. Attempt was also made to investigate the employment of politeness strategies proposed by Brown and Levinson (1987) and their equivalent but opposite impoliteness strategies proposed by Culpeper (1996) between the interlocutors with different power relations when using different speech acts.

Based on the interlocutors' frequency of use, the results revealed that power negatively correlated with politeness in the speech acts. Speakers with lower power and status used politeness strategies in contrast with speakers of higher power who employed impoliteness strategies more.

The relevance of pragmatics has become increasingly clear to applied linguists (Levinson, 1983) and the findings of this study will probably lead to some understandings of pragmatic rules governing the languages.

Keywords: discourse analysis, speech acts, politeness

The Effect of Teaching Code Switching, Synonym, and Paraphrase Strategies on Iranian Intermediate EFL Learners' Speaking Performance

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The main concern of the present study was to investigate the effects of code switching, synonym, and paraphrase strategies on promoting Iranian intermediate EFL learner's speaking performance. To do so, a quasi-experimental design was employed. The homogenized participants of this study were 60 Iranian EFL learners who were divided into three experimental groups. Each group was randomly assigned to one of the treatment conditions including group A: code switching strategy, group B: synonym strategy, and group C: paraphrase strategy. In the first session of treatment, speaking test as pretest was administered to all groups. The treatment lasted thirteen sessions. At the end of the treatment, speaking posttest was administered. The results indicated that code switching, synonym, and paraphrase strategies have significant effects on improving Iranian EFL learners' speaking performance and code switching group performed the other two groups in relation to their speaking performance level and attitude. It can be concluded that the use of different strategies do promote Iranian intermediate EFL learners speaking skill.

Keywords: code switching, paraphrasing, speaking performance, synonym

The Effect of Body Gestures in Developing Young Learners` Vocabulary

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In the past few years, the study of gestures has shown that gesturing is beneficial for general learning processes, and more specifically, for language learning. Learning a second language requires an integrated synthesis of many different elements. Vocabulary, grammar, and idioms are a few of the common components that a person must learn in order to successfully communicate in another language. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. The present study aimed to examine what we know about the impact of gestures and pantomime on vocabulary learning by young learners. The participants consisted of 60 Iranian young learners in the fourth and fifth grades, 26 boys and 34 girls, with the age range of 8-12 who were participating in vocabulary classes. These EFL learners were studying at private English language institutes in Tabriz. Subjects' instruction was manipulated experimentally. The learners were given different new vocabulary items. Some learners were taught new vocabulary by explanation, some by pantomime and some with no gestures at all and just by repetition. The results of the experiment showed that learners who were taught vocabulary items through gestures and pantomime were more successful after instruction than learners who were taught without gestures.

Keywords: body gestures, vocabulary, young learners

Working Memory: A Game Changer

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Second language acquisition is a multidimensional procedure in which many variables must be taken into account. Among them, working memory (WM) has the strongest association with second language learning. Any inefficiency in function of working memory results in loss of attention and focus. Working memory capacity is the ability to control distractions, which is the qualification that would help language learners optimize their learning efficiency. Although WM capacity has long been assumed to have a strict limit, in recent decades, cognitive science researchers have figured out that it can be expanded by targeted training. By applying these types of trainings simultaneously with language teaching, the process of language acquisition would become more convenient. Students need to take a working memory measurement test before the start of their language courses to evaluate their working memory capacity, and during the course, by being applied to WM training techniques, students would achieve a higher level of concentration. A neglected fact in education is that many difficulties encountered by Language learners is due to the WM inefficiency. By taking this factor into account and getting language learners familiar with the techniques, there would be sensible developments in second language acquisition.

Keywords: working memory, second language acquisition, cognitive science

Pedagogical Innovation in Higher Education

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The valorisation of university teaching is of key concern to this institution's academic and political actors and is a foundation of pedagogical innovation. In this qualitative research we explored how thirty-two professors, recipients of the I.A.U of Jieroft and Kahnouj excellence in teaching award, define their conception of pedagogical innovation. An analysis of the data allowed us to identify seven distinct notions of the concept of pedagogical innovation, to construct an updated definition and to propose a pedagogical innovation conception cycle.

Keywords: pedagogical innovation, higher education, innovation concept, valorising teaching, educational innovation

Toulmin's Model of Argument through Process

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Saxenian (1988), Brown (2001), Harmer (2002) and Richard (2002) clearly state that the ability to write effectively is not innate, but it must be learned and practiced. It means that the ability to write is acquired through a learning process as a result of certain characteristics that a written product should have. Due to the characteristics that a piece of writing should have, many students faced problems when they were to produce written products especially in writing argumentative paragraphs. It is found out that it needed hard effort to understand the students' argumentative paragraphs. Argumentative writing has different characteristics from other kinds of writings since the former is intended to change the readers' mind or to convince the readers to agree with the point of view or the opinion of the writer. As a result, it attempts to be highly persuasive and logical (Smalley: 2001). Therefore, this paper is intended to present the use of Process Approach in introducing Toulmin's model of argument (1969). Even though there are six elements that Toulmin proposes as a good argument, they are: claim, data, warrant, backing, rebuttal and qualifier, this paper is only focused on the introduction of the first four elements which are introduced during the implementation of Process Approach namely: Brainstorming, Planning, Writing, Editing and Revising. Through Process Approach, students not only have a chance to self-discover their own learning process represented through their products but they are also seen as the creator of language. Thus, students are confident to produce the language through written products since the approach is able to reduce the students' anxiety.

Keywords: argumentative paragraphs, Toulmin's model of arguments, process approach

Learners' Sensory Learning Style and Autonomy

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Autonomy in learning and teaching plays a pivotal role for language acquisition and by knowing learners VAK strategy (visual, auditory, kinesthetic), teachers can perform better. Also, such teachers who are aware of learners' preferences in learning styles are successful in their teaching. Therefore, this study aimed at investigating the relationship between EFL learners' autonomy and their sensory learning style. To meet the above purpose, a number of 50 male and 50 female students participated in the present study. After homogenizing them with TOEFL and Nelson tests and taking the VAK and Learner Autonomy Questionnaire (LAQ), the correlation of learners' autonomy and sensory learning was calculated according to Spearman correlation coefficient. The result showed that the language autonomy in two universities is not equal whereas both universities are equal in sensory learning skills. That is, the language autonomy of Hormozgan University students is more than Islamic Azad University, Bandar Abbas Branch. And Islamic Azad University, Bandar Abbas Branch students' sensory learning styles affect their language autonomy.

