



موسسه آموزش عالی تابران  
Tabaran Institute of Higher Education

First National Conference on  
Modern Technology & English Language Teaching  
November 2021

**ELT Tech 2021**

**Virtual Conference**



**1<sup>st</sup> National Conference on  
Modern Technology & English Language Teaching**

**BOOK OF ABSTRACTS**

Editors: Dr. Khalil Motallebzadeh  
Dr. Hamid Reza Kargozari  
Dr. Mona Tabatabaee-Yazdi

**Tabaran Institute of Higher Education, Mashhad, Iran**

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# **1<sup>st</sup> National Conference on Modern Technology & English Language Teaching**

Editors: Dr. Khalil Motallebzadeh  
Dr. Hamid Reza Kargozari  
Dr. Mona Tabatabaee-Yazdi

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We would like to express our thanks to the universities, organizations, and companies whose sponsorship has enriched this conference for all participants.

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## Message from the Conference Chair



On behalf of the organizing and scientific committees, I am pleased to welcome you to the **First National Conference on Modern Technology and English Language Teaching (ELT-TECH2021)**, Mashhad, Iran.

During the COVID-19 pandemic, digital technology played a principal role to help English teachers and learners stay connected. **ELT-TECH2021** tried its best to bring Iranian EFL scholars, researchers and teachers together to exchange and share their experiences and research findings on technology-assisted language learning and teaching of English in Iran. This virtual event tries to provide an opportunity for all to network and present their research findings to a national and worldwide EFL/ESL professional community. An additional goal of the conference is to issue a collection of scientific articles by researchers with cross-disciplinary interests related to the conference theme.

As the conference chair, I am certain that the success of **ELT-TECH2021** depends mainly on the people who have worked with us in planning and organizing the programs. In particular, I should thank the keynote speakers for accepting our invitation, the co-chairs and committee members for their timely reviewing of the papers, wise advice and remarkable efforts for organizing the conference, the workshop presenters for their minds-on and hands-on sessions, and our sponsors for their financial and intellectual support. I would also like to sincerely thank the Board of Trustees and Board of Establishers at Tabaran Institute of Higher Education for their support and encouragement.

I hope that the contributions of our speakers and participants to **ELT-TECH2021** can open new horizons for the future of modern technology and English language teaching in Iran.

Khalil Motallebzadeh  
Conference Chair  
Tabaran Institute of Higher Education  
Mashhad, Iran

## Message from the Conference Scientific Co-Chair



It is my pleasure to welcome all ELT professors, researchers, teachers and students to the First National Conference on Modern Technology & English Language Teaching. As a university whose English Department is leading in the area and has variety of majors in English such as TEFL, Translation, Literature and CALL in both BA and MA programs, we at Tabaran Institute of Higher Education recognize the necessity of a conference on the role of technology in ELT.

The theme of this first national conference, *ELT Tech 2021*, is particularly appropriate for the COVID-19 pandemic era which resulted in many English classes shut all around the globe. This fact caused a dramatic change in teaching English and forced practitioners to undertake teaching remotely and on digital platforms. This meant a distinctive rise of electronic classes, electronic teaching and as a result electronic learning. Now, after nearly two years since the outbreak of the coronavirus, this new trend has caused both teaching and learning to be digital and it may be in vogue for many years. This fact necessitates that all ELT scholars, researchers and teachers involve modern technology in their practice and concentrate on different digital resources.

Here I like to thank all people whose contributions have made this conference possible. I would like to start by thanking members of Scientific Committee. Then, I express my gratitude to all researchers, teachers and students with their articles, lectures and participation. I would also like to thank keynote speakers and workshop holders who disseminate their digital knowledge and skills to all participants. Last but not least, I would particularly like to extend our gratitude to our sponsors for their supports.

Hamid Reza Kargozari  
Conference Scientific Co-Chair

## Message from the Conference Executive Co-Chair



I am grateful to warmly greet all the presenters and participants attending the *1<sup>st</sup> National Conference on Modern Technology and English Language Teaching* hosted by Tabaran Institution of Higher Education in Mashhad, Iran. It is our pleasure to announce that the conference received more than 200 submissions from a diversity of researchers including faculty members, teachers, and students across the country. However, it should be noted that we could accommodate only about 125 of the submitted abstracts to be presented as oral presentations.

As the Executive Conference Co-Chair, I would like to thank all the experts who kindly did the blind review of the submitted abstracts. My thanks and deepest gratitude also go to all the members of the Organizing Committee.

Thank you for joining,

Wish you a very enjoyable, informative, and productive virtual academic event!

Mona Tabatabaee-Yazdi  
Executive Conference Co-Chair

## Organizing Committee



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Associate Professor



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Turani, Shoeib	B.A. student, Tabaran Institute of Higher Education

## Plenary Speakers



### **Prof. Seyyed Mohammad Alavi - University of Tehran**

Professor Seyyed Mohammad Alavi is a prominent Iranian applied linguist widely recognized in studying, teaching and researching English as a foreign language. He is a full professor of English department at the University of Tehran, Iran. During his professional career in applied linguistics, language teaching, language testing and assessment, he has trained many applied linguists and university lecturers. He has published many books & articles in the international high prestigious journals on the subjects of linguistics and language studies.

### **Technological Testing and Assessment Competence: A Missing Dimension in TPACK**

Language testing and assessment literature suggests that the early attempts of using technology in language assessment were mainly concerned with the implication of technology in performing complex psychometric analysis of test data analyses and Computer Adaptive Testing (CAT). In recent years, the technological developments and the implications of Computer Assisted/Enhanced Language Learning (CALL) and Technological Pedagogical Content Knowledge (TPACK) (Mishra and Koehler, 2006) in language education led to "Digital Pedagogy" (DP) of language. DP and, more specifically, Technology Assisted/Enhanced Language Testing (TALT/TELT) which are also believed to be the third millennium language education competencies, caused a pedagogical revolution that highlights a technology oriented paradigm shift in language teaching and assessment. The potential significance of technology and its

usefulness in language testing and assessment have been recognized, but not sufficiently, in language education circles. This paper, firstly, describes DP and (TALT/TELT) briefly. Secondly, it argues for the implications of DP and TALT/TELT as a paradigm shift in language testing and assessment practices. Thirdly, some concerns, challenges, and suggestions related to using TALT/TELT in classroom based language assessment will be presented. Finally, this paper suggests language teachers' technological assessment competencies as the essential requirements in DP and in the third millennium language classroom contexts.

## Plenary Speakers



### **Dr. Minoo Alemi - Islamic Azad University (West Tehran Branch)**

Dr. Minoo Alemi is an Associate Professor of Applied Linguistics at Islamic Azad University, West Tehran Branch, and a research associate at Sharif University of Technology (SUT), Iran. She has also published papers in journals such as the Journal of Intercultural Communication Research, The Asia-Pacific Education Researcher, Language and Intercultural Communication, International Journal of Science and Engineering Ethics, TESL-EJ, TESL Canada Journal, International Journal of Social Robotics, LLT, and two book chapters in the volume *Lessons from Good Language Teachers* (Cambridge University Press, 2020). She is also the co-editor (with Zia Tajeddin) of *Pragmatics Pedagogy in English as an International Language* (Routledge, 2020).

### **Technology Based English Language Teaching in a Globalized World**

One of the main challenges in Language Teaching & Learning in a Globalized World is relevant to our understanding of how to perceive and interact with the diverse group of English learners in our educational settings. With the dramatic growth of emerging technologies in our societies, such as social robots, computer graphic generated avatars, and virtual/augmented reality devices, the complexity of this challenge is growing. As a result, interdisciplinary researchers strive to determine the extent neurocognitive mechanisms, which support human interaction with artificial agents and tools, have evolved. Hence, in recent years, a growing number of researchers working within the field of applied linguistics, as well as educational and language

technology, are engaged in collaboration with other scientists and engineers to utilize their expertise in social robotics, social cognition, neuroscience, and psychology with mutual interests that benefit naturally developing children and those with some form of disability and/or illness (i.e., kids with autism, deafness/hearing loss, down syndrome, etc.).

As modern technologies advance, their applications have been extended to more general-purpose and daily practices. Along this path, one faces many challenges, the biggest being how to obtain and utilize tools that comply with the needs and expectations of the complex human mind. How we communicate with machines with a higher quality physical and life-like appearance differs from the way we interact with a computer, cell phone, social robot, or other smart devices.

This speech will briefly discuss the emerging field of technology-based English Language Teaching (ELT) and its impact on other educational settings and will further share our recent works and accomplishments in this exciting field.

## Workshop Presenters



**Dr. Jafar Dorri**

Jafar is a PhD holder in TEFL who did his DELTA Module two in 2015 in IH Prague. He has been training teachers nationally and internationally. His research interests include teacher education, reflective teaching, and action research.

### **Students' Engagement in Online Classes**

Teaching online effectively as well as innovatively has always been a challenging issue for teachers in general and for prospective teachers in particular since the beginning of COVID-19 Pandemic. This workshop aims to introduce some creative tasks and activities for diverse language proficiency levels in order to engage students in on-line classes. Participants will experience hands-on activities and will have opportunities to reflect on each and every game.



## Workshop Presenters



### **Dr. Mehrdad Moloudi**

Mehrdad Moloudi is an Assistant Professor in TESL and the founder and director of Mehrdad Language Academy (MLA) established in 2003. With 25 years of ELT experience, he is a leading scholar and has presented his research findings at several conferences in America, Europe, the Middle East, and Asia. Dr. Moloudi is a published author and a lead trainer for teachers of Young Learners as well as those of Phonics, running Teachers Training Courses all over Iran. He has won prestigious awards and earned certificates from international institutions and universities. In 2019, he completed a 200-hour course on Developing an Online Teaching Program as offered by the TESL International Association.

### **The Luxury of Technology in Reading and Writing Classes**

In this interactive webinar, the facilitator will introduce technology affordances to boost learners' confidence and enhance their reading and writing ability. Online resources for completing reading and assignments, tools for creative writing, news websites for critical reading, and noticeboards for maximizing collaboration will be shown in this session.

## Workshop Presenters



### **Ms. Leila Afkhami**

Leila Afkhami an Education Consultant who has founded Teach For Iran which will soon be a sub-division of Teach For All. She has studied Educational Leadership (Teacher Education) at Vanderbilt University, USA and is a teacher educator certified by many international bodies. Her research and instructional interests includes differentiation in the language classroom, global citizenship education, intercultural communicative competence, and reflective and flipped professional learning and teaching. She has visited, lived, worked, and taught in many different countries. She is now the director of study in 5 different schools and 2 different language schools. Currently, she has been working on developing online teaching skills and the 9 elements of digital citizenship.

### **Art of Online Teaching**

What does an educator who teaches online need? Is teaching online an art? If so, in what ways can it be considered an art? In this online workshop, the presenter will provide you with some practical tips of web-based synchronous and asynchronous teaching along with examples of how you can humanize the use of available course books for online language learning. Participants will enjoy the benefits of creating a tool kit for their online teaching including apps and websites they need to use to complete the process of learning. Moreover, along with the teaching approaches best suited for a virtual environment, teachers will get a chance to discuss appropriate activities to engage their online language learners more.

## Workshop Presenters



### **Mr. Mahmood Khaki**

Mr Mahmoud Khaki, as the Founder of a language school, has majored in English Literature (Bachelor) and English Teaching (Master). He is internationally certified as TESOL Trainer (by TESOL Canada), Teacher Trainer (by Cambridge), CEFR Exams Instructor and Agent (by Cambridge), IELTS Instructor (by ih-Dubai) and a member of middle east teacher community (by Dubai Men's College). He has international certificates of TESOL, TKT YL, CLIL, TKT Module 1,2,3, CAE, IELTS Teacher Training, Teacher Leadership and Teacher Effectiveness. He has been teaching English, supervising English Institutes and schools, designing Syllabus and Training teachers for over 23 years. He is known for and has run a lot of workshops on the topic of motivation. His main concern and sharing ideas with colleagues have been for creativity in teaching and task designing.

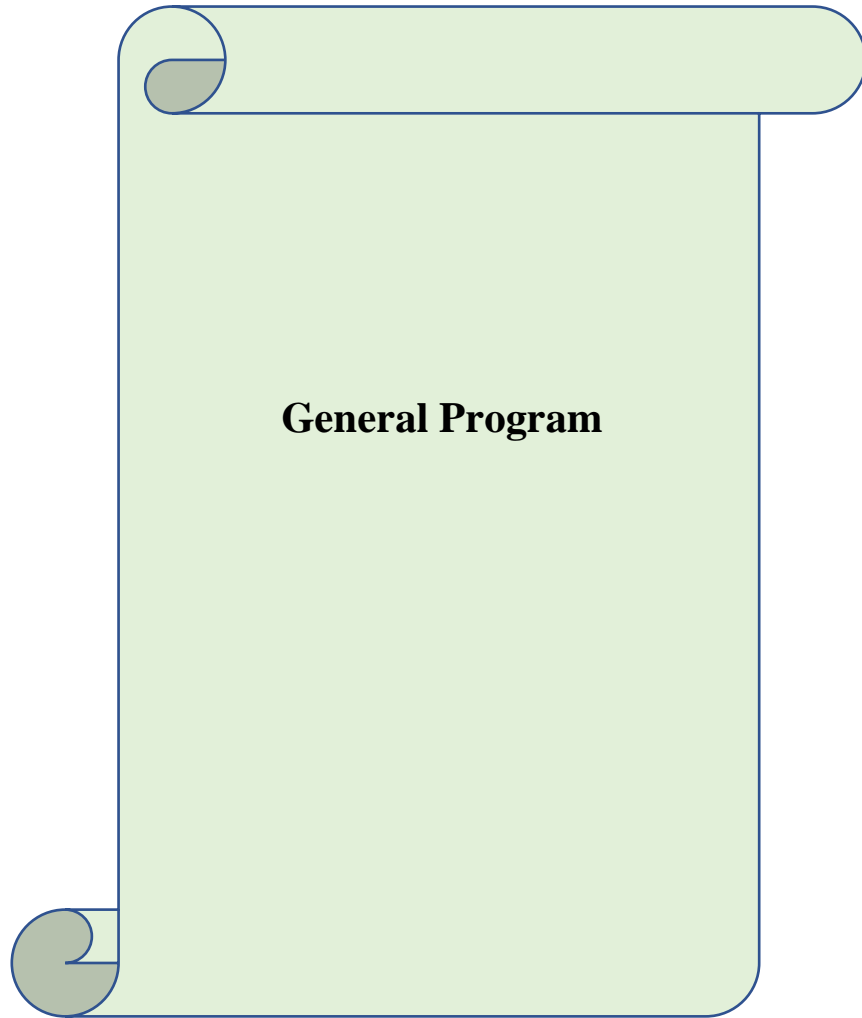
### **Are you optimistic or skeptical about Online Learning?**

Are you interested in knowing how delivering courses online can improve your teaching and offer unprecedented learning opportunities for your students? Do you want to know what you will be up against as you plan and deliver your classes online? Online education has become a prefer option to obtain a degree at a convenient learning schedule. But, not all online students complete their online education program.

According to Class Central, there were 110 million people in the world enrolled in online courses in 2019. A recent study (by Justin Reich from Massachusetts Institute of Technology and José A. Ruipérez-Valiente from Complutense University

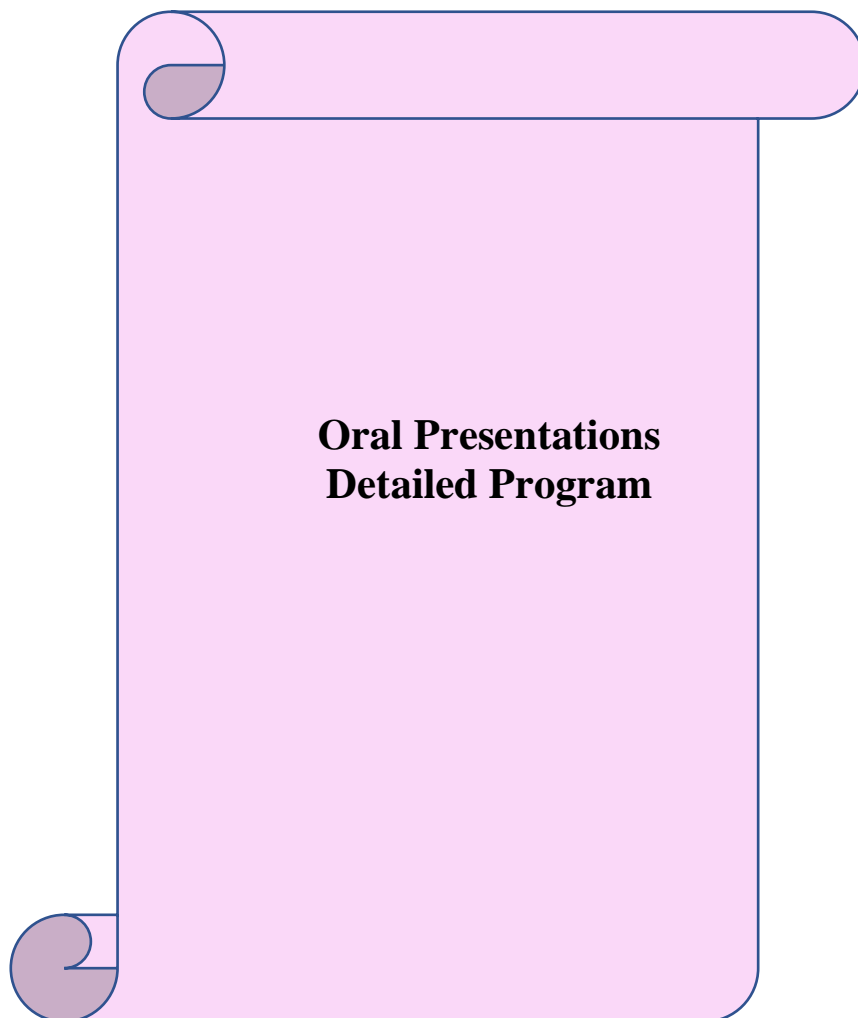
of Madrid) found that of those who register for a course, 52% never even look at the courseware. Moreover, the dropout rate reaches a whopping 96% on average over five years.

Naturally, most of the responsibility for overcoming this challenge falls on the students, but that doesn't mean there's nothing you can do to help them thrive in online classes. In the session, we'll go through most common reasons why students fail online learning. This checklist will be useful for eLearning business owners, and anyone involved in online teaching who wants to enhance the eLearning experience for their students.



<b>Day One (November 11/ Aban 20)</b>			
<b>9:00 – 9:30</b>	<b>Opening Ceremony</b>		<a href="https://online.tabaran.ac.ir/mainsession/">https://online.tabaran.ac.ir/mainsession/</a>
<b>9:30 – 10:30</b>	<b>Keynote Speaker</b>	<b>Prof. Seyyed Mohammad Alavi University of Tehran</b>	<a href="https://online.tabaran.ac.ir/mainsession/">https://online.tabaran.ac.ir/mainsession/</a>
<b>10:30 – 11:00</b>	<b>Parallel Session A</b>	A1 to A10	Please see the link in <i><a href="#">Detailed Program</a></i>
<b>11:00 – 11:30</b>	<b>Parallel Session B</b>	B1 to B10	Please see the link in <i><a href="#">Detailed Program</a></i>
<b>11:30 – 12:00</b>	<b>Parallel Session C</b>	C1 to C10	Please see the link in <i><a href="#">Detailed Program</a></i>
<b>12:00 – 12:30</b>	<b>Parallel Session D</b>	D1 to D10	Please see the link in <i><a href="#">Detailed Program</a></i>
<b>12:30 – 13:00</b>	<b>Parallel Session E</b>	E1 to E10	Please see the link in <i><a href="#">Detailed Program</a></i>
<b>13:00 – 14:30</b>	<b>Lunch</b>		
<b>14:30 – 15:30</b>	<b>Workshop A1</b>	Dr. Jafar Dorri Students' Engagement in Online Classes	<a href="https://online.tabaran.ac.ir/dorri/">https://online.tabaran.ac.ir/dorri/</a>
	<b>Workshop B1</b>	Ms. Leila Afkhami Art of Online Teaching	<a href="https://online.tabaran.ac.ir/afkhami/">https://online.tabaran.ac.ir/afkhami/</a>
<b>15:30 – 16:30</b>	<b>Workshop C1</b>	Mr. Mahmood Khaki Are you optimistic or skeptical about Online Learning?	<a href="https://online.tabaran.ac.ir/khaki/">https://online.tabaran.ac.ir/khaki/</a>
	<b>Workshop D1</b>	Dr. Mehrdad Moloudi The Luxury of Technology in Reading and Writing Classes	<a href="https://online.tabaran.ac.ir/moloudi/">https://online.tabaran.ac.ir/moloudi/</a>
<b>16:30 – 17:00</b>	<b>Parallel Session F</b>	F1 to F10	Please see the link in <i><a href="#">Detailed Program</a></i>
<b>17:00 – 17:30</b>	<b>Parallel Session G</b>	G1 to G10	Please see the link in <i><a href="#">Detailed Program</a></i>
<b>17:30 – 18:00</b>	<b>Parallel Session H</b>	H1 to H10	Please see the link in <i><a href="#">Detailed Program</a></i>

<b>Day Two (November 12/ Aban 21)</b>			
<b>9:30 – 10:30</b>	<b>Keynote Speaker</b>	<b>Dr. Minoo Alemi</b> <b>Islamic Azad University</b>	<a href="https://online.tabaran.ac.ir/mainsession/">https://online.tabaran.ac.ir/mainsession/</a>
<b>10:30 – 11:30</b>	<b>Workshop A2</b>	Dr. Jafar Dorri Students' Engagement in Online Classes	<a href="https://online.tabaran.ac.ir/dorri/">https://online.tabaran.ac.ir/dorri/</a>
	<b>Workshop B2</b>	Ms. Leila Afkhami Art of Online Teaching	<a href="https://online.tabaran.ac.ir/afkhami/">https://online.tabaran.ac.ir/afkhami/</a>
<b>11:30 – 12:30</b>	<b>Workshop C2</b>	Mr. Mahmood Khaki Are you optimistic or skeptical about Online Learning?	<a href="https://online.tabaran.ac.ir/khaki/">https://online.tabaran.ac.ir/khaki/</a>
	<b>Workshop D2</b>	Dr. Mehrdad Moloudi The Luxury of Technology in Reading and Writing Classes	<a href="https://online.tabaran.ac.ir/moloudi/">https://online.tabaran.ac.ir/moloudi/</a>
<b>12:30 – 14:00</b>	<b>Lunch</b>		
<b>14:00 – 14:30</b>	<b>Parallel Session I</b>	I1 to I10	Please see the link in <i>Detailed Program</i>
<b>14:30 – 15:00</b>	<b>Parallel Session J</b>	J1 to J10	Please see the link in <i>Detailed Program</i>
<b>15:00 – 15:30</b>	<b>Parallel Session K</b>	K1 to K10	Please see the link in <i>Detailed Program</i>
<b>15:30 – 16:00</b>	<b>Parallel Session L</b>	L1 to L10	Please see the link in <i>Detailed Program</i>
<b>16:00 – 16:30</b>	<b>Closing Ceremony</b>		<a href="https://online.tabaran.ac.ir/mainsession/">https://online.tabaran.ac.ir/mainsession/</a>





Parallel Session A (November 11/ Aban 20) 10:30 – 11:00						
Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session A1	1101	Ommolbanin Taghvaei Karim Shabani	The Effects of Podcast Transcription Activities on Iranian Intermediate EFL Learners' Knowledge of the Past Tense in Online Classes	Dr. Zeinab Kafi	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session A2	1007	Hourieh Ebrahimi Hamed MohammadHosseini	An Investigation of Epicene/Generic Pronouns among Non-Native Speakers of English	Dr. Davoudi	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session A3	1010	Naemeh Kharaghani Forough Armaghan	The Effect of Social Networks on Iranian EFL Learners' Writing Ability	Dr. Abaszadeh	Mr. Khayyami	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session A4	1011	Saeed Safdari Reza Mobashshernia Saeedeh Mansouri	Technology in Language Education and Communication: Pedagogical Promises and Worries	Dr. Leila Kafi	Ms. Hedayat	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>
Parallel Session A5	1102	Norolhoda Safaei	Kahoot as a Game-based Learning Program	Dr. Ghanizadeh	Ms. Baradaran	<a href="https://online.tabaran.ac.ir/session5">https://online.tabaran.ac.ir/session5</a>
Parallel Session A6	1015	Masoomeh Salehi Maryam Madadi Laleh Fakhraee Farouji	The Impact of Teaching Note-taking Strategies in Listening to Authentic TED Talks on Listening Comprehension of Perfectionist vs. Non-perfectionist Iranian EFL Learners	Dr. Zohoorian	Ms. Sabaghi	<a href="https://online.tabaran.ac.ir/session6">https://online.tabaran.ac.ir/session6</a>
Parallel Session A7	1017	Faride Isaie Azadeh Saeid Hamid Ashraf	Investigating the Influence of Technology Integration on Class Participation and Engagement of EFL Learners	Dr. Saeedi	Ms. Mokarian	<a href="https://online.tabaran.ac.ir/session7">https://online.tabaran.ac.ir/session7</a>
Parallel Session A8	1038	Sahar Rastegari Karim Shabani	Effect of Computer-Assisted Mind Mapping vs. Paper-Based Mind Mapping on Vocabulary Learning of Iranian Elementary EFL Students	Dr. Zeraatpishe	Ms. Safari Moghaddam	<a href="https://online.tabaran.ac.ir/session8">https://online.tabaran.ac.ir/session8</a>
Parallel Session A9	1021	Mostafa Azari Noughabi Seyed Mohammad Reza Amirian	An Investigation into The Challenges of Applying Group Dynamic Assessment (GDA): Voices from Iranian EFL Teachers	Dr. Kazemi	Ms. Rostami	<a href="https://online.tabaran.ac.ir/session9">https://online.tabaran.ac.ir/session9</a>
Parallel Session A10	1022	Zahra Khalil Arjmandy	Teacher Recruitment Online Advertisement of Private Language Institutes: A Discourse Analysis	Dr. Sharifi	Ms. Ghamati	<a href="https://online.tabaran.ac.ir/session10">https://online.tabaran.ac.ir/session10</a>

