

Iranian and American Media Discourses: A Cross-Cultural Critical Metaphor Analysis of Cooperation in Nuclear Negotiations

Zia Tajeddin, Susan Ghaffaryan

Keywords: *media discourse, critical metaphor analysis, negotiation, cooperation*

Cooperation is key to success in any negotiation discourse. Nevertheless, there might be potential impasses for each of the interlocutors that cause them not to take cooperative steps. This is the hidden agenda which no interlocutor would like to unravel. A Critical Metaphor Analysis in this study aimed to distinguish the degree of cooperation implied from both Iranian and American media discourses of nuclear negotiations. For this purpose, two corpora, each 100,000 words in length, were compiled from Iranian and American newspapers. Then, a Metaphor Identification Procedure (Pragglejaz group, 2007) and a corpus approach to Critical Metaphor Analysis (Charteris-Black, 2004) were applied for data analysis. The results revealed two conceptual metaphors of cooperation in both of the American and Iranian media discourses as “COOPERATING IS TAKING STEP” and “NOT COOPERATING IS STANDING,” which means not moving (motionless) or resisting to move. Next the frequency of these metaphors was analyzed to find out which media discourse revealed more and which revealed less cooperative signs. The frequency results showed similarity in the frequencies of “COOPERATING IS TAKING STEP” in both American and Iranian media discourse corpuses (125 and 130, respectively). However, the frequency results of “NOT COOPERATING IS STANDING” metaphor were greatly different in the two corpuses. While its frequency was 20 in the Iranian media corpus, it was 100 in the American corpus. From these findings, it can be concluded that the concept of cooperation is not as demanding in the American media discourses as it is in Iranian media discourse.

Bio data:

Zia Tajeddin is Professor of Applied Linguistics at Allameh Tabataba'i University, Iran. He is Editor of TELL Journal and Issues in Language Teaching. His research interests center on interlanguage pragmatics, conversation analysis, (im)politeness, teacher/learner identity, and EIL/ELF. He has published papers in journals such as The Language Learning Journal and RELC.

Susan Ghaffaryan is an instructor in Farhangian University, Iran. She has two published papers in Cambridge Scholars 2011 and 2015, three Papers presented in the international conference of Intercultural Horizons 2011, 2013, in Italy, and three papers presented in LDP conference 2013 and 2015.

A Classroom Conversation Analysis of Teachers' Discourse in Teaching Grammar

Zia Tajeddin, Mahdieh Nafisi

Keywords: *discourse moves, classroom conversation analysis, teacher discourse, grammar teaching*

The discourse of teachers has gained momentum with the emergence of classroom conversation analysis. One aspect of this discourse is realized in teachers' talk when they explain linguistic features. This study was set out to identify the discourse of EFL teachers in explaining the grammatical structures and the explanation strategies they utilize to present grammar. Furthermore, it aimed to explore discourse moves employed by EFL teachers to teach grammar. To this end, 15 EFL teachers from different language institutes took part in the study. The teachers' classes were observed and their discourse while teaching grammar was audio-recorded for a total of 30 grammar teaching sessions. The recorded data were transcribed and analyzed from the perspective of classroom conversation analysis. Examining teachers' discourse helped identify related moves. On the whole 18 moves and discourse patterns were identified, among which the main categories were labeled as *Explanation*, *Giving Feedback*, *Repetition of Correct responses*, and *Comprehension Check*. Moreover, the frequency of the observed discourse moves in teachers' discourse was calculated. The results showed that *Explanation*, *Eliciting More Information*, and *Giving Feedback* were among the most frequent discourse moves during grammar teaching sessions. Other moves were also identified, with *L1 Usage* used the least frequently. This study sheds light on the nature of discourse of instruction in ELT classes and has implications for teacher education programs.

Bio data:

Zia Tajeddin is professor of Applied Linguistics at Allameh Tabataba'i University, Iran. He is editor of TELL journal and Issues in Language Teaching. His research interests center on interlanguage pragmatics, conversation analysis, (im)politeness, teacher/learner identity, and EIL/ELF. He has published papers in journals such as The Language Learning Journal and RELC.

Mahdieh Nafisi holds an M.A in TEFL from Allameh Tabataba'i University, Iran.

A Conversation Analysis of Ellipsis and Substitution in Business English Textbooks

Zia Tajeddin, Ali Rahimi

Keywords: *textbook evaluation, conversation analysis, cohesive devices, ellipsis, substitution*

Despite the body of research on textbook evaluation from the discourse analysis perspective, cohesive devices have rarely been analyzed in L2 textbooks in general and in ESP textbooks in particular. The current study was undertaken to examine the realization of ellipsis and substitution in the conversations of business English textbooks. Following Halliday and Hasan's (1976) taxonomy, the study focused on 11 volumes in four ESP textbook series: *Business Result* (5 levels), *Business Opportunities* (1 level), *Business Venture* (2 levels), and *Powerbase* (3 levels). The corpus included 626 conversations with a total of 72,889 words. Corpus analysis of ellipsis and substitution frequency per 1,000 words showed that (a) frequency of ellipsis and substitution in conversational corpus was high, (b) ellipsis and substitution were not equally distributed across different levels, and (c) the textbook series with larger corpus did not necessarily represent more realization of ellipsis and substitution. It can be concluded that ellipsis and substitution are widely reflected in business English textbooks and have to be considered as a factor for textbook evaluation. These cohesive devices are important in the spoken mode of communication, so learners have to be exposed to these features in textbooks.

Bio data:

Zia Tajeddin is professor of Applied Linguistics at Allameh Tabataba'i University, Iran. He is editor of *TELL* journal and *Issues in Language Teaching*. His research interests center on interlanguage pragmatics, conversation analysis, (im)politeness, teacher/learner identity, and *EIL/ELF*. He has published papers in journals such as *The Language Learning Journal* and *RELC*.

Ali Rahimi holds an M.A in *TEFL* from Allameh Tabataba'i University, Iran. His Research interests comprise teacher education, language assessment, and conversation analysis.