Keywords: language teaching, learner autonomy, language learning strategy, teacher autonomy

Iranian Lecturers' Perceptions of EFL Students' Autonomy

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This paper investigated the relationship between professors' perception about BA students' autonomy and learners' actual level of autonomy. This research also attempted to shed light on the factors that contribute to learners' autonomy. Fifty undergraduate students and twenty-two professors of English major from Islamic Azad University of Bandar Abbas, Iran served as the participants of the current study. Two questionnaires, one for students, and one for teachers were chosen as the instruments of the current study. After collecting data through instruments, the statistical analysis was done. The results of the study demonstrated that there is a positive relationship between teachers' perception about learners' autonomy and learners' actual level of autonomy. Furthermore, those factors which foster learners' autonomy were identified. The present study has also some theoretical and pedagogical implications for both language learners and language teachers.

Keywords: autonomy, teachers' perception, language learning, language teaching

Teaching and Learning American Slang Based on Kolb's Learning Approaches

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This study concentrate on finding any possible relationship between Kolb's approaches and teaching and learning slang among students. 63 ELT BA students majoring English Translation (ET) were selected The 63 participants took the Kolb's (2006) Learning Style Inventory questionnaire, and the Slang Test. The test and the questionnaire answered by the participants were scored. Using the descriptive statistics, correlation, regression and t-test, the data were analyzed. The results of the study showed that the Abstract Conceptualization (AC), followed by the Active Experimentation (AE) are the most dominant teaching and learning styles among the students. In terms of the descriptive statistics, both genders were found to have similar performances on both slang test and the Kolb's (2006) Learning Style Inventory questionnaire with partial differences. The results of the correlation demonstrated the positive, significant and high correlation between the Kolb's (2005) teaching and learning style and slang teaching and learning. The study proved the highest correlation between the experiential teaching and learning style (Concrete Experience (CE) and the slang teaching and learning. meanwhile, the study showed non-significant correlation either between gender and slang learning.

Keywords: Kolb's Learning approaches, slang learning, active experimentation (AE), concrete experience (CE), abstract conceptualization (AC)

Kolb's Learning Approaches and Learning American Slang

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The main aim of this study was to explore any possible relationship between learning styles and learning slang among Iranian ELT students with a gender-based focus. To this end, 63 ELT BA students majoring English Translation (ET) were selected as the participants of the study out of 70 through the proficiency test, i.e. Edwards' (2007) Solutions Placement Test: Elementary to Intermediate. The 63 participants took the Kolb's (2006) Learning Style Inventory questionnaire, and the Slang Test. The test and the questionnaire answered by the participants were scored. The data were extracted and put into the SPSS22. Using the descriptive statistics, correlation, regression and t-test, the data were analyzed. The results of the study indicated that the Abstract Conceptualization (AC), followed by the Active Experimentation (AE) are the most dominant learning styles among the participants. In terms of the descriptive statistics, both genders were found to have similar performances on both slang test and the Kolb's (2006) Learning Style Inventory questionnaire with partial differences. The results of the correlation demonstrated the positive, significant and high correlation between the Kolb's (2005) learning style and slang learning. Likewise, the study proved the highest correlation between the experiential learning style (Concrete Experience (CE) and the slang learning. meanwhile, the study showed non-significant correlation either between gender and slang learning or between gender and learning styles.

Keywords: learning styles, slang learning, abstract conceptualization (AC), active experimentation (AE), concrete experience (CE)

Students' Speaking Accuracy and American Drama

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Using of the modern American dramas (The Death of Salesman by Arthur Miller) in ELT classes can lead to students' active participation in speaking and this can improve their accuracy of speaking. This study was designed in the form of pre-experimental research and data of this research have been gathered from 25 students of English language and literature of Payam Noor University of Jieroft Branch, I.R.Iran. There are some aspects of speaking accuracy for this research. They are vocabulary and expression, structures, speaking smoothly, developing interactions and intonation. This article tries to draw attention to the case of drama in the speaking accuracy context as an inventive process and a challenge for creative thought. Drama as a teaching technique that increase not only students' linguistic and emotional progress but also a as a challenge for innovative thought and a means that contributes to what Fontana (1997) called "education for being". Drama and language games can be used as a natural introduction to dramatic activities proper and as preparation for role-play, improvisation, and other drama experiences. One-act and shorter plays would also present a rich source of vocabulary and expressions, and on account of their length and tendency to concentrate on one theme, setting, or idea, they could quite easily be used with less advanced students. The aim of the study is to find out the effect of using of the American Modern Drama (The Death of Salesman by Arthur Miller) on the students' speaking accuracy and to know the methods used by those students while using of the modern American drama. The data were the speaking transcripts which were analyzed to see the progress after four-time treatment was given. The result shows that the speaking accuracy of the students promoted in some areas as shown by the perfection on their vocabulary and comprehensibility.

Keywords: TEFL, speaking, accuracy, modern american drama

Integrating Syntax and Semantics in Collocation Acquisition

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How language, be it first (L1) or second (L2), is acquired has been the concern of much research and investigation, and perhaps no other phenomenon has witnessed such interest (Shormani, 2014b). One such area within language acquisition is collocability and how it presents a difficult aspect to L2 acquirers. This is so due to the fact that collocability involves formulaic language the mastering of which has been considered specific to native speakers of the language being learned. Thus, in this article, I propose a minimalist approach based on integrating syntax and semantics. The former concerns combining (collocating) two lexical items by means of Select and Merge operations, and the latter concerns what goes with what in a collocation based on feature specifications encoded on each lexis (i.e. word). My proposal stems from substantial evidence proving the availability of syntax and semantics in collocability. Thus, each collocation produced by Select and Merge has to “pass” the semantic constraints manifested in the Collocating Feature Specification Rule (=CFSR). However, if this produced collocation fails to “pass” CFSR, it has to undergo acquisition once more in which parameters are reset and retriggered through acquisition reorientation. The proposal places much emphasis on mental properties of Universal Grammar (UG), and the same is true concerning L2 acquisition settings in relation to providing L2 acquirers with an “equal” linguistic input native speakers have had.

Keywords: syntax, semantics, collocation acquisition, ELT

Blended Learning vs. Traditional Classroom Setting to Improve English Idioms: A Comparative Study

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This study aimed to compare the effect of blended learning and traditional classroom setting on improving Iranian EFL learners' English idioms. To fulfil this objective, 50 Iranian participants were selected. The intermediate selected participants were then randomly divided into two equal groups; experimental group and control group. After that, both groups were pretested through a researcher-made English idiom test. Afterwards, the researcher put the respondents of the experimental group in a blended learning. The learners in the Blended Learning group received traditional teaching methods of English idioms plus learning through using computer and internet. On the other hand, the control group was taught in the traditional classroom. The traditional classroom setting was deprived of the computer and internet and the students. After the instruction, a modified version of pre-test was administered to the both groups as posttest and finally the data were analyzed by using paired and independent samples t-tests. The obtained results indicated that there was a significant difference between the post-tests of spacing and massed groups. The findings indicated that the experimental group significantly outperformed the control group ($p < .05$) on the post-test.

