

Alzahra University  
First National Postgraduate Conference on  
Applied Linguistics

**BOOK OF ABSTRACTS**

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Designed by *Elnaz Varastehpour*

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## **Welcome Note**

Dr. Leila Tajik (Conference chair)

It is my pleasure to welcome you to Alzahra University First National Postgraduate Conference on Applied Linguistics. The importance of applied linguistics has, for long, been perceived by almost all pedagogues and educationists. Whether in its broad or narrow definitions, applied linguistics has focused attention on issues related to language teaching. More specifically, applied linguistics of language teaching, as Cook (2009) calls it, has at its core a body of research relevant to language teaching. Such research base should be directly concerned with language teaching or related to it in a demonstrable way. That is to say, a theory from outside language teaching cannot be applied without a clear chain of logic showing how and why it is relevant. In recent decades, the interdisciplinary nature of applied linguistics of language teaching has resulted in the expansion of the field and accordingly introducing new directions and scopes. Herein, applied linguists have felt dangers the expansion of the field has brought about, among which is the question of teaching methodologies or the choice of the native speaker as the target of the language teaching being culturally, politically and morally biased. The other main danger is that applied linguistics may be giving up its contact with actual teaching and so losing much of its impact; the interest in theories from different disciplines among applied linguistics means that what they are saying gets further and further away from the actual teaching classes. Considering the core place of language teaching in applied linguistics and the recent trends and threats within the field leading to controversies over the how of teaching language, the organizers of the present conference felt the need to bring together a group of researchers and practitioners to exchange their current applied linguistic involvements and to share their ongoing learning and challenges in understanding the dynamic and interconnected nature of language education and research. Hopefully, this venue can inform all those who are working within this enterprise of the major issues related to language teaching and learning. Though, due to changes in the scope of applied linguistics in recent decades, applied linguistics gatherings these days are far less inclusive, this conference includes papers on a variety of topics categorized as Computer Assisted Language Learning (CALL), Evaluation, Discourse and Pragmatics, Materials Development, Methodology, Sociolinguistics and Second Language Acquisition.

## **Keynote Speech**

Dr. Seyyedeh Susan Marandi

We are honored to introduce our keynote speaker Dr. Seyyedeh Susan Marandi, an associate professor in the Department of English Language and Literature at Alzahra University and an accomplished ELT professional. She has a great understanding of language teaching; an admirable appreciation of what it takes to truly make ELT continue on a path of progress; and a remarkable vision of the future of the profession, if we can call it so! Currently, TELLSI has Dr. Marandi as the president. Throughout the time she has been the president of the society, it has encouraged a growing number of students and university instructors to have an active role in meetings and discussions, sharing with other members their teaching and researching experiences and accordingly contributing to the advancement of the field. At the same time, TELLSI workshops on topics most needed by all members of the society, as identified through needs analysis, have added to the academic improvement of the members. Dr. Marandi has held other impressive positions like directing Alzahra University International Academic Collaborations for more than two years. Her research focuses on testing, quantitative research, and, particularly, CALL in which she is considered as one of the most famous educators in Iran. She has been one of the main supporters of the present conference and certainly is a true stand out in this field. We asked her to share with the participants of the conference her experiences as the TELLSI president and CALL professional. Finally, she is also just a fascinating person and we are all in for a treat during this keynote speech!

*Categories*

*CALL-Evaluation*

*Discourse-Pragmatics*

*Materials and Methodology*

*Sociolinguistics*

*Second Language Acquisition*

## Oral Presentations



# CALL-Evaluation

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*Rajab Esfandiari, Fatemeh Sokhanvar*

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*Saeed Ghaniabadi, Akram Ramezanzadeh*

*Kimiya Mahmoudi*

*Seyyed-Abdolhamid Mirhosseini, Shima Asadi*

*Seyyed Adel Nejat, Azadeh Mozafarian Pour,  
Abdorreza Tahriri, Rasoul Mohammad Hosseinpour*

## **The Effect of Mobile Assisted Language Learning on the Enhancement of Idiomatic Knowledge of Iranian EFL Adult Institute Learners**