Teaching Language Learners to Say ‘No’ Politely: The Case of Iranian Elementary EFL Learners

Seyyed Hatam Tamimi Sa’ d, Javad Gholami

Keywords: *EFL learners, Impoliteness, Instructional intervention, Politeness, Refusal*

The present study, adopting a quasi-experimental pretest/posttest design, investigated the effect of instructional intervention in teaching polite/appropriate refusal strategies explicitly on Iranian EFL learners’ performance of the speech act of refusing. The participants consisted of 24 male Iranian elementary EFL learners, aged 12 to 18, who responded to a discourse completion task (DCT) prior to and after they had been exposed to explicit instruction in the polite performance of refusals in English. The learners’ responses showed that there existed a variety of impoliteness elements at pretest stage including lack of mitigation, directness, shortness of responses, etc. The instruction, lasting for 10 sessions, was directed at eliminating these impoliteness/inappropriacy elements and included the length of semantic formulas, using adjuncts to refusals, apologizing prior to refusing, use of honorifics, intensification of refusal semantic formulas, etc. The participants’ responses to the DCT in the posttest showed a high level of appropriacy in the semantic content of refusal utterances. Furthermore, paired-samples t-tests demonstrated a significant difference in the use of both refusal strategies and adjuncts to refusals between the pretest and posttest stages. In conclusion, the study revealed that pragmatics can accompany language teaching even when learners have not attained a high level of linguistic proficiency. More specifically, the results clearly demonstrated that the pragmatic as well as the linguistic components of language can go in hand in hand in the course of language teaching.

Bio data:

Seyyed Hatam Tamimi Sa'd, MA in Applied Linguistics from Urmia University, Iran, is currently an English teacher in Iran Language Institute (ILI), Iran. A prolific researcher, he serves as a reviewer for nine international journals within applied linguistics including BJET, JOLT, JLLS, TESL-EJ, JAAS and CJNSE in Canada, USA, UK and Turkey and a copyeditor for CJNSE.

Javad Gholami is an assistant professor in TEFL from Urmia University, Iran. He has been teaching undergraduate and graduate courses in TEFL as well as EAP courses especially English for medical purposes as for more than 15 years. His main publications have been on integrating focus on form instruction and communicative language teaching in Iran. Over these years, he also has been running pre-service and in-service teacher training courses and theme-based workshops in private language schools and Ministry of Education.

Materials and Methodology

Authors

Javad Ahmadi Fatalaki, Mohammad Hamad Al-khresheh

Masoud Ahrabi

Hossein Bozorgian, Bitia Padiav

Masoomah Estaji, Shabnam Moradi

Hussein Meihami, Zari Saeedi

Mahdi Molaei Aghbulag

Seyyedeh Fahimeh Parsaiyan, Sue-san Ghahremani Ghajar

Nouroddin Yousofi, Majid Saedi Dovaise

Intercultural Awareness and Media Density: Audio-Only Listening, Text-Based Reading, and Audio-Visual Task

Javad Ahmadi Fatalaki, Mohammad Hamad Al-khresheh

Keywords: *Intercultural awareness, media density, audio-only listening task, text-based reading task, audio-visual task*

Every interaction at supranational level is, to a greater extent, contingent upon individuals' mutual understanding. In this sense, knowledge of target cultural norms in interpersonal relationships is of utmost significance. Although scholars in applied linguistics and transdisciplinary social studies have admitted to culture's outstanding roles in multicultural communities, there is no extensive consensus, to date, over the integration of culture into language instruction due to its multidimensional aspects. The current study investigated the role of media density on the enhancement of intercultural awareness. To this end, 24 male EFL students with the age range of 18-27 in upper-intermediate level of proficiency at Shoukoh language institute were selected to fulfil the aim of the present study. During the 21 weekly instructional sessions, students in three groups confronted three different tasks and input-modality (i.e., Audio-only listening, Text-based reading, and Audio-visual mediated instruction). These participants were asked to answer several multiple choice and open-ended items regarding the cultural norms of the target language at the very beginning of the educational term. Subsequently, they were asked to answer the same items at the end of the educational term. Moreover, they were all interviewed to evaluate their potential improvement regarding intercultural awareness. The statistical analyses through t-test and One-way ANOVA indicated that integration of audio-only input into visual-support leads into betterment of EFL learners' cultural awareness. Moreover, text-based reading showed a greater tendency to support students' intercultural awareness than audio-only listening tasks at post-test stage.

Bio data:

Javad Ahmadi Fatafaki is an M.A student of TEFL at Allameh Tabataba'i University, Iran. His current areas of interest include CALL, intercultural studies, Applied Psycholinguistics, Multilingualism, and micro genetic methods in FLA. He is an instructor and Supervisor at Shoukfeh Institute. He is also a test designer for the Ghalamchi Foundation.

Mohammad Hamad Al-khreshah is an assistant professor at Isra University, Jordan. His filed of interest include Academic writing, Language Testing and Transdisciplinary studies.

Assigning authentic TV series as a supplementary material to EFL students: an action research study

Masoud Ahrabi

Keywords: *Authentic materials, Listening assignments, TV series, Action research*

Many language institutes and teachers are skeptical about exploiting authentic audio-visual materials on grounds of their assumed unsuitability for learners in terms of their language features and the difficulty of working on them due to a dearth of suitable related activities and guidelines in the literature. In this study, I first drew upon the vast related literature to demonstrate how authentic audio-visual materials can be both appropriate and particularly appealing to language learners. I then, based on both quantitative and qualitative data, reported my experience of how using TV series as a supplementary material in an EFL course increased students' satisfaction, motivation, and completion of assignments compared to my previous class in which I had employed a listening book for the same purpose. Twenty intermediate students of both genders participated in this study. The data consisted of observation field notes, students' assignments in both courses, and written class assessments submitted by the students of the TV series group at the end of the course. Through this action research, I explained the rationale, classroom procedures, and guidelines employed in assigning and working on TV series, and thus tried to pave the way for those who wish to incorporate such materials into their syllabi.