Keywords: blended learning, traditional classroom learning, computer-mediated environment, Internet, English idioms

An Investigation into the Role of Semantic Neighborhood Density on Long-term Vocabulary Retention of Iranian EFL Learners

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Along a plethora of research in EFL, vocabulary instruction is proved to be inevitably an essential part of mastering a second language. Thence, this study was an attempt to investigate the impact of semantic neighborhood density on long-term vocabulary retention of Iranian EFL learners. For this purpose, randomized subjects, pretest-posttest control group design was utilized comprising two groups of participants, one experimental group and one control group, each containing fifty Iranian learners. Conducting this research accordingly, three main phases were implemented including pre-test, treatment, and immediate plus delayed posttests. First, Oxford Vocabulary Level Test was administered to ensure that all participants involved were in upper-intermediate level. Thereafter, homogeneous participants were randomly assigned to experimental and control groups, then, a pre-test was administered. Second, during the six-week treatment, both experimental and control groups received vocabulary instruction, with vocabularies arranged as having semantic neighborhood density in experimental group and in haphazard order in control group. Third, after the treatment, immediate and delayed posttests were taken after one day and three weeks respectively. Subsequently, an analysis of Covariance (ANCOVA) was run to analyze the posttests results. According to the result of ANCOVA, revealing EG outperforming the control group in delayed posttest, it was concluded that semantic neighborhood density had significantly positive effect on EFL learners' long-term vocabulary retention.

Keywords: semantic neighborhood density, vocabulary retention, vocabulary instruction, efl learners, Iran

How Influential is Formative Assessment on Summative Evaluation of the EFL Grammar Courses and Students Attitudes: The Role of Gender and Question Difficulty

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Despite the known centrality of formative assessment, feedback, and dynamic assessment in educational settings, the gap is still felt in determining the role of formative assessment, feedback, question difficulty, and gender in summative assessment and attitude changing. In this regard, this research adopted the experimental research method on 90 Iranian intermediate students (40 males and 50 females) dividing them into 3 groups whose homogeneity is ensured. Students received feedback after every formative assessment. The related formative tests ranged from 4 to 6 questions adapted from Basic Grammar in Use (Murphy & Smalzer, 2011) followed by a summative exam divided into easy, normal, and difficult questions, as well as Students 'Attitudes Towards Formative Assessment Questionnaire (Fakeye, 2016). The first group took 11 formative assessments, the second one 6, and the third group 2 tests. ANOVA and descriptive statistics were run to analyze the attitude of students and for comparing the three groups in terms of any possible difference in taking the tests. The results of this study reported students' improvement on summative assessment, attitude changing, gender role, and hard grammar questions from a summative grammar exam which were, supposedly, more affected by increasing the number of formative assessment. Such a study is essential to provide teachers and test designers with implications for implementing assessment, providing the suitable number of formative assessments during a semester, and providing feedback in the language classrooms.

Keywords: attitude, dynamic assessment, feedback, formative assessment, summative assessment, question difficulty

The Application of Vygotskian Perspective in Multilevel English Classes in Iran Universities

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The present study is aimed to find out an applicable solution to multilevel English classes especially in Iran universities. The term multilevel classrooms refers to student centered classrooms in which students learn across two or more grades and are taught by the same teacher. Since such classes face teacher with a significant challenge for making the atmosphere of class interesting and useful for all students, selecting and applying appropriate strategy based on a reliable school of thought will be helpful. Therefore, Lev Vygotsky's 'Zone of Proximal Development' (ZPD) theory and Sociocultural theory (SCT) as background and making use of Vygotsky's ideas such as peer tutoring and scaffolding is considered as the main solution to this problem. Details of how these theories are bound up with scaffolding and how they can be applied as a solution in multilevel English classes are explained. Some suggestions for further studies are also proposed in this area. First, this study focuses on English classes in Iran universities, some suggestions are proposed for more global contexts. On the other hand, since this study relies on theoretical aspects, empirical studies can be done around application of Vygotsky's ideas in multilevel English classes in future.

Keywords: multilevel, scaffolding, sociocultural theory, zone of proximal development

Alternative Assessment: The Impact of Self-assessment vs. Peer-assessment on Iranian Intermediate EFL Learners' Paragraph Writing Ability

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Alternative assessments, compared to traditional formal tests, are more authentic methods of testing which are holistically performed by the active participation of the students, their peers and their teachers (Tangdhanakanond, 2006). The present study was designed to investigate the effectiveness of two types of alternative assessment, namely self- and peer-assessment in improving paragraph writing ability of Iranian Intermediate EFL learners. In so doing, 45 female learners who were studying at Pardis institute in Rasht, and in the 18-22 age range, were selected among 90 participants based on their performance on OPT. The participants were randomly assigned to two experimental groups and one control group each consisting of 15 participants. A pre-test was administered to the three groups. Then, both experimental groups received 10-session treatments that were the use of self-assessment in the experimental group (A) and the use of peer-assessment in the experimental group (B). A post-test was then administered to all the three groups. A statistically significant difference was found between self, peer and traditional assessment. The results also revealed that the experimental group (B) that utilized peer-assessment achieved significantly higher proficiency in paragraph writing than the other two groups. Additionally, the experimental group (A) that received the use of self-assessment outperformed the control group. Based on the findings of this study, language teachers can utilize both kinds of alternative assessment investigated in this study (i.e. self-assessment and peer-assessment) to improve their learners' paragraph writing ability.

Keywords: assessment, alternative assessment, peer-assessment, self-assessment, paragraph writing ability

The Impact of Flooding Input in Teacher Talk on the Advanced EFL Learners' Knowledge of Cleft Sentences

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This study was designed to investigate the effectiveness of input flooding through teacher talk on the Iranian advanced EFL learners' knowledge of pseudo-cleft structure. To achieve the objective, 60 male participants in the 15-18 age range who were studying for about 25 semesters at Shokouh institute in Rasht were selected from among 85 learners based on their performance on QPT. There were two groups in this study, and each group consisted of 30 students. A pretest, involving a topic with a particular situation was administered. Then, the experimental group received a 10-session treatment that was the use of input flooding of pseudo-cleft structure through teacher talk. Meanwhile, the control group received a 10-session placebo that was applying the traditional method without utilizing excessive use of pseudo-cleft structure. A posttest was then administered to both groups. The results of this study revealed that the experimental group that utilized input flooding of pseudo-cleft structure through teacher talk achieved higher proficiency to use regarding structure in topic-based writing than the control group. Based on the findings of this study, language teachers can utilize input flooding of these structures to improve their learners' knowledge of pseudo-cleft structure in writing. The findings showed that input flooding of mentioned structure through teacher talk made an appropriate context to have incidental learning for learners that led higher proficiency in their writing. Thus, teachers can exploit it to contribute to learners' learning.