*Parviz Alavinia, Arezu Bahmani*

**Keywords:** *Mobile Assisted Language Learning (MALL), idiomatic knowledge, Iranian EFL Adult Institute Learners*

Since idioms are frequently utilized in spoken and written English, language learners must make an effort to master them (O’Keeffe, & Walsh, 2010). The current study investigated the effect of contextualized and decontextualized mobile-assisted language learning on enhancing EFL learners’ idiomatic knowledge. To this end, 60 homogenous female participants out of the entire pool of 85 were selected through Key English Test (KET). Then, the participants were randomly assigned to three groups of 20 learners, two as the experimental groups and one as the control group. A 100-item test of idioms was later devised by the researchers and administered to learners as the pretest, based on which 80 unfamiliar idioms were selected for the treatment. During the study, the experimental groups received two kinds of treatment, that is, one of the groups was exposed to contextualized MALL, in which the idioms were sent to the learners’ cell phones by using them in context (i.e., in sentences), and the other group was provided with decontextualized MALL treatment, in which the idioms with just their meanings were sent to learners’ mobiles. The control group, however, received non-mobile-assisted instruction of idioms. At the end of the treatment, the post-test of idioms was again administered to learners to check the possible enhancement in their idiomatic knowledge. The results revealed that the contextualized MALL experimental group performed much better than the other two groups.

## **Bio Data:**

*Parviz Alavinia holds a PhD in TEFL/TESOL from Allameh Tabataba'i University. He is currently involved as a fulltime assistant professor at Urmia University. His main areas of interests include psycholinguistics, philosophy of language, (critical) discourse analysis, task-based instruction and particularly emotional intelligence.*

*Arezu Bahmani is an M.A holder in TEFL from Urmia University. She is mainly interested in exploring the efficacy of MALL for different aspects of language learning.*

# **Evaluation of the English Language Teaching Program in Iran from learners' perspective**

*Iman Alizadeh*

**Keywords:** *Evaluation, Program Evaluation, Language Teaching*

The main thrust of the current study was to evaluate the English language program at the Iran Language Institute (ILI), as a state-owned, non-profit organization with the national mission of developing foreign language learning, from language learners' point of view. To attain this goal, four facets of the language program at the ILI-materials, methods and techniques, assessment and testing system, and learners' communication with the instructors and administrators-were targeted. For the purpose of data collection, a questionnaire consisting of 23 items was developed. Materials, methods and assessment sections of the questionnaire included 6 items each and the communication section contained 5 items. Two more open-ended questions probing learners' comments on the weaknesses and strengths of the program were included in the questionnaire as well. Then, the questionnaire was distributed among as many as 150 language learners learning English at the ILI. To analyze the data, SPSS was employed and the findings revealed that the learners felt a dire need for the improvement of writing as well as listening materials, demanded more discussion and lecturing and less grammar, and wanted more cooperation from administrators. Besides, as for the evaluation part, the learners felt they need more quizzes, more consistent exams, fairer class reports and more use of portfolio assessment. The findings on the weaknesses and strengths of the program also indicated learners' were highly satisfied with the performance of the instructors at the ILI and demanded improvement in the administrative issues.

**Bio data:**

*Iman Alizadeh is a PhD student majoring in TEFL at Allame Tabataba'i University. He has published papers in national and international journals.*