Bio data:

Masoud Ahrabi is an MA candidate at the University of Tehran. He is currently teaching general English courses at the foreign language center of the University of Tehran. His areas of interest are action research and critical pedagogy.

Metacognitive Pedagogical Sequence on listening comprehension: EFL Learners across Genders

Hossein Bozorgian, Bitia Padiav

Keywords: *Metacognitive instruction, Listening performance, Gender, EFL learners*

Listening comprehension has always been a challenge for English as Second/Foreign Language (ESL/EFL) learners in general. Therefore, the purpose of this study is particularly to investigate the role of metacognitive instruction through pedagogical sequence on the listening comprehension of EFL learners across genders. The participants are 83 intermediate, Iranian, EFL learners in four groups (two male and two female groups) chosen randomly out of 97 available EFL learners, ranging from 20 to 29 years of age. The participants in the control groups were undergone through traditional instruction of listening strategies. However, the participants in the experimental groups were trained based on Metacognitive Pedagogical Sequence for ten weeks, and are participated in EFL listening tasks through peer interactions. All four groups were taught by the same teacher and listened to the same materials. A standardized test of listening comprehension was used to collect data and to track changes in listening comprehension of learners before and after the intervention. The findings revealed that metacognitive instruction through pedagogical sequence had positive effect on listening comprehension of Iranian EFL learners in general, but had no differential effect on listening comprehension across the genders, in particular.

Bio data:

Hossein Bozorgian is a faculty member in University of Mazandaran, and has presented several national and international conferences in the field. He has published several articles and is currently working on metacognitive instruction, bilingualism and using strategies to promote second and foreign language listening comprehension.

Bita Padiav is an MA student in TEFL from Mazandaran University in Babolsar. She had taught English at Oxford Institute in 2008 for two years and then she has been teaching at Simin English Language Institute since 2010. She got her BA in English Translation from Qaemshahr Azad University in 2008. Now she is working on her thesis.

Promoting the Iranian EFL Learners' Critical Thinking through a Cooperative Learning Technique: An Empirical Study

Masoomeh Estaji, Shabnam Moradi

Keywords: *Cooperative learning, critical thinking, learning together model, Iranian EFL learners*

This study is aimed at investigating the effect of learning together model of cooperative learning on the Iranian EFL learners' and high and low achievers' critical thinking ability. To fulfill the purpose of the study, a total of 52 students out of a population of 70 English language learners were selected, through a Preliminary English Test (PET), and randomly assigned into two experimental and control group. Prior to the treatment, a critical thinking questionnaire as a pretest was administered to the students of both groups. Then a 10 session of treatment was conducted to the participants in the experimental group according to the dynamics of the learning together model of cooperative learning with the aim of providing the positive interdependence and individual accountability in the groups. Finally, a posttest of critical thinking questionnaire was provided to both groups. An independent samples t-test was run to compare the mean scores of both groups along with a two-way ANOVA to investigate the effect of achievement level of the participants on the posttest of critical thinking. The obtained results revealed that the null hypotheses were all rejected concluding that the learning together model of cooperative learning had a significant effect on the improvement of critical thinking skills of Iranian EFL learners. More significantly, there was a significant difference between the high and low achievers in the groups in terms of their

critical thinking mean scores; meaning that in both the experimental and control group, the high proficiency achievers enjoyed higher critical thinking ability.

Bio data:

Masoomeh Estaji is Assistant professor of TEFL at Allameh Tabataba'i University. She holds a PhD in TEFL from Allameh Tabataba'i University. She has participated, presented, and published numerous papers on methodology, testing, and teacher education. Her research interests include language testing and assessment, teacher education, and ESP.

Shabnam Moradi holds an M.A. in TEFL from Islamic Azad University, Science and Research Campus. Her areas of interest are Teaching Methodology, SLA, and Teacher Education.

Collaboration before Creation: The Effect of Peer-Corrective Feedback before Teacher-Corrective Feedback on EFL Students' Writing Performance

Hussein Meihami, Zari Saeedi

Keywords: *Peer-corrective feedback, teacher-corrective feedback, L2 writing, writing performance*

This paper is a report on a research project exploring the ability of EFL students to make improvements in their overall and micro-componential writing performance by doing collaboration to provide corrective feedback (CF) on their peers' writings before receiving feedback from their teacher. This research enjoyed an E-portfolio (EP) platform for providing CF on the students' writings. A total of 33 intermediate EFL students with the age range of 20-25 participated in this study. They were assigned into two groups: An experimental group (N=16) in which students received CF first by their peers then by their teacher through EP; and a control group (N=17) that just received teacher-corrective feedback through EP. In this study a pre-test/post-test was designed to explore the effect size. Moreover, a questionnaire extracted from Alwraikat (2012) obtained students' attitudes towards EP. The results revealed that peer-corrective feedback has a constructive effect on overall writing performance ($p=.01$) and on writing micro-components except for coherence, cohesion, and academic word choice. Besides, the students expressed positive attitudes about three aspects of EP, namely awareness, work and activity, and pros and cons. This study sheds light on the way that collaboration and peer-corrective feedback can promote students overall and micro-componential writing performance, especially when the feedback will be through EP.

Bio data:

Hussein Meihami is doing his MA in TEFL at Allameh Tabataba'i University, Tehran. He has taught various general English and writing programs. He has published in journals such as "English Language Teaching", "Advances in Language and Literary Studies", "Teaching English with Technology" and "Iranian EFL Journal". His research interests include teaching second language writing, language testing, sociolinguistics, and CALL.

Zari Saeedi received her PhD from the British University of Trinity College and is an Assistant Professor at English Language/Literature Department of Allameh Tabataba'i University. She has taught various BA and MA courses at the English language departments of different universities. She has taken part in different national/international conferences, presenting/publishing papers on neurolinguistics/brain functioning in language learning, Computer Assisted Language Learning, cultural studies in TEFL contexts, & RRG theory of linguistics.

