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**Education:**

**B.A** in Tanslation Studies from Payamenoor University, Hamedan, Iran (GPA=17.77 out of 20)

**M.A** in TEFL from Shahid Madani University, Tabriz, Iran (GPA=18.10 out of 20) **(M.A. THESIS SCORE= 18.5)**

**Ph.D**  in TEFL at Islamic Azad University, Science and Research Branch, Tehran, Iran **(GPA=18.25 out of 20) (PhD DISSERTATION SCORE = 20)**

**Work experience:**

1. Islamic Azad University, Hamedan, Iran: B.A and M.A courses in TEFL and translation studies (5 years).

2. Payamenoor University, Hamedan, Iran: B.A courses in translation studies (4 years)

3. English Language Teaching in private institutes, Hamedan, Iran (11 years)

4. Islamic Azad University, Ahvaz, Iran: M.A. courses in TEFL (10 years).

5. Online English tutor for abc360 for almost 4 years

6. Online English tutor for eigox for almost 2 years

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**MA Thesis Title:** Cultural Discourse Analysis of General English Textbooks

**ABSTRACT:**

General English Textbooks are good sources of cultural information and understanding for English language learners. In this study 4 American and 4 British general EFL/ESL textbooks were analyzed with respect to their cultural contents to find out whether American and British textbooks were different in regard to their cultural contents. Cultural contents of textbooks were analyzed by four coders and inter-coder reliability was assured. Cultural content of textbooks showed to be inadequate, and generally American textbooks better met some of the criteria investigated like international authenticity, explicit cultural components and ethnic diversity. British textbooks on the other hand were more suitable concerning the number of pictures used and avoidance of gender bias. It was found that generally EFL/ESL textbooks had linguistic rather than socio-cultural orientations in teaching their cultural contents. EFL/ESL textbooks need to become more culture-oriented to provide students with critical information in the target language and culture and to make them competent intercultural speakers.

**Key words:** Inter-coder reliability, international authenticity, ethnic diversity, gender bias, intercultural speaker.

**Ph.D. Dissertation Title:** The Influence of Contrastive Lexical Approach on EFL Learners’ Pragmatic Competence: The Case of Iranian EFL Learners

**ABSTRACT:**

In studies on pragmatics, considering translation as a subcomponent of explicit method may have confused instruction types. On the other hand, research literature confirms the positive role of lexical chunks and translation in teaching and learning pragmatics. Accordingly, the present study aimed at investigating the influence of contrastive lexical approach (CLA), in comparison with explicit and implicit instruction types, on Iranian EFL learners’ pragmatic competence and performance. This study was carried out in three stages. At first, a pragmatic test was modified and validated with 215 M.A. students majoring in TEFL and 19 English native speakers. Second, after randomly assigning sixty-three participants to three groups, a pretest-posttest equivalent group experiment was carried out in order to compare the influence of CLA with the effect of explicit and implicit language teaching methods. In the third stage of the study, forty-seven participants who managed to do all immediate posttests took part in the study. The participants’ role-play scores were subjected to statistical analyses of significant difference among groups. Qualitative and quantitative data analyses revealed that although the three instruction types enhanced the participants’ pragmatic competence and performance, the effect of CLA was not significantly different from the influence of the other two methods.

**Articles published:**

1. Maftoon, P., & Ziafar, M. (2014). A Contrastive Lexical Approach to second language acquisition: A theoretical framework and related techniques. TESOL Journal, 5(1), 57-81. DOI: 10.1002/tesj.76

**ABSTRACT**

**Despite criticisms set against methods by postmethodologists who believe that teaching methods must be cast aside, new methods can be proposed which better meet learners’ needs as a continuation of the chain of former methods introduced in the past. The present study proposes some language teaching techniques after introducing the theoretical underpinnings of a new approach in language teaching i.e. Contrastive Lexical Approach (CLA) and answering the major criticisms posed by postmethodologists through employing CLA tenets. It is argued that through equipping learners with L1 equivalents for L2 formulaic utterances which are believed to happen through CLA, learners have a chance to fall on their L1 but this time they do not equal literal translations of L2 forms with their L1, rather they have the right equivalents at their disposal to resort to. Formulaic utterances in L2 can be contrasted to their L1 equivalents to put learners at an advantageous position in their mastery of L2 and in enhancing their fluency.**

2. Ghaemi, F., & Ziafar, M. (2011). Contrastive Lexical Pragmatics as an Effective Strategy in teaching pragmatics: A Review Article. Educational Research and Reviews, 6(9), 598-604.

**ABSTRACT:**

**Pragmatic aspect of formulaic language must be emphasized and employed in second language acquisition. Translation of formulaic speech can help learners better understand the pragmatic nature of L2 prefabricated language through comparing them with their L1 (first language) equivalents. This study proposes a contrastive lexical pragmatic approach in teaching pragmatics. It is demonstrated how lexical equivalents between two languages help in clarifying pragmatic aspect of L2 (second language). It is claimed that metapragmatics as an effective strategy in teaching and learning pragmatic aspect of language is highly apt to be achieved through a contrastive lexical pragmatic practice which results in learners’ conscious raising and understanding about pragmatics. The claim made in this paper is that as rich sources of pragmatic (mostly pragmalinguistic) knowledge, comparisons made between L1 and L2 prefabricated expressions are highly effective in bringing second/foreign pragmatic acquisition and second/foreign language acquisition together. Whenever pragmatic failures occur, through a metapragmatic process, prefabricated expressions are revised in the light of their L1 equivalents in order to fulfill functions in certain contexts. Transleme is introduced as L1 stereotypical equivalents for a pragmeme which can almost always account for all its pragmatic actions.**

**Key words: Contrastive lexical pragmatics, prefabricated language, formulaic language, metapragmatics, transleme.**

3. Khatib, M., & Ziafar, M. (2012). Contrastive Lexical Approach and Teaching Second Language Literature: Translexemes Facilitate Translation and Language Teaching. International Journal of English and Education, 1(2), 17-30.