<b>Parallel Session B</b> <b>(November 11/ Aban 20)</b> <b>11:00 – 11:30</b>						
Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session B1	1023	Marjan Vosoughi	Identifying Young Learner's Narrative Identity Formation through Known and Unknown Digital Short Stories	Dr. Zeinab Kafi	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session B2	1024	Gabriela Torregiani	How to Become a Successful Teacherpreneur with the Power of Self-marketing.	Dr. Davoudi	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session B3	1026	Mahboubeh Taghizadeh Soraya Zafarpour	Peer Observation, Reflection, and Expert Feedback: EFL Pre-Service Teachers' Online Teaching to Young Learners	Dr. Abaszadeh	Mr. Khayyami	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session B4	1029	Hamed Ghaemi Mashiya Attaei	A Cultuling Analysis of Technophile and Technophobe EFL Teachers' Utterances in Online Classes	Dr. Faravani	Ms. Hedayat	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>
Parallel Session B5	1032	Maryam Kaviani	The Effect of Instagram as a Social Network on Teaching English Vocabulary among Iranian Pre-intermediate EFL Learners (Case Study: Shokouh Enghelab Institute in Babol, Mazandaran)	Dr. Ghanizadeh	Ms. Baradaran	<a href="https://online.tabaran.ac.ir/session5">https://online.tabaran.ac.ir/session5</a>
Parallel Session B6	1074	Ghazaleh Bayat Ali Malmir	Cultivating L2 Speaking, Willingness to Communicate, and Critical Thinking through Technology-Enriched Problem-Based Learning (PBL)	Dr. Zohoorian	Ms. Sabaghi	<a href="https://online.tabaran.ac.ir/session6">https://online.tabaran.ac.ir/session6</a>
Parallel Session B7	1075	Zahra Latifirad Zohre Jorjani Moghadam	Problems and Difficulties in Lingua Franca Assessment	Dr. Saeedi	Ms. Mokarian	<a href="https://online.tabaran.ac.ir/session7">https://online.tabaran.ac.ir/session7</a>
Parallel Session B8	1020	Mostafa Azari Noughabi Gholamreza Zareian	Exploring the Possibilities and Challenges of Using the WhatsApp Application for Mentoring Purposes: A Qualitative Study of English as a Foreign Language (EFL) Teacher Educators in Iran	Dr. Zeraatpishe	Ms. Safari Moghaddam	<a href="https://online.tabaran.ac.ir/session8">https://online.tabaran.ac.ir/session8</a>
Parallel Session B9	1039	Mohammad Mehdi Etedali	Mitigating Digital Divide: Addressing Sustainable Development Goals (SDGs) within the COVID-19 Context	Dr. Kazemi	Ms. Rostami	<a href="https://online.tabaran.ac.ir/session9">https://online.tabaran.ac.ir/session9</a>
Parallel Session B10	1041	Hamed Ghaemi Hoda Bashirfarahmand	The Role of Dynamic Assessment and Online Intelligent Essay Assessor in IELTS Writing Performance	Dr. Sharifi	Ms. Ghamati	<a href="https://online.tabaran.ac.ir/session10">https://online.tabaran.ac.ir/session10</a>

Parallel Session C (November 11/ Aban 20) 11:30 – 12:00						
Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session C1	1043	Azizeh Chalak Mehri Farzaneh	Relationship Between L2 Willingness to Communication and Self-confidence among Iranian EFL Learners	Dr. Zeinab Kafi	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session C2	1045	Fatemeh Abbasi Mona Tabatabaee-Yazdi	EFL Teachers' Gender Differentiations in their Sense of Technophobia and Technophilia	Dr. Davoudi	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session C3	1064	Zahra Rezaei Boroon	Teaching Vocabulary through Different Technologies	Dr. Abaszadeh	Mr. Khayyami	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session C4	1118	Hamed Babaie Marjan Heydarpour Meymeh Milad Habibnejad Mordabsary	Into the Book: On Teaching Reading Strategies Through Online Games and Its Effects on the L2 Reading Comprehension Ability of Iranian EFL Learners	Dr. Faravani	Ms. Hedayat	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>
Parallel Session C5	1033	Maryam Kaviani	An Investigation of Iranian EFL Learners' Lexical Errors in English L2 Classes	Dr. Ghanizadeh	Ms. Baradaran	<a href="https://online.tabaran.ac.ir/session5">https://online.tabaran.ac.ir/session5</a>
Parallel Session C6	1048	Ehsan Rajabi	On the Effect of Digital Game-Based on Learning & Teaching English Vocabulary	Dr. Zohoorian	Ms. Sabaghi	<a href="https://online.tabaran.ac.ir/session6">https://online.tabaran.ac.ir/session6</a>
Parallel Session C7	1050	Zahraossadat Mirsanjari	First Language Speech Errors: A Case Study of a Three-Year-Old Persian Language Learner	Dr. Saeedi	Ms. Mokarian	<a href="https://online.tabaran.ac.ir/session7">https://online.tabaran.ac.ir/session7</a>
Parallel Session C8	1052	Mavadat Saidi Fatemeh Cheraghi	Using Social Media in Language Learning: Focusing on Iranian EFL Students' Attitudes	Dr. Sharekian	Ms. Safari Moghaddam	<a href="https://online.tabaran.ac.ir/session8">https://online.tabaran.ac.ir/session8</a>
Parallel Session C9	1054	Sara Baratian Mona Tabatabaee-Yazdi	Do EFL Teachers' Genders and Years of Experience Differ in Intercultural Intelligence	Dr. Kazemi	Ms. Rostami	<a href="https://online.tabaran.ac.ir/session9">https://online.tabaran.ac.ir/session9</a>
Parallel Session C10	1077	Alireza Safaei Mahshid Rajabian	EGAP Textbooks Potentiality in Pandemic Era: Do the Existing Textbooks Have the Capacity to be Used in Online Classes?	Dr. Bouri	Ms. Ghamati	<a href="https://online.tabaran.ac.ir/session10">https://online.tabaran.ac.ir/session10</a>

**Parallel Session D**  
**(November 11/ Aban 20)**  
**12:00 – 12:30**

Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session D1	1065	Narjes Taraee	Online Education: Crucial Issues and Concerns	Dr. Rastegarmoghadam	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session D2	1059	Zahra Akbarzadeh Azam Sepehri	The Effect of Traditional, Electronic Feedback on EFL Students Writing Accuracy	Dr. Sazegar	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session D3	1060	Maryam Ranjbar	The Effect of Using Web-based Language Learning (WBLL) on Vocabulary Learning	Dr. Leila Kafi	Mr. Khayyami	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session D4	1061	Hossein Khodabakhshzadeh Zohre Jorjani Moghadam Zahra Latifirad	Cognitive Assessment and Recent Trend on Computer Assisted Cognitive Assessment in Reading Skill	Dr. Faravani	Ms. Hedayat	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>
Parallel Session D5	1046	Mona Najjarpour Zari Saeedi	Teacher-Made Virtual Content vs. Students' Self-Created Logs: Technical Vocabulary Learning in ESP Context	Dr. Ghanizadeh	Ms. Kamali	<a href="https://online.tabaran.ac.ir/session5">https://online.tabaran.ac.ir/session5</a>
Parallel Session D6	1057	Arefeh Babakhani Parisa Sabaghi	The Effect of Team Gamification Teaching on EFL Student's Motivation in Learning Writing Skill	Dr. Samir	Ms. Babakhani	<a href="https://online.tabaran.ac.ir/session6">https://online.tabaran.ac.ir/session6</a>
Parallel Session D7	1066	Niloofer Heidari Mona Tabatabaee-Yazdi	Iranian EFL Teachers and Students Gender Differences in Digital Literacy Skills	Dr. Sharifi	Ms. Mokarian	<a href="https://online.tabaran.ac.ir/session7">https://online.tabaran.ac.ir/session7</a>
Parallel Session D8	1067	Somaye Ketabi	Foreign Language Classroom Anxiety in Online Classes: Can Learner Autonomy Help?	Dr. Adel	Ms. Rostami	<a href="https://online.tabaran.ac.ir/session8">https://online.tabaran.ac.ir/session8</a>
Parallel Session D9	1069	Ahmadreza Eghtesadi Roudi Hodeis Yousofiyan Maedeh Kalali Niloofer Maghroon	Prevalence of Academic Dishonesty in Virtual English Classes: Does More Cheating Really Occur on Online Tests and in Online Classes?	Dr. Kazemi	Ms. Saleh	<a href="https://online.tabaran.ac.ir/session9">https://online.tabaran.ac.ir/session9</a>
Parallel Session D10	1070	Mavadat Saidi Mohammad Hoseein Arefian	EFL Learners' Online Learning Anxiety during the COVID-19 Pandemic: A Qualitative Study	Dr. Bouri	Ms. Ghamati	<a href="https://online.tabaran.ac.ir/session10">https://online.tabaran.ac.ir/session10</a>

<b>Parallel Session E</b> <b>(November 11/ Aban 20)</b> <b>12:30 – 13:00</b>						
Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session E1	1071	Ebrahim Davoudi Sharifabad Mahmood Derakhshan	The Effect of Electronic Translation Tools on Iranian Students Translation Performance	Dr. Rastegarmoghadam	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session E2	1073	Zahra Hedayat	The Effectiveness of Digital Games on Learning English Vocabulary among Iranian High School Students	Dr. Sazegar	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session E3	1035	Alaleh Ramazani Afsaneh Ghanizadeh Seyed Javad Vosough	The Impact of Gamification on EFL Learners' Engagement and Language Learning: A Mixed-Methods Study	Dr. Estaji	Mr. Khayyami	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session E4	1036	Fatemeh Nazari Afsaneh Ghanizadeh Sepideh Mirzaee	EFL Teachers' Coping Strategies Amidst the Covid-19 Virtual Education and Their Association with Work Engagement and Teacher Apprehension	Dr. Leila Kafi	Ms. Kamali	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>
Parallel Session E5	1098	Zari Saeedi Maryam Safaee Mehrdad Javidan	Crucial Role of Model Development in Pandemic-Era Language Education: The Application of Gamification Principles in EFL Flipped Classrooms	Dr. Samir	Ms. Babakhani	<a href="https://online.tabaran.ac.ir/session5">https://online.tabaran.ac.ir/session5</a>
Parallel Session E6	1094	Ensie Sattari Gavareshk Mona Tabatabaee-Yazdi	A Systematic Literature Review of Brain-Friendly Teaching	Dr. Kargozari	Ms. Sabaghi	<a href="https://online.tabaran.ac.ir/session6">https://online.tabaran.ac.ir/session6</a>
Parallel Session E7	1080	Zahra Aghazadeh	The Influence of MALL on Senior High School Students' Acquisition and Retention of Collocations: The Case of WhatsApp	Dr. Adel	Ms. Mokarian	<a href="https://online.tabaran.ac.ir/session7">https://online.tabaran.ac.ir/session7</a>
Parallel Session E8	1087	Ahmad Khanahmadi Sahar Nasiri	The Effect of the Flipped Classroom Approach on the High School EFL Learners' Performance	Dr. Sharekian	Ms. Rostami	<a href="https://online.tabaran.ac.ir/session8">https://online.tabaran.ac.ir/session8</a>
Parallel Session E9	1099	Sahar Dahrazma Mona Tabatabaee-Yazdi	A Systematic Literature Review of the Impact of Mental Lexicon on Iranian EFL Learning Performance	Dr. Tabatabaee	Ms. Saleh	<a href="https://online.tabaran.ac.ir/session9">https://online.tabaran.ac.ir/session9</a>
Parallel Session E10	1184	Sanaz Samir Aynaz Samir	Needs Analysis of Iranian Computer Engineering Students in ESP Courses: A Case of Mashhad	Dr. Kazemi	Ms. Ghamati	<a href="https://online.tabaran.ac.ir/session10">https://online.tabaran.ac.ir/session10</a>

<b>Parallel Session F</b> <b>(November 11/ Aban 20)</b> <b>16:30 – 17:00</b>						
Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session F1	1092	Behnaz Ghaderi	The Effect of Gamification on EFL Students' Oral Production and their Willingness to Learn English	Dr. Ganjali	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session F2	1093	Faranak Kakanaeini	Effect of the Use of Multimedia on Kindergarten Children Education	Dr. Estaji	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session F3	1202	Zahra Noruzi	The Relationship between Searching Weblogs and Learning Vocabulary among EFL Learners	Dr. Samir	Ms. Moein	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session F4	1170	Fateme Chahkandi	Emergency Remote Teaching Amid the Covid-19 and the Sources of Stress for EFL Students: A Qualitative Study	Dr. Daneshvari	Ms. Hedayat	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>
Parallel Session F5	1100	Alireza Firouzi	SDL Trados Studio at a Glance	Dr. Kheyrikhahnia	Ms. Babakhani	<a href="https://online.tabaran.ac.ir/session5">https://online.tabaran.ac.ir/session5</a>
Parallel Session F6	1081	Zahra Aghazadeh	A Probe into the Impact of MALL on Collocation Learning: Iranian Senior High School Teachers' and Students' Attitudes in Focus	Dr. Madah	Ms. Sabaghi	<a href="https://online.tabaran.ac.ir/session6">https://online.tabaran.ac.ir/session6</a>
Parallel Session F7	No Session					<a href="https://online.tabaran.ac.ir/session7">https://online.tabaran.ac.ir/session7</a>
Parallel Session F8	No Session					<a href="https://online.tabaran.ac.ir/session8">https://online.tabaran.ac.ir/session8</a>
Parallel Session F9	1172	Fatemeh Tahmasbi	The Challenges of E-Learning During Covid-19 Pandemic Among Iranian EFL Learners: Benefits and Drawbacks in The Midst of Lockdown	Dr. Kargozari	Ms. Saleh	<a href="https://online.tabaran.ac.ir/session9">https://online.tabaran.ac.ir/session9</a>
Parallel Session F10	No Session					<a href="https://online.tabaran.ac.ir/session10">https://online.tabaran.ac.ir/session10</a>

<b>Parallel Session G</b> <b>(November 11/ Aban 20)</b> <b>17:00 – 17:30</b>						
Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session G1	1103	Davood Sepahi Ghazaleh Gholami	The Effect of Dynamic Written Corrective Feedback Through the Forum-Platform on Iranian IELTS Candidates' Essay Writing Performance	Dr. Ganjali	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session G2	1104	Mahtaj Fadaei Gohari	The Impact of Collaborative Professional Development on Enhanced Teaching in Digital Era	Dr. Estaji	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session G3	1105	Yaser Hadidi Mahsa Golmohammad Gharehdaghi	Computer and Mobile Assisted Focus on Literary Text for the Advanced EFL Classroom: A New-age Pedagogical Stylistics	Dr. Hosseinnia	Ms. Moein	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session G4	1175	Shakila Amini Pantea pahlavani	The Impact of Using Memory Tools on Iranian Translation Learners Translation Self-efficacy and Willingness to Translate	Dr. Daneshvari	Ms. Hedayat	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>
Parallel Session G5	1109	Shamimeh Hojatpanah Seyed Reza Dashtestani	The Impact of Watching English Cartoons on Iranian Young Learners' Incidental Vocabulary Learning and Attitudes	Dr. Kheyrkhahnia	Ms. Babakhani	<a href="https://online.tabaran.ac.ir/session5">https://online.tabaran.ac.ir/session5</a>
Parallel Session G6	1178	Zahra Cheraghi Atiye motaharnejad Hengame Omranpour Fateme Moghisseh	Spacing Effect and Its Implications on ESP Students' Vocabulary Learning Through ICT	Dr. Madah	Ms. Sabaghi	<a href="https://online.tabaran.ac.ir/session6">https://online.tabaran.ac.ir/session6</a>
Parallel Session G7	1145	Simin Seifi Hamid Reza Kargozari Mohammadreza Arghiani	The Analysis of the English to Persian Translation of Idioms in Dubbings of Two Movies in Comedy Genre	Dr. Arghiani	Ms. Safaei	<a href="https://online.tabaran.ac.ir/session7">https://online.tabaran.ac.ir/session7</a>
Parallel Session G8	1113	Reyhaneh Akhlaghi	Metadiscourse Markers in the Introduction of Master Theses Written by Iranian TEFL Students	Dr. Sharekian	Ms. Rostami	<a href="https://online.tabaran.ac.ir/session8">https://online.tabaran.ac.ir/session8</a>
Parallel Session G9	1128	Azadeh Ahmadi Sara Falahi	Iranian EFL Learners' Critical Thinking and Relationship Between their Ability to Draw Inferences in Reading Comprehension	Dr. Samir	Ms. Saleh	<a href="https://online.tabaran.ac.ir/session9">https://online.tabaran.ac.ir/session9</a>
Parallel Session G10	1119	Samira Mohajer Amir Ghajarieh Mohammad Amin Mozaheb	The Effect of Cumulative Group Dynamic Assessment in an Online EFL Classroom on Enhancing Iranian Students' Speaking Abilities: Discourse Markers in Focus	Dr. Najjari	Ms. Sahranavard	<a href="https://online.tabaran.ac.ir/session10">https://online.tabaran.ac.ir/session10</a>

<b>Parallel Session H</b> <b>(November 11/ Aban 20)</b> <b>17:30 – 18:00</b>						
Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session H1	1120	Mostafa Janebi Enayat Milad Alizadeh	The Effects of Mobile Applications on Learning English Phonemes: A Mixed-Methods Study	Dr. Ganjali	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session H2	1171	Mohammad Reza Moradi Reza Ghasemi Najafabadi	Motivational Factors in ELT and Machine Learning	Dr. Estaji	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session H3	1122	Fatemeh Mohammadifar Mona Tabatabaee-Yazdi	A Systematic Literature Review of Teachers' Creativity in Classroom	Dr. Hosseinnia	Ms. Moein	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session H4	1123	Afsaneh Bahraini	Digital Pedagogy for Young Learners	Dr. Daneshvari	Ms. Hedayat	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>
Parallel Session H5	1124	Mohsen Esmaeilnia Laaya Sarani Hamid Ashraf	Obstacles to Using Technology in English Language Teaching Institutions by Teachers	Dr. Kheyrkhahnia	Ms. Babakhani	<a href="https://online.tabaran.ac.ir/session5">https://online.tabaran.ac.ir/session5</a>
Parallel Session H6	1173	Reyhaneh Mojaradsani_Oghaz	An Investigation in to the Role of Gender on Iranian EFL Learners Variation of Scores in Four Main Skill Areas: The Case of the International English Language Testing System in Mashhad language Institutes	Dr. Samir	Ms. Sabaghi	<a href="https://online.tabaran.ac.ir/session6">https://online.tabaran.ac.ir/session6</a>
Parallel Session H7	1174	Zeinab Azizi Afsheen Rezaee	Iranian University Teachers' Perceptions about Advantages and Disadvantages of Online Classes during the COVID19 Pandemic: A Phenomenographic Study	Dr. Madah	Ms. Safaee	<a href="https://online.tabaran.ac.ir/session7">https://online.tabaran.ac.ir/session7</a>
Parallel Session H8	1130	Zohre Rostami Ferezghi Hamid Reza Kargozari	Mobile Learning and Its Affordances: A Review Study	Dr. Sharekian	Ms. Rostami	<a href="https://online.tabaran.ac.ir/session8">https://online.tabaran.ac.ir/session8</a>
Parallel Session H9	1186	Fateme Chahkandi	Native-speakerism in Online EFL/ ESL Teacher Job Vacancies: The Dissonance between Theory and Practice	Dr. Ghaemi	Ms. Saleh	<a href="https://online.tabaran.ac.ir/session9">https://online.tabaran.ac.ir/session9</a>
Parallel Session H10	1136	Saeedeh Mohammadi Mahdieh Sadeghpour Sedighe Ghazanfari	On the Improvement of EFL Students' Virtual Interaction via Game-Based Tasks	Dr. Najjari	Ms. Sahranavard	<a href="https://online.tabaran.ac.ir/session10">https://online.tabaran.ac.ir/session10</a>



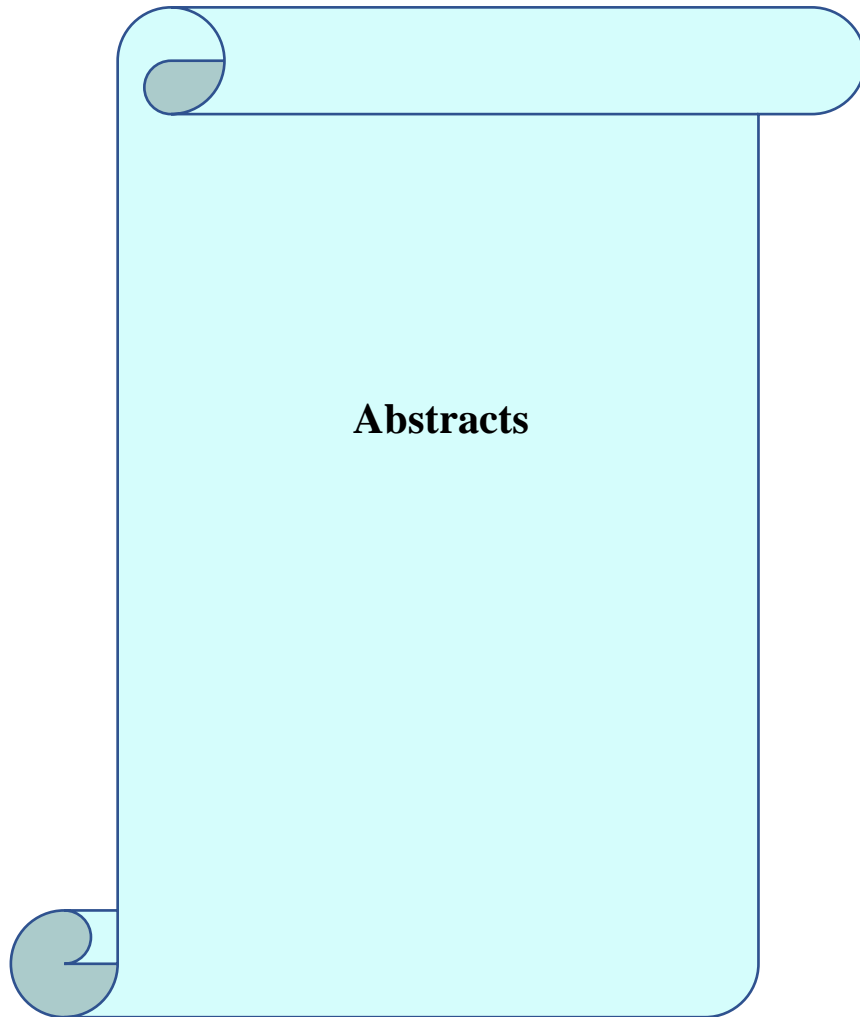
Parallel Session I (November 12/ Aban 21) 14:00 – 14:30						
Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session I1	1139	Moloud Kashiri Mahboubeh Taghizadeh	High and Low Achieving Online Graduate Students' Learning Styles and Strategies	Dr. Arghiani	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session I2	1140	Saeedeh Mohammadi Faezeh Ahmadpour Zahra Lotfi Dehghan	An Action Research on the Role of Gaming Techniques in Improving Students' Oral Language Abilities in EFL Online Classes	Dr. Yazdani	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session I3	1195	Nika Golabi	The Effect of Concordancing based Teaching on the Students' Vocabulary Retention	Dr. Hosseinnia	Mr. Khayyami	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session I4	1190	Samaneh Najafi Maryam Bijami	Mobile-Assisted language learning	Dr. Marzban	Ms. Sahranavard	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>
Parallel Session I5	1143	Zahra Rezaei Fard Zohreh Mansouri Somayeh Aghashiri	A Comparative Study of Iranian Technical Students' Motivational Strategies across Their Learning Styles	Dr. Khosrojerdi	Ms. Babakhani	<a href="https://online.tabaran.ac.ir/session5">https://online.tabaran.ac.ir/session5</a>
Parallel Session I6	1181	Sousan Afshar Aynaz Samir Mona Tabatabaee-Yazdi	The Analysis of Iranian Translation's Strategies for Subtitling Dark Jokes in Joker Movie	Dr. Samir	Ms. Sabaghi	<a href="https://online.tabaran.ac.ir/session6">https://online.tabaran.ac.ir/session6</a>
Parallel Session I7	1150	Setareh Hajebi Aynaz Samir Mona Tabatabaee-Yazdi	Differences between the Translation Strategies used in Dubbing and Subtitling Musical Animation Songs	Dr. Dorri	Ms. Safaee	<a href="https://online.tabaran.ac.ir/session7">https://online.tabaran.ac.ir/session7</a>
Parallel Session I8	1151	Mahshid Haji Rahimi	An Investigation into the Impact of Games on Children's Language Acquisition and an Introduction of a New Game that Helps Develop Language Learning in Children	Dr. Karami	Ms. Baradaran	<a href="https://online.tabaran.ac.ir/session8">https://online.tabaran.ac.ir/session8</a>
Parallel Session I9	1129	Malihe Maldar Hamid Ashraf	Online Language Assessment: Iranian EFL Learners' Speaking Complexity, Accuracy, and Fluency	Dr. Sharekian	Ms. Saleh	<a href="https://online.tabaran.ac.ir/session9">https://online.tabaran.ac.ir/session9</a>
Parallel Session I10	1157	Zahra Aghazadeh	Willingness to Communicate, Communication Apprehension, and Motivation of ESP Learners in Virtual Online Classes: The Case of Engineering Students	Dr. Abbasian	Ms. Safari Moghaddam	<a href="https://online.tabaran.ac.ir/session10">https://online.tabaran.ac.ir/session10</a>