Content analysis of Iranian junior high school ELT textbooks in the light of culture: English for school series, Prospect 1 and 2

Mahdi Molaei Aghbulag

Keywords: content analysis, culture, intercultural competence

Cultural content of EFL courses has been under debate for a long time. There have been different views towards the amount of culture teaching to be incorporated in EFL courses. Textbooks play a major role in the course of teaching and learning by introducing cultures of different countries and giving the students a chance to develop intercultural competence. The issue of culture in ELT textbooks becomes even more important in elementary courses where students are not familiar with the target culture. Prospect books are ELT textbooks authored by Iranian education ministry for junior high school students. This study has aimed to analyze the cultural content of Prospect books using both a qualitative and quantitative methodology, based on the theoretical background. In this study a variation of Byram's criteria for content analysis was used along Ramirez and Hall's model to analyze the cultural content. Pictures and conversations included in the lessons of these two books were coded and analyzed based on the variation of Ramirez and Hall's model; a variation of Byram's model was also used to pinpoint the cultural elements included in the lessons. Results of the study showed that these textbooks aim at teaching the source culture (Iranian culture) and they don't provide enough intercultural skills and culture specifics (values, norms, beliefs). The result implies that the authors and material developers can introduce more target culture in these textbooks, giving the students a chance to understand cultural differences and develop intercultural competence.

Bio data:

Mahdi Molaee Aghbulag has a BA degree in English language and literature from Tabriz University. He is currently an MA student in Allameh Tabataba'i University in Tehran. His research orientation is culture in language teaching and learning, bilingualism and pragmatics.

A Decade of English Language Global Textbooks: The Same Sugar-Coated Story?

Seyyedeh Fahimeh Parsaiyan, Sue-san Ghahremani Ghajar

Keywords: *Global English Textbooks, Instrumental ideology, Designing materials*

Given the global market of English language, Native American and British publishers have been seen to play a pivotal role in churning out and disseminating flamboyant packages of global English products. Such products—often sealed and patterned with saleable buzzwords like "standardized", "authenticated" or "quality controlled" merchandise—regularly fall from grace as rivals arrive to the market. In an attempt to trace the trend of changes in commercial English language teaching books and exploring the effectiveness of such changes, four of the widely-used textbooks of the last decade including *Interchange Intro* (2005), *Connect 1* (2009), *Four Corners 1* (2012), and *Speak Now 1* (2014), all co-authored by Jack C. Richards for beginning students, were scrutinized in terms of selection of themes/ topics, functions, grammatical structures, vocabulary, tasks or activities, visual elements, and cultural artifacts. On another line of inquiry, a group of English language teachers were interviewed to see how they would perceive of the trend. The findings of the exploration revealed that despite minor insignificant changes, the existing textbooks appear to be stuck in a rut reiterating the same *instrumental* ideology of language. This sugar-coated story suggests that we need to take stock of our Iranian heritage, spirits, values, and identities in designing and implementing richer and more meaningful language pedagogies instead of digging deeper into our current *consumption, copy & paste culture*.

Bio data:

Seyyedei Fahimeh Parsaiyan is a doctoral graduate of TEFL Alzahra University, Tehran, Iran. Her areas of interest include Materials Development, Classroom Research, and Qualitative Inquiry.

Sue-san Ghahremani Ghajar, Associate Professor of Literacy and Language Education at Alzahra University in Tehran, is presently Dean of faculty of Literature. She is an active member of the International Multiversity Project based in Malaysia, India, and Iran where their principle objective is to decolonize and transform education. At the moment she is actively involved in researching and drafting decolonized courses for EFL teacher preparation and English language materials. One of her major contributions to the Islamic/Iranian foreign language learning community has been an effort to create home-made EFL learning and teaching materials rooted in the language and stories of the Glorious Qur'an and Persian literature.

Bilingual Literacy and Third Language Reading Achievement

Nouroddin Yousofi, Majid Saedi Dovaise

Keywords: bilingualism, reading, third language acquisition, additional language learning

This study aims to compare the relationship between bilingual literacy and third language reading achievement. The reading achievement of bilinguals who are literate in both languages and bilinguals who are literate in only one of their languages have been compared to support the claim that the first mode of bilingualism has far more facilitative effects on reading skill development in a third language. The rate of reading achievement in English as a third (foreign) language were compared between twenty Kurdish-Persian bilinguals who could read and write in the two languages to that of twenty Kurdish-Persian bilinguals who were not able to read or write in Kurdish. All the subjects were female students studying English as a foreign language at the undergraduate level. Variables like their English proficiency level, mode of bilingualism, intelligence, gender, and age were controlled. They were then exposed to identical reading activities aimed to enhance reading skills in English as a foreign language. The posttest given at the end of the treatment showed that the first group (bilingual literates) performed better than bilinguals with literacy in just one of their languages. It seems that bilingual literacy has more positive effect on L3 reading achievement than limited bilingualism.

Bio data:

Noureddin Yousofi, PhD student of TEFL at Razi University, Kermanshah, Iran; main fields of interest: bilingualism, reading and vocabulary development

Majid Saedi Dovaise, PhD Student of TEFL, Razi University, Kermanshah, Iran

Sociolinguistics

Authors

Reza Bagheri Nevisi

Vahid Hassani, Azadeh Zakeri

Maryam Mahmoudi

Zohreh Nafissi, Golnaz Shafaghiha

Zohreh Nafissi, Rezvan Shariati

Zari Saeedi, Kobra Alavi

*Azam Sazvar, Seyyed-Abdolhamid Mirhosseini,
Farnoosh Rashed*

Leila Tajik, Fatemeh Shafiee

Seyyed Hatam Tamimi Sa'd, Sima Modirkhamene

EFL learners' pedagogic performances? Does university type matter?