## **The Effects of Online Peer Assessment Using Wiki on Iranian Grammar Accuracy across Different Proficiency Levels**

*Hooria Sadat Badsar*

*Keywords: CALL, Wiki, Peer assessment, Collaboration, Scaffolding.*

With the emergence of new online technologies and computer-mediated language teaching, a host of research in recent years has been done on the effectiveness of online Learning Environment in improving language skills of language learners. Contemporary online learning environment facilitates peer assessment approaches in ways that were not available in traditional offline education. The present study investigates the effect of online peer assessment on Iranian EFL students' language accuracy across different proficiency levels. For this purpose, fifty learners of English studying English in Islamic Academic English Institute were assigned as the participants of the study. They were divided into two groups of high and low proficiency levels. The two groups were also divided into two subgroups as control groups and experimental groups. All groups were taught for 16 sessions. The control group attended face-to-face peer assessment and experimental group attended online peer assessment in wiki as a forum for out-of-classroom discussions regarding English writing. To this end, we used an independent samples t-test and ANOVA to investigate the difference between the learners' scores on their post-tests and pre-tests in two proficiency levels. The results showed that the difference between the learners' scores in their post-tests and pre-tests differed statistically significant from experimental group to control group in both low and high proficiency levels. So, online peer-assessment seems to have benefits which make it worth despite all difficulties and extra effort of introducing

and teaching it to students. These findings also suggest that proficiency differences are not the decisive factor affecting the nature of on line peer assistance.

**Bio data:**

*Hooria Sadat Badsar is an MA student in applied linguistics. She is studying at Qom Azad University. Now she is doing her thesis. She has taught English as a foreign language in different schools and institutes for four years.*

# **A Triangulated Investigation of Language Learners' Attitudes Toward M-Learning**

*Rajab Esfandiari, Fatemeh Sokhanvar*

**Keywords:** *M-learning, Mobile Devices, Technology Type*

With the emergence of new technology and the rise of new mobile devices, language teachers have tried to use these devices in their language classes. Despite the widespread use of these technology types, there are many language learners who are reluctant to use them for their learning. The goal of this study was to understand English language learners' attitudes toward using mobile devices according to the modified unified theory of acceptance and use of technology (Wang et al., 2009). The participants were 177 intermediate and advanced language learners enrolled in language institutes in Karaj. This study was done in two phases: in the first phase of the investigation, we used a 24-item questionnaire. In the second phase, we e-mailed interview questions to the 35 language learners randomly selected from the sample. Regarding the quantitative phase, we used multiple regression analysis and the results revealed that performance expectancy, effort expectancy, self-management of learning, social influence and perceived playfulness were significant predictors of behavioral intention to use mobile devices. The results of an independent t-test showed that the difference between intermediate and advanced group of learners was not statistically significant. The results of qualitative data revealed the advantages of the mobile devices and smart phone use as a mobile-assisted language learning tool because of their easy-to-operate touch screens, fast Wi-Fi connection, expandable application installation, and convenient portability.



**Bio data:**

*Rajab Esfandiari is an assistant professor at Imam Khomeini International University, where he teaches courses in language assessment and English for specific purposes. His areas of specialization include the application of many-facet Rasch measurement in language testing and researching English for academic purposes. He has published in internationally reviewed academic journals including Assessing Writing.*

*Fatemeh Sokhanvar is currently an MA student in English Language Teaching at Islamic Azad University, Qazvin Branch. She is currently teaching conversation classes at language institutes in Karaj. Her areas of interest include web-based design, mobile assisted language learning, and empirical investigation of technology type on language leaning.*

## **Examining the Effectiveness of Collaborative Assessment in Enhancing Iranian EFL students' Metacognitive Strategies**

*Masoomeh Estaji, Farzaneh Khosravi*

**Keywords:** *Assessment, collaborative assessment, EFL learners, metacognitive strategy*

Collaborative assessment is considered as a significant assessment method used for solving problems, completing tasks, evaluating one's strategies for learning, and monitoring the effectiveness of any attempted action. This study is aimed at exploring the effect of collaborative assessment on Iranian EFL students' metacognitive strategies of reading. By employing a mixed methods research design, 62 intermediate learners (31 male and 31 female) were randomly selected and divided into 2 groups of experimental and control group with 31 subjects in each group. A metacognitive strategies questionnaire (originally designed and validated by Mokhtari & Richard, 2002) was administered to both the experimental and control group at the pretest and posttest stages of the study. Collaborative assessment was operationalized for the subjects in the experimental group based on Heron's (1980) operational model of collaborative assessment. Furthermore, semi-structured interviews were conducted with 15 intermediate students of experimental group. Moreover, six sessions of the course were selected for observation. An independent samples t-test was utilized and the obtained results revealed that there is a statistically significant difference between the two group's mean scores. Similarly, the results of content analysis, utilizing descriptive statistics of the interview data and observation, revealed the effectiveness of collaborative assessment in enhancing the students' use of metacognitive strategies while reading. Therefore, collaborative assessment is considered as a beneficial

tool for fostering the students' metacognitive strategies. However, further studies are recommended to examine the role of individual differences like motivational factors, self-efficacy, or resilience in the learners' acceptance of collaborative assessment.