Parallel Session J (November 12/ Aban 21) 14:30 – 15:00						
Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session J1	1158	Moloud Mohammadi Gholam-Reza Abbasian Masood Siyyari	Characterization and Development of Critically-thinker EFL Readers' Reading Ability: Asynchronous Web-based Collaborative vs. Question-Answer-Relationship Instructional Approach	Dr. Arghiani	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session J2	1159	Ali Momeni	The Role of Dynamic Assessment in an English Language Learning Mobile Application	Dr. Yazdani	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session J3	1160	Niloofer Heidari Mona Tabatabaee-Yazdi	A Systematic Literature Review of Digital Literacy Differences among EFL Teachers and Students	Dr. Hosseinnia	Mr. Khayyami	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session J4	1161	Mahtab Talafian Mohammadreza Arghiani	Translation of Culture-Specific Taboos in Persian Dubbing of Ted 2	Dr. Marzban	Ms. Sahranavard	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>
Parallel Session J5	1144	Zahra Rezaei Fard Zohreh Mansouri Fateme Masoudi	The Comparative Impact of Online and Face-to-Face Interaction on Academic Achievement of Iranian Technical Students	Dr. Ghanizadeh	Ms. Babakhani	<a href="https://online.tabaran.ac.ir/session5">https://online.tabaran.ac.ir/session5</a>
Parallel Session J6	1162	Pantea Pahlavani Mohammad Alipour	The Impact of Mobile Aided Flipped Learning (MAFL) on Iranian EFL Learners' Writing Accuracy, Fluency, and Complexity	Dr. Zahra Kafi	Ms. Sabaghi	<a href="https://online.tabaran.ac.ir/session6">https://online.tabaran.ac.ir/session6</a>
Parallel Session J7	1163	Vahid Rahmani Doqaruni	The Effect of Gender on EFL Teachers' Beliefs about Technology in L2 Teaching	Dr. Dorri	Ms. Safaee	<a href="https://online.tabaran.ac.ir/session7">https://online.tabaran.ac.ir/session7</a>
Parallel Session J8	1164	Sara Baratian Mona Tabatabaee-Yazdi	The Big-Five Traits and EFL Teachers' Intercultural Intelligence	Dr. Karami	Ms. Baradaran	<a href="https://online.tabaran.ac.ir/session8">https://online.tabaran.ac.ir/session8</a>
Parallel Session J9	1165	Mahnaz Hedayati Kakhki	An Overview of The Impact of Wikis on the Writing performance of foreign language students	Dr. Sharekian	Ms. Saleh	<a href="https://online.tabaran.ac.ir/session9">https://online.tabaran.ac.ir/session9</a>
Parallel Session J10	1167	Afsaneh Shokri Reza Khany	A Diachronic Study of Software Tools in Corpus-Based studies in Applied Linguistics	Dr. Samir	Ms. Safari Moghaddam	<a href="https://online.tabaran.ac.ir/session10">https://online.tabaran.ac.ir/session10</a>

<b>Parallel Session K</b> <b>(November 12/ Aban 21)</b> <b>15:00 – 15:30</b>						
Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session K1	1006	Meisam Moghadam	The Evaluation of the Effectiveness of e-learning Process of General English Courses Based on Learners' and Instructors' Feedback and Learners' Academic Achievement during Covid-19 Pandemic Lockdown	Dr. Ganjali	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session K2	1141	Esmaeel Ali Salimi Negin Jalali Farahani	The Impact of Code-Switched Versus Second Language Only Glossing on ESP Learners' Vocabulary Acquisition and Retention Through Flipped Lexical Instruction with a Focus on the Students' Perception of the Flipped Classroom	Dr. Khosrojerdi	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session K3	1191	Mohsen Mahdavi	Mind the Gap: New Policies on Language Teaching and EFL Teachers' Online Classroom-based Assessment Practices in Covid-19 Pandemic	Dr. Ashraf	Mr. Khayyami	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session K4	1112	Sadegh Hemmati	A Theory-based taxonomy of learning activities for online EFL classrooms	Dr. Marzban	Ms. Sahranavard	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>
Parallel Session K5	1200	Imaneh Soleimani	Using Smartphone Application as a Strategy for Learning Vocabulary	Dr. Ghanizadeh	Ms. Babakhani	<a href="https://online.tabaran.ac.ir/session5">https://online.tabaran.ac.ir/session5</a>
Parallel Session K6	1166	Fatemeh Kazemkhah	The effect of ESL podcasts on EFL learners' Vocabulary knowledge in the context of Iran	Dr. Zahra Kafi	Ms. Sabaghi	<a href="https://online.tabaran.ac.ir/session6">https://online.tabaran.ac.ir/session6</a>
Parallel Session K7	1192	Hossein Rasoulipour S. Mehdi Mousavi	The Effect of Brain-Based Learning on Iranian Students' Engagement in Online Environment with Different Learning Styles	Dr. Dorri	Ms. Safaee	<a href="https://online.tabaran.ac.ir/session7">https://online.tabaran.ac.ir/session7</a>
Parallel Session K8	1156	Mohammadreza Arghiani Saeideh Simaee Hamid Reza Kargozari	The Analysis of Humor Translation in Subtitles in The Comedy Genre: The Case of Seven Stones Sitcom	Dr. Karami	Ms. Baradaran	<a href="https://online.tabaran.ac.ir/session8">https://online.tabaran.ac.ir/session8</a>
Parallel Session K9	1197	Mina Tasouji Azari	Interplay between Self and Society as the Grounding factors of the Holistic Identity of Language Teachers in Iran	Dr. Kargozari	Ms. Saleh	<a href="https://online.tabaran.ac.ir/session9">https://online.tabaran.ac.ir/session9</a>
Parallel Session K10	No Session					<a href="https://online.tabaran.ac.ir/session10">https://online.tabaran.ac.ir/session10</a>

**Parallel Session L**  
**(November 12/ Aban 21)**  
**15:30 – 16:00**

Parallel Sessions	Paper ID	Author(s)	Title	Chair	Coordinator	Link
Parallel Session L1	1196	Sajjad Hajebi Esmaeel Nourmohammadi	Difference Between the Effect of Video-based Materials vs. Still Pictures on the Retention of Idiomatic Expressions by Iranian Elementary EFL Learners	Dr. Ganjali	Mr. Ghanbari	<a href="https://online.tabaran.ac.ir/session1">https://online.tabaran.ac.ir/session1</a>
Parallel Session L2	1121	Masoud Sheikhi	Task-Based Language Teaching (TBLT) Within Technology: Performing Technology-Mediated Task in Iranian EFL Learner	Dr. Khosrojerdi	Mr. Turani	<a href="https://online.tabaran.ac.ir/session2">https://online.tabaran.ac.ir/session2</a>
Parallel Session L3	1176	Mohammad Ali Kowsary Gholamreza Zareian	The Effects of Using Clubhouse on the Iranian Pre-Intermediate EFL Learners' Vocabulary Learning	Dr. Ashraf	Mr. Khayyami	<a href="https://online.tabaran.ac.ir/session3">https://online.tabaran.ac.ir/session3</a>
Parallel Session L4	1194	Hossein Rasoulipour S. Mehdi Mousavi	The Effect of Game-based Language Learning on Adults' Speaking and Listening Proficiency	Dr. Marzban	Ms. Sahranavard	<a href="https://online.tabaran.ac.ir/session4">https://online.tabaran.ac.ir/session4</a>



**The Evaluation of the Effectiveness of E-learning Process of General English Courses based on Learners' and Instructors' Feedback and Learners' Academic Achievement During Covid-19 Pandemic Lockdown**

Meisam Moghadam\*

*Fasa University*

The aim of the present study is to assess the students' feedback and satisfaction regarding the e-learning process and enumerate the instructors' problems in distance teaching based on their reported feedback. To this end, learners' feedbacks are analyzed and their academic achievements are compared with the preceding semester to address the effectiveness of e-learning. Instructors' feedbacks are taken into account to find out the points of e-learning weaknesses and examine their professional knowledge in incorporating technology in teaching. The present study enjoys a mixed successive qualitative-quantitative design to consolidate the data analysis in each phase of the study. The participants of the present study include 300 Fasa University students enrolled in general English courses in three successive semesters, and the instructors of the courses including both the faculty members and invited instructors. Learners' feedbacks are gathered through two main questionnaires concerning the evaluation of the effectiveness of e-learning and learners' attitude toward e-learning tools. Moreover, instructors' feedbacks are gathered from two main sources. Firstly, instructors' comments and feedback are analyzed based on the written and oral feedback they delivered at educational meetings held by the university officials and the semi-structured interview which is going to be conducted with a sample of instructors. Furthermore, the data concerning learners' academic achievements are going to be gathered based on their final and midterm scores of a sample of courses in the current and preceding semesters of the sample of learners. The quantitative data pertaining to learners' responses to the questionnaire items will be analyzed based on the common statistical procedures using the relevant statistical packages. The qualitative data comprising the instructors' feedback and interviews are analyzed in accordance with the thematic analysis and constant-comparative content analysis.

**Keywords:** E-learning; Learners; Satisfaction; Instructors; Feedback; Academic achievement

**An Investigation of Epicene/Generic Pronouns among Non-Native Speakers of English**

Hourieh Ebrahimi\*  
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Hamed MohammadHosseini  
*Islamic Azad University*

Generic pronouns have been investigated in previous studies in many different contexts, but since how to use language differs among cultures, this paper examines the use of generic pronouns selected by 72 Iranian English learners. To do so, two questionnaires were used; one to associate gender roles for English personal nouns and the other were sentences containing pronouns to be chosen for each personal noun. The results show that most Iranian students do not know about singular they, the pronoun he/she was the most provided choice even in the sentences with male antecedents; showing that Iranians do not have a sexist view, and for typically female antecedents she was the most commonly used option, which supports the pronominal surrogate hypothesis. Since Persian, as a gender-neutral language, does not distinguish grammatical gender and the same pronoun is used for the third person males and females, the result confirms the Sapir-Whorf Hypothesis.

**Keywords:** Generic He; Singular They; Sexist Language; Gender-Neutral Language; Proficiency; EFL

## **The Effect of Social Networks on Iranian EFL Learners' Writing Ability**

Naeemeh Kharaghani\*

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Forough Armaghan

*Islamic Azad University, Quchan Branch*

The main purpose of this study was to find the effect of social networks on Iranian EFL learners' writing skills. In this research, the performance of participants in two social learning networks (Twiducate and Edmodo) was compared. It also tried to find out the learners' attitudes toward these social networks. To this aim, 59 participants took part in a test of QPT. Then, seven students who were not at an intermediate level were removed. Then, 52 participants who were at an intermediate level were considered based on convenient sampling in three groups: two experimental groups and one control group. To check the homogeneity, all groups received a test of writing with the same topic as the pre-test. Then the first experimental group worked with the Twiducate application, and the second experimental group, practiced using the Edmodo application. The treatment for each group lasted for 10 sessions. In the final session, learners of three groups receive a writing test. Then, participants were assessed with a structured interview for their reactions toward using these applications. Finally, the collected data from proficiency tests, pre-tests, and post-tests were analyzed. It was found out that applications of social learning networks had significant effects on Iranian Intermediate English as a foreign language learners' writing skill. The finding also indicated that students and their teachers had positive attitudes toward the application of Edmodo and Twiducate social networks in the classroom. However, the Edmodo group outperformed the other groups.

**Keywords:** Social Applications; Language Proficiency; Twiducate, Edmodo



**Technology in Language Education and Communication: Pedagogical Promises and Worries**

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Saeedeh Mansouri

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Technology has revolutionized all walks of human life. Accordingly, language pedagogy has been greatly affected by technological innovations as well. However, like any other change, the new developments have brought both positive and negative influences into the field of language learning and teaching. The present paper briefly reviews some of the crucial innovations including classroom technology, computer-assisted language learning, computer-mediated communication, and multimedia equipment. The incorporation of these technological advances has facilitated pedagogical endeavors on the one hand and has spawned undesirable consequences on the other. Faster and more engaging presentation of materials in a meaningful context and ease of distant communication is on the bright side whereas, marginalization of whole-person learning and affective dimensions constitute the dark side. Therefore, a few implications and suggestions are presented to help teachers and planners cope with the drawbacks while exploiting the potentials of technology to the benefit of all stakeholders within the field of language pedagogy.

**Keywords:** Technology; CALL; Computer-Mediated Communication; Acquisition

**The Attitude of Teachers and Students towards Teaching and Learning English Online**

Zahra Shadbash\*

Over the last decade, there has been an augmenting shift away from conventional teaching and learning to modes where the Internet now plays a key role. E-learning is increasingly forming an integral part of course delivery and instruction and is reshaping traditional learning worldwide. This paper first discusses technological tools for online teaching; later it describes the advantages and disadvantages of online learning, briefly. This study mainly outlines the attitude of EFL teachers and learners towards E-learning. It considers relevant studies within the context of technology and highlights the effectiveness of the EIO (English Interactive Online) program among 10 male teachers, 10 female teachers, 10 male students, and 10 female students at Navid English Institute in Shiraz. This paper indicates that the attitude of both the teachers and learners on the technology-based pedagogy and an effective online learning environment is crucial to support and enrich effective EFL learning outcomes.

**Keywords:** Conventional Teaching; English Interactive Online; EFL; E-learning

**The Impact of Teaching Note-Taking Strategies in Listening to Authentic TED Talks on Listening Comprehension of Perfectionist vs. Non-Perfectionist Iranian EFL Learners**

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The main purpose of the current study was to examine the impact of teaching note-taking strategies in listening to authentic TED talks on listening comprehension of a perfectionist and non-perfectionist Iranian EFL learners. The participants of this study came from male classes of upper-intermediate EFL learners. Their ages ranged from 20 to 25 years old. To choose the participants, convenient sampling was used. The participants were initially tested by Oxford Quick Placement Test (OQPT) to be homogenized before conducting the study. One hundred out of 120 students were chosen based on their homogeneity test scores to take part in the research. Out of these 100 participants, 20 participants were randomly chosen as the control group. Then the other 80 participants were given the perfectionism questionnaire and based on the results of the questionnaire, the participants were divided into four experimental groups of 20 participants: (a) perfectionists with note-taking strategies, (b) non-perfectionists with note-taking strategies, (c) perfectionists without note-taking strategies, and (d) non-perfectionists without note-taking strategies. The participants of all five groups were given the listening pretest before the treatment. During the treatment, the control group went through the conventional method of teaching without listening to TED talks. However, in all of the four experimental groups, the TED talks were used, with and without teaching listening strategies, as mentioned above. At the end of the semester, the listening posttest was given to all the participants. After ensuring the normality of the data through the One-sample Kolmogorov-Smirnov test, the independent samples t-test was used to analyze the collected data. The result of the study revealed that listening to TED talks improved the participants' listening comprehension, whether accompanied by teaching listening strategies or not. Moreover, the non-perfectionist students benefited from listening to TED talks more than perfectionist students.

**Keywords:** Note-Taking Strategies; Listening Comprehension; Perfectionism; TED Talk

**Investigating the Influence of Technology Integration on Class Participation and Engagement of EFL Learners**

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Azadeh Saeid

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These days, technologies such as the internet, computer tools, and software applications as the favorite among the young generation could be integrated as teaching material to enhance EFL learners' level of class participation and engagement, and their interaction with others. Thus, the present experimental study aimed at examining the influence of technology integration on class participation and engagement of Iranian EFL learners. For this purpose, thirty-two men and female intermediate EFL learners in the age range of 15 to 20 participated in this study in experiment and control groups (n=16 each). The data were collected using EFL Learner Engagement Questionnaire (ELEQ), modified by the researcher based on the one developed by Hamilton-Hankins (2017), at pre-test and post-test. The collected data were analyzed by SPSS software using a Paired Sample T-test and Independent Samples Test. Results of the study indicated the significant effect of technology integration on classroom participation and engagement of EFL learners in the experimental group.

**Keywords:** Technology; Technology Integration; Class Participation; Engagement; EFL learners

**Exploring the Possibilities and Challenges of Using the WhatsApp Application for Mentoring Purposes: A Qualitative Study of English as a Foreign Language (EFL) Teacher Educators in Iran**

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*University of Gonabad*

Gholamreza Zareian

*Hakim Sabzevari University*

The study of teacher mentoring has long been considered a determining factor of success in language teachers' professional development. With the advent of mobile-assisted technology, language teachers can receive mentoring through online meetings to enhance their professional development. However, the potential of social networking mobile applications for mentoring purposes has not yet been addressed in the related literature on English as a Foreign Language (EFL) teacher education. To fill this gap, the present study explores the possibilities and challenges of using a social networking mobile application (WhatsApp) for mentoring EFL teachers in the context of Iran. Semi-structured interviews with five EFL teacher educators were administered to collect qualitative data. The results of the thematic analysis indicated that teacher educators were interested in using WhatsApp for sharing their professional experiences with EFL teachers, having interpersonal interactions with them, and assisting them in individualizing their instructional practices. As the narratives suggested, although WhatsApp could be applied to any teacher education context where access to teacher training courses was limited, it would not be useful for mentoring the EFL teachers who had a heavy workload and restricted openness towards mobile-assisted technology. The current study contributed to greater recognition of the advantages and challenges of applying WhatsApp as a mediational tool for mentoring EFL teachers. Finally, suggestions for further research are offered.

**Keywords:** Teacher Mentoring; EFL Teacher Educators; Mobile-Assisted Technology; WhatsApp; Professional Development.

**An Investigation into the Challenges of Applying Group Dynamic Assessment (GDA): Voices from Iranian EFL Teachers**

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Seyed Mohammad Reza Amirian  
*Hakim Sabzevari University*

Group-Dynamic Assessment (G-DA) has begun to attract attention as a practical alternative to Traditional Dynamic Assessment (DA). Although G-DA receives attention in the field of language assessment, little is known about the challenges English as a Foreign Language (EFL) teachers might face in the application of G-DA in a classroom context. The current study explored Iranian EFL teachers' challenges of applying G-DA with EFL learners in the classroom setting. Semi-structured interviews and journals were used to explore how the teachers narrated their professional challenges in the path of assessing language learners based on the tenets of G-DA. Thematic analysis, carried out through MAXQDA version 2020, indicated that limited motivation among EFL learners, lack of awareness of G-DA benefits among EFL teachers, the predominance of exam-oriented policies of education among stakeholders, teachers' restricted autonomy in assessment practices, and paucity of teacher training in the application of G-DA were the main obstacles in the way of successful implementation of G-DA in the context of Iran. The results suggested that institutional barriers to G-DA application should be removed through workshops aimed at raising EFL teachers' awareness of the value of G-DA. The findings implied that Iranian EFL teachers need more assistance from teacher educators to enhance their learners' motivation, expand their knowledge about G-DA, and improve their assessment literacy. Finally, pedagogical applications are discussed and suggestions for future research are offered.

**Keywords:** Group Dynamic Assessment (GDA); Dynamic Assessment (DA); Professional Challenges; EFL Teachers

**Teacher Recruitment Online Advertisement of Private Language Institutes: A Discourse Analysis**

Zahra Khalil Arjmandy\*  
*Alzahra University*

The current study tends to analyze the discourse of teacher recruitment advertisement released by private English language institutes in the online platforms of Hamshahri and Divar websites. Since, due to the overwhelming use of smart devices in today's modern societies and technology advancement, new techniques of advertisement (Baert, 2017) arose in virtual space and teacher recruitment ads have always been eye-catching for student teachers or experienced one, this study seems to be useful to improve recruitment criteria and status. Furthermore, various features and aspects of these ads are being considered in this study in order to shed light on the hidden spots and issues in teacher hiring ads. In this paper, the researcher analyzes the online ads from a critical discourse perspective to found the areas that are most paid attention to online teacher recruitment advertisements. The study revealed interesting insights into teacher recruitment online ads and suggests some ways to enhance the situations.

**Keywords:** Recruitment; Teacher; Online Advertisement; Technology; Discourse Analysis

## **Identifying Young Learners' Narrative Identity Formation through Known and Unknown Digital Short Stories**

Marjan Vosoughi\*

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Due to the Covid-19 pandemic situation and informed with current definitions of identity formation/construction through online platforms, the present article reports back an English language teacher's efforts on narrative identity construction against four Iranian, young students with regard to their inclinations to regenerate stories presented to them via illustrated, digital stories in a second language (here, English) via online classes. The sampled learners were a group of four kids (both male and female) with an age range of 9-12, who took part in three consecutive online semesters managed through Sky Room in the summer, 2020. The selected materials were some ten randomly illustrated, digital stories. The whole program took two months with three sessions each week totaling twenty-four sessions in all for each three-semester. Students' behavior was closely screened and collected through frequent field notes and recorded sessions. The findings revealed students' tendency towards regenerating/narrating the known stories they had either read in their first language during their previous school education such as "the Lion and the Mouse" fables or watched randomly via original home videos such as "the clever monkey". Their word recall range and selection of the stories for the presentation were also screened, which showed they remembered the words from familiar stories better and for their presentation, they did not show any inclinations towards unknown stories such as "sneaky rabbit". Possible interpretations over narrative identity construction in 12 contexts were finally proposed as mapped on cross-linguaging trends.

**Keywords:** Digital Short Stories; Identity Formation; Online Platforms; Narrative Identity



## **How to Become a Successful Teacherpreneur with the Power of Self-Marketing**

Gabriela Torregiani\*  
*Buenos Aires, Argentina*

A “teacherpreneur” is an educator who applies her teaching skills, expertise, experience, and passion toward an entrepreneurial pursuit, such as providing niche educational resources or services. But, how do you make the shift to teacherpreneur and what are some ways you can differentiate yourself in the market and grow your business? Show what you do and make a difference! ESL Specialist and Bridge teacher trainer, Gabriela Torregiani, will discuss how she made the transition from teacher to teacherpreneur by starting her own business and will share practical tips on how self-marketing can be your key to finding success. She will also talk about branding, networking, and attitude. She will offer tips, give advice, share story, favorite channel and talk about social media in general. The moment to go independent and work online is now. What are you waiting for? You cannot miss this helpful and interactive session. Grow your brand, grow professionally. Keep your creativity going. DREAM BIG.

**Keywords:** Marketing; Branding; Networking; Teacherpreneurship; Attitude; Future

**Peer Observation, Reflection, and Expert Feedback: EFL Pre-Service Teachers'  
Online Teaching to Young Learners**

Mahboubeh Taghizadeh\*

*Iran University of Science and Technology*

Soraya Zafarpour

*Iran University of Science and Technology*

The objective of this study was manifold: (a) to investigate the difference among online teaching performance of student teachers who received peer feedback, expert feedback, and those who reflected on their teaching practice; (b) to examine the likely difference between participants' ratings and those given by the instructor to their online teaching practice; (c) to determine their best experiences of teaching vocabulary online to young learners; and (d) to explore the challenges they faced and the lessons they learned from expert feedback, peer observation, and reflection. The participants were 45 MA students of TEFL at Iran University of Science and Technology, who were divided into three groups of peer observation ( $n = 15$ ), self-reflection ( $n = 15$ ), and expert feedback ( $n = 15$ ). A rating scale for structured observation and three open-ended questions were used in this study in which each participant did two teaching practices and then received feedback after each practice (i.e., peer observation group from their classmates, expert feedback group from the instructor, and reflection group from themselves). The results revealed no statistically significant difference in the three group's scores on their second teaching practice; however, there was a statistically significant difference between the scores on the first and second practice in all three groups. The results also showed that participants mostly underrated their first teaching, while they overrated themselves in their second practice. The findings also indicated that their best experiences were related to using technological tools, learning to work with adobe connect, making interesting materials, and using games and songs. Their challenges also included lack of face-to-face communication, engaging all online language learners, preparing suitable materials, learners' distraction, and technological glitches, whereas teaching new vocabulary in context, simplifying songs by pre-teaching their unknown words, using online games and websites were the lessons they learned.

**Keywords:** Online Teaching; Young Learners; Peer Observation; Expert Feedback; Reflection

**A Cultuling Analysis of Technophile and Technophobe EFL Teachers'  
Utterances in Online Classes**

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*Bahar Institute of Higher Education*

Mashiya Attaei

*Bahar Institute of Higher Education*

Nowadays technology is in every aspect of our lives. The exponential growth of new information technologies during recent years has increased society's enthusiasm and visionary expectations (technophilia), as well as fears and discomfort (technophobia). The present study elaborates on the cultuling analysis of technophile and technophobe EFL teachers in online classes. To this end, ten EFL teachers were invited from the Bahar Institute of Higher Education to participate in an interview. Also, the recorded version of their classes was obtained for further cultuling analysis. Moreover, the recorded interviews were analyzed using Pishghadam's emoling model (E-SPEAKING). The analysis of interviews and conversations revealed hidden aspects of their culture and personality. A cultuling and emotionacy analysis showed some EFL teachers were technophobe and others were technophiles. To verify the results of the analysis, a questionnaire of Technophobia and Technophilia teachers, developed by MarioMartínez-Córcoles, MareTeichmann, and MartMurdvee, was utilized to differentiate between technophile and technophobe teachers. The findings of the questionnaire also confirmed the results of the first part of the study, depicting cultuling and E-SPEAKING models are suitable indicators of divulging the concealed parts of EFL teachers' personalities. It is believed that the E-SPEAKING model discloses cultural memes, proving a solid ground for finding the buried cultural content and structures and identify the cultural and personal deficiency.

**Keywords:** Cultuling analysis; E-SPEAKING; Technophile; Technophobe; Emoling

**The Effect of Instagram as a Social Network on Teaching English Vocabulary among Iranian Pre-intermediate EFL Learners (Case Study: Shokouh Enghelab Institute in Babol, Mazandaran)**

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Instagram now is considered one of the most famous virtual social networks among all ages of people. Nowadays, the immense popularity of social networking websites such as Instagram has created new opportunities for English learners. Accordingly, the present study aims to investigate whether Instagram would be a useful learning instrument of vocabulary for Iranian male EFL learners at Pre-intermediate Level at Shokouh Enghelab English Institute in Babol, Iran. The participants in this study were 50 male EFL learners, ranging from 8-15 years old, selected from 100 cases. Pretest and posttest were also used to assess learners' knowledge about vocabulary taught during the session (six weeks). Then SPSS was used to collect and analyze the data. Based on the results, Instagram learning can bring special technological and pedagogical advantages for EFL learners despite the popularity of social networks and has a significantly positive effect on the development of vocabulary learning. The findings of this paper are considered to be useful in English methodology issues.