**ABSTRACT:**

**As reminiscent of behaviorism, the so-called notorious translation and memorization have been banned from language teaching practices. Learners’ literary knowledge in their first language can be an effective source which learners can draw on in order to promote their ability in learning a second language. Attempt has been made to show that a Contrastive Lexical Approach refutes criticisms against using literature in EFL/ESL classrooms, and boosts advantages of bringing literature in the EFL/ESL classrooms. Through introducing translexis as main components of a contrastive lexical approach to second language teaching this papers tries to show how literary translexis promote learners ability in their native-like literary productions. Such an approach to teaching poetry and literature in general promotes learners’ critical thinking ability and intercultural understanding and tolerance. Memorization should be revived and given another chance as a starting point in contrastive literary practices which will hopefully result in higher order thinking.**

***Keywords:* translexeme, contrastive lexical approach, critical thinking, intercultural understanding, tolerance.**

4. Maftoon, P., & Ziafar, M. (2013). Effective Factors in Interactions within Japanese EFL Classrooms. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 86(2), 74-79. 10.1080/00098655.2012.748641

**ABSTRACT:**

**Classroom interactional patterns depend on some contextual, cultural and local factors in addition to the methodologies employed in the classroom. In order to delineate such factors, the focus of classroom interaction research needs to shift from the observables to the unobservables like teachers’ and learners’ psychological states and cultural backgrounds. This paper tries to demonstrate how the attitudes of EFL Japanese learners and teachers and other (unobservable) factors influence the classroom interactional patterns. One important factor is the Japanese EFL learners’ attitudes towards the role of English within their society; since they do not feel any immediate needs for English use (as a language awareness attribute) they would rather direct their interactions toward ‘self-expression’ and ‘personal growth’ rather than authentic communication. The second factor is anxiety, which inhibits Japanese learners from initiating conversations, raising new topics, and challenging their teachers. The third factor is Japanese culture which is characterized by valuing indirect speech, face saving, group conformity, reticence, competition avoidance, and preference for teacher dominated classrooms. The fourth factor pertains to Japanese English (JE) as a different form of English which imposes certain interactional patterns like quick turn-taking, more frequent use of repetitions, and backchanneling. The fifth factor is Japanese learners’ motivation and disunity in their learning styles. The last factor is concerned with the idea of ‘willingness to communicate’ (WTC) in L2 situations. It is supposed that cooperative learning and critical thinking can promote WTC. Based on these factors some pedagogical suggestions for Japanese EFL context are offered.**

5. Ziafar, M., & Seyyedrezaei, S. (2014). The Influence of Contrastive Lexical Approach on EFL/ESL Learners’ Willingness to Communicate. Journal of Language Sciences & Linguistics, 2(1), 12-20.

**ABSTRACT:**

**Contrastive lexical approach (CLA) was first proposed by Maftoon and Ziafar (2014) and due to the principles underpinning this approach, which take into account EFL/ESL learners’ psychological factors, it is expected that a classroom in which this approach is practiced promotes language learners’ willingness to communicate (WTC) and their chances of participation in target language interactions both inside and outside language classrooms. After conducting a quasi-experimental research through a pretest-posttest, nonequivalent-group design, it was discovered that CLA promotes language learners’ general WTC and that although a lexical approach has been proved to be effective in promoting language learners’ affective conditions, it needs to be realized through L1-L2 comparisons to give EFL/ESL a head start in their willingness to communicate over the other learners.**

6. Seyyedrezaei, S., & Ziafar, M. (2014). The Relationship between Computer Mediated Communication (CMC) and Willingness to Communicate (WTC). Journal of Language Sciences & Linguistics, 2(1), 21-26.

**ABSTRACT:**

**Computer-Mediated-Communication (CMC) and Willingness-to-Communicate (WTC) have been paid thorough attention and been put to numerous investigations in L2 acquisition literature. What seems lacking is a study into how these two concepts are related. The present study investigates the role of CMC in promoting learners’ WTC both inside and outside the classroom. Among other factors, it was found that learners’ feel for privacy and their need to convey their emotions played major roles in their judging about CMC, their willing to employ CMC and consequently their WTC. It was concluded that introducing CMC into language classrooms as a means to communicate inL2, both inside and outside the classroom, promotes learners’ WTC as far as it guarantees learners’ privacy and assures them of effectiveness of CMC in conveying their emotions and puts them at a safe position in their computer-base contacts as a means to facilitate their emotional revelations.**

7. Ziafar, M., & Maftoon, P. (2015). Validation of a Modified Pragmatic Test: C-Test as a Measure of Formulaic Competence. International Journal of Current Life Sciences, 5(3).

**ABSTRACT:**

**As a less-trodden path, the assessment of pragmatic competence represents one of the most challenging areas in language testing. All the methods proposed so far suffer from certain validity aspects such as practicality and underrepresentation of the pragmatic construct. This study was an attempt to introduce C-test method, which has been primarily used as a measure of general language proficiency, into assessing one aspect of pragmatic competence, i.e. formulaic knowledge. A test of pragmalinguistic competence was adapted, modified and delivered to 215 university students in Iran and 19 native speakers. Results obtained revealed a higher level of reliability for C-test compared to multiple-choice discourse completion test (MDCT) in assessing the participants’ knowledge about routines and yielded three interrelated components for the adapted pragmatic test. In line with previous studies it was found that general language proficiency was a determining factor in the participants’ knowledge about speech acts. The highest overlap was found between implicatures and speech acts, and the lowest overlap existed between routines and implicatures. Further research is recommended on the effective use of C-test in measuring other aspects of pragmatic competence.**

**Key words: Pragmatic competence, practicality, C-test, implicature, routines, speech acts, MDCT**

8. Ziafar, M., & Maftoon, P. (2015). The Influence of Contrastive Lexical Approach on EFL learners’ Pragmatic Performance: The Case of Iranian EFL Learners. Indian Journal of Fundamental and Applied Life Sciences, 5(3).

**ABSTRACT**

**This study is an investigation into the role of contrastive lexical approach (CLA), in comparison with explicit and implicit methods, in Iranian EFL learners’ pragmatic performance. Contrastive and lexical underpinnings of CLA, as theories that lend themselves to teaching pragmatic competence, provided the impetus to compare CLA with the other two instructional methods. 47 participants were randomly assigned to three treatment groups. The participants received instructional treatment for 10 sessions through the use of video clips and PowerPoint files. Although no significant difference was found across language teaching methods, results revealed that all of them promoted the participants’ pragmatic performance. Taking translation as a subcomponent of explicit teaching may have confounded the results of other similar studies to the advantage of explicit teaching. The relative advantage of CLA over the other two methods in this study, research literature, and the participants’ comments about the positive role of contrastive practices in their easier use of native-like target forms may provide motivation for the inclusion of contrastive LCs in language classrooms. As the findings in this study suggest, language teaching practices can be improved through the use of contrastive techniques in teaching pragmatic performance.**

**Keywords: Explicit teaching, implicit teaching, contrastive lexical approach, pragmatic performance, role-plays, lexical chunks.**

9. Ziafar, M. (2015).Good language learners and their use of lexical items and L1 in second language acquisition. I*nternational Scientific Research Journal, 1*(5), 1-9.