**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.*

*Farzaneh Khosravi holds an M.A. in TEFL from Khatam University. Her areas of interest are Language Testing and Assessment, SLA, and Teacher Education.*

# **A Comparative Study on the Use of Politeness Strategies in Synchronous and Asynchronous Online Communications**

*Saeed Ghaniabadi, Akram Ramezanzadeh*

**Keywords:** *politeness strategies, synchronous online communication, asynchronous online communication*

Politeness is defined by Mills (2006) as “the expression of speakers’ intention to mitigate face threats carried by certain face threatening acts toward one another” (p. 3). This paper analyzes the politeness strategies (negative politeness, positive politeness, bald on-record, and bald-off record strategies) in synchronous and asynchronous online communications in terms of the linguistic form, the context of utterance, and the relationship between the sender and the receiver to uncover the informational and affective dimensions of language use in online communication. Participants of the study were 20 Iranian EFL learners selected based on their level of language proficiency who were randomly assigned into two groups. The first group used electronic classroom discussion and the second group used electronic mail. All participants were asked to discuss a topic chosen by the teacher for each week during an academic semester. The data collected were analyzed using content analysis based on Brown and Levinson’s theory of politeness strategy (1987) as well as Computer-Mediated Discourse Analysis (CMDA) (Herring, 2004). The result revealed differences between a violation and observance of each type of politeness strategies drawing the attention of the researchers to the hybrid and involved nature of online synchronous communication versus planned nature of online asynchronous communication. Findings also suggested unique sets of politeness conventions used in online communication.

**Bio data:**

*Saeed Ghaniabadi is an Assistant Professor of Linguistics in the Department of English Language Teaching and Literature at Hakim Sabzevari University. He received his PhD in Linguistics from the University of Manitoba, Canada in 2010.*

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## **The effect of computer games on Iranian young learners' foreign language vocabulary recognition**

*Kimiya Mahmoudi*

**Keywords:** *vocabulary learning, computer games, young language learners*

With the advent of multimedia in education, computers have changed human life in all dimensions and have appeared as powerful tools to facilitate English language learning. This study explored the effect of computer games as a part of this evolution on Iranian foreign language learners' vocabulary recognition. 14 young language learners (aged between 11-18, all females), with similar language level and game proficiency took part in this research. They were randomly assigned to experimental and control groups. The control group studied vocabulary via traditional method. 6 short stories based on the episodes of the game were designed by the researcher. In the comparison group the intended vocabularies were practiced by repetition and drill. While the experimental group learnt the same vocabularies via a computer game called Adventures of Robinson Crusoe in a class. The allocated time for each learner as a player was about 15 minutes in each session. The students studied 3 sessions every week about 1 hour and 30 minutes. At week 3 (after 13.5 hours of instruction), a vocabulary-based test was administered. The findings from independent sample t-test indicated that the experimental group outperformed the comparison group significantly in an immediate post-procedure test ( $t(12) = 9.02, p=0.00, p<0.001$ ). Moreover, on a delayed test (2 weeks after), the same test was administered. The results revealed that students in the experimental group recognized more vocabularies than those of the comparison group ( $t(12) = 9.46, p=0.00, p<0.001$ ). Therefore, this study proved that computer games are effective in learning English vocabulary for young Iranian learners.