Reza Bagheri Nevisi

Keywords: *Pedagogic task types, Text difficulty, Readability statistics, University Type*

This research project has investigated the impact of University Type on the performance pattern of university students across three different reading pedagogic task types. Ninety students of State, Payamme-Noor, and Islamic Azad University took part in the present study. They were all taking a reading comprehension course at the time. All participants were provided with two different reading passages, which included three different pedagogic task types i.e. comprehension-check, restatement, and synonym. Two reading passages were included in the research project to account for the text difficulty variable. The first was extracted from (*Nilipour, 1996*) and the second was extracted from (*Grindell Marerlli and Nadler 1989*). Difficulty of the texts was determined based on the results obtained from the readability statistics, which took into account the following criteria: number of words, number of sentences, number of words per paragraph, number of words per sentence, and number of passive sentences. Descriptive statistics, paired samples t-test and repeated measures ANOVA were utilized to analyze the data. The results indicated that University Type of the students did have a significant effect on the learners'

performances on the pedagogic tasks. Students of State University outperformed those in Azad and Payame Noor universities with regard to their pedagogic task performance.

Bio data:

Reza Bagheri Nevisi got his BA from Payame Noor University of Qom in translation with an average of 17.86 in English translation. He got his MA from Allameh-Tabataba'i University with an average of 17.82 in English teaching. He graduated from University of Tehran with a PhD in English teaching with an average of 18.25. He is currently a faculty member of English language department at University of Qom.

Paradigm Shift in Normal Sciences and ELT

Vahid Hassani, Azadeh Zakeri

Keywords: *Paradigm Shift, Normal Sciences, Crisis, Incommensurability Thesis*

Kuhn's picture of the way a science progresses can be summarized by the following open-ended scheme: Pre-science----normal science----crisis----revolution---new normal science---new crisis--- (Kuhn, 1996). He maintains that the disorganized and diverse activity that precedes the formation of a science eventually becomes structured and directed when a single paradigm becomes adhered to by a scientific community. Central to Kuhn's account of normal science is the concept of a paradigm (Okasha, 2002). A well-known example of paradigm shift in the physical sciences is a shift from Newtonian to quantum physics. Paradigm shifts have also occurred in social sciences, sociology and humanities. In second language education, the principal paradigm shift over the past 40 years flowed from positivism to post-positivism and involved a move away from the tenets of behaviourist psychology and structural linguistics toward cognitive, and later, socio-cognitive psychology and more contextualized, meaning-based views of language (Jacobs & Farrell, 2001). This paper is an attempt to review the nature of paradigm shift in normal sciences and link paradigm shift to ELT (English Language Teaching). The procedures will be to: (1) briefly summarize paradigm shift(s); (2) link it to ELT; (3) review empirical evidence in favour of paradigm shift(s); and (4) discuss the implication of paradigm shift in EFL/ESL (English as a Foreign or Second Language) contexts.

Bio data:

Vahid Hassani, is a doctoral student studying TEFL at the university of Tehran Science and Research Branch of Islamic Azad University. He has been teaching English at Islamic Azad University and University of Applied Science and Technology for ages. He has written 10 books in English. These books mainly deal with verbs in English.

Azadeh Zakeri is a Ph.D. candidate in TEFL at Islamic Azad University, Research & Science Branch of Tehran. She has been actively involved in teaching English, training English teachers, mentoring, and supervising English teachers at prominent language teaching centers in Tehran. One of her publications co-authored with Rahmany concerns "M.A. Preparation Reference Book" published by Rahnama Publications in 2010.

Philosophical Bases of ELT

Maryam Mahmoudi

Keywords: *Education philosophy, Perennialism, Essentialism, Progressivism, Reconstructionism.*

Educational philosophy provides a frame work for goals, education policy, subject content, the process of teaching and learning, what activities to stress in language learning context, what cognitive or non-cognitive activities to utilize, how to test learners and how to use the test results. However, as long as there is a personal growth, education philosophy grows and changes as well. This paper aims to survey four dominant educational philosophies- Perennialism, Essentialism, Progressivism and Reconstructionism -which are rooted in the United States and to see how they are related to the field of English language teaching (ELT) as an influential thought on education and ELT curriculum.

Bio data:

Maryam Mahmoudi is a University lecturer, teaching English in English language institutes, with research interests in reading and listening strategy training, Philosophy, and learner beliefs. She was born in Rasht in 1976. She was graduated from Takestan Azad University in English translation in BA, and graduated from the same university in TEFL in MA. She is a PhD candidate of Science and Research University of Tehran in TEFL.

Identity Construction: Iranian EFL Learners Case of Watching English Language TV Series

Zohreh Nafissi, Golnaz Shafaghiha

Keywords: TV Series and Language Learning, EFL Learners, Identity, Cultural Value, Teaching English

Language learning is a complex process, especially for EFL learners who are not exposed to the natural environment. In recent years, because of its authentic nature, English Language Institutes and teachers have recommended TV series of different genres as supplementary materials for EFL courses. Due to its availability in multiple formats, these bountiful resources have gained high amount of popularity among the new generation of Iranian EFL learners. While, these TV series have a great impact on learners' motivation, language development, pragmatic awareness, etc. considering the Islamic, Iranian value system, these materials may not necessarily use a culture-free global English. In an attempt to trace changes of identity construction in EFL learners who watch English Language TV Series as a supplementary material to their Language Institute course, triangulated data were elicited from 15 Iranian intermediate level EFL learners, with the age range of 20-32 years, by using class observation, semi-structured and unstructured interviews. The findings of this qualitative exploration revealed that for most of the learners, cultural values have been re-conceptualized. Their self-presentation have changed and reconstructed based on values associated with British or American culture far from their past Iranian, Islamic values. The present study suggests that EFL teachers of Language Institutes acknowledge the Iranian, Islamic values, and choose a more appropriate, meticulous way of recommending Language TV series, to preserve the Iranian EFL mother tongue culture.