Keywords: cleft sentence, input, input enhancement, input flooding, pseudo-cleft sentence

A Critical Review of Agency in ELT: Philosophical, Psychological and Social Turns

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Agency is the belief that human beings have the ability to influence their lives and environment while they are also shaped by social and individual factors (Bourdieu, 1977; Giddens, 1984). The purpose of this study is a critical review of agency in ELT along with the philosophical, psychological and social turns of the concept. First, the definition of agency from different perspectives and different disciplines is given. As one of the most common tendencies in discussions of agency is the treatment of it as a synonym for free will, the philosophical treatment of agency is then explained. In addition, since agency is not only a central concept in modern educational theory and practice, but also is a key notion and issue in contemporary social theory, particularly in sociology, economics and political science, the idea of agency in social theory and the ambiguous and misleading concept of social structure which is crucial in social analysis will be elaborated. Furthermore, the notions of meditated agency and agency as intersubjective or individualistic with a focus on Arendt (1958) and Levine (2005) works are presented. To account for some pedagogical implication and application of the concept of agency and ELT, dialogism and agency, the relationship between structure and teacher agency in the classroom, agency and positioning, agency and identity, the role of agency in learning, student agency, and teacher agency are the remaining issues to be discussed.

Keywords: agency, free will, meditated agency, ELT

A Shift toward an Intercultural Stance in EFL Material

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While learning the language skills and components of a given language, students are needed to learn the intercultural communicative competence and this can be achieved through textbooks. To this aim, the present study is an attempt to analyse different EFL textbooks taught in Iran based upon the models conceptualized by both Paige et al. (1999) and Lee (2004) to investigate (a) how culture is used and presented in these textbooks; and (b) the way they develop an intercultural competence in Iranian learners. The findings of the research revealed that most of the textbooks neglect both the teaching of the culture-general aspect of culture learning and the small “c” target-culture learning. There was a strong sense of a hierarchical representation of the Anglophone world in which the US culture served as the supreme source. These findings show a need for the presence of more cultural issues in the textbooks and it highlights that more attention should be paid to develop the students’ intercultural competence through the presence activities directed to other cultures and communities.

Keywords: culture-general aspect of culture learning, culture-specific aspect of culture learning, big “C” target-culture learning, small “c” target culture learning

Playing through Podcasts a Harbinger of Gaining a Remarkable Command of English for Intermediate Learners

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Gaining a desired command of English for various purposes learners pursue, makes them use different text books and materials at times overwhelming and costly; however, podcasts which are audio file easily available to cover actually any topic area to familiarize language learners with a variety of language elements seem to have prolific results beside being much affordable. In this study, 60 homogeneous intermediate English learners took a thirty-session course and were divided into two groups where one group took advantage of podcasts in the language learning process presented as games while the other took a regular process of using language textbook. The topics, length of instruction, teacher's help and other language elements presented were the same while our experimental group just had podcasts to work on new words, grammatical points, pronunciation, composing writings and manipulating language in general. At the end of the course, both groups sat a comprehensive tests and the results showed significance difference in terms of the results obtained ($p=0.003$) suggesting that podcasts alone might help language learners become more competent in listening, speaking and writing skills with improved pronunciation and collocational knowledge, the flow of language happens naturally and learners feel confident about their learning.

Keywords: podcasts, language skills, collocations, listening

**Investigating the Effect of EFL Teachers' Self-leadership on their
Professional Development and Change**

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This study aimed at investigating the network of associations among EFL teachers' self-leadership (SL), professional development (PD), and professional change (PC). To this end, 246 Iranian EFL teachers filled out three standardized questionnaires on SL, PD, and PC. Structural Equation Modeling (SEM) was applied to analyze the collected data and test the path model of the study. The SEM results indicated that teachers' SL had a significant relationship with PD and PC with acceptable fit indices. Furthermore, the findings of the study revealed that self-leadership, was highly sensitive to some contextual factors resulting in intra/inter individual differences. It was, also, showed that professional change can be affected by some of the subcategories of the professional development. The findings have various implications for language teachers, language planners, and practitioners.

Keywords: teachers' self-leadership, professional development, professional change, SEM

The Effect of Reading Authentic News Materials through Mobile Applications on Proportionate Presentation of Facts and Opinions in EFL Essay Writing

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The present study investigated the effect of using mobile media on Iranian EFL learners' writing ability. This study tried to determine the extent to which using mobile phones as an aid to be used in writing classes is likely to influence writing ability of Intermediate Iranian EFL learners. In fact, this study was aimed to investigate the effect of using mobile media on ability of learners to use facts and opinions in expressing themselves. In this study the focus was on instructing learners; that is, the experimental group to use their mobile applications to collect information and widen their horizons regarding the topics of their essays. In the control group, no treatment has been done and learners received a regular routine of the semester as they always did. The results indicated that the means of the two groups were significantly different. The participants in the experimental group used a significantly higher number of facts and opinions in their post-test writings. As well, they outperformed their counterparts regarding the content of their essays. It means using mobile media has helped the participants in the experimental group to use facts and express their opinions more effectively.

Keywords: writing, mobile media, facts & opinions

The Comparative Effect of Dynamic Assessment and Portfolio Assessment on EFL Learners' Achievement of Speech Acts

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In pragmatic competence the meaning of language use is considered essential which is disguised in linguistic and social medium of language use. One of the manifestations of pragmatic competence is seen in the concept of Speech Acts. The current study aimed at investigating the comparative effects of Portfolio Assessment and Dynamic Assessment as sub-strategies of alternative assessment on the learning of Speech Acts among Iranian EFL learners. Participants of the study included 60 EFL male and female at intermediate level of language proficiency. The methodology of the study included collecting data on speech act knowledge before and after 12 sessions of the treatment in two experimental groups. In one group portfolio assessment and in another group dynamic assessment was introduced. Speech act knowledge was measured by administering the Multiple choice Discourse Completion Tests (MDCT) comprised of 20 situations for the use of request and apology speech acts. After collecting data in the form of interval scores on speech act knowledge before and after treatment, data were analyzed using statistical test of ANCOVA. Based on the results of data analysis, it was found that Dynamic Assessment is more effective than Portfolio Assessment in terms of its effects on learning Speech Acts.

Keywords: dynamic assessment, portfolio assessment, speech act, apology, request

Actions and Perceptions in Terms of Feedback: Considering the Issues of Teachers, Learners, and Time

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This research reports a case study which illustrates the relationship among the teachers' practices and perceptions with reference to learners' perceptions. Investigation about error correction and using different kinds of corrective feedback in the foreign language classroom have received considerable attention during the past decades. This study also investigates the intermediate learners' grammatical errors which considers the teachers' practices with the teachers' and learners' perceptions. One of the other important purpose of this study was observation. By using observation, the study investigated how the teachers deal with the learners' grammatical errors. A questionnaire been used to investigate about teachers' and learners' perceptions in using different CF types and different time of grammatical error correction. Overall, the results of the questionnaire suggested that both teachers and learners preferred focused CF like explicit correction to unfocused CF like recast. Meanwhile, teachers preferred to ignore the learners' grammatical errors at the classroom. Furthermore, according to learners' and teachers' ideas, correction after finishing speaking outperformed other correction times. On the contrary to this fact, the results of the observation indicated that teachers corrected the learners immediately before finishing their speech.