**ABSTRACT:**

**The legacy of behaviorism has daunted language teaching and learning approaches even in present days with the result of an ignorance of the beneficial use of learners’ L1. Despite some contentions about the positive role of formulaic expressions and L1 in learning an L2, little has been said about the enormous gains achieved through employing L1-L2 contrastive studies of FEs. Syllabuses can be designed based on contrasts between L1 and L2 FEs which include a comprehensive discussion about the proper use of L2 FEs and how they are different from their L1 equivalents in their pragmatic forces, cultural implications, and functions within certain contexts. GLLs equipped with a contrastive lexical strategy possess a high confidence due to their practical knowledge about language which can be put into immediate use.**

***Keywords:* formulaic expressions, contrastive lexical strategy, good language learners, contrastive studies**

10. Ziafar, M. (2016). Contrastive Lexical Approach facilitates the glocalization of ELT. International Journal of Research in Linguistics, Language Teaching and Testing, 1(1), 6-13.

**ABSTRACT:**

**When English globalization has been notoriously associated with negative terms such as hegemony, imperialism, marginalizing of local languages and cultures, and colonization, attempts made in order to localize English have been extremist in neglecting standard English as a useful and important international language. The claim made in this paper is that Contrastive Lexical Approach (CLA) best satisfies a glocalization process through bringing L1-L2 contrasts of formulaic expressions into learners' attention, and this would result in learners' critical involvement with cultural and linguistic components of both L1 and L2 and, at the same time, results in learners’ proficiency in English as a standard rather than a deprived localized language.**

***Keywords:* imperialism, colonization, hegemony, glocalization, Contrastive Lexical Approach, formulaic expressions.**

11. Larzade moqadam, M., & Ziafar. M. (2016). Contrastive Lexical Competence and Critical Thinking: A Critical Review. International Journal of Modern Language Teaching and Learning, 1(6), 236-240.

**ABSTRACT:**

**In order to reach the optimum eventual outcome of the contact between learners’ first culture (C1) and the target culture (C2), which is supposed to be intercultural competence and tolerance, and in order to prevent negative consequences such as stereotypes, biases, prejudices and bigotry, critical thinking serves as an effective strategy. Through a critical cultural comparison (CCC), realized through dialogues, taken for granted cultural norms are problematized and learners are defamiliarized only to experience new perspectives and viewpoints. This paper tries to indicate how CCC enhances learners’ tolerance and intercultural competence, taking advantage of contributions made so far by critical thinking research.**

***Keywords:* intercultural competence, critical thinking, critical cultural comparison.**

12. Ziafar, M. (2016). The role of formulaic chunks in first language acquisition: How formulas solve the problem of first language acquisition. International Journal of Modern Language Teaching and Learning, 1(1), 21-28.

**ABSTRACT:**

**The problem of language acquisition has led many scholars to the vanguard of linguistic nativists. In literature, attempt has been made to prove the presence of a linguistic predisposition which facilitates infants’ effortless language learning. The claim made in this paper is that all such studies neglect the inquisitive nature of human mind which enables him to ask purposive questions based on regularities he observes in his immediate environment. A model has been proposed for early first language acquisition, which explains the processes involved, and it has been claimed that this model obviates major problems of language acquisition. Formulaic chunks play a major role in this model and facilitate the processes formerly considered as impossible, such as linguistic and non-linguistic bootstrapping. Formulaic chunks compensate for the degenerate nature of environmental data which has been referred to as the problem of poverty of stimulus.**

***Keywords:* Linguistic nativism, formulaic chunks, poverty of stimulus, bootstrapping.**

13. Ziafar, M. (2017). Precision language teaching as the realization of dynamic alternative assessment in language classrooms. Annals of Language and Literature, 1(2), 9-19.

**ABSTRACT**

**Precision teaching involves constant monitoring of each individual learner's advancement and thus represents a responsive and accountable teaching. Dynamic and alternative assessments challenge the mainstream assessment and propose the integration of teaching and assessment. The present study is an attempt to show how the tenets of alternative and dynamic assessments are compatible with and are realized in a precision teaching approach to classroom practices. Through precision teaching data gathered from learners are employed to enhance their learning through providing immediate feedback, and this is how teaching, learning and assessment come together. This paper is an attempt to demonstrate to what extent an integrated Precision Language Teaching (PLT) satisfies recent contentions made by those who propose dynamic and alternative language assessments as more effective alternatives to traditional discrete language assessment through taking formulaic expressions as the main building blocks of language.**

***Keywords*: precision teaching, alternative assessment, dynamic assessment, Precision Language Teaching (PLT), formulaic expressions.**

14. Ziafar, M. (2020). The Influence of Explicit, Implicit, and Contrastive Lexical Approaches on Pragmatic Competence: The Case of Iranian EFL Learners. International Review of Applied Linguistics in Language Teaching, 58(1), 103-131. doi:10.1515/iral-2016-0018

**ABSTRACT**

**Research literature suggests the positive role of lexical chunks and translation in teaching and learning pragmatics (Ketko, H. 2000. Importance of multi-word chunks in facilitating communicative competence and its pedagogic implications. The Language Teacher 24(12). 5–11; Rose, K. R. 1999. Teachers and students learning about requests in Hong Kong. In E. Hinkel (Ed.), Culture in second language teaching and learning, 167–180. Cambridge: Cambridge University Press.). Accordingly, the present study aimed at investigating the influence of contrastive lexical approach (CLA), in comparison with explicit and implicit approaches, on Iranian EFL learners’ pragmatic competence. Sixty-three participants were randomly assigned to three treatment groups and received dissimilar instructional treatments for ten 30-minute sessions. A pretest- posttest equivalent-groups research design was carried out and pretest scores were used as the covariate in a one-way ANCOVA data analysis. CLA showed no significant advantage over the other two methods. Previous studies have often combined a contrastive method with explicit teaching. Confounding variables in this way may have made interpretation of results problematic. In the present research explicit and contrastive instructions were kept separate and no significant difference was found between the three treatments, although all instruction types enhanced the language learners’ pragmatic competence. As a result, a pragmatic teaching course is recommended which incorporates the useful teaching techniques and practices of these three approaches to teaching pragmatic competence.**

**Keywords: lexical chunks, contrastive lexical approach, explicit teaching,**

**implicit teaching, pragmatic competence**

15. Ziafar, M. (2017). Measuring Contrastive Lexical Competence as a New Construct: Test Preparation and Validation. International Journal of Research in Linguistics, Language Teaching and Testing, 2(1), 29-49.