Bio data:

Zohreh Nafissi is a faculty member of the English Language Department at Alzahra University, Tehran, Iran. She received her MA and MPhil from Glasgow University, Scotland, and her PhD in TEFL from Allameh Tabataba'i University, Tehran. She served as the Head of the English Language Department for more than 3 years and is currently the inspector of TEELLSI. She has been teaching at undergraduate and postgraduate level for more than 19 years and has presented over 25 papers at national and international conferences and supervised many theses. Her main research interests are ESP, EAP, Learner Identity, Linguistic Imperialism, Constructivism, etc.

Golnaz Shafaghiha is a BA graduate of English Literature, who is currently an MA student of TEFL at Alzahra University, Tehran, Iran. Her research areas focus on qualitative explorations of visual literacy and visually assisted language learning.

A Study on the Global Status of English and its Impact on ELT from the Viewpoints of Iranian TEFL Professionals and EFL Learners

Zohreh Nafissi, Rezvan Shariati

Keywords: Global status of English, ELT, TEFL professionals, EFL learners

English language has attracted the attention of many scholars by its ceaseless growth and the consequences of linguistic imperialism. Meanwhile, ELT is believed to be an industry rather than a profession which leads to linguistic and cultural imperialism (Phillipson, 1992). In order to view linguistic imperialism from a comprehensive perspective, 50 TEFL professionals and 100 EFL learners were involved in this study. Through a mixed-method research, the viewpoints of the two groups of the participants were investigated primarily by a questionnaire about linguistic imperialism and then by holding interviews. The results of t-test showed that there was a significant difference between the viewpoints of TEFL professionals and EFL learners about linguistic imperialism. To achieve deeper understanding of linguistic imperialism and its relationship with ELT, 10 TEFL professionals were interviewed about the five basic tenets of ELT (Phillipson, 1992). The results showed that “the monolingual tenet”, “the early start tenet” and “the maximum exposure tenet” were primarily pedagogical tenets that would rarely lead to linguistic imperialism. But “native speaker fallacy” and “subtractive fallacy” were viewed to be imperialistic. The findings suggested that in order to test each tenet of ELT against linguistic imperialism, studies should be done in order to find out if they are culturally appropriate for each unique ELT context. Finally, the real needs of language learners should be taken into consideration as a key to resist against linguistic imperialism.

Bio data:

Zohreh Nafissi is a faculty member of the English Language Department at Alzahra University, Tehran, Iran. She received her MA and MPhil from Glasgow University, Scotland, and her PhD in TEFEL from Allameh Tabataba'i University, Tehran. She served as the Head of the English Language Department for more than 3 years and is currently the inspector of TEELLSI. She has been teaching at undergraduate and postgraduate level for more than 19 years and has presented over 25 papers at national and international conferences and supervised many theses. Her main research interests are ESP, EAP, Learner Identity, Linguistic Imperialism, Constructivism, etc.

Rezvan Shariati has studied TEFEL at Alzahra University. She got her BA of English literature from Kashan University in 1391 with the GPA of 18. She immediately accepted at Alzahra University with the degree of 69 of the MA Konkur examination.

Psychological/Academic Ramifications of Negative Labeling in EFL Contexts

Zari Saeedi, Kobra Alavi

Keywords: *Negative-labeling, Academic achievement/potential, Self-esteem, Fictitious student*

Despite the long lasting effect of ‘negative labeling’ on different aspects of life, few studies have been carried out on the ramifications of labeling in EFL contexts. This study is an attempt to investigate the occurrence possibility of negative labeling and how such labels ultimately influence students’ psychological/academic potentials. Since it was not possible to expose the students to the experience of negative labels in their real situations, the 100 high-school female participants of the study were asked to make predictions on social /academic success of a fictitious student who was labeled as dyslexic (Hunt, 2006) and to fill an 11-item modified questionnaire (Mwania & Muola, 2013) about their experiences of being labeled and a self-esteem questionnaire (Coopersmith, 1967). The collected data was then processed using quantitative/qualitative mixed method of Statistical Analysis for Social Science. The findings of the study indicate that teacher’s negative labeling can be highly correlated ($p < 0.001$) with students’ self-esteem, their academic ($p < 0.05$) potentials, and their future life/success/expectations.

Bio data:

Zari Saeedi received her PhD from the British University of Trinity College and is an Assistant Professor at English Language/Literature Department of Allameh Tabataba'i University. She has taught various BA and MA courses at the English language departments of different universities. She has taken part in different national/international conferences, presenting/publishing papers on neurolinguistics/brain functioning in language learning, Computer Assisted Language Learning, cultural studies in TEFL contexts, & RRG theory of linguistics.

Kobra Alavi received her MA from Allameh Tabataba'i University of Tehran in linguistics and she is an English teacher in Qazvin high schools and in Imam Khomeini international university of Qazvin.

The Reflection and Reproduction of Lifestyles in EFL Learners in an Iranian Educational Context

Azam Sazvar, Seyyed-Abdolhamid Mirhosseini, Farnoosh Rashed

Keywords: *Lifestyle, Reproduction, and context*

With a discursive view, English teachers' teaching acts include issues much broader than the scope of linguistics and language per se. They may influence students' world-views, perspectives, and behaviors. The present study aims at investigating how lifestyles are reflected and reproduced in English learners during teaching process. Additionally, the consequences of such influence on students' lifestyles will be studied. The participants of this qualitative ethnographic study are two groups: the first group consists of six female English teachers and the second group includes sixty English students at intermediate, upper-intermediate, and advanced levels. There are two main data collection instruments, namely observation and oral interviews. Each class (one term) was observed for ten hours and recorded for ten hours as well. Generally, six classes were observed for sixty hours and also recorded for sixty hours. In addition, six teachers were orally interviewed; each for about 20 minutes. Four students were orally interviewed as well; each for about 20 minutes. It is worth mentioning that all interviews were recorded simultaneously. Data analysis was carried out using different coding procedures. The emerging themes illustrate that attitudes towards Iran, Iranian culture, religious values, beliefs about relationships, and ideas about foreign countries and cultures may indirectly shape cultural perspectives, behaviours and lifestyles. Besides teachers, the context, books, and materials used for teaching might also be the sources of the reproduction of lifestyles. The findings of the

present research have pedagogical implications for administrators, programmers, teachers, and students. Indeed, it awakens teachers to the significant role they have in reproducing lifestyles that may be in support of, or against, our own culture.