Keywords: corrective feedback, immediate correction, perceptions and practices

The Effect of Using Translation from L1 to L2 in Teaching Grammar on Learning and Improvement of EFL Beginner Learners' Accuracy

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The present study was conducted to examine the effect of using translation and mother tongue from L1 to L2 as a teaching technique in teaching grammar on the learning and improvement of EFL beginner learners' accuracy. To fulfill the purpose of the study 20 beginner learners were chosen, 10 learners in one group as an experimental group and 10 learners in another group as a comparison group. These groups didn't have familiarity with 3 aimed structure of this study, i.e simple present, present progressive, simple past. Based on the pretest, experimental and comparison groups were formed. The experimental group underwent the treatment, i.e translating Persian sentences into English using the newly learned structures. The comparison group received the placebo-grammar exercises in the course book. Both groups were posttested and result of the post-test demonstrated that the experimental group outperformed the comparison group in terms of accuracy. It's concluded that this technique can be used by teachers to reinforce new structures.

Keywords: accuracy, structure, translation, beginner learners, improvement

**Pattern Conversational Analysis on Acceptance of Dying: A
Conversational Analysis of Palliative Care of Doctors with Terminal
Patients**

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Breaking the news to terminal patients has always been quite a challenge to all of the doctors who are required to inform the patient. The moment that a patient learns that he/she is terminal and there is little hope for survival, is a very delicate circumstance which requires a lot of feelings of compassion and understanding. Right choice of words could make a significant difference in patient's acceptance of death and the attitude he/she will have toward the rest of the treatment. There have been many studies on discourse of "Acceptance of death", however the focus of these studies has mainly been on the patients. In This particular study, I analyze doctors pattern of speech in the mentioned situation. This study is an effort to come up with a practical pattern for delivering the unfortunate news to terminal patients which helps them to digest the process and hopefully lessen the despair and ease the process of acceptance. The data was gathered by recording real conversations among doctors and terminal patients when the terminal nature of disease was being explained. Furthermore, doctors and some of the patients were interviewed. Speech hesitations, silences, backchannels, and overlaps were analyzed.

Keywords: conversational analysis, palliative care, acceptance of death, pattern

Private Function of Gesture in ZPD Creation in Foreign Language Teaching

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The view was taken in this study was Vygotsky's concept of the ZPD follows that of Newman and Holtzman (1993), who argued that learning and teaching transforms as a consequence of interacting in the ZPD. The aim of this study was to investigate the researchers' attitudes about benefits of teachers and students' gesture using in integration with speech in creating zones of proximal development (ZPD) for foreign language learning and teaching. Several classes in the Rezvan and Novin English language learning institutes were observed in conversational interaction between an Iranian intermediate level students, and ESL/EFL teachers. The study was conducted using mixed research design that combines both quantitative and qualitative approaches in order to obtain richer and more reliable estimates on the basis of the data. Methodologies of this type are often sequential, which means that the quantitative and qualitative analyses are affected at different times. In this study, the first step was of a quantitative type, based on the analysis of a semi-structure close-ended questionnaire, while the second step was of a qualitative type, based on an analysis of open-ended online teachers' attitude interview questionnaire in LinkedIn. Analysis of the questionnaires revealed that teachers seldom have the opportunity to view their own way of teaching and suggests that teachers need to be aware of effective role of gestures as facilitators within critical reflective activities. The obtained results indicate the positive attitudes about using gesture both in promoting language learning and in facilitating positive interaction between the multilingual and multicultural participants in, helping to create a sense of shared social, cultural, symbolic, physical, and mediated mental space. Teachers need to be made aware of the pedagogical uses of gesture as a mediational tool for teaching and be sensitized to attending to student gestures. It raises learners' awareness in order to improve their use of natural language, increase confidence and fluency and help to avoid inter-cultural misunderstandings.

Keywords: ZPD creation, Private function of gesture

Personality Traits and their Relation with Assertiveness: A Case of Iranian EFL Postgraduate Students

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It is important to determine students' personality characteristics and assertiveness and make them aware of these differences to improve learning process and outcomes. This study, aimed to find out which personality trait has a significant contribution to the EFL students' assertiveness, which represents one's ability of self-expression and defending it. The participants of this descriptive study were 66 male and female postgraduate students in ELT within the age range of 22-35 from the Islamic Azad University-Tabriz Branch, Tabriz, Iran. In order to find their personality characteristics and assertiveness, the Big-Five Personality Inventory (BFPI) and College Self-expression Scale (CSES) were employed, respectively. The results of Multiple Linear Regression revealed that out of the five personality traits, only Extroversion made a unique significant contribution to the participants' assertiveness. In contrast, Agreeableness, Openness, Conscientiousness, and Neuroticism did not significantly predict their assertiveness. The implications would be for teachers, students, syllabus designers, and materials writers.

Keywords: assertiveness, personality, postgraduate students, traits

The Distribution and Management of Knowledge in L2 Classroom Talk

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Classrooms are institutional sites where knowledge is constructed and negotiated in the talk between students and teachers. The differences between knowledge states of the teacher and students are especially transparent in second language (L2) classrooms. Recently, there has been a growing interest in studying how this knowledge is handled in L2 classroom conversation (e.g., Jakonen & Morton, 2013; Sert & Walsh, 2013). Employing naturalistic approaches to interaction such as Conversation Analysis (CA), these studies seek to discover the interactional practices that students and teachers use to maintain intersubjectivity in talk while attending to each other's knowledge states. The present study draws on CA approach and Epistemics framework (Heritage, 2012) to show how knowledge is distributed, managed, and defended in classroom talk. The data for this study come from video recordings of eight sessions of classroom interaction in two beginner EFL classes in a language learning institute in Iran. The analyses through CA suggest that the teacher and students use a variety of interactional resources such as repair, correction, and clarification request to overcome the difficulties in conversation and imbalances in knowledge states. The study contributes to the understanding of L2 classroom conversation and also to the recent notion of L2 interactional competence (Hall, Hellermann, & Doehler, 2011).

Keywords: L2 knowledge, conversation analysis, classroom talk

Ubiquitous Learning: Mobile Assisted Vocabulary Development Application (MAVDA) and English Vocabulary Recall and Retention of Iranian Eighth Graders

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Developing vocabulary has long been one of the greatest aims of language teachers and policy makers as it is the flesh of the language. The researcher in this study first developed a vocabulary software, MAVDA, to computerize vocabulary learning for the EFL learners in the 8th graders in Iran according to their English textbook. Next, this study investigated the effect of using MAVDA for the development of vocabulary. Two groups of 8th graders were selected in intact groups. The results showed that the groups were homogeneous in the first step and after the treatment in the recall posttest the experimental group, working with MAVDA, outperformed the control group with the traditional treatment. The same results were found when the test was administered for the second time after two weeks to check the retention. Even a deeper gap was found in the second posttest confirming the better performance and maintenance of the results for the experimental group having worked with MAVDA. Newness of the method and the tool or the greater involvement of the students possibly made the greater effect.