**Keywords:** Instagram; Pre-Intermediate Level; Vocabulary; EFL Learners; Social Network

## **An Investigation of Iranian EFL Learners' Lexical Errors in English L2 Classes**

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Clarification of lexical error is an unavoidable process of foreign language vocabulary acquisition. Within lexical errors, the non-transfer errors dominate at all levels, however, the proportion of errors due to transfer is falling with increased proficiency. In addition to their important role in the study of language acquisition in general and second or foreign language acquisition, in particular, errors are also important in terms of different communicative tasks learners perform and the impacts their errors may have on communicating with native speakers of the target language. An understanding of the nature of lexical errors calls for the employment of a well-founded and comprehensive taxonomy which acknowledges the highly complex nature of the process of ESL/EFL students' selection of words. The author in this paper tried to investigate the common lexical errors produced by EFL learners and will present recommendations to overcome this problem. From the authors' perspective, lexical errors in English L2 classes made by students inspired them to examine the factors that make students commit lexical errors. The findings of the investigation will be used to develop remedial class activities for the benefit of EFL learners and help students use lexical items appropriately in their English L2 classes.

**Keywords:** Lexical Errors; L2 Classes; EFL learners; English; Vocabulary

**The Impact of Gamification on EFL Learners' Engagement and Language Learning: A Mixed-Methods Study**

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The current study examined the impact of using gamification on English as a foreign language (EFL) learners' engagement and learning. According to Deterding et al. (2011), the use of game elements and game techniques in non-game contexts with the aim of engaging users and solving problems is called gamification. This study was conducted using a mixed-methods approach (QUAN → qual). The quantitative phase was carried out in two classes at Ariana language institute. The participants of this study comprised 30 pre-intermediate EFL learners. The current study is quasi-experimental and contained two groups of 15 students which made up control and experimental groups respectively. Students' foreign language engagement and language learning were assessed before and after the treatment. The engagement scale measured three dimensions of engagement, including, behavioral engagement, emotional engagement, and cognitive engagement (Fredericks et al., 2005). Targeting improvement of vocabulary and grammar in the experimental group, the researchers designed an electronic game called Fun Time that was considered as a treatment in the experimental group. Game-based learning was carried during 15 sessions of the term duration. Pictures, audio files, texts, and video files were also used as the materials in teaching vocabulary and grammar through games. The outcomes estimated through independent samples t-test and multivariate analysis of variance (MANOVA) demonstrated the effectiveness of gamification in enhancing EFL learners' language learning, and their engagement in behavioral, emotional, and cognitive areas. In conclusion, gamification predicted improvement in behavioral engagement up to 54 percent, for emotional engagement, the predictive power is 29 percent, and for cognitive engagement, it is 14 percent. Regarding the results, EFL instructors are suggested to incorporate elements and principles of gamification in their instruction to promote students' interest, learning, and active participation.

**Keywords:** Gamification; Educational Video Games; Engagement; Language Learning, Mixed-Methods Design

**EFL Teachers' Coping Strategies amidst the Covid-19 Virtual Education and their Association with Work Engagement and Teacher Apprehension**

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Teaching can be considered as an extremely demanding and stressful occupation and being a language educator brings about its distinctive challenges. In the wake of the COVID-19 pandemic, teachers worldwide experienced fundamental changes in their profession and their lives as a whole. Coping with such an unprecedented situation and responses to it have created new and extra stressful factors for teachers to cope with, including the difficulties created by the quick transition from direct teaching to virtual and remote teaching. This study examined EFL teachers' coping strategies during the Covid-19 virtual education and their association with work engagement and teacher apprehension. A total of 296 language instructors contributed to this study by participating in a survey in January 2021. To determine what coping strategies teachers use in virtual teaching during Covid-19, the researchers adopted the Brief-COPE scale designed and validated by Carver (1997) to make it appropriate for virtual education. The survey measured 11 coping strategies divided into two broad types, approach and avoidant. For measuring work engagement, the Work and Well-being Survey (UWES) scale designed and validated by Schaufeli and Bakker (2003) was utilized. To assess teachers' apprehension, the research employed the Sources of Teachers' Apprehension Scale (STAS) developed by Ghanizadeh et al. (2020). The results demonstrated that the adopted coping strategies scale enjoys acceptable reliability and validity indices. The results estimated via structural equation modeling (SEM) revealed that EFL teachers' approach to coping strategies positively and significantly predicted work engagement ( $\beta=0.72$ ,  $t= 10.56$ ). Work engagement was negatively predicted by avoidant coping strategies ( $\beta= -0.29$ ,  $t= -3.36$ ). Teacher apprehension was negatively influenced by approach coping strategies ( $\beta= -0.44$ ,  $t= -5.57$ ) and positively by avoidant coping strategies ( $\beta=0.43$ ,  $t= 5.29$ ). The study proposes some practical recommendations for overcoming the Covid-19 related challenges which could further deliver valuable guidance for future training of teachers.

**Keywords:** Apprehension; Coping Strategies; Covid-19; Online Teaching; Work Engagement; SEM, CFA, Scale Development

**Effect of Computer-Assisted Mind Mapping vs. Paper-Based Mind Mapping on Vocabulary Learning of Iranian Elementary EFL Students**

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The purpose of the study was to examine the differential effects of computer-assisted mind mapping vs. paper-based mind mapping on Iranian EFL learners' learning of vocabulary. To achieve this goal, a quasi-experimental design was applied. The subjects for this study were thirty elementary-level male EFL learners who were selected based on the convenient sampling method and randomly assigned to two groups, i.e. computer-assisted group and paper-based group. In the experimental group, the learners were asked to cluster the ideas around the given vocabularies using iMindmap software and relate them to other associated ideas autonomously and independently from the teacher while in the paper-based group, the teacher just guided the organization of the ideas and the students followed him. An independent samples t-test was used to compare the scores obtained from each group. The findings of the study revealed that computer-assisted mind mapping enhanced cooperative learning among the learners and let them co-construct knowledge through engagement in collective activities. The results indicated the outperformance of the experimental group over the control group who were not asked to get engaged in peer learning.

**Keywords:** Computer-assisted, Mind Mapping, iMindmap Software, Vocabulary.



**Mitigating Digital Divide: Addressing Sustainable Development Goals (SDGs)  
within the COVID-19 Context**

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The growing use of ICT in language teaching environments has led to more labor market demands for new skills literacies, either to improve the quality of teaching or to carry out with complementary tasks. This has caused concerns over unequal access to new technologies bringing the concept of the digital divide to more prominence. Traditionally, the research includes different factors such as socioeconomic variables such as gender, age, educational level, income, and habitat. The digital divide is certainly not a new phenomenon; however, the COVID-19 pandemic has made it even clearer that immediate and effective measures need to be taken to address the digital divide, mitigate it to boost equity, and meet the challenges thereunto. The UN 17 Sustainable Development Goals (SDGs) are meant to bring balance to social, economic, and environmental sustainability. The digital divide is mostly concerned with goals 4 (quality education), 10 (reduced inequalities), and 12 (responsible production and consumption). If we recognize that action in one area would affect outcomes in other areas, taking actions to bridge that gap could help to bring sustainability into education, thereby improving the quality of language education. This online presentation is going to touch on the concept of the digital divide within the current global context of the COVID-19 pandemic. It also intends to illustrate how mitigating the adverse effects of the digital divide could lead to more sustainable language teaching and learning.

**Keywords:** SDGs; Digital Divide; Equity; Sustainability; Language Classrooms

**The Role of Dynamic Assessment and Online Intelligent Essay Assessor in IELTS Writing Performance**

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The present study has two main phases. Firstly, inspired by the undeniable role of Dynamic Assessment as a way to change the traditional assessment in favor of students, the current study aimed at investigating the impact of dynamic assessment on the IELTS writing performance of IELTS candidates. To that end, 28 IELTS candidates were selected to undergo the procedure of three Mediated Learning Experience components namely: Intentionality, Reciprocity, and Transcendence. The result of paired sample t-test depicted that IELTS candidates improved more in dynamic assessment in comparison with their nondynamic assessment counterparts. As for the second part of the study, an online scoring system, i.e. Intelligent Essay Assessor™ (IEA), was employed. The prompts appeared in the IEA electronic portfolio as a writing assignment and students had 40 minutes to complete their work. The outcome of this part revealed that the online scoring and feedback system can ameliorate the overall score of IELTS candidates' writing and effectively decrease grammatical errors, but it has little influence on composition length and text structure.

**Keywords:** Dynamic Assessment; IELTS writing; Intelligent Essay Assessor™ (IEA); Mediated Learning Experience; Online Scoring System

**Relationship between L2 Willingness to Communication and Self-confidence  
among Iranian EFL Learners**

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Willingness to Communication (WTC) is a dynamic process and readiness of the students to engage in communication and preparation of the learners to initiate communication. Over the past decades, there has been a dramatic increase in academic research on WTC and personal variables. This paper aimed to investigate the relationship between the L2 WTC and self-confidence among Iranian EFL Learners. To this end, through a non-experimental, descriptive research design, 60 Iranian students were randomly selected from among students majoring in English at the university undergraduate level in Isfahan, Iran, during 2021. To collect the data, 27-items WTC and 11-items self-confidence questionnaires were distributed among the participants. The collected data were analyzed in the form of frequency and percentage, through a descriptive statistical procedure and correlation coefficient. The findings suggested that a significant positive correlation between these two WTC and self-confidence. The implications are discussed to present ideas to learners, teacher trainers, language teachers, and curriculum designers in order to raise their awareness of the relationship between self-confidence and L2 WTC. The findings of this study could have theoretical and pedagogical implications for teachers and teacher trainers, as well as curriculum designers. The findings could attract their attention to the involvement and cognition of learners' behavior and emotions in the engagement at the class.

**Keywords:** Willingness to Communicate; Communication; EFL Learners; Self-Confidence

## **EFL Teachers' Gender Differentiations in their Sense of Technophobia and Technophilia**

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The increasing development of the new technologies which are called modern technologies is changing the world's and people's needs. Some opportunities and comforts for the future are provided by emerging new technologies although they may also change an individual's norms and patterns of behavior which may lead to more emotional effects such as anxiety, fears, and sadness. Such feelings lead to the outburst of the two important opposed terms, namely, technophobia and technophilia which are considered to be the aims of the current study's researchers to deal with. More specifically, this study was conducted to explore any significant effect of gender on Iranian EFL teachers' perceptions of technophobia and technophilia. To this aim, 200 Iranian EFL teachers were invited to fill out Technophobia and Technophilia Questionnaire (Martínez-Córcoles, Teichmann, & Murdvee, 2017). An independent sample t-test was run to analyze the data. The results showed that although there were no significant gender differences in teachers' technophilia, there was a significant difference in teachers' technophobia between male and female teachers favoring females. These findings can have significant implications for all the practitioners in the field of education.

**Keywords:** Computer Anxiety; EFL Teachers; Technology; Technophilia; Technophobia

## **Teacher-Made Virtual Content vs. Students' Self-Created Logs: Technical Vocabulary Learning in ESP Context**

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Vocabulary learning is undeniably a major challenge for EFL learners and even more challenging in English-for-Specific-Purposes (ESP) contexts. Although there are several studies indicating positive potential benefits of technology in vocabulary learning, little is known about the effect of teacher-made virtual content on technical vocabulary learning in Iranian ESP classrooms. Therefore, the aim of this explanatory-mixed-method study was to compare the effect of the virtual content developed through Storyline software and students self-created logs on technical vocabulary learning as well as students' perceptions regarding the software application. Through convenience sampling, 34 Payame Noor university students majoring in industrial management were selected and divided into two experimental groups. The first group received teacher-made virtual content on technical vocabularies for six sessions and another group was required to create their vocabulary logs for the same content. Data were collected using a pre-test, post-test, and phone interview. The results of the independent samples t-test showed significant differences for the first experimental group. Moreover, the results of the post-treatment phone interview showed that the students' motivation to learn technical vocabularies increased from the past, and most of them found teacher-made virtual content more effective and an attractive way to memorize technical vocabularies, especially, the slides accompanied by pictures and the pronunciations of the vocabularies. On the other hand, the participants in the second group found creating vocabulary logs time-consuming and mostly preferred to have a ready-made vocabulary chart. Finally, this study recommends ESP teachers create their virtual content via storyline software depending on the subject matter and make the task of teaching and learning technical vocabulary more efficient.

**Keywords:** Self-Created Logs; Teacher-Made Virtual Content; Technical Vocabulary; ESP

## **Technology and Teaching Literature**

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In March 2020, many countries were stunned as the COVID-19 pandemic swiftly expanded across the world. Controlling the spread of the disease, which influenced the students' lives, has widely been varied from one country to another and the success has been relative and different. The system of Education, meanwhile, encountered a challenging phase in its history in terms of anxieties and pauses. Nonetheless, the emergency of re-structuring the educational system triggered some fundamental changes. Synchronous and asynchronous teachings by means of technology have been contributing to a great extent. One of the core subjects of English Literature major, The History of English Literature I & II, required a new integrating approach because of its demanding and massive nature. This research aims at comparing two teaching methods utilized for the subject of History of English Literature I & II, used in pre and during the pandemic. There are two main groups of students (Batches 2016 and 2018) who are compared. Within this thorough comparing process, the paper shed light on their levels of participation, engagement, and perception. The preliminary qualitative analysis reveals the findings that various implications of technology-facilitated teaching the subject and that the students' development in both languages and understanding the concepts has led them to be independent and confident.

**Keywords:** English Literature; Technology; Education; Covid-19 Pandemic

**On the Effect of Digital Game-Based on Learning and Teaching English Vocabulary**

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The most important skill in teaching and learning English is vocabulary. Although there are many techniques proposed for vocabulary learning and teaching, researchers and teachers still strive to find effective methods. Recently, digital games have shown potentials in enhancing vocabulary acquisition. A majority of studies in digital game-based vocabulary learning (DGBVL) literature investigate the effectiveness of DGBVL tasks. These days teenagers spend most of their time playing digital games; therefore, more attention must be centered on the use and effectiveness of digital games. Using digital games is one of the factors which make the learners interested and motivated. Also, digital games can reveal seven themes as a result of teaching and learning English vocabulary: motivation, authenticity, repetition, instantiation, dual encoding, interactivity, and feedback. This paper collected and evaluated data as an article review from several recent articles about the effect of digital games on learning and teaching English vocabulary.

**Keywords:** Vocabulary Learning and Teaching; Digital Game-Based; Vocabulary Acquisition; Motivation

**First Language Speech Errors: A Case Study of a Three-Year-Old Persian Language Learner**

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Studies on first language acquisition addressed this complex process from different aspects and provided explanations for some of the issues involved in the process. Many FLA studies are centered on Indo-European languages with the bulk of research still concentrated on English (Stoll, 2009). Persian, as one of those less-researched languages, is the focus of the present study. Limiting the scope of the study, it was desired to investigate the types of errors made by a three-year-old child in the process of his FLA. All speech errors of the child were recorded for three months. The errors were classified into five categories of pronunciation, vocabulary, grammar, pragmatic-semantic, and incorrect innovation. Some of the child's errors were due to metathesis, loss and partial oral motor control for pronunciation errors, overextension for vocabulary errors, and overgeneralization for grammatical errors. Pragmatic-semantic errors were due to the child's unfamiliarity with the secondary meaning of the words.

**Keywords:** First Language Acquisition (FLA); Errors; Crosslinguistic Studies



**Using Social Media in Language Learning: Focusing on Iranian EFL Students' Attitudes**

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Social media serves as a useful tool in foreign language teaching and learning since it offers ample communicative opportunities. The outbreak of COVID-19 has highlighted its role further. On the other hand, the users' perceptions towards media and communication advances influence their application. The current study aimed to explore Iranian high school students' attitudes towards language learning via social media. It further attempted to see whether the students' attitudes differed in terms of their gender. To this end, 400 high school students, 200 males, and 200 females were asked to complete the 22-item questionnaire. The results of an independent t-test demonstrated that regardless of the participants' gender, they held positive attitudes towards using social media for learning English. In light of the results, it is recommended that the high school students are given social-media-oriented activities to enhance their basic language skills. Furthermore, English teachers can employ social media to add variety to the instructional procedures in EFL settings.

**Keywords:** EFL learners; Language learning; Social Media

## **Do EFL Teachers' Genders and Years of Experience Differ in Intercultural Intelligence**

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World globalization interconnects many teachers and students with various personality types, culturally diverse beliefs, and different methods of teaching. One of the key critical roles of these teachers is to positively influence and advance their students' progress in many aspects of their life like their grades, beliefs, health, extracurricular activities, adult income, and retirement savings (Chetty, Friedman, & Rockoff, 2014). Thus, teaching has always been of great importance in all educational environments. To be a successful EFL teacher, they have to have the ability and intelligence to teach students using textbooks in a language different from their students' mother tongue, with cultural topics different from the culture of the place of their residence, so that students can understand and become familiar with the differences between the two cultures. However, sometimes, teachers' and students' cultural differences make the situation more critical, less manageable, and inflexible. Therefore, the researchers of this study aimed to find out any significant differences among Iranian EFL teachers intercultural intelligence concerning their gender and years of teaching experiences to this aim, 203 EFL teachers were asked to answer the Intercultural Intelligence questionnaire (Caputo, Ayoko, Amoo, & Menke, 2019). An independent sample t-test was run to analyze the data. The results showed that there is no significant difference between gender and Intercultural Intelligence; however, teachers with more than 10 years of teaching experience have the highest intercultural intelligence scores while novice teachers with a range of 0 and 5 years of experience have the lowest mean scores.

**Keywords:** EFL Teachers; Gender; Intercultural Intelligence; Teaching Experience

## **The Effect of the Podcast on Listening Skills in EFL Learners**

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This study aimed to investigate the effects of using podcasts on listening comprehension among EFL learners, this article tries to introduce different types of podcasts and how podcasts affect listening comprehension in EFL learners. To this end, the present paper tries to provide a theoretical background for affecting the podcast on the listening comprehension and report researchers' findings concerned with these issues, based on the findings of other studies, it provides some recommendations for further research. In this case, the article tries to uncover those aspects of using the podcast to improve the listening skills that need more investigation. This paper help in browse various articles that help you choosing and doing the best way to improve the listening skills by introducing different types of podcasts such as video podcast, audio podcast, radio podcast with various sources like podcast from the internet or fill by the teacher and how they are effective in developing listening comprehension skills.

**Keywords:** Listening Comprehension; English EFL; Podcast; Radio Podcast; Video Podcast; Audio Podcast

## **The Effect of Team Gamification Teaching on EFL Students' Motivation in Learning Writing Skill**

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Since many researches have shown the benefits of using gamification in educational settings, it is important to know exactly what aspects of gamification are beneficial so that it can be properly used in second language teaching and learning. Team-teaching refers to combining different methods of several teachers in different subjects as one course. And students can take more benefits because they learn more methods. Collaboration between teachers can be interesting for students in learning and they can be familiar with different methods. Gamification is an indirect way of teaching that can also persuade the student to be more active. Team teaching can help students to see their teachers at the same level. They can ask a question during the class and get different feedback. The purpose of this study was to examine the effect of applying team gamification teaching strategy and focusing on the effectiveness of team teaching in students' motivation and achievement in learning writing skills in an EFL classroom. This research aimed to answer the research question which is: Does team gamification teaching influence the students' motivation and achievement in learning writing skills in an EFL classroom? The results seem to be positive in terms of motivation and achievement. The results provide the correlations between gamification, motivation, and achievement of EFL students in the thinking processes of writing.

**Keywords:** EFL; Gamification; Team Teaching

**The Effect of Traditional, Electronic Feedback on EFL Students Writing Accuracy**

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The present study aimed to investigate the effect of traditional, Electronic feedback on Iranian female EFL learners. The participants in this study will be chosen from a total of 90 students whose ages ranged between 18 to 20 and their first language was Persian. They would randomly be chosen from among all the pre-intermediate students at Payamenoor University in Chenaran a city in the northeast of Iran were selected as research participants through convenience sampling. The teaching approach was adopted by the university place emphasis on developing writing skills in English. The instruments were using an OPT. After the OPT the pre-intermediate students would choose to participate in this study. Both pre-test and post-test were used in this study, respectively. A pretest was utilized to witness the initial general writing accuracy of learners in each group. First, a T-test would be used to compare the participant's achievements after treatment, and then one-way between groups (ANOVA) conducted to compare the scores of three groups' performance in their pre-test and post-test. Then, the tests would administer and the relevant data would collect, they enter into SPSS (statistical package for social sciences) software. The results of mixed factorial analysis of variances (ANOVA) revealed that the students in both the control and experimental group improved their writing in their revised drafts.

**Keywords:** Traditional Feedback; Electronic Feedback; Writing Accuracy; EFL; Revised Draft

## **The Effect of Using Web-based Language Learning (WBLL) on Vocabulary Learning**

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The most important part for learning a language is vocabulary and for learning and understanding, a second language being skillful in this part is essential. There are many techniques and methods for learning vocabulary and in this review article, we review the effect of WBLL on learning vocabulary. The current review study was an attempt to investigate the effect of Web-based Language Learning (WBLL) on vocabulary learning. Several studies have reported the benefits of WBLL in English as a second language (ESL) and English as a foreign language (EFL) classrooms. However, there has been little empirical research on whether such WBLL improves students' language abilities. To this end, some related articles on WBLL and vocabulary learning were reviewed and the strengths and weaknesses of the practicality of WBLL on ESL/EFL learners' vocabulary learning. The findings reveal that although some research has been conducted on WBLL, there are still some controversies on the effect of the WBLL on vocabulary learning.

**Keywords:** WBLL; EFL/ESL Students; Vocabulary Learning; Web-based Technology

**Cognitive Assessment and Recent Trend on Computer-Assisted Cognitive Assessment in Reading Skill**

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The domain of assessment for language has increased its focus from making inferences based on performance outcomes to examining cognitive processes involving structural information for conceptual and procedural understandings necessary for successful assessment task completion (Shohamy, 2008). The quality of these inferences is related to the extent to which tasks are used to elicit mental processes which are successfully performed. The present research is on learner cognition assessment through an examination of reading comprehension processes in testing situations. In fact, it discusses fundamental theoretical, methodological, and contextual challenges in assessing learner cognition. The researcher pays much attention to the learners' cognitive capacity for executing tasks which are best understood when they are viewed as a dynamic system. The paper also mentions the ways that computers can help human beings in cognitive assessment in reading skills beside other skills; and at last, it concludes with suggestions that will current research with technological advances especially computer advantages, which can provide multiple ways for observing, assessing, and tracking learners' cognitive progression.

**Keywords:** Metacognition; Cognition; Language Assessment; Thinking Aloud Verbal Protocols

## Teaching Vocabulary through Different Technologies

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Every day around the world, the news of the construction of new technologies, apps, devices, etc. engulfs human beings. In this article, we intend to review and critique the three methods of using technology in teaching English vocabulary, namely computer-assisted (CALL), web-based (WBLL), and mobile-assisted language learning (MALL), to know which one is superior to the other and more in line with our needs today. The current philosophy of CALL puts a strong emphasis on student-centered materials that allow learners to work on their own. Such materials may be structured or unstructured, but they normally embody two important features: interactive learning and individualized learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support. In this review paper, we will test the ability of CALL, WBLL, and MALL and their tools to teach non-native language. It would be said that in all of the studies reviewed here; the superiority of education through technology was seen as vastly different from traditional learning. It tells us that we must move to teach based on technological devices. We suggest to readers and researchers to learn vocabulary, do not limit yourself to the software introduced in this article, but look for more upgraded software that meets their daily needs.

**Keywords:** Vocabulary; CALL; WBLL; MALL



### **Online Education: Crucial Issues and Concerns**

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As the result of the Covid 19 virus education system changed to a virtual system, in this kind of education some challenges should be studied. The process of teaching and learning in an online environment has some challenges, opportunities, as well as problems on the part of instructors, students, and institutions. All teachers should be aware of these changes in the online environment. This study aimed to identify some ways for being more effective in online environments as a teacher as well as revealing the differences between online assessment and face-to-face assessment. The researcher did library research and posed some concerns in virtual environments regarding teaching and learning. Based on the findings, learning condition is quite different in online environments from face to face environments. In online situations, providing feedback by the instructor affects learning. In online environments, the teacher has another role apart from the classroom teacher. He or she should be a facilitator in the class and assessor instead of a tester in a testing situation, so an approachable relationship should be made between assessments and teaching to have satisfying results and performance on the part of learners.

**Keywords:** Online Learning; Online Assessment; Virtual World; Online Cheating; Learning Challenges; Online Teacher Identity

## **Iranian EFL Teachers and Students Gender Differences in Digital Literacy Skills**

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Since technology is now an increasingly important element of educational and professional contexts, students' and teachers' ability to use technological innovations has now become extremely vital if they are to be well-prepared future productive members of society in the 21st century. Even though women's involvement rates have increased significantly in recent years, it has been found that advantages to accessibility, application, and participation in technologically-oriented tasks that help the improvement of digital literacy abilities are distributed unequally between genders. Therefore, the focus of this research was to look into the digital literacy skills of Iranian EFL teachers and students to see if there were any significant differences between them concerning their genders. A total of 150 Iranian EFL teachers and 175 Iranian EFL students were selected to take part in the research. Individuals' three fundamental 21st-century digital abilities, Information Literacy (IL), Media Literacy (ML), and Information and Communication Technology Literacy (ICTL), were evaluated using a 181-item standardized test developed and validated by Khlaisang and Koraneekij (2019). A t-test was used to determine the differences. The findings demonstrated that there was not any significant difference in digital literacy scores between genders in both groups. These findings can be used as a guide for educational planners and decision-makers to provide equal access, use, and involvement in technology-related activities for both genders.

**Keywords:** Digital literacy; EFL teachers; EFL students; Gender

## **Foreign Language Classroom Anxiety in Online Classes: Can Learner Autonomy Help?**

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With the onset of the COVID-19 pandemic, educational institutes around the world, including those in Iran, were forced to switch to online teaching, and this change might have an effect on learners' Foreign Language Classroom Anxiety (FLCA). The purpose of this study was to investigate the difference between learners' FLCA in online and in-person classes and also the effect of learner autonomy on anxiety in these two contexts. After collecting the data through an online survey using the FLCA and Learner Autonomy Questionnaires from 327 participants, it was found that although there was a positive correlation between learners' perceived anxiety in online and in-person classes, foreign language learners in this study were significantly more anxious in online classes than they used to be in-person ones. In addition, while the participants were highly autonomous language learners, the correlation between learner autonomy and FLCA indicated that there was a significant negative relationship between these two factors in online classes, whereas learner autonomy and FLCA in in-person classes were not significantly related. In other words, the more autonomous language learners are, the less anxious they feel in online classes, but this is not necessarily true in in-person classes. Overall, we can conclude that FLCA is significantly higher in online classes than it is in in-person classes; however, learner autonomy can help learners overcome their anxiety. Based on these findings, online teachers are recommended to help learners become more autonomous so that the anxiety experienced in online classes can be reduced.