Bio data:

Azam Sazvar is an assistant professor in English language and literature department at Alzahra University. Her teaching areas include sociolinguistics, principles of research, translation of literary texts and other courses related to translation. She is interested in high educational studies, comparative literary studies and translation. She has also published a textbook and several articles on translation and literary issues.

Seyyed-Abdolhamid Mirhosseini is an assistant professor in English language and literature department at Alzahra University. His teaching and research areas include critical language education, qualitative research methodology, critical discourse studies, sociolinguistics and socio-politics of English language teaching. He has published books and articles on issues such as ideologies and foreign language education policies in different national and international journals.

Farnoosh Rashed is an M.A. student in TEFL at Alzahra University. She has been teaching English in Tehran Institute of Technology since 1390. Her areas of interest include lifestyle, ideology, linguistic imperialism, morality and issues as such. Recently, she has submitted a book review to International Journal of Foreign Language Teaching which has been accepted for publication.

Single-sex education vs. co-education: the attitudes of (TEFL) MA female students

Leila Tajik, Fatemeh Shafiee

Keywords: Single Sex Universities, Coeducational Universities, Attitudes

In the past three decades, gender issues have received a wide coverage in the education literature. In this regard, the question of which of single-sex or coeducational systems are more beneficial to students has been discussed in a variety of studies. The available studies, however, have mainly focused attention on the school contexts and the university settings have largely been neglected. To help remove this gap in the literature, this paper reports on a study of the perspectives of female students on the single-sex and coeducational universities. Unstructured interviews with four groups of students were used. The first group had passed both their BA and MA program in single-sex universities; the second, had experienced only coeducational universities. The third and fourth groups were those who had studied in both types of educational systems; one group were BA and MA students in single-sex and coeducational universities respectively and the other group vice versa. Thematic analysis of the interview transcripts showed that the students who had experienced only one of the systems, either single-sex or coeducational contexts, were satisfied with their type of universities. Those who had studied in both types of contexts had mixed opinions about where they liked to study; about half of the participants in each group preferred single sex and the other half chose coeducational systems. The results, based on the students' ideas,

point to the fact that a high priority cannot be attached to a single type of educational system.

Bio data:

Leila Tajik is an assistant professor of the department of English language teaching and literature at Alzahra University. She has presented papers in national and international conferences and has published in refereed journals in Iran and abroad. Her areas of interest include both qualitative and quantitative research methodologies, Teacher education, and more specifically, Morality in English language teaching.

Fatemeh Shafiee is an MA student of TEFL at Alzahra University. She has experienced teaching English in a number of language institutes for more than two years. Besides, she has already presented in other national conferences.

An Examination of Accent and Identity in Light of the Acculturation Model in an EFL Context

Seyyed Hatam Tamimi Sa'd, Sima Modirkhamene

Keywords: Acculturation Model, Attitudes, Identity, Mother tongue accent, Target language accent

Schumann's (1986) Acculturation Model recognizes accent as a means of language learners' identification with either their mother tongue (MT) culture or the target language (TL) culture which will consequently affect the learners' language learning effort. Taking up a critical stance, the present study, thus, aimed to examine the role that learners' attitudes and beliefs play in their adoption of MT (i.e., Persian) culture or TL (i.e., English) culture while speaking in the TL in an instructed foreign language context. The triangulated data were elicited from a number of 213 Iranian male elementary EFL learners, aged 12 to 19 years using a questionnaire consisting of both close-ended and open-ended questions, focus-group interviews and class observations. The questionnaire and the interview questions required the participants to voice their opinions freely regarding the accent they assumed and preferred when using the target language and the reasons for their preferences and the class observations focused on the participants' reactions to MT-accented as well as TL speech of their peers. The findings revealed that 81.3% of the participants displayed strong preferences for the TL accent (i.e., English) while only 18.7% of the participants privileged speaking English with their MT accent. The rationale for the TL accent preference was found to be composed of nine categories of reasons with 'intelligibility', 'beauty

and effectiveness of TL accent’, and ‘resemblance to native speakers and avoidance of mockery’ cited as the most primary reasons. On the other hand, the major reason for assuming a MT accent was to reveal one’s identity through the MT accent. The study therefore highlighted the strong inclination among EFL learners to acculturate into the TL culture through assuming its accent.

Bio data:

Seyyed Hatam Tamimi Sa’ d, MA in Applied Linguistics from Urmia University, Iran, is currently an English teacher in Iran Language Institute (ILI), Iran. A prolific researcher, he serves as a reviewer for nine international journals within applied linguistics including BJET, JOLT, JLLS, TESL-EJ, JAAS and CJNSE in Canada, USA, UK and Turkey and a copyeditor for CJNSE.

Sima Modirkhameh holds a PhD in TEFL, University of Surrey, United Kingdom and is currently an assistant professor at Urmia University, Urmia, Iran. Her areas of interests lie in bilingualism, transfer, language learning strategies and multiple intelligences.