Keywords: EFL learners, vocabulary development, MAVDA, recall, retention

The Effectiveness of Using Short Story on English Language Teaching

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Language learning requires acquiring the four basic skills of listening, speaking, reading comprehension, and writing. Some sources provide materials that can meet some of these abilities, but short story as a unique literary genre, has proved a useful source that fulfills these four LSRW skills. Short story has a compact structure and can be used in language teaching very effectively because of its readability in a limited class time. Short stories offer authentic reading materials which give the language learners an opportunity to interact with the text emotionally and involve themselves personally. The element of human interest in short stories motivates the learners to respond the universal themes and other human experiences in their own way. In this respect, the learners are not only exposed to the real use of language, but also they become critical thinkers. Short stories are available for the learners of all age groups and for all levels of proficiency. English language teachers should select the stories carefully, keeping in view the linguistic and conceptual level of the learners. As such, the present paper debates the reasons behind using short stories as an effective tool for teaching English as a foreign language to students of English.

Keywords: language learning, short story, LSRW skills

Social Network and its Effect on the Upper-Intermediate Learners' Pragmatic Competence

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Pragmatic competence has become one of the most interesting issues in the last few decades that attracted the researchers' attention. In other words, evaluating the foreign language learners' pragmatic competence beside linguistic competence is of great significance. Furthermore, because the teachers and learners do not have enough time to practice at the class and they can not be in real context, social network facilitates the learners' and teachers' interaction with each other out of class. So, the purpose of this research is to investigate the effect of social network on the improvement of the learners' pragmatic competence. To this end, 60 female upper-intermediate learners participated in this study. The participants were divided in three groups randomly, one of experimental groups group participated in WhatsApp conversation group, and the second experimental group spoke with native speakers on the internet, but the control groups' conversation was limited to classroom. After finishing the treatment sessions, all the learners took part in the post-test and delayed post-test. Ancova test was used to discover the effect of interaction in WhatsApp on the improvement of the learners' pragmatic competence in their conversation. The findings proposed that the pragmatic competence of experimental groups has improved in comparison to control group as a result of taking part in conversations with native speakers and in WhatsApp group.

Keywords: social network, communicative competence, pragmatic competence

**The Acquisition of French (L3) Orthography by Persian (L1) Speakers
Learners of English (L2)**

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Learning the third language is one of the issues that has attracted much attention in recent years. In this research the influence of Persian language as a mother tongue and English as a second language on the correct orthography of French as a third language is studied. This study investigates three hypotheses of transfer, L1 Transfer Hypothesis, L2 Status Factor, and Cumulative Enhancement Model. We examined the role of voice and text in correct orthography of the third language. This study accounts for the acquisition of coda consonant clusters of French by Persian EFL learners. Twenty-two participants of two levels of pre and upper-intermediate of English proficiency and beginner level French proficiency were selected. In this study, first we measured the level of learners' English knowledge by the Oxford Quick Placement Test and then we studied the effectiveness of the first and second languages on the third language learning by the Production test, and the Grammatically Judgment Test. It was found that the participants had difficulties in performing final consonant clusters in French; however, the lower level learners in English proficiency had more difficulties so they transferred both structures from L1 and L2 into L3.

Keywords: L3 orthography, cumulative enhancement model, L2 status factor hypothesis, L1 status factor hypothesis, syllable structure

**The Effect of Reading Strategies Awareness on Reading
Comprehension Ability of Iranian EFL Learners at Intermediate
Levels**

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This paper attempted to measure the impact of reading strategies on Iranian EFL learners' reading comprehension abilities. This paper reports findings from the study that assessed 52 intermediate students studying English at Kish Institute considering the use of reading strategies. They were all female students with average age of 20-35. Investigating the existed relationship between the learners' reading strategy use and their reading comprehension achievements, the researchers used a correlation design as the overall design of this study. Moreover, three instruments such as Oxford Placement Test (OPT), the Survey of Reading Strategies (SORS) (Mokhtari & Sheory, 2002) and Reading Comprehension Test (RCT) were used in the study. The reading strategies were also classified into three categories including global, problem solving and supporting. The participants proved to be high users of the overall strategies. The results showed problem solving strategy was the most used strategy and global strategy was the least used one by the students. The difference in the strategy use is statistically significant except for supporting strategy. Overall, the reading strategy use moderately correlated with the reading comprehension achievement of the students. Thus, the study identified the students' reading strategy preferences and suggests remedial measures for classroom teaching and may have implications for teachers and materials developers in the field of English language teaching and learning.

Keywords: EFL, reading comprehension, reading strategy use, metacognitive, strategy awareness

The Effect of Task Complexity on EFL Learners' Listening Comprehension

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This study investigates the impact of performance conditions on students' performance and their perception of task difficulty in a test of listening performance, in light of the cognitive complexity framework proposed by Skehan (1996, 1998) cited in Mc Namara et al. (2002) and Robinson (2001) in an Iranian university where English is a foreign language. To this end two intact EFL classes including 54 Iranian EFL learners at an English department (F=39, M=15) were selected. Candidates performed a series of listening tasks (planning time, perspective and prior knowledge) whose conditions under which they were performed, were manipulated, and the impact of these on task performance was analyzed. The participants' listening performance were analyzed using descriptive statistics and t-test. Test-takers recorded their perceptions of the relative difficulty of each task and their attitudes to them. The results showed systematic variation associated with the various performance conditions for all task dimensions. Test-takers outperformed under simple condition for all dimensions. As far as the utility of test-taker feedback is concerned, test-takers' perception of task difficulty did not generally correspond to the hypothesized difficulty of the different task conditions except for the 'planning time'. Results offered support for Skehan's framework in the context of aural proficiency assessment, and also raised doubts about post hoc estimates of task difficulty by test-takers through their perception of task difficulty.

Keywords: task complexity, task difficulty, task condition, perception of task difficulty

Scaffolding and Dynamic Assessment as a Strategy to Aid Translator Trainees

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The focus of this paper is on the implementation of scaffolding and Dynamic Assessment (DA) in a translation classroom setting. Scaffolding is a strategy which originates from Lev Vygotsky's Socio-cultural theory. DA is an approach to assessment and instruction derived from Vygotsky's theory of the Zone of Proximal Development. He proposed the concept of the zone of proximal development, illustrating the distance between what individuals can achieve by themselves and what they can achieve with assistance from others. Scaffolding is a temporary support that individuals receive from more knowledgeable others before they get autonomous. In a classroom, the source of scaffolding can be the teacher as well as other classmates. This paper investigates the implications of scaffolding from the teacher and from classmates while students do translation tasks, as well as DA as a source of identifying potential problems of students in the process of translation in the classroom setting. The study compares the level of development of the students over eleven sessions of instruction as well as their reflections towards the applied teaching strategy as it is a new one. It also includes how students interact in the classroom compared to the classical translation teaching methods. This paper posits that manipulating the sociocultural context of the Translation classroom can help learners improve their translation skills, be trained in strategic orientation to translating, and, more importantly, become capable translators in the society.