**Bio data:**

*Kimiya Mahmoudi is an MA student at Alzahra University. She received her BA from Tehran University in Russian language. She has been teaching for about 3 years in language institutes. Her main research interest include the use of technology in language teaching.*

## **Not quite an innocent proficiency test: Aspects of the worldview underlying TOEFL content**

*Seyyed-Abdolhamid Mirhosseini, Shima Asadi*

**Keywords:** *high stakes testing – language proficiency tests – socio-politics of language testing*

It may hardly require any argument that high-stakes language proficiency tests enormously influence language education processes and learners' perceptions of language learning. This influence is centrally practiced and increasingly fostered through the adoption of certificates of such tests as part of the admission requirements in universities throughout the English speaking and even non-English speaking countries. A crucial but rarely addressed issue in the process of preparing for these proficiency tests, centrally including TOEFL, is the concern over being exposed to certain "contents". This study is an attempt to investigate the content of TOEFL as specifically reflected in the reading texts and major lexical items appearing in various sections of the test. Aimed at illustrating the semantic and discursive landscape of TOEFL content, we focused on the texts and main vocabulary items specially introduced through this test and the teaching/learning materials related to it. The data comprises about 170 reading passages as well as more than 2000 "major content words" extracted from widely used TOEFL preparation books. Through meticulous thematic categorization of these texts and words based on their semantic content, some conceptual patterns emerged in the form of a semantic map that may illustrate a subtle underlying discursive structure and probably a certain worldview incorporated in TOEFL. We depict aspects of this semantic-discursive landscape and discuss conceptual and socio-cultural orientations embedded and reproduced through this high-stakes testing mechanism.



We also discuss some broad educational and social implications of large-scale long-term exposure of learner communities to such an underlying worldview.

**Bio data:**

*Seyyed-Abdolhamid Mirhosseini is an assistant professor at Alzahra University with research areas including critical language education, qualitative research, and critical discourse studies. His research has been published in various venues including Language, Culture and Curriculum; Applied Linguistics; Teaching in Higher Education; and Discourse: Studies in the Cultural Politics of Education.*

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## **A Quantitative study: The impact of Synchronous Computer-Mediated Communication on the Iranian EFL learners' patterns of collaboration**

*Seyyed Adel Nejat, Azadeh Mozafarian Pour, Abdorreza Tahriri, Rasoul Mohammad Hosseinpour*

**Keywords:** *SCMC, IRC, 2D, F2F context, Collaboration, EFL*

For the last two decades, computers and the Internet technology have entered people's lives in an unprecedented manner; in a way that almost every one considers life without technology is rather impossible. One area that has been affected, as well, is language education. As such, researchers and educators have been trying to discover what advantages computers and the Internet technology can provide language teachers and learners with, and in what ways. Therefore, the present experimental study was an attempt to investigate the impact of Synchronous Computer-Mediated Communication (SCMC) on Iranian EFL learners' collaboration. To this end, 26 upper-intermediate female students were randomly chosen from a language institute and then were randomly assigned to one control (F2F) and two experimental (IRC and 2D) groups. To determine the participants' proficiency level, they were given a placement test prior to the experiment. They were then instructed academic writing for ten sessions. The two experimental groups were instructed over the net with two different SCMC modes of instruction, while the control group was given ordinary instruction in a traditional classroom context. The quantitative data regarding the students' collaboration were collected via Haythornthwaite' (2000) three-part Likert-scale questionnaire after being tested for reliability and validity for the present context. Data were analyzed via one-way ANOVA. The results showed no statistically significant differences between experimental and control groups in terms of collaboration.

**Bio data:**

*Seyyed Adel Nejat, a graduate student in TEFEL at the University of Qom, has extensive experience teaching English at high schools and language institutes. He obtained his BA from Islamic Azad University, Dezful, in 2010, and A.A. from Imam-Reza Teacher Training Center, Andimeshk, in 2005. His interests include Vocabulary Learning, CALL, and SLA.*

*Azadeh Mozafarian Pour, a graduate student in TEFEL at the University of Guilan, has 10 years' experience of teaching English at Iran language Institute in addition to more than five years' experience of teaching ESP in tourism industry. Her interests include CALL, ESP, and SLA.*