**ABSTRACT**

**This study was planned to validate a test in order to measure contrastive lexical competence as a new construct. A test designed for this new competence measures the quality of using L2 spontaneously in real situation. To this end, the newly developed test (CLC) was given to 10 experienced teachers (Ph.D. degree) of English as a Foreign Language (EFL) for further consideration. After specifying the archived items in CLC test, the three determined tests (CLC test, OPT test and Pragmatic test) were given to 130 Iranian participants of both genders with the age range of 18 to 35, who were selected from Iranian EFL learners. The collected data were analyzed by Cronbach's alpha to find the internal consistency of the CLC test. Also, descriptive statistics and normality of distribution of the whole sample were investigated. Exploratory factor analysis, with test items as variables, was carried out in order to discover the subcomponents of the test. The correlation and coefficient of determination were calculated. Correlation tests were conducted in order to find possible significant relationship between Iranian EFL learners' CLC and their both pragmatic and language general competence. Findings suggest the existence of a unique construct that can be measured through providing L1 alternative equivalents for L2 LCs and the other way round. It can be claimed that EFL learners’ knowledge about LCs and their capability to properly translate formulaic language plays a significant role in their communicative competence.**

16. Alipour, M., Ziafar, M., & Yadollahi, V. (2017). A Comparative Study of the Effects of Genre-Based and Corpus- Based Instructions on Intermediate EFL Learners' Writing Ability. International Journal of Modern Language Teaching and Learning, 2(3), 136-148.

**ABSTRACT**

**This study intended to examine the effects of corpus-based and genre-based activities on improving the writing ability of intermediate EFL learners. To this end, 64 learners at the intermediate level in intact classes were assigned to two experimental groups based on two types of instruction, one genre group and one corpus group. In order to collect data, a writing pre-test was administered to both groups to make sure that the learners had initially similar writing proficiency. In the genre-based group, the learners were exposed to different genres of writing in English, and the corpus-based group learners were taught writing skills through corpus-based materials**

**(concordancing materials) via the AntConc software in eight sessions, each 90 minutes. At the end of the study, both groups took a writing post-test. Both the pre-test and post-test were assessed by two raters, and inter-rater reliability was calculated using Pearson correlation, ensuring the assessment method. After the data collection stage, the data were analyzed via paired- and independent-sample t-tests. The results revealed that both corpusand genre-based instructions enhanced EFL learners writing ability. It was also found that those who received instruction through genre-based activities showed significantly higher performances in the writing test than those**

**who received corpus-based activities. The findings of this study could be useful for the improvement of writing among EFL learners.**

**KEYWORDS: Genre-based instruction; Corpus-based instruction; Writing ability**

17. Khazami, Z., & Ziafar, M. 2017). The Relationship between Iranian EFL Learners' Contrastive Lexical Competence and their Tolerance of Ambiguity in Language Learning. International Journal of Modern Language Teaching and Learning, 2(3), 161-170.

**ABSTRACT**

**This study was an attempt to explore the relationship between Iranian EFL learners' contrastive lexical competence and their tolerance of ambiguity; in addition, this study intended to see if there is any significant relationship between Iranian EFL learners' contrastive lexical competence and their tolerance of ambiguity after controlling for their proficiency level. To this end, 40 Iranian upper-intermediate EFL students were selected out of 200 students through administrating the Oxford placement test. Then, the researcher administered the contrastive lexical competence test and the second language tolerance of ambiguity scale. Data was analyzed through using**

**Pearson correlation coefficient and partial correlation coefficient. The results indicated that there was a rather small, non-significant positive correlation between the two variables, r = .13, n = 40, with high levels of contrastive lexical competence associated with higher levels of tolerance of ambiguity. The findings showed that controlling for proficiency level had a fairly high effect on the strength and direction of the relationship between the two variables. It seems that, in contrast with general proficiency, higher contrastive lexical competence means less concern with the urgency of tolerating ambiguities. The findings of the study have some implications for teachers and students.**

**KEYWORDS: Contrastive lexical competence, Tolerance of ambiguity, Language proficiency**

18. M. Alipour, Ziafar, M. Hadian, L. (2019). Comparative Study of Apology Strategies between Native English Speakers and Iranian EFL Learners. International Journal of Modern Language Teaching and Learning, 4(1), 37-49.

**ABSTRACT**

**This study compared the speech acts of apology between American English native speakers and English as Foreign Language (EFL) learners to see whether EFL learners apply apologies appropriately. The investigation was based on 100 Discourse Completion Tests (DCTs) from 50 upper- intermediate EFL learners selected based on the Quick Oxford Placement Test and 50 native speakers of American English selected based on their availability. The responses were collected through a research-made discourse completion test (DCT) including 18 scenarios based on social power and distance. The collected data were examined based on the apology strategies classification by Cohen and Olshtain (1981). In order to compare the DCTs quantitatively, frequency, percentage and Chi-square were applied between the groups to make sure that the results were admissible. The results showed difference in the types of apology strategies adopted, and also, the frequency of using these strategies varied. They also indicated that the two most frequent strategies used were apology expressions and an offer of repair. Furthermore, it was revealed that social power and distance have noticeable impacts on both EFL learners and native speakers’ production apology strategies. The finding disclosed that the higher the social power of the offended, the more apology strategies he/she seemed to have received. Finally, implications for language teachers and learners are delineated.**

**KEYWORDS: Apology strategies; discourse Completion test; Social power**

19. Forough Motorchi, F., Ziafar, M. (2020). The relationship between contrastive lexical competence, willingness to communicate, and emotional intelligence: the case of Iranian EFL learners. International Journal of Innovation and Learning, 28(4), 483-509. doi:10.1504/IJIL.2020.110682

**ABSTRACT**

**Abstract: Significant arguments have been put forward concerning the significance of willingness to communicate (WTC) and emotional intelligence**

**(EI) in language learning and teaching. Owing to the fact that both lexical chunks and translation seem to positively influence EFL learners’ emotions by putting them at ease in dealing with psychological challenges, it may be wise to explore the prominence of contrastive lexical competence (CLC) in relation to WTC and EI among EFL learners. This study investigated the presence of possible relationships among CLC, WTC, and EI. In order to achieve the objectives of the study, 90 upper intermediate IELTS students (18 to 45 years old) were selected from two English institutions (Ariana and Amene) in Ahvaz and Khorramshahr respectively on the basis of their QPT scores. Regarding the purpose of this study, statistical Pearson correlation coefficient (r), multiple regression, and partial correlations were applied. The data analysis of the results revealed significant relationships among the three variables. It was also found that EFL learners’ CLC scores are more accurately predicted by their EI scores than their WTC scores. The findings of this study may be quite telling to language learners and teachers in that they may better appreciate the crucial role of CLC in their educational practices.**

20. Ziafar, M., Namaziandost, E. (2020). Competition Model and Contrastive Lexical Competition. Journal of Humanities and Education Development, 1(6), 247-256. doi: 10.22161/jhed.1.6.1.