Keywords: dynamic assessment, scaffolding, peer learning, zone of proximal development

Challenges of Foreign Language Curriculum at Higher Education System of Iran

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Activities related to foreign language teaching are often viewed from a limited perspective. Appealing to study teaching methods through the history foreign language teaching can be mentioned as a reason for that phenomenon. Methods are often regarded as the most important factor in determining the success of a language teaching program, and progress in language teaching is sometimes associated with the adoption and selection of the most recent teaching methods. A point of view that is usually seen on the way of language learning is how these methods interact with other factors in the learning process? Who are the learners and teachers? What are their expectations from the language program? What are the goals and objectives of the program and how are they expressed? And what organizational structures exist to support and monitor a good language curriculum? What resources will be used? What is the role of textbooks and other educational materials? What criteria will be used to determine the success of the program? Therefore, the choice of the language teaching method without recognizing the context of the implementation of that language program and the interactions between different elements involved in the curriculum cannot be done correctly. The present article aims to introduce the main elements of the foreign language curriculum especially at higher education level. In addition to that, it tries to introduce challenges facing this area of study in the higher education system of Iran.

Keywords: challenges, foreign language teaching, curriculum, educational system, higher education

**Consistency of Measurement or Fluctuation of Performances?
Evidence for and against IELTS Retake policy**

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Within the literature, there is a dearth of research into the variation in IELTS listening test scores in particular and fluctuation in IELTS in general. Associated with retake policy of IELTS, the fluctuations potentially affect the consequential validity and the value implications related to IELTS. Conducted in two phases, the present study addresses the fact that whether the performances on IELTS Listening in particular and on IELTS in general fluctuate or not. At phase one, 57 IELTS mock test takers were administered four IELTS listening tests adopted from Cambridge University test books; each test contained 40 items and four sections, i.e., gap filling, diagram labelling, multiple choice and short answer. First, the reliability indices of the tests were computed with use of Cronbach's Alpha and with reference to the item-total correlation of the four tests, no statistically significant difference was observed among the reliability indices of the four tests. At phase one, the Z-scores as well as the raw scores were compared; also, the plot charts for each of the 57 test takers on four tests were designed. Then, SPSS software was run and the performances of each test taker on four tests were compared in terms of consistency/inconsistency of measure. At phase two, the real performances of four real test takers of IELTS - tutored by one of the researchers- were analyzed with use of visual graphs in four retake conditions. The results of the analysis revealed a variation on the performances of the test takers on listening of IELTS. The implications open some arguments for IELTS validity and invalidity with reference to IELTS retake policy. On the one hand, it takes account of the commercial motives behind IELTS and on the other hand, it argues the fact that whether the individual skill score should be accepted or the overall band score.

Keywords: IELTS listening, validity, consequential validity, retake policy

The Impact of Rater Characteristics on Rater Severity/Leniency in Writing Performance Assessment

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Language performance assessment is a notoriously difficult task where test-takers' score might be influenced by such extraneous factors as rater characteristics. In order to ensure validity issues, it is crucially important to identify these factors and control for their effects. In this respect, this study investigated whether rater characteristics such as age, gender, language proficiency level, discipline, degree, and teaching experience have an impact on the severity/leniency of the raters in the IELTS writing performance assessments. The contribution of each characteristic to severity/leniency was also investigated. To this aim, 30 raters participated in this study. They were first given a demographic questionnaire and then 20 IELTS task-2 writing samples to rate both holistically and analytically based on four major criteria including task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy on a six-point Likert scale. The non-parametric chi-square test for independence was used to explore whether the characteristics of raters and their severity/leniency in the IELTS writing performance assessment were related. In addition, the standard multiple regression was utilized to determine which characteristics more predicted raters' severity/leniency and how much was the contribution of each. Finally, Wilcoxon signed rank test was calculated to see if there was significant difference between the holistic and analytic scores awarded by raters. The results revealed that although there was no significant relationship between the raters' characteristics and their severity/leniency, a significant difference was observed between the holistic and analytic scores. The results of this study can be an argument for the validity of IELTS writing tasks.

Keywords: rater characteristics, severity, leniency, holistic scoring, analytic scoring

The Impact of Read-Aloud Method on Reading Comprehension and Motivation: The Case of Iranian EFL Learners

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The ability to read in a second language is an essential skill for academic students and it represents the primary way for independent language learning (Carrel & Grabe, 2002). This study investigated the impact of Read-Aloud Method designed by Shinozuka, Mizusawa, and Shibata (2014) on Iranian EFL learners' reading comprehension and motivation. The method consists of four main activities: chunked reading, read-aloud practice, cloze test, and concurrent read-aloud and summarization. We had 119 participants among whom 84 played the role of experimental group and the remaining participants were assigned in the control group. The experimental group received an intensive two-month instruction. All the participants were pretested and posttested. The study also investigated how subjects' motivation changed after the treatment. The results of the statistical analyses showed that the participants' score as well as their motivation in the experimental group on the posttest significantly improved. The role of gender was also examined and it was found that females outperformed males, but the difference was not statistically significant. The pedagogical implication of this study is that not only can this newly developed method improve EFL learners' reading ability, but also it can motivate learners toward learning English and reading more English texts.

Keywords: chunked reading, read-aloud practice, cloze test, concurrent read-aloud and summarization

Language Related Episodes in Task-based Interaction: The Case of Cognitive Complexity

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The present study is largely motivated by the concerns with the findings of the distribution of LREs in three different levels of cognitive complexity (simple, mid, complex). It was hypothesized that Task Complexity leads to more opportunities for FOF, accordingly higher number of LREs. Secondly, finding the characteristics (lexicon, morphology, grammar) and sources of LREs (learner-initiated vs. teacher-initiated). The present study aimed to shed illuminating light on the factors contributes to the incidence of LREs and their acquisitional potentials. For the purpose of data collection, a decision-making task at three levels of cognitive complexity was employed. Task Complexity is operationalized as "reasoning demands" dimension. Following The Cognition Hypothesis, Robinson (2000) hypothesized that there would be more interaction and negotiation on the more complex task, as well as learners would look for more and more help in the input as task demands increased in complexity. The participants were 25 male and 33 female undergraduate students enrolled in oral reproduction of stories at the University of Payame Noor, Urmia, Iran. They voluntary participated in the study out of 23 students who took the same course. They ranged between 18 to 23 years old (mean= 21). They had Turkish and Kurdish as their first language and learned Persian as their L2. Except for two successive semesters at university, they rarely have taken communicative classes in English language. It was found that cognitive complexity leads to more language-related episodes. It was also found that language-related episodes associated with grammatical rules rated highest in frequency compared to lexical errors as being the lowest in rate. The study has a number of pedagogical implications for SLA researchers and syllabus designers and language teachers.