**Keywords:** COVID-19 pandemic; Foreign Language Classroom Anxiety; In-Person Classes; Learner Autonomy; Online Classes

**Prevalence of Academic Dishonesty in Virtual English Classes: Does More Cheating Really Occur on Online Tests and in Online Classes?**

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With the outbreak of Covid-19, online classes and online tests have become a necessity for many teachers, schools, and universities. However, many teachers are worried about the academic dishonesty and cheating that may occur in online classes. Therefore, this study aimed to investigate whether students do more cheating in online classes and on online tests. To this aim, 15 ELT students from different universities were interviewed on the possible ways of cheating in conventional and online (virtual) classes. The results of the thematic analysis of the interviews were used to develop a 31-item questionnaire that measured cheating in conventional and online classes and tests. The questionnaire was administered to 128 English students from different universities. The Cronbach's alpha reliability of the overall questionnaire was .95, and those for cheating on online tests, conventional tests, online classes, and conventional classes were respectively .90, .90, .90, and .75. Then to answer the research questions, two paired sample t-tests were run to compare the repeated measures. The results showed that generally cheating in online classes and on online tests was not very high ( a mean of 1.56 for online classes and a mean of 2.02 for online tests on a scale of 5). However, there was a significant difference between cheating on online tests and conventional tests ( $p < .05$ ), and between cheating in online and conventional classes ( $p < .05$ ), and more cheating occurred in online classes and tests compared to conventional ones. Given, the importance of reliability and validity of online tests, these findings imply that professors and administration authorities at universities need to take measures to guarantee the security of online tests and reduce the chances of academic dishonesty.

**Keywords:** Academic Dishonesty; Cheating; Online Tests; Conventional Tests

**EFL Learners' Online Learning Anxiety during the COVID-19 Pandemic: A Qualitative Study**

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The outbreak of the COVID-19 pandemic has faced the global education community with numerous challenges. Given the impact of the classroom procedures on learners' level of anxiety in EFL classes, the sudden shift to online learning resulting from the global pandemic may endanger their confidence. The current study aimed to explore the reasons behind the learners' anxiety in online classes within the pandemic period and the possible solutions to lower their level of anxiety from the students' and teachers' perspectives. To this end, 53 students and 10 English teachers were asked to answer four open-ended questions in the form of self-reflection essays. The results revealed that the most common sources of anxiety were low speed and high cost of the internet and limited interaction and can be solved through having an organized plan, checking the net and the required devices, and getting familiarized with the platforms. Moreover, the students believed that the teachers can reduce the students' anxiety by making the right choice of technological devices, enriching the class by providing interesting learning conditions, and having a professional manner. On the other hand, the teachers asserted that they can decrease the students' anxiety through setting reasonable expectations, offering sufficient time, considering multi-media content, recording their classes and uploading them, and using various forms of assessment. Besides, both groups of participants believed that online sessions would evoke higher levels of anxiety compared to in-person classes. The findings may raise the administrators' consciousness about the importance of providing the required technological and internet facilities. The teachers are also recommended to take advantage of a wide range of techniques and approaches to make the class more enjoyable and less anxiety-provoking.

**Keywords:** COVID-19 Pandemic; Online Learning Anxiety; English as a Foreign Language; Self-reflections

## **The Effect of Electronic Translation Tools on Iranian Students Translation Performance**

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The purpose of this study is to investigate the effect of Translation Memory Software on Iranian students translation performance. A Translation Memory (TM) is a database in which a translator stores the translated texts for future restoring. To examine the probable impact of TM tools on the quality of English into Persian translation, the present study selected 40 Iranian undergraduate students of English translation from Quchan branches of Islamic Azad University, 20 as the control group and 20 as the experimental group of the sample research population. They were selected from among 80 B.A undergraduate students of the English translation. To homogenize the samples and to avoid bias, the intermediate students were selected. The subjects first translated a scientific text. Then, during twelve training sessions, they got to know the concept of Translation Memory and learnt how to use the TMs. Having passed the training sessions, the subjects took a translation test for which they were asked to translate a text of the same level of difficulty with that of the first text using the TM. Then, the results of the two tests were rated by 2 skilled translation raters based on the same translation checklist and rubrics. Analyzing the scores of the translation tests using a Test, the research hypothesis was supported which in turn indicated the positive effect of TM tools on quality and speed of English into Persian translation. In general, the results of this study indicated that electronic tools could help translators to improve the quality of translation.

**Keywords:** Electronic Tools in Translation; Translation Memory; Translation Quality; Translation Performance; Translation Memory Software

## **The Effectiveness of Digital Games on Learning English Vocabulary among Iranian High School Students**

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Vocabulary learning is essential for learning English because it is an essential part of language speech (Nation, 2001). Language learning is the factor that connects everyone's speaking, listening, reading, and writing skills. To communicate better in a foreign language, students must learn enough vocabulary and know how to use them correctly. Language ability is often measured by the number of words a person knows. Therefore, learning/teaching vocabulary is a difficult area that deserves special attention. One of the methods that have recently attracted the attention of researchers in the field of second language learning is digital games. This study investigates the effect of digital games (especially Lingo game) on vocabulary learning by low-skilled Iranian users. In order to select homogeneous learners based on their English language skills, the Nelson Skills Standard Test was performed. According to the results, 40 low-skilled English language learners were selected. These learners are in the age of 12 to 15 years, they studied English for about two years. Then, considering the purpose of this study, participants were randomly divided into two groups. Experimental group and control group. The pre-vocabulary test was taken of learners to help the researcher to understand the learners' knowledge level of vocabulary before training. To achieve this goal, digital games (Lingo game) were performed in the experimental group for three weeks. Among them, control group learners, who have not received such training, were present in classes without games with a vocabulary of this kind. Then the post-test was performed after vocabulary training, by statistical analysis, the following result: Digital games have a great impact on learning English vocabulary in students with low language skills.

**Keywords:** Digital games, vocabulary learning, Iranian English learners, Lingo game

**Cultivating L2 Speaking, Willingness to Communicate, and Critical Thinking  
through Technology-Enriched Problem-Based Learning (PBL)**

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Problem-Based Learning (PBL) is a teaching and learning method that is based on the utilization of real-world problems as a vehicle for learners' acquisition of notions and principles. Despite the significant contributions of the PBL in general education, its application in L2 pedagogy has been neglected. Accordingly, this study attempted to examine the effect of a technology-enriched PBL program on L2 learners' speaking, willingness to communicate (WTC), and critical thinking (CT) skills on a sample of 60 upper-intermediate to advanced EFL learners in two equal-sized groups of 30; an experimental and a control group. A speaking test, a WTC questionnaire, and the California Critical Thinking Skills Test (CCTST) (2180 version) were used as pre and post-tests. During the treatments, the experimental group was given some of the real-world problems such as global warming, Covid-19 pandemic, and so forth and they were required to watch and listen to some podcasts, videos, newspapers columns and editorials, and online live broadcasts before the class and then try to provide solutions for the problems. In the control group, the students only received some reading texts about those problems and they were not to propose any solutions. Results of the one-way ANCOVA revealed that experimental group learners' speaking, WTC, and CT skills significantly improved. These findings imply that L2 teachers and learners can take full advantage of the efficiencies of technology-enriched PBL in improving their L2 speaking, WTC, accompanied by CT skills that are related to oral and communicative skills.

**Keywords:** Critical Thinking; L2 Speaking; Problem-Based Learning (PBL); Technology-Enriched PBL Willingness to Communicate (WTC)



## **Problems and Difficulties in Lingua Franca Assessment**

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English is used as the global contact language among speakers from varied linguistic backgrounds worldwide. English as a Lingua Franca (ELF) has the largest number of users of English worldwide for all nations and all countries, of whom the vast majority are nonnative speakers. Considering the nature of English as ELF or English as lingua franca, its assessment is one of the most significant challenges to language testing and assessment; that's why in this paper we focused on lingua franca. The implications for language assessment are radical: they involve at the very least a reconsideration of the criteria for judging successful performance, as well as a fundamental redefinition of the test construct to include more of what Hymes (1972) called 'ability for use of language', general cognitive and non-cognitive abilities not specific to just language. In this study, we are considered the issues related to the challenges and problems of English as a Lingua Franca for language assessment.

**Keywords:** Lingua Franca; Contact Language; Assessment; Challenge and Problem

**Effects of Clash of Clans Online Game on Iranian Students' Vocabulary Learning: A Case Study**

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Vocabulary is one of the basic elements of any language. In order to communicate properly with speakers of each language, a good number of vocabulary is required. It is claimed that knowing vocabulary is even more important than knowing the grammar of a language. Due to its fundamental role in language learning, vocabulary has been the focus of excessive studies and various methods have been applied and tested to find effective ways of vocabulary learning. Online games can be effective tools in vocabulary learning. Clash of Clans is one of these games which is investigated in this research. Three Iranian, male pre-intermediate participants were cases of this study who played ten to thirty minutes every day and were randomly chosen among 19 available subjects. This game consists of 60 words and about 70 sentences and the process of learning ranges from 3 to 6 months for different learners. Data collected by an interview and checklist supports this hypothesis that the Clash of Clans game contributes to vocabulary learning.

**Keywords:** Clash of Clans; Online Games; Vocabulary Learning; Iranian Pre-Intermediate Learners

**EGAP Textbooks Potentiality in Pandemic Era: Do the Existing Textbooks Have the Capacity to be Used in Online Classes?**

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English for General Academic Purposes (EGAP) is known as an admitted field of inquiry in the realm of applied linguistics which due to its utmost role in learners' future life, turned into a mandatory course for all university students in Iran. Following the Covid-19 outbreak and university closure in Iran, online classes resumed and EGAP courses were among those courses which most of the freshman students dealt with. By investigating 10 unexplored EGAP textbooks recently published by Iranian scholars, the present study aimed to probe whether they have the potentiality to be used in online classrooms or not? To this end, researchers analyzed the selected materials along with their supplementary materials based on a researcher-made checklist, separately. The findings of this study regarding skills, activities, and tasks of selected materials revealed that although most of the agreed-upon goals for the EGAP course, such as the focus on reading comprehension skill and vocabulary and grammar sub-skills, were accomplished, they were not proper for maintaining in online classes which require more interaction on the side of learners. Concerning the layout and design of the materials, it was also found that nearly half of the materials benefit from poor quality black and white printing with inappropriate pictures that could not bring joy and charm into foreign language classrooms and lead them to boredom. Two textbooks also take advantage of theoretical and pedagogical defendable underpinnings with more advanced supplementary materials such as Teacher's guide, Audio-Visual DVD, and educational websites with online teaching resources. These findings carry some implications for policymakers, material developers, educators, and also students.

**Keywords:** English for General Academic Purposes; Textbook Analysis, Material Evaluation, Online Education.

**The Influence of MALL on Senior High School Students' Acquisition and Retention of Collocations: The Case of WhatsApp**

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The present quasi-experimental study examined the impact of Mobile-Assisted Language Learning (MALL) on 50 female pre-university (grade 12th) students' acquisition and retention of collocations. To this end, two intact classes (25 students in each class) were randomly assigned into two groups, i.e., one experimental group and one control group. The students were studying experimental sciences at the National Organization for Development of Exceptional Talents (NODET) senior high school in Salmas, Iran. Data collection tools involved Preliminary English Test (PET) as well as researcher-developed collocation pre- and post-tests. During the study that lasted for 10 sessions, the experimental group received instructions and attempted to learn 40 collocations through WhatsApp, whereas the control group used worksheets to learn the collocations. The outcomes of the independent-samples t-test demonstrated that the experimental group outperformed the control group in both immediate and delayed post-tests. The implications are discussed in terms of the efficacy of MALL and online teaching in pre-university students' acquisition and retention of collocations.

**Keywords:** Collocations, MALL, NODET, Online Teaching, Senior High School, WhatsApp

**A Probe into the Impact of MALL on Collocation Learning: Iranian Senior High School Teachers' and Students' Attitudes in Focus**

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The current investigation explored Iranian senior high school teachers' and students' perceptions towards Mobile-Assisted Language Learning (MALL) and its impact on pre-university (grade 12th) students' acquisition and retention of collocations. For this purpose, 50 female pre-university students studying experimental sciences at National Organization for Development of Exceptional Talents (NODET) senior high school as well as 40 state sector in-service teachers teaching the English language at senior high schools in Salmas, Iran participated in this survey-based study. Data collection tools encompassed researcher-designed MALL attitude scales. First, to ensure that the instruments and procedures were reliable and valid, the researcher conducted a pilot study. Then, during the main study, both teachers' and students' perspectives towards MALL and its effect on acquisition and retention of collocations were examined through administering MALL Attitude Questionnaires. Descriptive statistics were used to analyze the quantitative data. The findings revealed that both instructors and learners held positive attitudes towards MALL and its influence on pre-university (grade 12th) students' acquisition and retention of collocations. The implications were accordingly discussed.

**Keywords:** Collocations; MALL; NODET; Perceptions; Senior High School Students; State Sector In-Service Teachers

## **The Effect of the Flipped Classroom Approach on the HighSchool EFL Learners' Performance**

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With the improvement of technologies in language learning and teaching, new models and approaches are being proposed to enhance the students' performance. One of the practical models is Flipped Classroom (FC), which has been attracted by many teachers and researchers, especially in the K-12 education system. This study explored the effect of the online FC approach on the improvement of EFL learners' performance in high schools of Iran. To run the study, forty-three high school students participated. An experimental study was conducted to evaluate the effectiveness of the online FC approach by dividing control and experimental groups in traditional and flipped classrooms respectively. The results showed that integrating the online FC approach to the EFL educational context remarkably improves the EFL students' learning performance. It is significantly applicable for learning a language, especially during the Covid-19 pandemic the majority of the classes have been running online. Additionally, some recommendations are provided for teachers to manage online FC more efficiently.

**Keywords:** Flipped Classroom; CALL; Online Teaching; EFL

## **Iranian Students' Perspective toward Implementation of E-exam During the Coronavirus Outbreak**

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Online examinations, commonly known as electronic examinations (e-exams), are becoming increasingly implemented in these days of coronavirus outbreaks. For successful implementation, it is important to know students' attitudes and reservations and how they can be positively influenced. The objective of the present study was to examine possible attitudes towards computer-based assessment (CBA) in students, after undergoing one such assessment at Tazkiyeh Junior high school in Birjand. A descriptive method was used, employing quantitative data collection and analyses from a sample of 30 9th-grade female students. Data was collected through an online questionnaire. The results indicated that students' attitudes toward electronic testing are generated by the examinees' perceptions of self-efficacy, enjoyment, usefulness, and behavioral intentions to use the web-based assessment, system satisfaction, and system challenges in the order of the students' responses. The web-based assessment and practice provided students with instant feedback and help them have more control over their work and effort. The results of this study showed that the knowledge of network assessment technology, the motivation, and change of student behaviors and attitudes are essential for the successful implementation and distribution of electronic tests in the future.

**Keywords:** Technology; Electronic Examinations (E-exams); Computer-Based Assessment (CBA)

## **The Effect of Mobile Application Technology on Motivation and Attitude of Intermediate Students**

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This study aimed to investigate the effect of mobile instruction on intermediate students' attitudes and motivations towards learning the English language. The statistical population of the study included 45 intermediate students at Andishe Bartar language institute, Birjand; who were studying the English language. From the mentioned community, 30 students were selected by sampling method. One group (15 students) was randomly selected as the experimental group and was exposed to mobile training for about 2 months. While the other group (15 students) were trained in the traditional way. In this study, Gardner's attitude and motivation questionnaire was used to measure students' attitudes and motivations towards learning the English language. This questionnaire has been used in internal studies and its validity and reliability have been confirmed. In the end, the comparison of the mean of the two groups indicated that the method of teaching by mobile application had a positive effect on the intensity of motivation, interest, attitude towards English, concrete orientation, and desire to learn English in students. The results also showed that the experimental group compared to the control group did not have a significant effect on Instrumental/Integrative orientation and attitude towards English-speaking people.

**Keywords:** Mobile Application; Attitude; Motivation; Learning English



**The Effect of Partial Dictation on EFL Learners' Listening Comprehension Performance: The Case of Extroverted vs. Introverted Learners**

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This study aimed at investigating the effects of partial dictation on the extroverted and introverted EFL learners' listening comprehension performance. Initially, 126 female elementary learners were given a Key English Test (KET) and 67 learners were selected based on the obtained standard deviation and the mean of the scores. Next, the Eysenck Personality Inventory (EPI) was given to the 67 selected learners to determine the extroverted and introverted learners. Following that, the extroverted and introverted participants were divided into two groups including one experimental and one control group. It should be noted that the 67 selected learners were receiving English lessons in 12 intact classes. Each six intact class were assigned randomly to one of the two groups. However, the selection of the initial 126 learners was based on convenience sampling. It is also noteworthy that the remaining 59 learners stayed with the rest of the participants in the intact classes and received both the treatment types and the pretest and posttest, however, their scores were not included in the data analysis. The scores of the listening section of KET used for homogeneity purposes were considered as listening pretest scores. For treatment in the experimental group, a part of what was the listening content was printed on the paper with some parts missing as blanks. The learners listened to the audio script and fill in the blanks. The control group in the current study followed the conventional teaching of listening in line with the syllabus of the institute. At the end of the treatment, which lasted for 18 sessions, the learners were given a listening comprehension posttest. The results revealed that partial dictation significantly affected the listening comprehension performance of extroverted and introverted learners. It is recommended that EFL teachers.

**Keywords:** Listening Comprehension Performance; Extroversion; Introversion; Partial Dictation; EFL

**The Effect of Gamification on EFL Students' Oral Production and their  
Willingness to Learn English**

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Undoubtedly, games as one of the most important components in EFL classrooms, include activities which enjoy specific goals, rules, engaging activities as well as fun. This study attempted to investigate the effect of gamification on the EFL learners' oral production and willingness to learn English. To achieve this goal, 60 students, were divided into four main groups, adult females, adult males, teenage females, and teenage males with 15 students in each group. In a mixed-method, participants took part in both the pre-test and post-test of oral production and filled in the willingness-to-learn-English questionnaire. To access in-depth insight, a 5-item question interview was also administered. It was found that the difference between the pretest and posttest means was statistically significant in both teenage and adult female and male groups, meaning that gamification has a significantly positive effect on them. As the gamification was effective in all four groups, the first null hypothesis was rejected. The outcomes of the ANCOVA procedure revealed that the most gamification effect was on teenage males, teenage females, adult females and the least effect was on adult males. The results also proved significant on the effect of gamification on EFL learners' willingness to learn English in all four groups. The highest gamification effect was on teenage females, followed by teenage males, adult females and the least effect was on adult males. The study holds clear implications for language teachers, teacher educators, and stakeholders.

**Keywords:** EFL Students; Engagement; Gamification; Motivation; Oral production; Willingness to Learn English

## **Effect of the Use of Multimedia on Kindergarten Children Education**

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Like any other field of human behavior, rapid changes in technological advancements have influenced education. Moreover, we are observing the ever-growing number of technology applications in education; one of which has been proposed to be multi-media. Investigations on the utilization of multi-media in education confirmed the effects of multi-media on the enhanced level of student's success, their positive attitudes, and making lessons more understandable and pleasant. Therefore, we employed multi-media-based digital storybooks for kindergarten children in order to obtain more information on this area. For example, story-telling is an appropriate approach for delivering accurate data and shape the character education of young children. In fact, the story content provided by the utilization of multi-media elements can present higher attractiveness and greater interest for children. Hence, this research aimed at outlining the effects of multi-media on the level of success of performance in young children. Thus, the impacts of multi-media-based digital storybooks on children's education were thoroughly analyzed for determining the prime role of stories on children's emotional, moral, and mental development.

**Keywords:** Digital Storybook; Education; Kindergarten Children; Mental; Emotional; Moral Development; Multimedia

## **A Systematic Literature Review of Brain-Friendly Teaching**

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In general, brain-friendly teaching, which is a very new trend in educational settings, is a strategy implemented based on brain-based learning principles, theoretical observations, and the latest research discoveries related to the human brain. Although all teaching processes are essentially brain-based, compare to other methods, brain-friendly teaching is a strategy specifically created to value the true potential of the brain in the learning process. Therefore, brain-friendly teaching focuses on using research about how the brain works and how teachers can use this knowledge to help second/foreign language students learn English quickly and efficiently. Studying 11 publications dating from 2005 through 2020, this systematic review presents an overview of the existing evidence on the elements of brain-friendly teaching and their impacts on students' academic performance. The results support the conclusion that brain-friendly teaching has a potential impact on the academic performance of students. Therefore, this study implies the need to expand research on the needs and challenges of both teachers and students concerning brain-friendly teaching techniques.

**Keywords:** Brain-Friendly Teaching, EFL Teachers, Systematic Literature Review

**Crucial Role of Model Development in Pandemic-Era Language Education: The Application of Gamification Principles in EFL Flipped Classrooms**

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Online education has expanded over the last two decades and the COVID-19 crisis early in 2020 has dramatically highlighted the need for designing new models of technology-oriented teaching. These models can be applied in various educational fields and English as a Foreign Language (EFL) is no exception. To this end, the current study attempted to develop an innovative EFL teaching model through integrating gamification principles into the online flipped classroom in terms of both in-class and out-of-class activities. In the first phase of the study, a comprehensive investigation of the related literature was provided and the concept of gamification was scrutinized through the triangulation of three theories, namely Self-Determination, Flow, and Self-Efficacy. Afterward, building on Kapp's (2012) road map for gamification, which consisted of three main elements (i.e. game-based mechanics, aesthetics, and game thinking), the researchers of this study offered a novel teaching model for gamifying the activities of an online EFL flipped classroom. It is noteworthy that the proposed model was validated by surveying 8 experts' attitudes towards the model. This study provided new insights for EFL instructors/materials developers and guided them through designing a gamified online flipped classroom, which could promote the efficiency of the pandemic-era language education based on the emerging needs of the learners.

**Keywords:** Gamification; Flipped Classroom; Model Development

**A Systematic Literature Review of the Impact of Mental Lexicon on Iranian  
EFL Learning Performance**

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Learning a second language can always be affected by many factors in today's contemporary world which is characterized by growing linguistic and cultural diversity. Among these, one can mention learners' age, motivation, earlier learning experiences, and the amount of exposure to and use of the language. Mental lexicon, a person's mental store of words, their meaning, and associations, is a construct used in linguistics and psycholinguistics to refer to individuals' lexical, or word representations. The current research aimed to investigate the effect of EFL learners Mental Lexicon on their academic performance. To this aim, this systematic review presents an overview of the existing literature dating The results showed that learners Mental Lexicon has a significant impact on their academic performance. Therefore, this study implies the need to work more on the needs and importance of improving and encouraging EFL learners by applying various significant techniques and strategies from 2005 to 2021.

**Keywords:** EFL Learners; Mental Lexicon; Systematic Literature Review

## **SDL Trados Studio at a Glance**

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Advances in modern technologies and the expansion of sciences have spurred countries to introduce these new findings into their organizations, universities, and institutions. Every and each country around the world desire to keep up with modern ever-increasing developments. To this end, they require an incessant intake of contents and data. In keeping up with this, translation has also become a technological endeavor over the recent years. New advances in technology have made their way to every translator's PC. Examples of such technology include Computer-Assisted Translation tools such as SDL Trados Studio ('Trados'), Wordfast, MemoQ, etc. These tools make the translation process easier and more productive, thanks to their special features, e.g. translation memories and alignment tools. The current paper seeks to briefly introduce Trados and highlights its usefulness in translating texts more productively and on schedule. Further, it describes the procedure of Trados, whether Trados translates, and a number of Trados' technicalities. Eventually, it is shown that Trados helps translators to translate more consistently, accurately, and in a timely manner.

**Keywords:** Computer-Assisted Translation Tools; SDL Trados Studio; Translation Memory; Termbase; Tag

**The Effects of Podcast Transcription Activities on Iranian Intermediate EFL Learners' Knowledge of the Past Tense in Online Classes**

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The ubiquitous use of internet-based mobile devices in education contexts means that mobile learning has become a plausible alternative or a good complement to encourage learning outside the traditional classroom. Yet, podcasting with challenging tasks on grammar is rarely used in online classes. This study aims at investigating the effects of the use of podcasts transcription activities on EFL learners' knowledge of the past tense in online classes and advocates that, through collaborative technology-mediated tasks we can promote productive language output. In this regard, sixty out of seventy-three intermediate learners were randomly selected through an oxford placement test. They have been assigned to a podcast group (n=20), an enhanced podcast group (n=20), and a control group (n=20). A quasi-experimental design was employed, with a 10-week treatment. To analyze the first and second research questions, a paired-samples t-test was applied. In order to examine the third research question, one-way ANOVA was applied. The results indicated that utilizing the podcast transcription activities had a statistically significant effect on Iranian intermediate EFL learners' knowledge of the past tense. Regarding pedagogical implications, it is suggested that teachers and material developers should not ignore such features while designing online platforms.

**Keywords:** Podcast Transcription; Collaboration; MALL; Grammar Knowledge



## **KAHOOT as a Game-Based Learning Program**

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Nowadays, the scent of technology has appeared everywhere and its changes are quite obvious in the human's lifestyle. Technology changes the way of living, thinking, communicating, and also teaching and learning. The traditional education system is reshaped and changed to the modern education system by applying technology in the learning process according to the current needs of teachers and learners. Teaching and testing through ICT (Information and Communication Technology) tools encourages teachers and students to apply technology and try to make themselves up to date with technological development by improving their technical knowledge and skills. One of the most interesting technological learning is GBL (Game-Based Learning) which is learning through playing games to make learning fun and enjoyable. In this kind of learning, students experience learning through communication, collaboration, interaction, and team working. There are so many GBL programs, but "KAHOOT" is the most popular which is available via a website and mobile app. It is possible for anyone, anywhere and anytime to learn whatever they want and need to learn by "KAHOOT".