Abstract

**The Competition Model (CM) embraces lexicalist and functionalist approach to language structure and function. What is highly emphasized in this model is a lexicalist functionalism through which syntactic patterns are directed and controlled by lexical items. CM tenets resemble to that of Haliday’s systemic-Functional linguistics in that it only deals with form-meaning relations within a text and not in the real world. A new Competition Model needs to be introduced which is more pragmatic-oriented through taking formulaic sequences as forms to be mapped onto real world pragmatic functions. CM must free itself from the mere focus on sentence processing studies and involve itself with more pragmatic manifestations of form-function relations. It is claimed that within the models in which there is an architecture that utilizes lexical categories to build “valence bridges”, L1-L2 translation equivalents facilitate crossing valence bridges which helps in discovering forthcoming elements and filling syntactic slots.**

21. Ziafar, M., Namaziandost, E. (2020). Linguistics, SLA and Lexicon as the Unit of Language. International Journal of Linguistics, Literature and Translation, 245-250. doi:10.32996/ijllt.2019.2.5.29

Abstract

**Each one of the major linguistic schools takes a different compartment of language as the main building block which shapes the totality of a language. The claim is that most of the linguistic theories have ceded to the prominence of lexicon as one major component of language. Through introducing the concept of lexical features, into the Minimalist Program, Chomsky has acknowledged the fact that lexicon features determine a word’s meaning, its morphological shape and its syntactical behavior in syntax. Constructions are based on particular lexical items which have been acknowledged as crucial in SLA although with different labels such as holophrases, prefabricated patterns, formulaic speech, formulae, sequences in SLA, chunks, and formulaic expressions or utterances. By adopting a lexical approach in studying language and language teaching and learning, the need for a new teaching methodology has always been felt, a demand which has never been satisfied.**

22. Ziafar, M., Namaziandost, E. (2019). Critical Look at Post-method Pedagogy. International Journal of English Language Studies, 1(2), 29-34.

Abstract

**According to Brown (2002), in the century during mid-1880s to the mid-1980s, the language teaching profession was mostly engaged in a search for an ideal method, applicable to a wide range of audiences and contexts. When such attempts failed, the concept of eclecticism was proposed, as a sign of discontent on the part of teachers, who found methods falling short of matching all language teaching contexts and situations. Eclecticism can be considered as a reaction to the prescriptive nature of methods, which predetermines the actual context of language before being even employed in a real teaching situation. According to Rivers (1968, cited in Akbari, 2008) eclecticism compensates for shortcomings of methods, on the condition that it is informed eclecticism. Eclecticism also suffers from some weak point like not being based on precise criteria in determining when to choose which method and thus according to Stern (1992, cited in Kumaravadivelu, 2006, p. 196), “the choice is left to the practitioner’s intuitive judgment, and is, therefore, too broad and too vague to be satisfactory as a theory in its own right.” According to Akbari (2008) what has ushered the advent of postmethod era can be considered as eclecticism, which he regards as a primitive form of postmethod or beyond method.**

23. Ziafar, M., Namaziandost, E. (2019). Process of Language Curriculum Development. Addaiyan Journal of Arts, Humanities and Social Sciences, 1(80, 61-70.

Abstract

**There are various frameworks for the process of curriculum development. According to Graves (1996), many frameworks have been proposed for the process of curriculum development and course design through which they are broken down into their components and subcomponents. Such frameworks are useful since they provide an organized way in understanding a complex process; they provide domains of inquiry for teachers, through which each component brings up ideas and raises issues for the teacher to pursue; and finally they provide a set of terms currently in vogue about course development and thus a common professional jargon and provides access to the ideas of others. This paper is an effort to discuss the different models involved in language curriculum development when all of these models highly overlap with each other to some extent. One of these models has been proposed by Tabawho (1962, cited in Dubin and Olshtain, 1986) outlines the steps of a curriculum process which a course designer must follow to develop subject matter courses as: diagnosis of needs, formulation of objectives, selection of content, organization of content, selection of learning experiences, organization of learning experiences, determination of what to evaluate and the means to evaluate.**

24. Ziafar, M., Namaziandost, E. (2019). Teachability/Learnability Hypothesis and Its Implications for Language Instruction. Journal of English Language Teaching and Applied Linguistics, 1(2), 11-17.

Abstract

**Teachability Hypothesis is based on the idea that instructions need to be geared to learners’ natural developmental stages to be more effective. Learnability theory exerts some constraints on the Teachability Hypothesis which means that the effectiveness of teaching is limited to the learning for which the learner is ready. On the other hand, what is learnable can be teachable. Such theories call for an awareness of the sequence and order of learners’ acquisition and their developmental stage to determine their readiness in acquiring certain language features on the part of language teachers. By taking into consideration Pieneman's (1989) teachability/learnability hypothesis teachers need to get more conscious about their learners' sequence of acquisition and their current developmental stage so that they are confident in their decisions based on their knowledge about learners' readiness in acquiring specific linguistic features.**

25. Ziafar, M., Namaziandost, E. (2019). Nature or Nurture? Which one is a more Determining Factor in the Development of Language? Scholars Journal of Arts, Humanities and Social Sciences, 809-811. doi:10.36347/SJAHSS.2019.v07i12.001

Abstract

**The nature-nurture argument in language learning has yet to be settled. Considering various claims and beliefs on the prominence given to each extreme of nature-nurture continuum, it seems much wiser to take the mid-position and to claim that language both emerges and flourishes out of human disposition and contextualized linguistic environment. One may resolve this nature-nurture controversy and claim that although experience does not account for all language development in humans, it serves as a trigger which catalyzes language growth in humans through stimulating built-in inner capacity.**