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## Discourse-Pragmatics

## **Exploring the reasons for code-switching in classroom instruction among EFL Experienced and Novice teachers**

*Marzieh Ahmadi, Ahmad Alibabae*

*Keywords: code-switching, novice teacher, experienced teacher, classroom instruction*

The controversy over the role of L1 in L2 teaching classrooms has constituted one of the salient issues of language teaching pedagogy. The educational systems have tended to ignore or even suppress first language (L1) use for long, endorsing monolingual English-only policy (Cook, 2011). However, due to a considerably significant change in perceiving the role of teachers' pedagogical knowledge and experience and their influence on classroom behavior, the debates over the role of L1 in the classroom has also taken new directions. In line with these mainstream changes, a quest for clarifying the roles is in question. To bring the issue into local context, detecting when Iranian EFL teachers switch between L1 and L2 is thus necessary in that it can show in response to what cues received from the language learners, the use of students' first language is a facilitative device or a debilitating one. As such, this study set out to investigate the role of teacher experience in specifying the reasons for fluctuating (code switching) between L1 and L2. For this reason the study compared the performance of novice and experienced university teachers of TEFL to find out the reasons for code-switching. 30 participants were selected based on their availability and years of experience from Esfahan, Sheikhabaee and Khorasgan universities in Esfahan. Then, the sample was divided into one experienced and one novice group with 15 teachers in each. The results showed that the experienced teachers mostly code switch to check the

learners' comprehension and also to manage the classroom, while their novice counterparts use L1 mostly because of their own knowledge/ability inadequacies.

**Bio data:**

*Marzieh Ahmadi is an MA candidate in TEFL at Sheikhbahaee University. She is an English teacher at Sheikhbahaee University, Isfahan, Iran. She has received her BA from Sheikhbahaee University in TEFL. Her areas of interest include SLA, research methodology, and academic writing.*

*Ahmad Alibabae is an assistant professor of applied linguistics at Sheikhbahaee University, Isfahan, Iran. His areas of interest include UG-based approaches to SLA, research methodology, and academic writing. He has taught general and specialized English courses at both undergraduate and graduate programs. He has also published some skill books as well as articles in national and international journals.*

## **Probing the Victory of an Iranian President: Applying Critical Discourse Analysis and Functional Theory to Televised Presidential Debate**

*Saeed Ghaniabadi, Narges Amel Sadeghi*

*Keywords: Critical discourse analysis, functional theory, Iranian president, presidential debates*

One of the main reasons underlying politicians' success in televised debates and consequently their winning in the public contest is associated with the skillful exertion of their linguistic resources for the purpose of manipulating reality. To gain an understanding of how the ties between politics, ideology and discourse are amplified through exertion of language and discursive practices, the current study aimed at scrutinizing how an Iranian presidential election winner (Ahmadinejad) struggle to justify his ideas and impress his viewers by utilizing ideological discourse patterns in his 45-minute speech vs. Mousavi, which is viewed as the most influential debate during the history of Iran's presidential election. To this end, critical discourse analysis with particular emphasis on the framework of Van Dijk (1999) including two core discursive strategies namely 'positive self-representation' and 'negative other- representation' plus the other 25 more subtle strategies has been applied to examine the dominant strategies used by him. The results showed that polarization, glorification, evidentiality and number game are as the most persuasive strategies applied by him. The finding of this study can expand readers' critical thinking and enable them to see how discursive and ideological linguistic choices may persuade them to decide for the destiny of their country.