Second Language Acquisition

Authors

Fatemeh Ahmadniay Motlagh, Saeed Mehrpour

Hessamaldin Ghanbar

*Seyyedeh Susan Marandi, Somayeh Habibzadeh
Ardabili*

*Mostafa Mehdizadeh, Sajad Sepehrinia, Javad
Rezazadeh*

*Mohammad Nabi Karimi, Reza Naghdivand, Raziye
Eskandari*

Mohammad Hadi Mahmoodi, Mojtaba Farahani

Ehsan Narimani Vahedi, Touran Ahour

Mohammad Kazem Pakzad, Leila Tajik

Zahra Shafiee

Elaheh Sotudehnama, Zahra Ghorbanzadeh

Elaheh Sotudehnama, Nasim Kolbadinejad

Investigating the effect of motivation and attitude towards learning English, learning style preferences and gender on Iranian EFL learners' proficiency

Fatemeh Ahmadniay Motlagh, Saeed Mehrpour

Keywords: *Motivation, Attitude, Learning style, Learning preferences, Gender, Proficiency.*

The present study was carried out to investigate the effect of motivation and attitude towards learning English, learning style preferences, and gender on Iranian EFL learners' proficiency. To this end, 154 Iranian EFL learners (male and female) participated in the study. Three instruments, namely, Oxford Quick Placement Test (OPT), Brasch Learning Style Inventory (BLSI) Questionnaire, and Motivation and Attitude Questionnaire were used to collect the data necessary for the study. Crosstab procedure, correlation, one way ANOVA and multiple regression analysis were utilized to analyze the data. The results indicated visual and auditory learning styles as the most frequently preferred learning styles among the Iranian EFL learners, respectively. These learning styles were also the mostly preferred learning styles by both male and female EFL learners. According to the findings, there was no significant difference between gender and learning style preferences, and motivation and attitude towards learning English. Moreover, learning style preferences did not correlate with learners' language proficiency. Finally, it was revealed that gender was the best predictor of language proficiency for Iranian EFL learners.

Bio data:

Fatemeh Ahmadniay Motlagh is an M. A. Holder of TEFL from Department of Foreign Languages and Linguistics of Shiraz University. She is currently teaching English courses at Higher Educational Institutes and English Language institutes in Shiraz. Her areas of interest are second/foreign language acquisition, psycholinguistics, research methods and material development.

Saeed Mehrpuor is an Associate professor of TEFL at the Department of Foreign Languages and Linguistics of Shiraz University. He teaches BA, MA, and PhD courses at the department and is interested in conducting research in areas such as skills and subskills, sociolinguistics, and first language acquisition.

The Implementation of Form-focused Instruction in Different Blended Learning Models

Hessamaldin Ghanbar

Keywords: *Form-focused Instruction, CALL, Blended Learning Models*

This study aimed at investigating differential effects of form-focused instruction (FFI) on students' learning of conditional sentences (three main types) in three blended learning models: rotation, flex, and enriched-virtual. To do so, 120 adult ESL learners were selected and assigned to four groups of 30: rotation (G1), flex (G2), enriched-virtual (G3), and control (G4). Before the instruction, which lasted 15 sessions, a pretest in terms of computerized timed grammaticality judgment test was given to all groups. FFI was implemented in all experimental groups based on Ellis's (2008) macro options. In rotation model (G1), students attended the physical class and rotated between different modalities such as individual/group work, individual tutoring which is online, and paper-and-pencil assignments. In flex model (G2), content and instruction were delivered online in which the students were directed in flexible and fluid schedule. In enriched- virtual model (G3), the entire instruction was online except the first session. In control group (G4) the class had own natural procedure in the physical environment. At the end of instruction a posttest in the same form of pretest was given. One-way between-subjects ANOVA with Bonferroni post-hoc test revealed that G1 outperformed all other groups. Further analysis showed that while no significant difference could be found between G2 and G3, they both surpassed G4. It can be concluded that integration of synchronous modality and physical class is the most effective model while sole synchronous modality can be to some extent effectual.

Bio data:

Hessamaldin Ghanbar is a graduate research assistant and a Ph.D. student of educational evaluation and research in the department of educational studies and research at The University of Southern Mississippi, USA. His research areas of interest are synchronous classroom learning, educational statistics, and educational psychology.

Investigating the Effects of Using Graphical Word Mapping Strategy by Female High-Intermediate EFL Students with Different Perceptual Learning Styles

Seyyede Susan Marandi, Somayeh Habibzadeh Ardabili

Keywords: *word mapping, perceptual learning styles, perceptual modalities, vocabulary learning strategies, graphic organizers*

Learning styles and strategies are among the main factors in language learning. In the past few decades, different vocabulary learning strategies have been introduced to improve learners' vocabulary knowledge and retention. In this way, individual differences in learning have been deemed important. In the domain of cognitive learning, perceptual learning style emerges as a significant factor in language acquisition. Meanwhile, word mapping, as a kind of cognitive graphic organizer strategy, is claimed to enhance vocabulary learning. However, whether this strategy suits all types of learners has not been adequately investigated. Thus, this study examined the effectiveness of employing graphical word mapping versus traditional approaches in vocabulary learning in learners with different perceptual modalities (Auditory, Visual, Tactual, and Multisensory). The study was carried out during 8 sessions with 40 female EFL students of High-intermediate level in the Iran Language Institute in Tehran. Quantitative data were collected by administering the Barsch Learning Style Inventory (1991), a Vocabulary Knowledge Scale (VKS) pre-test adapted from Paribakht and Wesche (1993), a dichotomous VKS posttest, and a teacher-made questionnaire on ideas. The study used a quasi-experimental, repeated-measure (within subjects) design with one group experiencing both control and treatment conditions simultaneously. The data were analyzed through using descriptive statistics, paired-sample t-tests, and a one-

way ANOVA by SPSS. The results showed that using word mapping, compared with conventional ways of vocabulary learning, significantly facilitated vocabulary learning in all the students with different perceptual styles. Moreover, the survey of ideas approved the students' positive perception about using word maps.

Bio data:

Seyyede Susan Marandi is an associate professor in the Department of English Language and Literature at Alzahra University. She has got her PhD degree from Tehran University, and her expertise and interests are testing, quantitative research, and, particularly, CALL in which she is considered as one of the most famous and workaholic educators in Iran.

Somayeh Habibzadeh Ardabili got her bachelor's degree in English Literature from the Islamic Azad University of Ardebil. She has taught general English to EFL students for more than 8 years in the Iran Language Institute. She got her MA in English teaching from Alzahra University of Tehran in 1993.