26. Namaziandost, E., Nasri, E., Ziafar. M. (2019). Comparing the impacts of various inputs(I + 1 & I-1) on pre-intermediate EFL learners’ Reading comprehension and Reading motivation: the case of Ahvazi learners. Asian-Pacific Journal of Second and Foreign Language Education, 4(13), 2-20. 10.1186/s40862-019-0079-1

**Abstract**

**Considering the vital role of comprehensible input, this study attempted to compare the effects of input with various difficulty levels on Iranian EFL learners’ reading comprehension and reading motivation. To fulfil this objective, 54 Iranian pre-intermediate EFL learners were selected from two intact classes**

**(n = 27 each). The selected participants were randomly assigned to two equal groups, namely “i + 1″ (n = 27) and “i-1″ group (n = 27). Then, the groups were pretested by a researcher-made reading comprehension test. After carrying out the pre-test, the treatment (i.e., extensive reading at different levels of difficulty) was practiced on the both groups. The participants in “i + 1″ group received reading passages beyond the current level, on the other hand, the “i-1″ group received those reading passages which were below their current level. After the instruction ended, a modified version of pre-test was conducted as posttest to determine the impacts of the treatment on the students’ reading comprehension. The obtained results indicated that there was a significant difference between the post-tests of “i + 1″ and “i-1″ groups. The findings showed that the “i + 1″ group significantly outperformed the “i-1″ group (p < .05) on the post-test. Moreover, the findings indicated that “i + 1″ group’s motivation increased after the treatment. The implications of the study suggest that interactive type of input is beneficial to develop students’ language skills.**

27. Ziafar, M., Namaziandost, E. (2019). From Behaviorism to New Behaviorism: A Review Study. Loquen: English Studies Journal. 109-116. doi:10.32678/loquen.v12i02.

Abstract

**Neo-behaviorism bridges the gap between behaviorism and cognitivism. Like Thorndike, Watson, and Pavlov, the neo-behaviorists believe that the study of learning and a focus on rigorously objective observational methods are crucial to a scientific psychology. Unlike their predecessors, however, the neo-behaviorists are more self-consciously attempting to formalize the laws of behavior. Neo-behaviorism is associated with a number of scholars such as Tolman, Hull, Skinner, Hebb, and Bandura. Neo-behaviorists demand formalizing the law of behavior. Neo-behaviorism takes into consideration abstraction and hidden variables; it represents a holistic approach to behavior. It can be claimed that all neo-behavioristic theories have been proposed in order to put some cognition within the mechanistic nature of traditional behaviorism.**

28. Ziafar, M., Namaziandost, E. (2019). Noticing, Awareness, and Consciousness From Van Lier’s Perspective. Journal of Education and Technology Management, 2(1), 1-6.

**Abstract**

**Van Lier puts the concept of input into a sociocultural perspective and introduces the concept of affordance which he defines as what is available to the person to do something with. Van Lier defines degrees of attention and levels of awareness and asserts that in order to learn one needs to have access to information and be actively engaged. Van Lier (1994) believes that the notion of consciousness must be put into the intrapersonal, cognitive perspective as well as an interpersonal social perspective. Van Lier defines language awareness as “an understanding of the human faculty of language and its role in thinking, learning and social life”. Van Lier considers both implicit and explicit attention crucial in language learning. Van Lier (1996, cited in McGroarty, 1998) decries the idea that two languages compete in the learner’s mind and the artificial separation of L1 and L2 instruction, and the lack of collaboration between L1 and L2 teachers. Such a position calls for revisiting the effectiveness of using L1 in teaching target languages as a self-scaffolding process. L1 can be gradually shrunk and withdrawn leaving a native like mastery of L2 forms. On the other hand, learners’ L1 can be used to self-scaffold their L2.**

29. Ziafar, M., Namaziandost, E. (2019). Language and Thought, Which one comes First? Thought with or without Language. Saudi Journal of Humanities and Social Sciences, 783-785. doi:10.36348/sjhss.2019.v04i12.005.

**Abstract**

**Claim has always been made that thought and language are inseparatable phenomena. Accordingly, major debate has revolved around the dependence or interdependence of language and thought. Based on linguistic relativity hypothesis, our perception of reality depends on the language we speak. The counterclaim has also been made that languages are not so much different and this makes us skeptical of the idea that their speakers have different thoughts. Some hold the belief that language may not serve a proper medium for thought, mentioning extralinguistic drawbacks such as ambiguity, deixis, and co-reference. All in all, it seems rational to maintain that thought and language have compromised to coexist and attempts to prioritize one over the other are mythical if not too much simplistic.**

**Keywords: linguistic relativity; language and thought; extralinguistic thought.**

30. Ziafar, M., Namaziandost, E. (2020). A Formulaic Approach to Propositional Density and Readability. International Journal of Innovation and Research in Educational Sciences, 6(6), 816-821.

**Abstract**

**There are two general approaches to readability: classic and cognitive. There are more than 50 classic procedures for predicting text difficulty, which are usually referred to as readability formulas. Propositional density has been proposed as one criterion for determining readability. Some criticisms have been proposed against taking propositional density as a criterion for readability and such criticisms would be best refuted through taking formulaic expressions as idea units to be taken into account when determining readability. After going through a library research, the authors of this study came arrived at the conclusion that in decomposing utterances into their constituents, taking multiword expressions (formulaic expressions) as propositional units is quite telling and beneficial.**

31. Namaziandost, E., Imani, A., Ziafar, M. (2020). An investigation of Iranian EFL teachers and learners’ attitudes towards using language learning strategies. Global Journal of Foreign Language Teaching, 10(1), 65-71. doi:10.18844/gjflt.v10i1.4492

**Abstract**

**Language learning strategies (LLS) refer to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively. Considering the importance of LLS, insufficient studies have been carried out on understanding both teachers and learners’ opinions towards using LLS in Iranian educational context. Therefore, in this project, Iranian English as a foreign language (EFL) teachers and learners’ opinions towards using LLS have been investigated. To fulfill this objective, 20 teachers and 20 learners filled out a questionnaire. After gathering the data and analyzing them, the findings revealed that the Iranian EFL Teachers and learners’ opinions towards using LLS was significantly positive. Eventually, the researchers concluded with some suggestions for educators to adopt the flipped classroom technology to create better learning environments for their students and to reach better learning consequences. The results of this paper provide strong support learning strategies are very useful and helpful in learning English as a foreign language.**