**Keywords:** Technology, Game-based Learning, KAHOOT

**The Effect of Dynamic Written Corrective Feedback Through the Forum-Platform on Iranian IELTS Candidates' Essay Writing Performance**

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This research aimed to investigate the effectiveness of different written corrective feedback (WCF) types on Iranian IELTS candidates' essay writing performance. The central focus of this study was providing three feedback types, namely direct, indirect, and coded through a five-week quasi-experimental study that involved 21 Iranian EFL learners. Despite a plethora of studies conducted on written corrective feedback, little research has paid attention to computer-mediated platforms through Web 2.0 as an alternative for traditional pen and paper classroom contexts. More specifically, this research provided dynamic WCF through a forum platform as an online environment on IELTS candidates' performance on the second task of the IELTS exam. Moreover, this research shed light on the significance of the utilization of forum platforms for both learners and instructors during the COVID 19 pandemic which has caused a dramatic major shift in the educational system. This study also examined the IELTS candidates' perceptions of the employment of the forum context for providing dynamic WCF on the participants' written productions. The data collected through two questionnaires and the participants' uploaded essay writing on the website within a five-week treatment procedure were statistically analyzed on SPSS Version 26. The findings revealed that employing direct, indirect, and coded feedback through the forum platform improve the essay writing performance of the participants. Moreover, the participants showed a positive attitude toward the experience of using the forum platform as an online environment through a writing course.

**Keywords:** Forum-platform; Dynamic Written Corrective Feedback; Essay Writing; IELTS

## **The Impact of Collaborative Professional Development on Enhanced Teaching in Digital Era**

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Technology is fast becoming ubiquitous in the realm of teaching and learning in the covid-19 pandemic and lockdown era. Communications technology provides enormous opportunities for collaborative learning environments for teachers to share their experiences and knowledge with colleagues and instructional technologists, and build a common understanding of new educational approaches and curriculum. Online learning communities offer full courses and webinars that help aid professional development and inform teachers of their subject matter. It provides them with training tips on behavior management, lesson planning and engagement, and so much more. Online professional development activities require the teacher to take greater responsibility for their learning and try to transfer their pedagogical improvements to their coworkers. This empirical study will attempt to investigate The Impact of Collaborative Professional Development on Enhanced Teaching in Digital Era by reporting and analyzing the findings and data which has been gathered during the span of 20 sessions semester in an English institute from teachers who are given time to collaborate with colleagues in the covid-19 pandemic era.

**Keywords:** PD (Professional Development); Collaborative Professional Development; Teaching; Technology

**Computer and Mobile-Assisted Focus on Literary Text for the Advanced EFL Classroom: A New-age Pedagogical Stylistics**

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Using a decidedly sturdy and vast body of evidence in theory and practice, Literature in Language Education (LLE) has argued compellingly in favor of taking literature-text to the classroom and direct explicit instruction of literary text to increase Literary Awareness (LitAw). The current study is a report of repeatedly successful past experience of taking literature to the advanced classroom involving BA students of English Language and Literature, a long portion of which can now be seen to have happened over the Covid-era online teaching everyone has been forced into. In this report of mobile and computer-assisted instruction of literary text, we give an account of how we have operationalized Sonia Zyngier's five elements for LitAw, i.e. exposure, cross-linking, reference buildup, adjustment, and productivity, in this prolonged era of inevitable online instruction. Pedagogical Stylistics and LLE have been vociferous in calling for and indeed establishing beyond doubt the role and place of the literary text in making many psychological and proficiency gains in foreign language education, on time invested as well as resources. But the field, solid though its staked-out claim on theory and practice has been, is yet to propose an agenda and suggested steps in these dire times for pedagogy. Maybe, and understandably, LLE has been too reliant on the physical classroom and the teacher, but it is time for a new-age pedagogical Stylistics we all have to grow accustomed to, going with the bleaker assumption that times of pedagogical adversity like the Covid one will be always striking, on and off, whether we like it or not. Replications in different contexts and countries could also be placed on the agenda so as to verify whether students in other contexts can also become more sensitized to the language of literary texts if they undergo a similar programme.

**Keywords:** Literature in Language Education; Computer and Mobile Assisted Focus on Literary Text; Pedagogical Stylistics

**The Effect of Corpus-Based Instruction on Iranian EFL Learners' Writing Performance: The Case of Subordinate Clauses**

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Over the past decades, English corpora have undeniably established itself as an invaluable language teaching and learning tool which researchers/teachers, and learners alike have heavily drawn upon. In teaching academic writing, such a handy tool is crucially significant especially if we take into consideration the massive amounts of authentic target language input available now in electronic format. Such a repository would allow teachers to help learners to develop a far better understanding of the nature of written English and, in so doing, making them more proficient in using the target language. Considering this necessity, the present study aims to investigate the role of corpus-based instruction on EFL learners' writing performance. The participants were 62 upper-intermediate EFL learners (27 males and 35 females) majoring in English translation at the University of Velayat. To ensure the homogeneity of the participants, a Key English Test was run. The learners were randomly assigned into two groups, namely the experimental group and the control group. The experimental group mainly received authentic online language input for 15 sessions in the form of sentence examples in the context of electronic format of news articles of quality newspapers whereas the control group received traditional ways of writing instruction. A writing assignment was used as a pre-test and post-test. Finally, a t-test was carried out to investigate the differences in mean scores between pre and post-test of the groups. The results of the study indicate that the experimental group, which received a corpus-based authentic input outperformed the control group, which received instruction traditionally.

**Keywords:** Corpus-Based Instruction; EFL Learners; Writing Performance

**The Impact of Watching English Cartoons on Iranian Young Learners'  
Incidental Vocabulary Learning and Attitudes**

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Using English subtitled movies may play an important role in learning new vocabulary items based on the results of other similar studies. However, there are not many studies on the impact of watching English movies without captions. Also, the impact of watching cartoons on young learners and their attitudes towards this type of learning is a neglected field of study. To fill in this gap, this study investigated the effects of watching English cartoons on incidental vocabulary learning and Iranian young learners' attitudes towards watching English cartoons for EFL learning. The current study examined the effects of watching a series of cartoons (Caillou) on incidental vocabulary learning using a quasi-experimental design. A total of 21 young students from two intact classes of a private school located in Tehran, who were learning English as a foreign language (EFL), participated in the study. Immediately after 10 sessions of conducting the treatment for both experimental and control groups, they were given a 25-item multiple-choice test. Two weeks after the treatment, they were given another 25-item multiple-choice test with 5 items in common with the immediate posttest. The participants were assigned to one of the two groups: Group A (10 sessions of watching Caillou series cartoons) and Group B (10 sessions of reading comprehension task). T-test analyses were conducted to examine development between and within each group. Results revealed that the experimental group demonstrated significant gains based on the multiple-choice test. In addition, Group A gained better results in the delayed posttest. After conducting the task, an attitude questionnaire was given to the participants of the experimental group.

**Keywords:** Attitude; CALL; EFL; Incidental Vocabulary Learning; Young Learners

**The Effects of Computer Assisted Flipped Model of Instruction on Upper-Intermediate EFL Learners' Inference-Making in Reading Comprehension**

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This study aimed at examining the effectiveness of computer-assisted flipped instruction on reading comprehension of upper-intermediate Iranian EFL learners and their attitudes toward using this method. A mixed-method, quasi-experimental pretest-posttest design was used. 38 participants were selected based on the convenient sampling method and divided into an experimental group undergoing flipped computer-assisted instruction (N= 17) and a control group (N= 21). The experimental group received an intervention based on inference-making in reading comprehension passages on a computer application while the other group received the reading passages through paper-pencil assignments. Paired sample t-test and independent samples t-test were used to analyze the obtained data. The results showed that the learners who received computer-assisted flipped instruction outperformed those who received the conventional approach, regarding their performance on the reading comprehension posttest. In addition, according to the findings of this study, it was argued that the learners in the experimental group had a positive attitude toward this method as well. Further implications of this research as well as the suggestions for further studies are also presented.

**Keywords:** Computer Assisted Language Learning (CALL); E-Learning; Flipped Instruction; EFL; Reading Comprehension

## **A Theory-Based Taxonomy of Learning Activities for Online EFL Classrooms**

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Online classes have become a new form of education all over the world in recent years. Owing to social distancing policies during the Covid-19 pandemic, language institutes, similar to universities and schools, have been left with no choice but to accept this modern education. However, since there is almost no guideline for conducting virtual classes, it appears that current online learning activities are simply a carryover from face-to-face classrooms. Consequently, this new way of learning, which seems to be part of future education, has been fraught with considerable difficulties. One of the most effective strategies in selecting learning activities is the theory-based approach, which can accurately predict the events in the learning environment. As a result, the purpose of this study was to provide a taxonomy of learning activities based on three major learning theories, namely, behaviorism, cognitivism, and constructivism to assist teachers with their activity choices. To this end, a taxonomy was developed based on the literature and the researcher's experience with online EFL classrooms. This theory-based taxonomy depicts a wide variety of online learning activities and their outcomes, which can be an extremely valuable guide for English teachers and educators.

**Keywords:** Learning Activities; Online EFL Classrooms; Behaviorism; Cognitivism; Constructivism



**Metadiscourse Markers in the Introduction of Master Theses Written by Iranian TEFL Students**

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This study set out to investigate the pragmatics of academic metadiscourse in master's theses written by Iranian graduates in TEFL, English-Persian Translation Studies, and English Literature. The major aim was to explore the type, frequency, and function of two broad metadiscourse categories, i.e., textual and interpersonal in the introduction sections. To this end, a corpus of 300 introductions (i.e., 100 from each discipline) was randomly collected from several state and Azad universities. Using the taxonomy proposed by Hyland (1998) and taking a broad approach to metadiscourse, a human coder analyzed the introductions manually. Interestingly, the results of the data analysis revealed the same descending order for the mean percentages of the textual metadiscourse in all majors (i.e., in all majors, the highest to lowest mean percentages belong to logical connectives, followed by evidential, code glosses, frame markers, and finally endophoric marker types with the lowest percentage). There was also a statistically significant difference among the three majors in terms of total, logical connectives, and evidential textual metadiscourse types. Additionally, the data for interpersonal metadiscourse showed considerable variations among the three disciplines. The findings of this study may have pedagogical implications for teaching academic writing to non-native speakers of English.

**Keywords:** Academic Discourse; Master's Theses; Metadiscourse Markers; Pragmatics; TEFL

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

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Over the past decades, the development and use of educational games have gained unprecedented momentum to the extent that practitioners now need to rethink current practices and to show wider recognition for the potentiality of games for enhanced learning in game-based learning (GBL) environments. Whereas there are games with direct learning outcomes, very few have focused on strategies required for the achievement of learning objectives. Given a paucity of games targeting teaching such strategies, the present article reports on the results of an experiment where the promising effects, if any, of an educational online game called Into the Book were examined on the learning of reading strategies and ultimately the comprehension of English reading passages among EFL learners. To this end, the groups under study received treatment on English reading strategies under one of two conditions: The experimental group was required to play with the game, practicing and applying six common reading strategies to the reading of passages. The summarizing strategy, for example, would require the participants to watch animated characters narrating a story and then drag and drop the main ideas into a virtual box appearing on the screen. The visualizing strategy, on the other hand, would require the learners to use the in-game stationary tools to create mental maps that could help them visualize the interrelationships between different concepts as they approached the reading texts. The other strategies, likewise, would require learners to interact with various objects in the game to arrive at a deep understanding of the gist of the passages. The participants' counterparts in the control group, however, received treatment on the same reading strategies via teacher-fronted instruction. The findings revealed that the mean difference was in favor of the experimental group. The study carries important implications for teachers, teachers as designers, as well as language learners.

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

**The Effect of Cumulative Group Dynamic Assessment in an Online EFL Classroom on Enhancing Iranian Students' Speaking Abilities: Discourse Markers in Focus**

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This study investigates cumulative Group Dynamic Assessment (GDA) of Iranian EFL learners' speaking abilities with a focus on discourse markers in an online EFL classroom using both qualitative and quantitative research approaches. To achieve the aim of the study, a total of 64 homogenized female EFL learners participated in the study and were randomly divided into one experimental group and one control group each containing three classes. The speaking module of FCE was administered as the pre-test to check the learners' speaking proficiency. The participants' performance on the pre-test showed that their most frequent area of difficulty in speaking was related to discourse markers. As such, discourse markers were focused in the experimental group using cumulative GDA while a conventional way of teaching was implemented in the control group. Further, one class of the experimental group containing ten students was focused on using a qualitative research approach to shed more light on the possible efficiency of cumulative GDA in improving Iranian EFL learners' speaking ability with a focus on discourse markers. The results showed the effective role of cumulative GDA in improving EFL learners' speaking abilities. Further, the most frequent mediation strategies and reciprocity typologies were elicited. Ultimately, interviewing ten participants showed that they hold varied attitudes toward online cumulative GDA. The results could help raise the awareness of the teachers and teacher educators and various stakeholders in designing textbooks regarding the importance of testing for teaching. It is hoped that this study would be able to open new research paths in EFL/ESL language testing and teaching.

**Keywords:** Dynamic Assessment; Group Dynamic Assessment; ZPD; EFL Learners; Speaking Abilities; Discourse Markers

**The Effects of Mobile Applications on Learning English Phonemes: A Mixed-Methods Study**

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Although mobile-assisted language learning (MALL) has been identified as an effective method to learn the main skills and sub-skills of English (Khlaisang et al., 2021; Lin & Lin, 2019), few studies have examined the usefulness of MALL tools for learning English phonetics. The present classroom-based investigation, therefore, probed the possibility of exploiting MALL for teaching English phonemes. To this end, 40 intermediate English as foreign language (EFL) students were randomly assigned into two control and experimental groups after taking a teacher-made pre-test containing receptive and productive items for phonemes covered in the first five units of Big English 5. The test was first piloted with another similar group and its reliability was checked using K-R 21 formula. The students in the experimental group were then taught using a range of MALL tools and apps, including LearnEnglish Sounds Right, Phonetic Keyboard English BETA, Speak English Pronunciation, Phonetic Chart – English Language Club, Unalengua IPA Translator, IPA Mastery: Learn And Master the English IPA, and WhatsApp for doing different tasks during 16 sessions, while the control group underwent the conventional method of the language institute. After the treatment, a similar piloted post-test was administered to both groups. The results of the independent samples t-test indicated that the students in the experimental group outperformed the learners in the control group. The interviews with the students in the control group were also analyzed using MAXQDA to find their perceptions towards the usefulness of MALL for learning English phonemes. Results showed that the learners expressed positive attitudes and reported mobile applications as helpful for learning English phonetics. The findings suggest implications for language teachers, learners, materials writers, and syllabus designers to employ MALL tools as supplementary tools for teaching English phonemes.

**Keywords:** Mobile-Assisted Language Learning; English Phonemes; Students' Perceptions

**Task-Based Language Teaching (TBLT) within Technology: Performing a  
Technology-Mediated Task in Iranian EFL Learner**

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Today, the necessity to use technology in teaching and learning, especially with pandemic COVID-19 has increased and this paper is a response to the need for further research by using technology. This study defines the technology-mediated task and use of them in language learning and teaching aimed to (a) examine differentially impacts of this approach on Language learning and (b) assess how learners of English as a foreign language improve their speaking ability in a technology-mediated task-based language teaching (TMTBLT). Our statistical population is all 7th grade in junior high school and the sample (26 students) were randomly selected from two schools in 2 classes. This Action research was performed in three stages over four weeks. Data collection is included a checklist, questionnaire, oral test, and audio recording. The reliability is approved by technical experts and a high validity of 72% was observed. Quantitative and qualitative analysis shows that the interactions of learners and motivation for learning and also self-recieve have significantly increased. Also, the results show the positive effect of this method on the ability to speak English. The author uses this experiential learning to explore problems of speaking teaching in online teaching. The implications of the findings are discussed for teaching practice and future research are needed to improve online teaching skills

**Keywords:** Technology-Mediated Task; TBLT; Online; Teaching

## **A Systematic Literature Review of Teachers' Creativity in Classroom**

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According to Yu (2017), creativity has been flagged as an essential 21st-century skill. The move in the 21st-century teaching and learning environment is the development of skills supporting the creation of knowledge and innovation. As a result, creativity in education has become an international concern that has led to a greater emphasis on promoting and rewarding the creativity of teachers. Teaching through creative practices ensures that classroom approaches are interesting and thus, is a more efficient way of fostering learning and personal growth. However, the key question to raise is therefore how to ensure successful creative teaching takes place in the classroom. Studying about 25 publications dating from 2014 to 2021, this study illustrates a systematic overview of the existing evidence on teachers' creativity and the way this feature can be influential on students' progress. The results indicate that creativity in teaching has a potential influence on both teachers and students concerning teaching and learning progression.

**Keywords:** Creativity; EFL Teachers; Systematic Literature Review

## **Digital Pedagogy for Young Learners**

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The words digital and pedagogy have become watchwords in the field of ELT. They are connected on a theoretical as well as a practical level, and, put together, the term ‘digital pedagogy’ has drawn the undivided attention of the ELT community. With the outbreak of COVID-19 and the great disruption that followed, teachers’ digital agility and pedagogical approaches were put to the test as numerous practitioners transformed their material, content, and teaching environment overnight. Through the process, voices were raised and the case pressed that pedagogy needed to change as the field of ELT came to experience a first-hand tumultuous relationship with digital technology. In the case of the Young Learner (YL) less is known about the type of pedagogy that is needed to support children's learning with digital devices. In this paper, there will be a discussion of the term ‘digital pedagogy’ and how it relates to English language teaching for preprimary and primary learners.

**Keywords:** Digital; Pedagogy; Digital Pedagogy

## **Obstacles to Using Technology in English Language Teaching Institutions by Teachers**

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The 21st century is the century of information explosion and advancements in technology. Many professions in the world use technology as an integral part of them. The teaching profession is no exception. Digital technologies can facilitate learning through access to information and improve competition. ICT utilization in the classroom is necessary because it could allow pupils to discover and work within an information age. Teachers can study the barriers to using ICT, and reading these hurdles could assist them to conquer these types of obstacles and, in the future, become influential users of technology in the realm of teaching. This research shows that teachers tend to combine technology in language teaching; however, there are considerable obstacles to using technology. Some of the most significant barriers are the lack of clear and explicit rules on using technology in classrooms, lack of appropriate infrastructure in educational institutions, and not enough human and financial resources to train teachers in institutions. The other reasons which will be discussed in the future are the accessibility to ICT resources and appropriate software, the emergence of unwanted tension between students and instructors, the culture of proper use of technology, and the use of technology which can be time-consuming and expensive for pupils, instructors, and institutions. The existence of these elements could improve the chances for the incorporation of ICT in learning and education. This article presents some suggestions and information to people accountable for the combination of technology and science education.

**Keywords:** ICT; Incorporation; Obstacles; Technology Educating



**Iranian EFL Learners' Critical Thinking and Relationship between their Ability to Draw Inferences in Reading Comprehension**

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Among the different factors that may influence reading comprehension, critical thinking and inferential ability seem to be very important. The relationship between Iranian EFL learners' critical thinking and their inferential ability in reading comprehension regarding gender and language proficiency will be investigated in this study. The present study tried to see if there was any statistically significant relationship between Iranian EFL learners' critical thinking and their inferential ability in reading comprehension. Moreover, it attempted to see if there was any statistically significant difference between the correlation coefficients of Iranian EFL learners' critical thinking and their inferential ability in reading comprehension regarding gender. Also, it tried to investigate if there was any statistically significant difference between the correlation coefficients of Iranian EFL learners' critical thinking and their inferential ability in reading comprehension regarding language proficiency. The participants were 127 students (48 males and 79 females) majoring in English literature, English language teaching, and English translation at the University of Isfahan, the Islamic Azad University (Isfahan Khorasgan Branch), the Sheikh Bahaie University, Payame Noor University, and the Islamic Azad University (Najafabad Branch) in Iran. For collecting the data, a quick placement test, a critical research questionnaire, and an inferential reading comprehension test were administered to the participants. The results of the Pearson correlation coefficient revealed that there was a positive significant correlation between critical thinking and inferential ability in reading comprehension. Also, the observed Z score showed that there was no statistically significant difference between the two correlation coefficients regarding gender. The findings of this study emphasize the importance of the relationship between critical thinking, and inferential ability in reading comprehension regarding gender and language proficiency in language learning and teaching.

**Keywords:** Critical Thinking; Inferential Ability; Reading Comprehension; Gender; Language Proficiency; Iranian EFL Learners

**Online Language Assessment: Iranian EFL Learners' Speaking Complexity, Accuracy, and Fluency**

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This study was designed to find the effect of online assessment on the speaking complexity, accuracy, and fluency of intermediate English as a Foreign Language (EFL) learners. First, OPT test was given to 43 learners, then they were divided into an experimental group and a control group. Both groups were given a speaking pretest and their complexity, accuracy, and fluency (CAF) scores were calculated. Online classes were held on the Adobe Connect platform. The experimental group received treatment in the form of online assessment (OA). The control group did not receive any treatment yet they were involved in reading summaries and role-plays. In the end, both groups were given a speaking posttest. Moreover, 22 of the participants in the experimental group were interviewed to investigate their attitudes towards online assessment. The result of this study indicated online assessment significantly impacted participants' speaking accuracy and fluency, however, the online assessment did not significantly affect speaking complexity.

**Keywords:** Online Assessment; Complexity; Accuracy; Fluency

## **Mobile Learning and its Affordances: A Review Study**

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Today, the focus on computers has shifted to mobile devices and researchers are becoming more interested in the field of Mobile- Assisted Language Learning (MALL). Tablet and smartphones changed teaching and learning ways innovatively; they have some characteristics which should be welcomed in language learning. Mobile learning is accessible learning, anywhere and anytime, that increases our knowledge and experiences, also it provides a situation to collaborate with others and make learners satisfied; this kind of learning takes place through smartphones or other types of mobile devices. Affordances are interactions between an agent and an object, it can be related to the usability of an object that is the extent a user uses a product to achieve specific goals. Affordances provide new situations for both teachers and learners; teachers can have more relation with their students and learners can use the contact anytime and anywhere they need synchronously or asynchronously (Paredes et al., 2019). Gibson's theory of affordances indicates that actions and interactions offered by the environment can be considered as affordances, therefore, affordances focus on usage rather than form. In addition, mobile devices have different affordances, but the current study focuses on connectivity, context-sensitivity, outdoor learning, interaction with interface, mobility, and conversational learning affordances. Understanding the relationship between learning theories and learning activities is useful to ensure and inform effective pedagogy. Mobile learning activities vary and this reason causes to applied different theories in this field. Vygotsky's theory indicated that more knowledgeable people can help learners in ZP; these knowledgeable others can be digital tools such as mobile devices which provide situations to have interactions with others through social networks and sending or receiving e-mail, these interactions facilitate the process of learning. This study aims to review the theoretical and empirical background of mobile affordances.

**Keywords:** Online Learning; Mobile Learning; Affordances

## **The Effect of Peripheral Learning on Iranian EFL Learners' Use of Communicative Function**

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The purpose of this mixed-method research was to examine the effectiveness of exposing the EFL learners to the peripheral learning environment on the use of communicative function among them. Further, it was intended to explore the attitudes and perceptions of the EFL learners towards adopting peripheral learning procedures and using instructional posters in the classroom environment. To fulfill the goal of this study, due to the restrictions imposed by the Covid-19 pandemic, only 40 intermediate EFL learners were randomly selected based on the purposive sampling procedure from two language institutes. The selected learners were assigned randomly into two groups i.e., experimental and control. The required data for the quantitative section was collected by using two versions of the Discourse Completion Test (DCT); the sum of their scores was an indicator of the participants' level of communicative function use. For the qualitative phase, a structured interview with three open-ended questions was conducted with 10 volunteer participants selected from the experimental group. An eight-session treatment was carried out for the experimental group by exposing them to peripheral learning situations via instructional posters. The control group was undergoing the traditional teaching method without any treatment. The quantitative data were analyzed using an independent samples t-test and the first major result suggested that exposure of the learners in the established peripheral learning environment by instructional posters could exert a considerable effect on their DCT scores as the indicator of their ability in using communicative functions. The findings of this study might help the EFL teachers and instructors as well as school administrators to be aware of the effects of peripheral learning and set up classrooms and schools accordingly.

**Keywords:** EFL Learners; Communicative Function; Peripheral Learning; Posters; DCT

**On the Improvement of EFL Students' Virtual Interaction via Game-Based Tasks**

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The role of games in improving EFL students' motivation to participate in interactive practices has been highly emphasized in the past research. Notwithstanding, the students in Iranian schools fail to interact effectively in online language classes due to their reluctance to get involved in interactive activities. Given this, the current study aimed to investigate the effect of using game-based tasks on the improvement of Iranian students' virtual interaction in EFL classes. The subjects included 35 female students in the seventh grade of a junior high school in Tabriz, Iran. The research was conducted through Classroom Action Research in four steps: planning, acting, observing, and reflecting. Innovative game-based activities designed to improve the interaction between students were applied, including Roleplay, This or That, Café owner, and Let's make a salad. The data were collected and triangulated using interviews, tests, and class observation. The findings revealed that the use of games could improve students' interaction in online language classes. The results can yield useful implications for language teachers and materials developers.

**Keywords:** Action Research; Virtual Interaction; Game-Based Tasks; EFL Students

## **High and Low Achieving Online Graduate Students' Learning Styles and Strategies**

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Over the last two decades, online learning has become more prevalent in higher education (Allen & Seaman, 2017), and learning has experienced a remarkable change from the traditional classroom to the online learning environment (George & Lal, 2018). With the tremendous growth in the online courses and programs at universities and institutes, for better performance and outcomes, there is a need to identify the factors contributing to enhancing online students' learning achievement. This study thus aimed to determine the styles and strategies used by online MA students of TEFL and to investigate the relationship among their learning styles, learning strategies, and learning achievement. The participants were 87 online graduate students of TEFL at Iran University of Science and Technology. The instruments included two questionnaires on the learning styles and strategies and the average scores of online students. The results showed that the most learning style preferences were obtained by synthesizing, field-independent, closure-oriented, random-intuitive, and visual, while the lowest ones were obtained by field-dependent, auditory, tactile/kinesthetic, and open. Online students' highest tendency was related to handling possibilities, while their lowest tendency was concerned with using physical senses. With regard to learning strategies, goal-setting strategies received the highest mean, while task strategies received the lowest mean. The results of binary logistic regression also revealed that the high achievers were mostly grouped into visual, tactile, closure, open, and inclusive learning styles. However, there was not any difference between the high and low-achieving students in the learning strategy use. Online instructors are recommended to pay attention to the styles and strategies of online students and try to choose the appropriate materials and methods based on their styles and strategies. To enhance successful online learning, instructors can also help the online learners get familiar with their learning style preferences and strategies.