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## The Language of ‘Push for Investment’: Persuasive Discourse in Bank Advertisements

*Seyyed-Abdolhamid Mirhosseini, Zohreh Babazadeh, Mahdiyeh Mohammadi, Samaneh Zare*

**Keywords:** *Bank advertisements; advertisement discourse; persuasive discourse; advertisement techniques; Iranian newspaper*

This study aims to examine the persuasive nature of the discourse of advertising. The focus is on bank advertising which is directed towards the promotion of financial services of banks in the general public view and we aim at uncovering the basic elements and utilized techniques such as association, patriotism, nostalgia etc., in advertisements. The early bulk of data comprised a collection of more than 100 advertisements published during August–December 2014 in several Persian language newspapers including *Hamshahri* (which was as the primary source due to its wide circulation in the country) and *Iran, Khabar-e Varzeshi*, and *Ettela’at* as secondary sources). Out of this data pool, a final set of 20 advertisement items were selected for in-depth exploration and were scrutinized as representatives of the discourse of advertisements by Iranian banks in print media. The study employed different ways of interpretations. The bank name, motto, headline, and body of the text of each advertisement item were analysed by four researchers to seek the embedded persuading techniques. They then crosschecked the analyses to remove idiosyncratic interpretations and to come up with more credible interpretations. The findings demonstrated that the majority of the bank advertisements were using association and bribing as their persuasive techniques. It is hoped that the findings of the study can uncover some underlying aspects of the discourse of these advertisements and can be relied on to raise awareness towards

the hidden agenda of the advertisement language and the direction of the conveyed messages in minds and acts of the target audiences.

**Bio data:**

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## **A Cross-Cultural Study of Impoliteness: Performance of American and Iranian Native Speakers**

*Zohreh Nafissi, Mehrnaz Saghafi*

**Keywords:** *impoliteness, impoliteness superstrategies, positive impoliteness, negative impoliteness, sarcasm, non-verbal behavior, cross-cultural research, Persian, Iranian, American, performance*

The purpose of this study was to find out whether Iranians' and Americans' use of impoliteness super strategies (i.e., positive impoliteness, negative impoliteness, sarcasm, and non-verbal behavior) vary significantly or not. Their priority and response patterns of theirs employing impoliteness super strategies were also detected. To fulfill the objectives, 42 native speakers of American English and 54 monolingual speakers of Iranian Farsi participated in this study. All of the participants were students who aged 18-30. They included both male and female undergraduate students. To elicit information, the impoliteness questionnaire was constructed by the researcher. A pilot study was done and its reliability, based on Cronbach's alpha, was estimated to be 0.87. The American native speakers filled the questionnaire, whereas the Persian back-translated version of the impoliteness questionnaire was given to the Iranian native speakers. Since there was no treatment, the design of the research was ex post facto. Interestingly, the findings of this study indicated that all four super strategies were used by both groups, but the Iranians' pattern and hierarchy of employing the impoliteness super strategies was sharply the opposite of that of the Americans'. The difference of the American native speakers and the Iranian counterparts in the application of all impoliteness super strategies was statistically significant.

**Bio data:**

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## **Manipulation Strategies Commonly Used by Anti-Iranian Media in English Translation of Persian News about Iran**

*Narges Shokouhipour, Ahmad Alibabae*

**Keywords:** *Narrative theory, framing, paratextual framing, conflict*

Iran's nuclear program has been the subject of every media all around the world and translation as a means of communication has had an important role in disseminating the related issues. Assuming that each party in conflict may attempt to maintain its interest, this study aimed to identify the translation devices commonly used in reframing and disseminating desired narratives by an Anti-Iranian media group. The case under investigation in this study was MEMRI (Middle East Media Research Institute), one of the influential groups in American foreign policy. About 37 dispatches were selected from the MEMRI's website and analysed based on narrative theory (Baker, 2006) and the notion of framing (Goffman, 1974). The results of the data analysis showed that the translations were mostly accurate in terms of transferring the linguistic features of the source texts as it was also claimed by MEMRI itself. However, it was found that MEMRI had used particular reframing devices in its translations to disseminate particular narrations about Iran. In the paratextual level, such devices as titles, headings and introductions were mostly used to reframe translations in a way to highlight Iranians' hatred and aggression towards Israel. Moreover, specific additions and decontextualized images accompanied MEMRI's 'accurate' translations which could affect reader's perceptions about reliability of Iran's claims. It is, therefore, concluded that all of these attempts would be due to MEMRI's purpose to show

Iran as an unreliable party and a potential threat for Israel. Several ideas and issues are also discussed to delve into the use of such devices for reframing.

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