32. Namaziandost, E., Ziafar, M. Dwiniasih. (2020). FORMULAIC LANGUAGE OF TOURISM IN ENGLISH FOR ACADEMIC PURPOSE (EAP) COURSE BOOK: A CORPUS-DRIVEN APPROACH. Academic Journal PERSPECTIVE: Language, Education and Literature, 8(1), 1-10. doi:10.33603/perspective.v8i1.3285

**One approach to taking advantage of corpora in language teaching would be adding to a textbook through enriching it through employing corpus-based research. When it comes to using English for Academic Purposes (EAP) materials, the inclusion of corpora in teaching language becomes even more urgent. In the current study, the authors did their best to investigate and describe the presence of formulaic language in an EAP textbooks titled: English for international tourism: Pre-intermediate students’ book written by Dubicka and O’keeffe (2003) through a case study, and corpus-driven method as a research methodology. Therefore, this study aims to investigate to what extent the EAP course book designed for tourism titled English for international tourism (EIT) is compatible with a corpus-driven formulaic approach. Findings show that this EAP textbook falls fairly short of presenting the necessary formulas as frequently employed in tourism English. Supplementing such materials with corpora and the formulaic they provide may boost the quality of EAP education and practice.**

33. Namaziandost, E., Ziafar, M. Neisi, L. (2020). Students’ attitudes toward flipped classroom model: Focusing on Iranian advanced EFL learners. English Language Teaching and Research Journal, 1(2), 16-26.

**Flipped classroom is an engaging, student-centered approach that has been built to enhance the quality of the classroom time. Generally speaking, this approach, whose implementations are performed mostly in physical sciences, has also recently attracted the attention of educators and scholars in various disciplines. Flipped classroom technology is an advancement that helps learners to enhance engagement, increase motivation, and develop their communicative abilities. The current study aimed to examine Iranian advanced EFL learners’ attitudes toward using the flipped classroom model. To fulfill this objective, 80 advanced EFL learners answered an attitude questionnaire after 10 sessions instructed in a flipped classroom. After collecting the data and analyzing them, the results indicated that the learners’ attitude toward using flipped classrooms was significantly positive. Eventually, the researchers concluded with some suggestions for educators to adopt the flipped classroom technology to create better learning environments for their students and to reach better learning consequences.**

34. Namaziandost, E., Shafiee, S., Ziafar, M. (2020). Investigating the Impact of Genre-Based Teaching (GBT) on Intermediate EFL Learners’ Listening Achievement. Research in English Language Pedagogy, 8(2), 263-283. doi:10.30486/relp.2019.1871153.1139

**The actual classroom implementation and the possible final outcomes of the genre-based approach to listening instruction have not been completely discovered yet. Therefore, this study investigated the impact(s) of genre-based teaching (GBT) on Iranian EFL learners’ listening proficiency across different proficiency levels. For this aim, 84 EFL learners were chosen. Group A (Experimental and Control Groups) included 40 participants and Group B (Proficient and Less-proficient Groups) consisted of 44 participants. Then the experimental group received the treatment which was teaching listening skill through GBT and the control group received a placebo. In the end, the researcher administered the posttest. Regarding Group A, results of one-way ANCOVA showed that the experimental group outperformed the control group indicating that GBT is a pivotal and fundamental factor for improving listening comprehension. Moreover, in Group B, the findings showed that the proficient group performed outstandingly better than the less-proficient group. The findings may denote implications for EFL listening syllabuses and provide guidelines to designers to accommodate the insights derived from the GBT viewpoint.**

35. Pourhoseini-Gilakjani, A., Namaziandost, E., Ziafar, M. (2020). A survey study of factors influencing Iranian EFL learners’ English pronunciation learning. International Journal of Research in English

Education, 5(2), 103-123.

**Abstract**

**Teaching and learning pronunciation is one of the most important and complicated features of EFL teaching and learning. Due to its complexity, pronunciation has been overlooked in English language teaching. Understandable pronunciation is an important part of communicative competence. Individuals who have acceptable pronunciation can easily improve their language skills better than those who have weak pronunciation. Thus, English pronunciation is very significant for successful communication. This study investigated the factors influenced Iranian EFL learners’ English pronunciation learning. To this end, fifty Iranian EFL learners participated voluntarily in this study. A quantitative method was used as the design of this study. The researchers used a survey questionnaire as the instrument of this study. The collected data were analyzed via using frequency and percentage. The findings of this research indicated that factors such as pronunciation instruction, attitude, motivation, and error correction respectively were the most important factors that had the greatest effects on Iranian learners’ pronunciation improvement. It was also concluded that when teaching pronunciation into their classes, EFL teachers and learners should be equipped with these factors that can considerably increase their success in the correct teaching and learning of English pronunciation.**

36. Namaziandost, E., Ziafar, M. (2020). The capacity of human memory: Is there any limit to human memory? Journal of Research on English and Language Learning, 1(2), 69-72. 10.33474/j-reall.v1i2.6432

**There exist some estimates of the capacity of human memory. Recent studies have proven the fact that Long Term Memory is subject to constant reconfigurations mostly at lower levels of neural clusters. There is no consensus on one definition for the capacity of memory. As far as retrieval of items present in memory is not the concern, it is reasonable to refrain from putting limits on capacity of human memory; otherwise, one must accept a number game which renders no fixed definite final estimation. Recently such capacity is defined as the amount of interference created by the item which must remain active in the memory.**

37. Ziafar, M., Namaziandost, E. (2020). When Do Children Learn the Concept of Numbers? Journal Of Anthropological

And Archaeological Sciences, 2(3), 267-269.

**Abstract**

**According to Galister, Gelman, and Cordes [1] the cultural history of the real numbers began with the positive integers. Kronecker is often quoted as saying, “God made the integers; all else is the work of man,” by which he meant that the system of real numbers had been erected by mathematicians on the intuitively obvious foundation provided by the integers. Weise [2] poses the question what role does language play in numerical thinking? and maintains that numerical thinking developed in a pattern of co-evolution of number concepts and counting words, indicating that language played a pivotal role in the emergence of systematic numerical cognition in humans. Weise [2] proposes an evolutionary scenario: we can think of the co-evolution of number concepts and counting sequences as a development in four main stages. Stage 1 starts with iconic representations of cardinality. These representations can be non-verbal (like notches), or verbal, that is, constituted by words. At stage 2, the elements of some verbal iconic representations (that is, words) appear in a stable order, supported by their correlation with body parts, in particular with fingers, that are also used for cardinal icons. At stage 3, this stable order supports indexical links between individual words and individual cardinalities. At stage 4, these indexical links give rise to dependent links: a counting sequence is born. The pattern of association can now be generalized to cover non-cardinal as well as cardinal contexts, supporting a full-blown, unified number concept.**