**Keywords:** Learning Strategies; Learning Styles; Online Learning; Learning Achievement; Online Graduate Students of TEFL

**An Action Research on the Role of Gaming Techniques in Improving Students'  
Oral Language Abilities in EFL Online Classes**

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Speaking and listening skills as significant language skills provide a measure for evaluating the learners' proficiency level. These skills receive more importance in the Iranian new educational system by the publication of new English books series. However, it is noticed in some of the classes that the purpose of mastering speaking and listening skills is not efficiently fulfilled. Accordingly, the present collaborative action research aimed to firstly identify the reasons underlying students' inability in oral classroom-based activities and secondly provide and implement some suggestions to solve the problem. The study was conducted in a junior high school in Marand, Iran. The participants were 36 female 9th-grade students, who met on Shad application. The required data were collected using class observations, interviews, and students' performance in language tasks. Gaming was implemented as the selected solution in a separate class planned for focused speaking and listening activities. More specifically, sentence-expanding games in different levels were used as the main method in these sessions. The findings indicated an improvement in students' motivation and engagement in speaking activities, as well as their accuracy in making sentences. They also showed positive attitudes toward the use of these game-based tasks in EFL classes. The study provides practical implications for materials developers and language teachers.

**Keywords:** Speaking; Listening; Action Research; Sentence Expanding Games; Online classes

**The Impact of Code-Switched Versus Second Language Only Glossing on ESP Learners' Vocabulary Acquisition and Retention Through Flipped Lexical Instruction with a Focus on the Students' Perception of the Flipped Classroom**

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This research aims to address the issue of code-switching in ESP classrooms with regards to its use in the glosses that are presented in a flipped course. Therefore, the primary purpose of this study is to investigate the impact of code-switched glossing in a flipped ESP classroom on the students' vocabulary acquisition and retention with the secondary goal of understanding their attitudes towards code-switched lexical instruction in general. This research also presents how ESP learners perceive flipped vocabulary instruction by gathering data on their attitudes regarding the components of a flipped classroom. To the aforementioned aims, 70 students of Electrical Engineering who enrolled in an ESP course at Sharif University of Technology, Tehran, were randomly put into three groups of code-switched glossing, second language (L2) only glossing, and an intact one. After a pretest and ten sessions of treatment, a posttest, and a delayed posttest were given with a semi-structured interview between the two, to accomplish the sequential explanatory mixed methods design of the study. The results indicated that although the L2-only glossing group outperformed the code-switched glossing group in the posttest, this superiority was disappeared in the delayed posttest showing their equal retention of the vocabulary in the long term. The interviews in which approximately ten students from each group participated, manifested a tendency towards the second language only instruction of the vocabulary by the ESP learners and also a major preference of flipped classroom method over traditional courses. The findings of this study suggest that there is at least no harm in using code-switched glosses in flipped ESP courses and provide implications for the teachers and university/institute administrators on the efficiency of the implementation of flipped methodology and the harmlessness of code-switched materials.

**Keywords:** Flipped Classroom; Computer Assisted Language Learning (CALL); English for Specific Purposes (ESP); Code-Switching (CS); Glossing; Vocabulary Acquisition; Vocabulary Retention



**Iranian EFL Teacher-students' Beliefs about the Affordances of Game-Enhanced EFL Learning**

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The current study explores the perceptions of Iranian EFL teacher-students respecting the impact of gamification on boosting EFL skills. The researcher applied a mixed-methods model to gather data from about 100 Iranian undergraduate EFL teacher-students majoring in TEFL at Farhangian University, Iran, by using an 18-item survey and a semi-structured interview run orally. The outcomes of the quantitative part of the study show that learners have broadly had higher learning achievements from their exposure to game-enhanced learning experiences; however, gamification is considered to create an opportunity to foster reception rather than production in EFL learning. Game-based language learning, particularly, appears to promote linguistic skills and components, remarkably, including pronunciation, vocabulary, reading, listening. The results of the qualitative part of the study confirm the supportive function of game-enhanced EFL learning: enjoying the game and experiencing difficulty in gaming are facilitative and debilitating, respectively, to develop vocabulary knowledge; adventurous games based on attractive stories trigger EFL learning. Lastly, some benefits and problems relevant to EFL learning through online games were discussed by the participants.

**Keywords:** EFL Learning; English as a Foreign Language; Game-Enhanced Learning; Gamification; Learners' Beliefs

**A Comparative Study of Iranian Technical Students' Motivational Strategies  
Across their Learning Styles**

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The more teachers are aware of the learning pattern of their pupils, the more successful ways they can use their teaching methodology to encourage them to feel more inspired and appreciate the classroom environment. Some students may enjoy listening guidance, whereas others may feel better about tactile or kinesthetic training. The lack of knowledge on these issues can create problems in teaching-learning strategy. The purpose of this research was to have a precise look at the influence of students' awareness of their learning style on their motivation in education. In so doing, 120 technical university students were asked to participate in this study. Two questionnaires of learning styles and motivation were used to collect data. The results of the statistical analysis of learning styles and motivational strategies questionnaire showed that there is a significant relationship between the technical students' learning styles and their motivation. It was also found that kinesthetic learning style is a significant predictor of their motivation. The participants of the present study were aware of different learning styles in their process of learning and put much more emphasis on their shoulders indicating that teacher should raise their motivation and try their best to fulfill their educational requirements. Results can provide means for the use of these techniques in the instructional environment.

**Keywords:** Motivation; Learning Styles; Visual; Auditory; Kinesthetic

**The Comparative Impact of Online and Face-to-Face Interaction on Academic Achievement of Iranian Technical Students**

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The present study compared the impact of online and face-to-face interaction on Iranian technical students' academic achievement. The participants of the study were selected based on convenience random sampling. A pretest was administered to test their current academic ability. They were then assigned into two equal groups of online (n=30) and face-to-face (n=30). The participants of the online group received instruction in an online environment whereas the participants of the control group received instruction through traditional face-to-face methods. Their performances were measured through a posttest. The result of the independent t-test between the pretests and posttests indicated a statistically significant difference between the two groups in their academic achievement. Face-to-face instruction was found to be more effective in improving the students' academic achievement. The findings of the present study may be helpful for syllabus designers in the sense that they can put them into practice and design materials around the learners' needs and abilities. The extent to which the learning materials incorporate practice is very important in syllabus design.

**Keywords:** Online Learning; Face-to-Face Interaction; Academic Achievement

**The Analysis of the English to Persian Translation of Idioms in Dubbings of Two Movies in Comedy Genre**

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The Audiovisual translation (AVT) is one of the main research areas of Translation Studies that refers to translation in audiovisual works and products. Among various modes of AVT, dubbing is the most common. Generally, in AVT there are problems in the field of idioms translation because idioms are considered as one of the most problematical and complex aspects of language. Moreover, since the meaning of idioms is not recognized by their words, translating them is difficult work for translators. For solving this problem, translators employ different strategies. Therefore, this study aims to explore and analyze translating of idioms in dubbing. In this research, the English to Persian translation of idioms in dubbings of two popular comedy movies namely, “The Grand Budapest Hotel” and “21 Jump Street” based on Baker's strategies (1992) were analyzed. Results indicated that translation by paraphrase was the most frequent applied strategy and using an idiom of similar meaning and form was the least frequent applied strategy in Persian dubbings of two mentioned comedy movies. The results of this study could be beneficial for translators in order to identify the frequent strategies of idiom translation applied in dubbing and university teachers can train them in their classes.

**Keywords:** Dubbing; Idioms; Translation Strategies

## **Differences between the Translation Strategies used in Dubbing and Subtitling Musical Animation Songs**

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Technology has created a situation in the world of moving pictures within which subtitling and dubbing take an important role in optimizing communication. Despite the growing interest in AVT, song subtitling and dubbing remained on the periphery of Translation Studies. Therefore, the present study aims to identify which translation strategies are applied most in subtitling and dubbing the animation's songs from English into Persian based on Schioldager et al.'s (2008) twelve micro-strategies. The corpus of this study consists of three musical animations which are *Strange Magic*, *Moana*, and *Frozen 2*. In the selected animations 27 songs have been selected. The data are analyzed using descriptive statistics (frequency, and percentage). The results showed that the most frequently used strategies in subtitling the songs are "Direct Translation" and "Oblique Translation". Besides, the findings revealed that "Substitution" and "Oblique Translation" are the most frequently used strategies by Iranian translators in dubbing the song of animated movies. The findings of this study offer a pedagogical implication for translation students, subtitlers, fansubbers, and fan dubbers to recognize better the subtitling and dubbing strategies that are being used by translators in the Iranian context.

**Keywords:** Dubbing; Iranian Translators; Song; Subtitling; Translation Strategies

**An Investigation into the Impact of Games on Children's Language Acquisition  
and an Introduction of a New Game that Helps Develop Language Learning in  
Children**

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The main objective of this research-based study will be delving into children's language acquisition through games and fun activities. This study also addressed the issue that whether young learners who are trained via games have similar qualifications with those who have not particularly in five selected factors including motivation and interest, word knowledge, self-esteem, curiosity, and pronunciation. To this aim, the data were gathered through close observations on two intact classes from a bilingual nursery school, each containing 10 children aged between 2 to 5. Content analysis technique was used to analyze the data. This study also introduces a new game model which can be widely used at home, schools, and language institutes. The game is an interactive, educational one that can be used in line with game-based language learning. Results illustrate statistically remarkable differences in five chosen variables including motivation and interest, word knowledge, self-esteem, curiosity, and pronunciation. The finding has also implications for the vital importance of games and fun activities on young learners' foreign language learning.

**Keywords:** Young Learners; Language Acquisition; Game; Curiosity; Pronunciation; Interest; Motivation

**The Analysis of Humor Translation in Subtitles in the Comedy Genre: The Case of Seven Stones Sitcom**

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Nowadays, media have gained great attention. Governments allocate a great proportion of their national budget to subtitle movies produced in their country to familiarize the foreign audiences with the culture and religion of their country. Seven Stone was one of the sitcoms produced in 2014 and attracted great attention in Iran. It was then subtitled for IRIB which is a TV channel for foreign audiences who do not speak Persian. Needless to say, its translation is completely authentic to work on because it has been produced for a national channel. The study aimed to find the most employed type of humor as well as the strategy used to translate humor in the Persian sitcom Seven Stone subtitled into English. Among the 23 episodes of the sitcom, 5 episodes were selected as the corpus. Firstly, the Persian transcription of the sitcom was carefully scrutinized to extract humorous items. Then extracted elements were classified in different categories based on Attardo's (1994) taxonomy. The next step was to find the equivalents of the humorous items in the official English subtitle of the movie. Finally, found items were compared with their equivalents in order to find the strategies adopted by subtitlers in the translation process according to Panek's model (2009). The result showed that parody with the frequency of 33.3% was the most common type of humor and paraphrasing with the frequency of 34% and neologism with the frequency of 1.1% were respectively the most and least common strategies employed for the translation of humor.

**Keywords:** Humor; Humor Translation; AVT; Attardo's Taxonomy; Panek's Model

**Willingness to Communicate, Communication Apprehension, and Motivation of ESP Learners in Virtual Online Classes: The Case of Engineering Students**

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Willingness to communicate (WTC) has recently become an important concept in modern language pedagogy which has been defined as the intention to initiate communication, given a choice. Thereby, the present study investigated Iranian English for Specific Purposes (ESP) students' willingness to communicate in English and its potential relationship with their communication apprehension (CA), and motivation to learn and use English language in virtual online classes. To do so, this study employed a survey-based design. First, to ensure that the instruments and procedures were reliable and valid, the researcher conducted a pilot study. Then, during the main study, 200 female and male ESP undergraduate students studying mechanical and electrical engineering at Urmia University, Iran completed a battery of questionnaires including WTC Scale (MacIntyre, Baker, Clement, & Conrod, 2001), CA Scale (McCroskey & Richmond, 1984), and Motivational Intensity Scale (Gardner, 1985). Pearson product-moment correlation analyses were performed on the data. The analysis of the findings revealed that there was a high negative correlation between ESP students' WTC and their CA. Moreover, the outcomes of the current study demonstrated a high positive relationship between WTC and the participants' motivational levels to learn and use English language in virtual online classes. The results and implications of this research study extend the literature on willingness to communicate, communication apprehension, as well as motivation and can be insightful to educators in general and ESP teachers in particular.

**Keywords:** Communication Apprehension; ESP Learners; Motivation; Virtual Online Classes; Willingness to Communicate



**Characterization and Development of Critically-Thinker EFL Readers' Reading Ability: Asynchronous Web-based Collaborative vs. Question-Answer-Relationship Instructional Approach**

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Accommodating multiple processes including analyzing, interpreting, evaluating, and understanding content, critical thinking in education has received attention from various perspectives to the extent that some models have been suggested for its characterization. However, characterizing a critically-thinker second language learner as well as the way such characteristics can be developed and implemented in SLA is still in need of further efforts. In line with this requirement, this mixed-methods study was designed to feature a critically-thinker reader in developing both her critical thinking and reading abilities in the light of two novel instructional mechanisms (i.e., an asynchronous web-based collaborative (AWC) vs. Question-Answer-Relationship (QAR) instructional approaches). To this end, a sample of Iranian EFL learners (Pilot group) was interviewed based on which first the features of a critically-thinker reader were extracted, analyzed, and modeled via MaxQDA. Then, every three groups (i.e., Control, QAR & AWC) were exposed to its specific type of instruction. In addition to the extraction of 'argumentation', 'judgment', 'dispositions', 'action', 'social cognition', and 'creativity' each with its sub-categories as the sub-traits of the critically-thinker's conceptual model, ANOVAs were run to analyses the quantitative data. The results showed that the AWC group outperformed QAR and control groups both in critical reading and critical thinking features. So, it is theoretically and pedagogically implied that the developments of both cognitive traits (i.e., critical thinking) and the resultant language skills (e.g., reading skill) are subject to appropriate instructional approach/s.

**Keywords:** Critical Thinking and Reading; Critical Pedagogy; Criticality; Questions-Answer-Relationship; Asynchronous Web-based Collaborative Learning

## **The Role of Dynamic Assessment in an English Language Learning Mobile Application**

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The current study was an endeavor to examine an English language learning application, namely, Busuu, with regard to different types of assessment activities in light of Vygotsky's (1978) dynamic assessment model. In each level of the app, three lessons from the first part, three lessons from the middle, and three lessons from the last part of each level were examined to see what type of assessment activity they make use of. Additionally, the researcher randomly selected forty writing samples and analyzed them based on the dynamic assessment model. The results demonstrated that the application mostly focuses on true-false activities, then on fill-in-blank activities, and finally on sentence arrangement activities. Furthermore, it was revealed that the writing activity in this app was in the form of a post that students post their writing, and native speakers will provide feedback for them. The results indicated no trace of dynamic assessment-based activities in the application. The findings certainly have implications for app designers and producers of internet-based materials. It broadens their views for laying more emphasis on activities and exercises that apply the dynamic assessment principles.

**Keywords:** Dynamic Assessment; Language Learning; Mobile Application; Busuu

**A Systematic Literature Review of Digital Literacy Differences among EFL Teachers and Students**

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Since the digital revolution has improved at a quick pace, our world has transformed into a digital environment during the previous few decades. Therefore, the educational system now requires digital literacy training, and being digitally literate is crucial to success in the present digital society. The issue of the necessity of educating digital literacy in educational environments has raged for years, but it has come to an end in spring 2020. Everything has transformed after COVID-19. Regardless of how academic institutions choose to proceed, the pandemic has proved that improving teachers' and students' digital literacy has become a serious challenge. This study provides a systematic review of the existing literature of digital literacy differences among EFL teachers and students dating from 2004 to 2021. The results highlighted that in almost half of the studies EFL teachers' scores were higher than the students' scores and in the other half, students' scores were higher. This article closes by highlighting out some of the pedagogical implications for educational systems, administrations, and policymakers which can be a reference for them to identify digital skills which should be considered more seriously in the educational settings, especially in these Coronavirus days.

**Keywords:** Digital Literacy; EFL Teachers; EFL Students; Systematic Review

## Translation of Culture-Specific Taboos in Persian Dubbing of Ted 2

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Taboo words, phrases, and expressions are usually cultural terms which are undeniably controversial to many translators because of differences between cultures and languages. While taboos are considered fully offensive, embarrassing, and socially inappropriate in a culture and a language, they are quite normal in another one. This study aims at investigating the translation of culture-specific taboos in the Persian dubbing of Ted 2. It proposes a taxonomy for Persian culture-specific taboos and investigates the strategies employed to translate them. To do so, the researcher employs Almirab's (2020) model proposed for the translation of taboos which suggests four strategies including euphemism, taboo for taboo, substitution, and censorship. The corpus of the study is the movie Ted 2 written and produced by Set MacFarland, Alec Sulkin, and Wellesley Wild in 2015. The researcher firstly scrutinizes the English transcription of the movie in order to extract taboos. The next step is to determine which of the derived taboos are offensive and unaccepted in the Persian culture. Then, the researcher takes out the cultural taboos' equivalents from the Persian dubbed version of the movie to find the strategies adopted to translate them. The strategies which often appear in the translation are substitution, euphemism, and censorship; and taboo for taboo is not employed for translation of cultural taboos. This study concludes that among 21 cultural taboos found in the movie, following strategies of substitution, euphemism and censorship have the frequency of 52%, 38%, and 10% respectively. Due to the high frequency of substitution in the translation of cultural taboos, there is a considerable change in the scenario and plot of the movie.

**Keywords:** Censorship; Cultural Taboo; Dubbing; Euphemism; Substitution; Taboo for Taboo

**The Impact of Mobile Aided Flipped Learning (MAFL) on Iranian EFL Learners' Writing Accuracy, Fluency, and Complexity**

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In the third millennium, language learning has been influenced by technology. Also, writing is seen as one of the main necessary skills for every learner to communicate. The main purpose of this study was to investigate the effect of mobile aided flipped learning (MAFL) on Iranian EFL learners' writing accuracy, fluency, and complexity. The participants comprised of 45 EFL learners who were selected randomly via the Nelson test and an opinion paragraph writing test as pretest and were divided into three equal groups, i.e., one control and two experimental groups. The two experimental groups, one individual and the other in collaborative form, were undergone The treatments of 8 sessions of flipped learning using WhatsApp to receive writing instructions in videos and slides before attending class. In the control group; however, the traditional way of learning writing took place. The researchers were the instructors as well. And writing feedback, corrections, and the course book was the same for all three groups. At the end of the treatment, another opinion paragraph writing test with different topics was administered to see the effect of MAFL. Using SPSS software and One-way MANOVA statistical procedure, the data analysis revealed that using MAFL had a statistically significant effect on the participants' writing accuracy, fluency, and complexity. Moreover, further statistical analysis showed MAFL collaborative group outperformed the individual MAFL. The findings of the current research study can have implications for language teachers, learners, and material developers.

**Keywords:** Flipped Learning; Mobile Aided Language Learning; Writing Accuracy; Writing Fluency; Writing Complexity

**The Effect of Gender on EFL Teachers' Beliefs about Technology in L2 Teaching**

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Although the previous research emphasizes the important role of teachers' beliefs on their technology integration, there is not much known about the role of different factors in shaping these beliefs in second/foreign language (L2) teacher education. In this way, one way to gain insight into L2 teachers' beliefs about technology is to see whether their beliefs are influenced by different factors, such as their gender. Thus, the main purpose of the present study is to find out whether teachers' gender plays any significant role in affecting their beliefs about technology. In order to find out about teachers' beliefs about technology, the present study used a questionnaire on teachers' attitudes toward technology which was specifically developed for L2 teachers. The target sample of the present study consisted of the practicing EFL teachers at different private ELT institutes in Mashhad, northeastern Iran. 100 randomly selected instruments, out of 166 completed questionnaires, were used for data analysis by considering the gender of the teachers (i.e., 50 males and 50 females). The data showed that male teachers had higher mean scores with respect to their beliefs about technology in comparison to their female colleagues. Moreover, the t-test showed that the difference between male and female teachers is significant. This finding might be attributed to different amounts of usage of technology by male and female teachers in their classroom contexts and the gender-based role of technology experience.

**Keywords:** Teachers' Beliefs; Technology Integration; Teachers' Gender; EFL Teachers

## **The Big-Five Traits and EFL Teachers' Intercultural Intelligence**

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In today's fast-speed ever-changing world, globalization has changed the meaning of distance by altering the world into a small village with an interculturally varied population. Besides, as one of the significant aspects of any society, teaching and learning have been of great priority and importance in all educational settings. In this culturally diverse world, it is so probable for most of the teachers to encounter classes and students with mixed and different ideas and intercultural values. Accordingly, since hiring qualified teachers for intercultural classes seems to be a delicate and important task, the researchers of this study find it of utmost value to discover any significant relationship between teachers' personality traits and their intercultural intelligence. To this aim, the Big Five Personality Traits Questionnaire (John & Srivastava, 1999) which is used widely throughout the world to discover individuals' personalities and differences, and the Intercultural Intelligence questionnaire (Caputo et al. 2019) to measure teachers' ability to recognize intercultural differences and negotiation styles, were administered to 203 Iranian EFL teachers teaching English in different language schools and Universities in Iran. To find the interrelationship among the two variables, a model was proposed and tested using Structural Equation Modeling (SEM). The results of the study showed that among five personality traits, four sub-constructs (Openness, Conscientiousness, Extraversion, Agreeableness) are positive significant predictors of Intercultural intelligence; however, Neuroticism is not a significant predictor of overall Intercultural intelligence. Discussion and implications of the study were discussed at the end.

**Keywords:** Big-Five Traits, EFL Teachers, Intercultural Intelligence, Personality Traits

## **An Overview of the Impact of Wikis on the Writing Performance of Foreign Language Students**

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In this study, we reviewed the research conducted by some researchers and in order to strengthen the writing skills of language learners and create motivation and diversity in teaching, we use a new and practical method in the field of language teaching. Learners become fully acquainted with the tools of technology and use these tools to enhance and improve their learning and reach a degree of empowerment to become independent and less dependent on the teacher. Based on these researches, data were collected and analyzed using quantitative and qualitative techniques. The purpose of these analyzes and surveys is primarily to determine whether students' writing skills will improve through wikis if they use collaborative learning strategies in the digital context. Findings show that learners enthusiastically use these tools to join an online community and are generally more motivated than other educational methods, and in addition to maximizing writing opportunities, they use their social skills to develop cooperation with each other. The results also show that wikis offer many benefits to learners in developing and strengthening writing skills.

**Keywords:** Wiki; Collaborative learning; Writing Skills; Technological tools.



## **The Effect of ESL Podcasts on EFL Learners' Vocabulary Knowledge in the Context of Iran**

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Vocabulary as an inseparable component of language learning needs to be extensively developed. Research studies have suggested that listening to meaningful and authentic input exerts a significant influence on vocabulary learning. In spite of a large number of studies investigating the development of the vocabulary size through listening, exploring the effect of ESL podcasts (Podesl.com) has received scant attention. Regarding the fact that vocabulary plays a pivotal role in the communication of EFL learners (AL\_Dersi, 2013; Belisle, 1997) and there is no doubt that learning vocabulary is a key factor for language mastery (Schmitt, 2008). Vocabulary knowledge is a prerequisite for listening comprehension and listening can serve as a useful source for vocabulary acquisition. Language learners with high ability in listening skills are successful in a communication interaction, also they can speak, write, and read by listening to others (Brown, 2008; Lin, 2001). Listening improves learners speaking and their understanding of language. Hence, academic listening has an effect on vocabulary knowledge and use as a vocabulary learning source (Vidal, 2003). Research studies on podcasts have already acknowledged its potentiality in vocabulary learning and have documented evidence that podcasts would greatly help develop EFL learners' vocabulary size. This study, therefore, aims to investigate the influence of ESL podcasts on the vocabulary size of EFL learners. The participants were 110 upper-intermediate EFL learners. Learners' vocabulary size was found to be strongly associated with their listening abilities. However, vocabulary knowledge could explain a significant portion of the variance in the listening scores. Finally, suggestions for future research were offered

**Keywords:** ESL Podcasts; Listening; Vocabulary Knowledge

**A Diachronic Study of Software Tools in Corpus-Based Studies in Applied Linguistics**

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One of the central characteristics of corpus-based studies is utilizing computer software and programs for storing and analyzing data. Due to their crucial roles in corpus-based research, the study of used software tools can enhance the quality of corpus studies. However, despite their importance, software tools are rarely studied in research articles. The present study aimed at analyzing the different kinds of software in 2328 quantitative, qualitative, and mixed-method corpus-based studies in 22 applied linguistics journals over three decades (from 1986 to 2016) to gain new knowledge about their types, frequency, and uses in the applied linguistics domain. Using descriptive analysis, this study found that there was a dearth of software use in corpus-based studies. In other words, software was only applied in 17% of the studies. Moreover, the results showed that software was more frequent in quantitative data. The most frequent software in all research designs was WordSmith. The implications of the present study can prove beneficial for authors of the research study, researchers, as well as scholars in the domain of applied linguistics in general and corpus linguistics in particular.

**Keywords:** Corpus-Based Studies; Corpus Software; Diachronic Study; Wordsmith

**Digitally Literate Language Teachers and their Critical Thinking Dispositions during the Covid-19 Pandemic: A Regression Analysis**

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The incorporation of digital technology into language classes requires language teachers to acquire the literacy in how best to implement it in their classes to optimize language teaching, and, by implication, language learning. More specifically, during the covid-19 pandemic, when in-person teaching is not feasible, the need for the digital literacy of language teachers is felt much more strongly than ever. In this regard, the purpose of the present study was to examine the extent to which the digital literacy of Iranian English-as-a-foreign language (EFL) teachers would predict the disposition they critically show when teaching. To that end, we used two questionnaires (one measuring their digital literacy and the other one their critical thinking disposition) to collect the data for the study. The participants included 239 Iranian language teachers who completed the questionnaires via an online platform. Employing SPSS (version 25), we ran a standard multiple regression to analyze the data for the present study. The results of the multiple regression procedure showed that not all components of digital literacy were predictive of language teachers' critical thinking disposition, although the findings showed a low, positive correlation between digital literacy and critical thinking dispositions. The findings are discussed in relation to language teachers' coping strategies to manage online classes.