Keywords: language related episodes, task-based interaction, cognitive complexity

Task-based Language Teaching: Are all Criticisms Resolved?

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The language teaching movement has led to thoughts about the fruitfulness of learner-center methods and approaches of which communicative language teaching (CLT) and task-based language teaching (TBLT) have attracted much of the attention. TBLT is an approach that still needs much attention to be fully understood in different contexts for different learners. This approach to language teaching has aroused much enthusiasm around the world and can perfectly lend itself to both within and outside the classroom context. Tasks are viewed as a means of engaging the learners in the cognitive processes that are involved in real world language use. As all instructional approaches attract criticisms and misunderstanding from both the theoreticians and practitioners, TBLT has been no exception. In this article, we first talk about how this approach appeared and then present different definitions towards the idea of a 'task'. This is then followed by the misunderstandings and criticisms leveled at it and how these can or have already been resolved.

Keywords: task-based language teaching (TBLT), language teaching approaches, misunderstandings, criticisms

An Evaluation of Alignment among Assessments and ICAO Standards in Aviation English Courses in Iran

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Teaching English for specific purposes, in its early days, was largely motivated by the need to communicate across languages in areas such as Aviation (Benesch 2001). In aviation industry pilots, air traffic controllers and ground crew are expected to use and recognize phrases specific to their area of work so that they can communicate effectively with speakers of English from different countries. Aviation is an ideal area of discourse for a narrow angled, highly contextualized, and thus efficient English for Specific Purpose (ESP) approach taught through content (Basturkmen 2009). The learner, the teaching institution and ultimately society at large, all maintain discernibly different, discreet needs forming a juncture to achieve the common goal of air safety (Basturkmen 2009). To meet this goal, all air traffic controllers and pilots in ICAO (International Civil Aviation Organization) signatory nations must pass an operational level of English and are required to speak English frequently (ICAO, 2011). This provides a uniform standard of communication to ensure that all parties understand one another. Aviation English teachers and the classroom are the frontline defenses against linguistic failures. Since Iran is an ICAO member it is necessary for all aviation centers there to be in line with its principles and regulations specifically language criteria and it is needed to ensure that pilots and air traffic controllers are able to speak English well enough to communicate effectively. This paper at first investigates whether these language proficiencies are reached in Botia Aviation College and Mahan Air UAST in Kerman; if the performing Aviation English training program is align with the ICAO proposed standards in placement tests and assessments and if not what are the necessities to achieve the criteria. Without agreed upon standards for English proficiency and common phraseology, the aviation industry continues to be at risk for language related accidents. Wholly, this curriculum alignment evaluation conducted based on Bloom's Taxonomy. The result represented a high degree of alignment and some lanes should be followed for perfect standardization.

Keywords: ESP, aviation English, ICAO language proficiency standards, alignment

ESP Course Design: Aligning Learning Needs to Objectives

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This paper examines the English language needs of 32 pilot candidates in two departments of Bootia Mahan and Mahan Air UAST in an ESP course. The course design was based on a thorough needs analysis taking into accounts needs analysis concepts forwarded by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998). Findings from the needs analysis guided the course design for the 4 weeks' 'Conversational Aviation English' course. Feedback from the ESP learners indicated that the course content was tailor made to suit their needs and wants and contributed to a positive learning experience for the learners who are adult students from a non-native English speaking background.

Keywords: ESP, aviation English, need analysis

The Role of Age and Marital Status in University Students' Readiness for Learner Autonomy

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In order to meet the demands of the changing world, students should become endowed with the ability to learn perpetually. Learning is not a process which should be limited to a short span of a person's life, rather it is a life-long enterprise. This study investigated those learner beliefs which showed learners' predispositions towards autonomy. A number of students majoring in one of the departments of Shiraz University were involved. On the whole, students from different age groups and different marital status participated in this study. The data were collected through a revised questionnaire. Based on t-test for independent samples and Analysis of Variance it came to light that age did not have impact on students' readiness for autonomy and that marital status influences students' self-assessment for single students obtained a higher index of self-assessment which was one of the underlying factors of autonomy in comparison with that of married students.

Keywords: university students, readiness for autonomy, marital status, age

Interpreting the Validity of a High Stakes Test in Light of an Argument-Based Framework: Implication for Test Improvement

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This study investigates the validity of PhD entrance exam of ELT in Iran, focusing on domain description and evaluation inference as part of an argument based framework. To track evidence for domain definition, the 2014 administration of this test was scrutinized by applied linguistics experts (n=12) for its congruence with the PhD course objectives. As for evaluation inference, test score data from the same administration produced by PhD examinees (n=999), were subjected to 1-parameter IRT analysis and binary logistic regression (LR) procedure to estimate their reliability and DIF items, respectively. The results indicated that the test tasks are not fully represented in the PhD course objectives. IRT analysis of the data showed that the test is best reliable for high ability test takers. However, when the curves of information functions were matched with the test and item characteristic curves, it was revealed the test does not enjoy reliability. The results of LR showed 12 statistically significant but practically unimportant DIF items. When these items were compared against odds ratio criterion, four of them were flagged for non-negligible DIF, suggesting that the test is biased. The implications for language testing and assessment are discussed and some possible suggestions are offered.

Keywords: PhD entrance exam, differential item functioning, ELT, logistic regression, academic language use domain

The Effect of Teacher Portfolio Writing on the Enhancement of Iranian EFL Teachers' Self-efficacy

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This study investigated the impact of Iranian EFL teachers' portfolio writing on their self-efficacy. The present study also sought to investigate which of the four chosen elements of teachers' self-efficacy is most affected by portfolio writing. To fulfill such goals, the researchers used two types of instruments: a questionnaire and a portfolio. Bandura's Teachers' Sense of Efficacy served as the questionnaire and Imhof and Picard's (2009) served as the model of teachers' portfolio writing. The participants were 60 EFL teachers from 2 English Language Institutes in Karaj, Iran. After selecting the participants and randomly assigning them into two groups: a control group and an experimental group, a pretest (questionnaire) was administered then; the procedure of portfolio writing was clearly explained to the teachers of experimental group. After eighteen sessions of portfolio writing practice of the experimental group participants, the questionnaire of pretest as the posttest questionnaire was used for both groups. The findings indicated that keeping a reflective teaching portfolio enhances teachers' self-efficacy significantly. Moreover, using portfolio as a reflective tool for learning turned out to improve Instructional self-efficacy more than other elements.

Keywords: Portfolio Writing, Teacher Education, EFL Teacher, Teacher Self-Efficacy