38. Ziafar, M., Namaziandost, E. (2020). Critical Look at Learning Strategies. Journal Of Anthropological And Archaeological Sciences, 2(4), 307-311. doi:10.32474/JAAS.2020.02.000147

Abstract

**Nunan [1] defines strategies as “the mental and communicative procedures learners use in order to learn and use language. Underlying every learning task is at least one strategy.” Richards and Schmidt [2] define strategy as “procedures used in learning, thinking, etc., which serves as a way of reaching a goal. In language learning, learning strategies are those conscious or unconscious processes which language learners make use of in learning and using a language.” The definitions provided for learning strategies by scholars all have one point in common and that is facilitating learning for learners. Nevertheless, they are in disagreement about issues like whether such strategies are conscious and so describable and then teachable, and also what variables are involved in strategy use by language learners have resulted in various contentions on the part of researchers.**

39. Ziafar, M., Namaziandost, E. (2019). Annotated Bibliography for the Theme “Humanizing Foreign Language Teaching”. Language in India, 19 (11), 105-119.

**LECTURES AND PRESENTATIONS:**

Creative thinking in language learning (presented at Islamic Azad University, Ahvaz Branch).

**Master’s theses fulfilled under my supervision**

**1. The Pragmatic Discourse of EFL versus ESL Textbooks: The Case of Refusal speech Act.**

**2. The Effect of Simulation Techniques on Iranian EFL Learners' Willingness to Communicate.**

**3. The relationship between EFL learners' pragmatic competence and their attitude towards computer mediated communication (CMC).**

**4. The Effect of Symmetrical versus Asymmetrical Scaffolding on Iranian High School Students' Reading Comprehension.**

**5. The Effect of Contrastive Lexical Approach on Iranian EFL Learners' Speaking Skill.**

**6. The Relationship between Iranian EFL Learners' Contrastive Lexical Competence and their Use of Language Learning Strategies.**

**7. The Relationship between Iranian Pre- Intermediate EFL Learners' Contrastive Lexical Competence, Grammar Knowledge and Vocabulary Knowledge.**

**8. Investigating the Effects of Multimodal Annotations on EFL Learners' Vocabulary Recall and Retention in Reading Comprehension.**

**9. The Interactive Effect of Input Exposure and Output Instruction on Iranian EFL Learners’ Speaking Proficiency: The Case of Time Length.**

**10. The Effects of Rehearsal and Strategic Planning Tasks on Iranian EFL Learners’ Speaking Skill.**

**11. The Role of Inquiry-Based Language Teaching on EFL Learners’ Speaking Skill.**

**12. The Relationship between Contrastive Lexical Competence, Willingness to Communicate, Emotional Intelligence: The Case of Iranian EFL Learners**

**13. An Evaluation of the Grammatical and Lexical Collocations of English Educational Movies versus English Authentic Movies**

**14. Investigating the Use of Spatial and Temporal Prepositions Used by EFL Learners and Native Speakers in Essay Paragraphs**

**15. The Effects of Explicit Versus Implicit Teaching of Formulaic Language on Iranian EFL Learners’ Listening Comprehension Ability**

**16. The Relationship between EFL Learners’ Pragmatic Competence and Their Attitude towards Computer Mediated Communication (CMC)**

**17. The Effect of Contrastive Lexical Approach on Iranian EFL Learners’ Academic Writing**

**18. The Relationship between Iranian EFL Learners’ Contrastive Lexical Competence and Their Tolerance of Ambiguity in Language Learning**

**19. The Effect of Symmetrical versus Asymmetrical Scaffolding on Iranian High School Students’ Reading Comprehension**

**20. The Effect of Contrastive Lexical Approach in Enhancing EFL Learners Speaking Skill**

**21. The Effect of Contrastive Lexical Approach on Iranian EFL Learners’ Academic Writing**

**22. The Relationship between Iranian Pre- Intermediate EFL Learners’ Contrastive Lexical Competence, Grammar knowledge and Vocabulary Knowledge**

**23. The Effect of Multimodal Annotations on Iranian Intermediate EFL Learners’ Vocabulary Learning and Retention**

**24. The Interactive Effect of Input Exposure and Output Instruction on Iranian EFL Learners’ Speaking Proficiency: The Case of Time Length**

**25. The Effect of Rehearsal and Strategic Planning Tasks on Iranian EFL Learners’ Speaking Skill**

**26. Metapragmatic Information Discourse Analysis of EFL versus ESL Teachers’ Book**

**27. Unrevealing the Effects of Peer-assessment on Iranian High School Students’ Grammar Learning**

**28. Investigating the Relationships between Iranian EFL Learners’ Autonomy, Motivation, and Listening Comprehension Strategies**

**29. Needs Analysis of Iranian EFL Learners a Case of High School Students**

**30. The Relationship Between Contrastive Lexical Competence and Critical Thinking: The Case of Iranian EFL Learners**

**31. The Effet of Monolingual Notebook versus Bilingual Notebook on Formulaic Competence: The Case of Iranian EFL Learners.**

**32. The Relationship between Iranian EFL Learners&#39; Contrastive Lexical Competence and their Pragmatic Competence**

**33. The relationship between iranian EFL learners’ metacognitive strategy use and their pragmatic competence**

**34. The Development and Validation of the Questionnaire to Measure Contrastive Lexical Strategy Use**

**35. The Relationship Between Iranian EFL Learners’ Crystallized and Fluid Intelligences and Their Vocabulary Size**

**36. The Effect of Teacher-Led versus Student-Student Interaction on Iranian EFL Learners’ Pragmatic Competence**

**37. The Effect of Iranian EFL Learners&#39; English Movie Genre Preference on Their Pragmatic Competence**

**38. The Effect of Teacher-Student versus Student-Student Interaction on Iranian EFL Learners’ Pragmatic competence and Their Use of Pragmatic Strategies**

**39. An Investigation of Educational English Movies versus Authentic English Movies: Different Types of Request Speech Act**

**40. The Relationship between Multiple Intelligence and Pragmatic Competence: The case of Iranian EFL Learners**

**41. The Effects of L1-L3 versus L2-L3 Contrastive Lexical Approach on Elementary Iranian Bilingual EFL Learners’ Formulaic Competence**

**42. The Effect of Textual Features Analysis on Written Performance among Iranian Junior High School Students**