**Keywords:** Covid-19 Pandemic; Digital Technology; Digital Literacy; Disposition; Critical Thinking

**Emergency Remote Teaching Amid the Covid-19 and the Sources of Stress for EFL Students: A Qualitative Study**

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This study intended to identify the sources of stress for EFL students in their transition to emergency remote teaching amid the Covid-19 pandemic. Drawing on the genealogy of emotions and Braun and Clarke's (2006) thematic analysis method, this qualitative study analyzed interview transcripts and emotion diaries gleaned from students over the course of an academic semester. The findings pointed to 4 categories of stressors including academic-related stressors which comprised online exams, students' English competency, content-related stressors, and instructional quality. The category of stressors regarding psychological issues also concerned students' low self-concept and efficacy beliefs, students comparing themselves to others, adapting learning styles, and social interactions and expectations. Life-related stressors encompassed students' concerns about their future life, work-life balance, health and safety at the time of the global pandemic, and distractions and multitasking while students were in class. Finally, technical problems and students' technological skills were recognized as the last source of stress. The findings were then discussed in the light of unique sources of stress attributed to the digital nature of remote learning and the need for a broader conceptualization of students' proficiency in an e-learning context. Finally, the study concluded with empirical implications for teachers, policy makers, health providers, and counselors.

**Keywords:** EFL Students; Emergency Remote Teaching; Emotion Diary; Sources of Stress

### **Motivational Factors in ELT and Machine Learning**

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Generally, psychologists give more importance to motivation than intelligence. Motivation in education can drastically affect students' learning. Subsequently, parents, teachers, and society are the factors to motivate youngsters to do better in future life. Among them, the teacher is the most important one. Thus, the experts in the field of education attempt to find a relationship between motivational factors and students' learning outcomes to put the students at a higher level in terms of motivation to look for a better result at the end of the course. Therefore, making use of random sampling, the researchers arranged with a total of 99 students who were selecting General English to participate in the survey from both genders in PNU and AU. The data required were mainly gathered via a questionnaire that was in a 5-point Likert-type scale using motivational factors. So, analyzing the data by Machine learning (ML) which is the innovative technology in the present study is the source of information for predicting students' performance in English courses. Usually, Linear Regression or Logistic Regression are used for analyzing data according to the dependent variables. Thus, Artificial Neural Network (ANN) is utilized to compare with logistic regression (LR). The accuracy of 73.33% for LR and 93.33% for ANN, indicated a much higher accuracy in ANN.

**Keywords:** Motivational Factors; Learning; Machine learning; Logistic Regression; Artificial Neural Network

**The Challenges of E-Learning During Covid-19 Pandemic among Iranian EFL Learners: Benefits and Drawbacks in the Midst of Lockdown**

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The worldwide spread of the COVID-19 pandemic transferred education to online mode in almost every country around the world. Online learning has tackled a wide range of educational styles based on Information Technology, which is believed to help students to interact in the potential for massive learning innovations (Elyas, 2020). Since English language plays a vital role in today's modern world, the importance of Online EFL learning courses cannot be ignored. The primary purpose of this article was to get detailed insights into changes that this way of learning could bring about and its impact on EFL learning behavior. The sample in this study included 100 EFL learners studying a general English language course online. The quantitative data was acquired through random sampling by means of the "Student Course Engagement Questionnaire (SCEQ)" and interview. Pearson's correlation and ANOVA were then conducted to discover the significance of the association between quantitative variables and to explore the statistical significance of the learning engagement among EFL learners. The results revealed a high level of engagement among Iranian EFL learners. The outcome of the current study is hoped to recommend further discussion in order to overcome online learning barriers and to encourage online teaching on the language development of students.

**Keywords:** E-Learning; Covid-19 Pandemic; Information Technology; EFL Learners

**An Investigation into the Role of Gender on Iranian EFL Learners Variation of Scores in Four Main Skill Areas: The Case of the International English Language Testing System in Mashhad Language Institutes**

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Students are assessed to gather data on their language proficiency. Gender, age, and skill areas are the elements that might cause variations in the scores, subsequently influencing the choices made through these scores. This study explored how language learners' scores in the language proficiency test of IELTS differ by gender, age, and skill areas (reading, writing, listening, speaking); and regardless of whether the male and females' scores fluctuate as indicated by skill areas. The IELTS test was administered to 210 male and female progressed-level candidates who came from various majors in Rahpooyandegan institute. The statistical analysis of data uncovered that gender significantly affects the total scores of the understudies in the IELTS test. As indicated by the discoveries, females outperform males significantly in age class and skill areas. The wide range taken on while assessing the distinctions in the outcomes, and hypotheses made about these distinctions can help both future researchers in the field as far as theoretical perspectives, and instructors and administrators in terms of practical perspectives.

**Keywords:** Gender; EFL learners; Variation of Scores; Skill Areas; International English Language Testing System

**Iranian University Teachers' Perceptions about Advantages and Disadvantages of Online Classes during the COVID19 Pandemic: A Phenomenographic Study**

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With the abrupt emergence and dissemination of the COVID-19 pandemic, all dimensions of life have been immensely affected. Concerning education, face-to-face classes have been replaced by online classes (OCs). This quick transformation may have brought out both advantages and disadvantages for different educational stakeholders, and accordingly, call for empirical studies to shed light on them. Hence, the present study aimed to demonstrate the advantages and disadvantages of OCs from the Iranian university teachers' (n=16) perceptions. To this goal, a phenomenographic approach was used to analyze the participants' perceptions gained through a reflective written statement. Findings yielded five advantages, including flexibility, self-directiveness, cost-effectiveness, improvement of professional competence, and increased motivation, as well as four disadvantages, namely additional workload, technical and institution barriers, absence of face-to-face interactions, and student dishonesty. Finally, the study closed with proposing some implications and suggestions for getting better aims.

**Keywords:** Online Classes; COVID-19 Pandemic; Phenomenographic Approach; University Teachers



**The Impact of Using Memory Tools on Iranian Translation Learners  
Translation Self-Efficacy and Willingness to Translate**

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With the advancement of technology, different educational fields in general, and the translation industry in special have changed. In this regard, many computer-assisted tools (CAT) and translation memory tools have been made and introduced to facilitate the translation job. This study aimed at touching upon the impact of using a translation memory tool, i.e., MEMO Q on Iranian translation learners' translation self-efficacy and willingness to translate (WTT). To reach this end, the researchers selected 40 Iranian translation learners via a language proficiency test and a researcher-made translation test. Then the participants were divided into two equal groups including an experimental group and a control group. All participants in two groups were administered two questionnaires to answer namely translation self-efficacy and WTT. Meanwhile, the participants in the control group followed the traditional way of learning and practicing English to Persian translation, the participants in the experimental group did their translation tasks via MEMO Q for the eight sessions. After the treatment was completed, both groups answered the same questionnaires they have been administered in the pre-test. After collecting the required data and using the SPSS software and an independent-sample t-test statistical procedure, the data analysis revealed using a memory tool has a significant impact on translation self-efficacy and WTT. The findings of the current study could be beneficial for translators, translation training teachers, and courses.

**Keywords:** Translation Learners; Translation Memory Tool; Translation Self-Efficacy; Willingness to Translate

**The Effects of Using Clubhouse on the Iranian Pre-Intermediate EFL Learners'  
Vocabulary Learning**

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One of the best ways of learning English is using technology. Mobile phone plays the key role in learning English. Today, there are many applications used for learning and teaching English and Clubhouse is the newest one. The clubhouse is a social audio application users communicate with each other only through voice. This study aims to elaborate on the relationship between using Clubhouse and the improvement of vocabulary knowledge. The researchers have chosen 15 male and female Iranian Pre-Intermediate EFL learners who were not so powerful in the vocabulary domain at first and their level of proficiency was A2, based on Oxford Online Placement Test. Participants gathered in a Clubhouse room and communicate with each other under the teacher's control. After one month, the results declared that there is a meaningful relationship between using Clubhouse and Students' Vocabulary Learning. The results also showed that the learners were more interested in learning English through Clubhouse.

**Keywords:** Vocabulary Knowledge; Clubhouse; Technology; MALL; Learning and Teaching English

## **Spacing Effect and Its Implications on ESP Students' Vocabulary Learning Through ICT**

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Due to living in an advanced technology world, using ICT in learning has not only been recommended but also an inevitable way of running any academic process, including teaching English for Specific Purposes. The current mixed-method research aimed to investigate the effect of using digital flashcards on learning technical vocabulary in specific intervals via online learning. In the bargain, the students' perceptions regarding the use of digital flashcards with and without intervals were explored. To this end, a number of 60 undergraduate Architectural Engineering students at Pars institute of higher education were randomly assigned into an experimental and a control group. Although both groups were asked to use digital flashcards on the Quizlet website, the experimental one was instructed to do this activity with specified intervals. To meet this objective, first, a pre-treatment survey and then two technical vocabulary tests were conducted among all ESP students. Afterward, a post-treatment questionnaire and an interview were distributed among 30 ESP students of the experimental group to measure their perceptions toward using digital flashcards and the usefulness of Quizlet to study technical vocabulary. A series of MANOVA and t-test were employed for analyzing quantitative data. The findings of the study revealed that there was a significant difference between experimental and control groups in terms of technical vocabulary learning. Moreover, Quizlet was a useful predictor of learners' success in ESP vocabulary learning. Accordingly, it was concluded that students who learned vocabularies through teacher-prepared digital flashcards over time intervals performed better at learning vocabularies and this program helped them to achieve higher efficiency. The results of the current research may be beneficial for those who are dealing with English for Specific Purposes, including ESP instructors, learners, and syllabus designers.

**Keywords:** ESP; ICT; Digital Flashcards; Technical Vocabulary; Quizlet

**The Analysis of Iranian Translators' Strategies for Subtitling Dark Jokes in Joker Movie**

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The opportunity which occurred during the digital revolution delivered the chance to present different kinds of subtitling altogether in audiovisual translation. Regardless of the growing interest in audiovisual translation, subtitling jokes in movies remained on the periphery of Translation Studies. Hence, the present study intended to identify the translation strategies applied by Iranian translators in subtitling dark jokes from English into Persian based on Molina and Albir's (2008) eighteen strategies. The corpus of this research consists of one crime/drama movie entitled "Joker" (2019). In the selected movie 26 dark jokes have been identified. In this research two Persian subtitles of the Joker movie are selected. The data are analyzed using descriptive statistics (frequency, and percentage). The results showed that the most frequently used strategies in subtitling the jokes are "Literal Translation", "Amplification", and "Modulation". The findings of this study can be useful for translation students, subtitlers, and fansubbers to recognize better the subtitling strategies being used by Iranian translators in subtitling the dark jokes in movies.

**Keywords:** Audiovisual Translation; Dark Jokes; Iranian Translators; Subtitling; Translation Strategies

**Needs Analysis of Iranian Computer Engineering Students in ESP Courses: A Case of Mashhad**

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Needs analysis has an essential role for English language teachers in ESP courses to recognize their students' main needs and determine their weaknesses. In this regard, the purpose of the present study is to identify the English language requirements of 100 Iranian students in computer engineering at Islamic Azad University in Mashhad, Iran. To do so, the data is collected from a structured questionnaire comprising 26 items. In addition, 15 Iranian English teachers are asked to participate in a semi-structured interview. The questionnaire data indicated that listening was the least important skill for students whilst as shown in the interview results teachers perceived it as the second important skill. The results showed that reading and listening skills are the most focused skills in ESP classes. Besides, writing and speaking skills are the required skills more than the others. The findings of the present study can be useful for course designers and teachers to define the specific objectives of any ESP course.

**Keywords:** Computer Engineering Students; ESP Courses; English Language Teachers; Language Skills; Needs Analysis

## **Collaborative Action Research in Online Classroom: A Case Study**

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Action research, as a tool for improving teacher learning and pedagogical content knowledge, integrates theory into practice and develops theory through practice (Manfra, 2017). It is a “self-reflective” (Carr & Kemmis, 1986, p.220) and “systematic and intentional” (Cochran-Smith and Lytle, 2009, p.142) inquiry that can orient toward means, ends, theory, institutions, and teachers (Edge, 2011). The present study is an attempt to throw more light on the collaborative aspect of action research in online classes at Farhangian University of Arak. The course, named Action Research, includes 18 junior students- teachers who simultaneously run English classes at public high schools. The instructor divides the whole class into five groups and each group shoulders the responsibility of presenting the content of the instructional material. By the end of each session, the instructor encourages the participant groups to reflect on the session and provides further discussion and guidance. She also makes an attempt to direct the groups towards relating each step of AR, i.e. plan, action, observation, and reflection (Kemmis and McTagger’s 1988 model) to the school classes. Upon completion of each stage, participants report their results to the whole class and receive further support and feedback from their peers and the instructor. The outcomes are five distinctive online posters each delineating into an area of online classroom issues plus practical measures for obviating the concern. Students’ reflections on the course and their online portfolios provide the basis for the qualitative analysis of the study. In the nutshell, they consider themselves as teachers who can relate theory into practice and play the role of problem-solvers. They further report higher levels of self-confidence in conducting research in online classes through group work and collaboration.

**Keywords:** Collaborative Action Research; Online Classes; Reflection; E-Portfolio

**Native-Speakerism in Online EFL/ ESL Teacher Job Vacancies: The Dissonance between Theory and Practice**

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While the discussions about native-speakerism damage to the ELT profession and local cultures have prevailed for so long, many countries around the globe still hold cultural disbelief in the contribution of non-native speakers. This study aimed to explore EFL/ESL teachers' qualifications deemed necessary for online teaching across the globe through the content analysis of the job vacancies posted online. To this aim, a corpus of 2000 online posts describing EFL/ ESL teacher vacancies from different countries were analyzed using concordance analysis and word count. The word counts were then categorized for the main themes they illustrated. The findings indicated that in addition to the words characterizing the teachers' personality, required degrees and certificates, years of teaching experience, and words describing the details of the position, words denoting or explicitly indicating the preference for native teachers were of the highest frequency. Analysis of the contexts in which the word "native" was employed demonstrated that native teachers with British or American accents were remarkably given higher preference over non-native teachers. The results were then discussed with reference to teacher requirements for online teaching and with respect to the commonplace association of the inner-circle countries with native speakers of English. It was concluded that while native-non-native speaker division seems to have been solved as an ideology, in practice native-speaker fallacy, linguistic imperialism, and standardization still dominates the ELT profession. As a result, the decision to use English is seen more of a socio-political decision than a pedagogic one. Finally, the implications for theorists and the ELT community were discussed.

**Keywords:** Concordance Analysis; EFL/ESL; Linguistic Imperialism; Native Speaker Teachers

## **Mobile-Assisted Language Learning**

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The development of information and communication technology (ICT) and its impact on the issue of teaching and learning has created noticeable opportunities for humans to pave the way for learning. Over the past decade mobile phones, smartphones, and tablets became a major part of human digital life. Mobile-Assisted Language Learning (MALL) which reflects the adoption of technology to support English language learning has a fundamental role in the educational system around the world. The key reasons for MALL, include easy portability and accessibility of mobile devices, and personalized approaches to learning. The present paper aims to explain how the English language is facilitated via mobile apps and smartphones. The areas of mobile-based language learning which will be discussed in this paper are vocabulary and listening. The results have highlighted the importance of using MALL to encourage students' motivation and increasing self-learning language, which contributes learners to improve many skills especially vocabulary and listening.

**Keywords:** Mobile Language Learning; MALL; Vocabulary; Language Learning; Listening



**Mind the Gap: New Policies on Language Teaching and EFL Teachers' Online Classroom-Based Assessment Practices in Covid-19 Pandemic**

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Despite a surge of research interest in teachers' assessment literacy in both general education and language education, there is an apparent lack of attention to the role of new policies mandating to turn all teaching online as a direct and inevitable result of the coronavirus disease outbreak in EFL teachers' online classroom-based assessment practices. Motivated by the aforementioned gap, this study aimed to investigate Iranian EFL teachers' online assessment practices during the Covid-19 pandemic and to see whether their assessment practices match the demands to accommodate the needs for alternative assessment methods as stipulated by new teaching and learning policies. To achieve this purpose, 10 EFL teachers were recruited using purposive and convenience sampling to take part in semi-structured retrospective interviews to explore their online assessment practices. To further investigate and analyze their online assessment practices, three sessions of their online classroom instruction and assessment were also video and audiotaped. The results collectively indicated that a good deal of variability existed across language teachers in terms of their classroom-based assessment practices, and the participating teachers raised the degree of formative assessment to some extent and reduced the degree of summative assessment. However, their online assessment practices largely mismatched the ones offered by policies of Iran's the Ministry of Science, Research and Technology during Covid-19 pandemic, and there was only little time left to teachers to contemplate the interconnectedness among language policies, teaching, and assessment. The findings might have important implications for language teachers, teacher educators, teacher education centers, and policy makers.

**Keywords:** Assessment Policies; Classroom-Based Assessment; Covid-19 Pandemic; Formative Assessment; Language Assessment Literacy; Online Language Assessment Practices; Summative Assessment

**The Effect of Brain-Based Learning on Iranian Students' Engagement in Online Environment with Different Learning Styles**

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In the current situation of the Covid-19 pandemic in the world, the use of online classes, although already been used among students, educational decision-makers, policymakers, and politicians, has found a higher position. In the meantime, some countries have not only achieved their educational goals by using online education but have also been able to create new standards in education and use modern technologies to meet the educational needs of their students in this era. One of the common techniques in the Corona era is to use online platforms to form virtual classes. These classes despite the advancement of educational goals, also have some certain disadvantages. The strange, unfamiliar, and new context of interaction between the student and the teacher or students with each other and the unilateral nature of some classes, disrupt the process of student engagement in the class. One of the best ways to increase students' engagement in the classroom is to use brain-based learning (BBL) approach and strategies. This approach relies on learning related to brain processes and functions. The study group consists of thirty-eight 7th to 9th graders (both girls and boys) in one of the high schools in Mashhad, Iran who participated in the study. In the study, a pre-test-post-test experimental design was used. Students responded to the online learning engagement questionnaire and Kolb's Experiential Learning Style questionnaire. The study showed that students' engagement applying the BBL approach and strategies used in the experimental group was enhanced more in the online environment than the traditional approach used in the control group. However, no significant difference was observed among the engagement levels of the experimental group of students with different learning styles.

**Keywords:** Covid-19; Brain-Based Learning (BBL); Online Environment; Students' Engagement; Learning Styles

## **The Effect of Game-Based Language Learning on Adults' Speaking and Listening Proficiency**

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Game-based learning (GBL) functions that simplify students' listening and speaking proficiency were planned in this survey. To partake in learning functions, students in the control group used usual procedures, provided that, students in the treatment group used a mobile system. In this survey, we looked into the possibility of mobile game-based learning functions. One experiment was carried out and the results revealed that the experimental-group students significantly outperformed the control-group students on the verbal post-test. However, the performance of the two groups was equal on the listening post-test. Two variables (the average score for the interactive jigsaw game and the number of planned cards) were found to be the most important factors for influencing students' performance in the verbal post-test. Furthermore, most students had positive perceptions toward learning functions that are supported by a mobile system. These results offer that game-based learning functions can significantly prosper students' speaking proficiency if driven by a mobile system. Furthermore, these results offer that learning functions with a mobile system fosters students to (1) exercise speaking English as a foreign language (EFL) more frequently as well as to reflect on their speech; (2) create meaningful sentences and speak with greater accuracy and confidence; and (3) exercise speaking EFL in an authentic background.

**Keywords:** Learning Skills; Mobile Game-Based Learning; Conditional Context; EFL Listening and Speaking

## **The Effect of Concordancing based Teaching on the Students' Vocabulary Retention**

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Vocabulary learning is at the heart of language learning and language teaching. Having it in mind, most of the students always complain about lexical problems, and unfortunately, the students and sometimes the teachers are unaware of the different tools, which can help the students to learn vocabulary and improve vocabulary retention. A useful tool for learning and teaching vocabularies is a tool that produces several authentic examples and sentences to enhance learners' comprehension and reveal different uses and collocates. Concordancing software is one of these (digital) tools that enable learners to explore billions of real-world materials. In this regard, the present study was conducted to investigate whether the use of concordancing software has a significant effect on vocabulary retention or not. A sample of 54 students took part in this study and they were randomly divided into experimental and control groups. In order to screen the participants and assess their homogeneity, a general proficiency test was given. The standard vocabulary test was administered to check the extent of the participants' knowledge of intended vocabularies in experimental and control groups. After the pretest, the treatment sessions started for each group, which lasted 12 sessions (4weeks) and during this time the vocabulary of each lesson was taught by using concordancing software to the experimental group (their retention was checked) and by using a list of vocabulary to the control group. After the treatment sessions, the post-test was administered to both groups. The data were gathered from the post-test and analyzed. The results of this comparison proved that the use of concordance software improved learners' vocabulary retention. The outcomes have the potential to affect language learners' performance and teachers' beliefs about the effectiveness of using CALL programs especially concordancing programs.

**Keywords:** CALL; Concordancing Software; Vocabulary Retention

**Difference between the Effect of Video-based Materials vs. Still Pictures on the Retention of Idiomatic Expressions by Iranian Elementary EFL Learners**

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The present study aimed to explore the difference between the effect of video-based materials and still pictures on the retention of idiomatic expressions by Iranian elementary EFL learners. Second, it sought to find out whether there is a significant difference between high-motivated and low-motivated elementary EFL learners in the retention of idiomatic expressions taught by using video-based materials. Sixty Iranian EFL learners majoring in English Literature and English Translation and English Language Teaching were selected from those studying at the University of Zabol and Sistan and Baluchestan, to take part in this study. They were randomly divided into two groups. One group received English idioms based on video-based materials, and the other group received the same English idioms based on still pictures. The instruments applied in this research were as follows: quick placement test, an idiom knowledge test, a pretest, a post-test, a delayed post-test of the target idioms, a motivational questionnaire, 22 still pictures, 22 video-based material, and a WhatsApp application. To analyze the data, a mixed between-within ANOVA was used. The results indicated that there was not a significant difference between teaching English idiomatic expressions through still pictures and video-based materials by elementary EFL learners. In addition, there was no significant difference between high-motivated and low-motivated elementary EFL learners in the retention of idiomatic expressions taught by using video-based materials. As most foreign language teachers regard teaching idioms as difficult and demanding, the results of the study could help them in addressing this problem. They can use both still pictures and video-based materials for increasing the motivation and interest of Iranian elementary EFL learners in learning idioms and helping the learners to keep idioms more effectively in their memory.

**Keywords:** Idiomatic Expressions; Still Pictures; Video-based Materials; Attitude; Iranian Elementary EFL Learners

**Interplay between Self and Society as the Grounding factors of the Holistic Identity of Language Teachers in Iran**

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Since teachers are considered as the main part of the educational system in the process of language education and in order to investigate the Holistic Identity of Language Teacher (HILT), this study aimed to determine the role of underlying factors shaping the comprehensive identity of the language teacher based on the theoretical framework of a new background. Also, the interrelated effect of self and society in the formation of teachers' comprehensive identity, different aspects of the individual and social system of teacher and society, and related categories of grounded theory were investigated based on Strauss and Corbin's (1998) model. The information required for this study was collected through semi-structured interviews with the participation of 41 Iranian teachers working in schools, universities, and institutions. Then, using constant comparative analysis, and open, selective, and axial coding process in the presented theoretical framework, the process of collecting, analyzing, and hypothesizing according to the recurrence nature of the underlying theory continued to obtain the results of the research. Accordingly, Teacherality was the phenomenon of HILT, while the- the Persona Grata- including Language Commanding Perceptual Prompt, Sense Agility, and Corporeal State, and the other factor- Public Person - including Prestige, Public Life, and Media Person, to emerge as the final phenomenon of the teacher's holistic identity entitled the Actual Teaching Approach. The findings indicate that Self and Society, as grounding factors, play a major role in the formation of HILT.

**Keywords:** Grounded Theory; Holistic Identity; Iran; Self; Society; Teacher Identity

## Using Smartphone Application as a Strategy for Learning Vocabulary

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Learning vocabulary, a crucial component in successful spoken communication, is a significant challenge for learners of English as a foreign language (EFL). Insisting on technology usage has dramatically improved the field of education. The emergence of new technologies has stimulated the development of mobile-assisted language learning (MALL) and the rise of mobile applications for vocabulary learning. More specifically, enhancing the use of applications as a strategy for learning vocabulary. The current research aimed to investigate students' use of the smartphone application Memrise to enhance their vocabulary learning. The total participants (n=152) were learners at the Rooz Language Academy in Iran. Data was gathered from pre and post-tests. Participants were provided with the vocabulary pre-test. Formerly the participants were randomly split into two groups Memrise and non-Memrise groups. The findings indicated that using Memrise significantly affected users learning vocabulary.

**Keywords:** Learning Vocabulary; Strategy for Learning Vocabulary; Technology; Memrise; Mobile Assisted Language Learning (MALL); English as a Foreign Language (EFL)

**The Relationship between Searching Weblogs and Learning Vocabulary among EFL Learners**

Zahra Noruzi\*

The availability of computers enables students to access and use a wide range of information on the Internet, so this research attempts to examine the influence of online magazines or weblogs on the vocabulary of English learners as foreign languages. Sixty middle school students from Language School in Tehran passed the preliminary English test (PET) and were selected from 90 students enrolled in the institute, and were randomly divided into two groups, an experimental group, and a control group. The two groups learned the same content, and the results of the experimental group receiving instructions through the blog and the control group limited to printed text instructions were compared. At the end of the course, the content vocabulary test was performed on the two groups of students, and the mean of the two groups in the final test was compared with the independent sample t-test, which ruled out the null hypothesis. Therefore, the conclusion is that searching on the Internet weblogs is more effective than learning students' vocabulary in class.

**Keywords:** Weblog; Vocabulary; CALL; Internet; EFL Learners



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