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The First National Conference on the Use of New Tools and Technologies in Teaching English

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Within Iranian contexts, Computer Assisted Language learning (CALL) and related sub disciplines are not fully implemented by the actual practitioners in the educational organizations. In today's era, in the fields of English language teaching and learning, it is inevitable that combination of textbooks with audio-visual products, the use of mobile phones, tablet gadgets, and other means of communication needs rebooting in order to increase the quality of language education. As long as the goal of language learning is to communicate and exchange ideas, any tools that might move forward this process should be considered by the policy makers in the field. Undoubtedly, mass communication tools such as social networks on the mobile phone platform as well as computer software etc. have all greatly influenced the accessibility of language knowledge. Hence, this event was an attempt to reiterate the impact that technology could have on language education prominence through new innovative tools.

Dr. Marjan Vosoughi
Conference Scientific Chair
Islamic Azad University of Sabzevar



به نام خداوند جان و خرد

کزین برتر اندیشه برنگذرد

در دنیای محصور در تکنولوژی امروز و در گیرودار رقابت های تنگاتنگ شرکت های بزرگ فن آوری جهان برای دست یابی و رسیدن به اهداف مطلوب در عرصه های مختلف علمی، بهره گیری از یافته ها و دستاوردهای تازه ی حاصل از پژوهش های دانشگاهی و موسسات آموزشی، ضمن این که بر غنای تحقیقات بنیادی می افزاید می تواند، روش های نوینی را در آموزش علوم مختلف برای ورود به تحقیقات کاربردی، پیش روی پژوهشگران قرار دهد. در همین راستا، برپایی همایش ها و گردهمایی های علمی، راهگشای پژوهشگران خواهد بود. ایجاد فضای پرنشاط علمی برای تبادل افکار و اطلاعات در زمینه های مختلف پژوهشی و فراهم آوردن بستر مناسب برای انتقال دانش، ترویج فرهنگ و هنر، برانگیختن انگیزه ی مطالعه و به دست آوردن فرصت های مطالعاتی از دیگر اهداف برگزاری همایش ها است.

دانشگاه آزاد اسلامی واحد سبزوار به عنوان یکی از بزرگ ترین و مطرح ترین واحدهای دانشگاهی در سطح استان با داشتن سابقه ای درخشان در تولید و نشر دانش از طریق چاپ مقالات در مجلات معتبر خارجی و ایرانی و همایش های ملی و بین المللی، همواره مورد توجه دانش پژوهان و داوطلبان مشتاق به ادامه تحصیل بوده است. برگزاری موفق چندین همایش ملی و منطقه ای، از دیگر موفقیت های این واحد دانشگاهی است.

امید است برگزاری همایش «کاربرد ابزار و فن آوری های نوین در آموزش زبان انگلیسی» در سطح ملی، برگ زرین دیگری باشد بر کتابچه ی افتخارات این واحد دانشگاهی ان شالله .

و من الله التوفیق

دکتر ابوالقاسم امیراحمدی

دبیر اجرایی همایش - آبانماه ۱۴۰۳



برنامه زمان بندی

"همایش ملی کاربرد ابزار و فن آوری های نوین در آموزش زبان انگلیسی"

آبان ماه ۱۴۰۳

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برنامه زمان بندی

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آبان ماه ۱۴۰۳

روز دوم

پنج شنبه ۲۴ آبان ماه ۱۴۰۳

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۱۰:۴۵ - ۱۲	حضور: سالن اصلی همایش (طبقه سوم ساختمان اداری، سالن آمفی تاتر) لینک جلسه مجازی: https://rasa.iaus.ac.ir/Open/Meet?m=Y92e5vQTdV2I56JFqR3NoA	Chair: Dr. Beh Afarin Co-chair: Dr. Khosrojerdi Info Assistant: Amir Hossein Hosseinie	پنل اول 10.45-11: The Impact of Teacher Online Synchronous and Asynchronous Corrective Feedback on EFL Learners' Writing Anxiety and Fluency (Amirhossein Mohammadi Meshgini* & Mohammad Amin Shirvani) 11-11:15: Effective Teaching Of English Language Lesson Using Study Strategies By Producing Video Content On Students' Enthusiasm And Academic Vitality (Saeid Najafi Sarem* , Saeid sharifi rahnemo) 11:15-11:30: Enhancing Listening Skill Through Unobtrusive Learning: A Study on Pre-Intermediate secondary high school Kermanian language learners (Mehrzaad Ghaffari) 11:30-11:45: The Role of Textual Input Enhancement on Intake and Acquisition of Iranian Learner's Written Performance (Mina Yazdanparast) 11:45-12: Iranian Hamedan Students University Students Employ Social Media for Informal Language Learning (Pejman Karami)	۹
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	<p>A9rZYMcxhef RTxJZQ</p>		<p>3.15:15-15:30: The Sociocultural Impact of Technology on Language Learning: A Vygotskian Perspective (Yaser Khajavi)</p> <p>4. 15:30-15:45: Comparing Effectiveness of Approaches to Content Selection For EAP Reading: AI, Textbooks, And Adapted Materials (Reza Khany & Mohammad Mahdi Maadikhah*)</p> <p>5.15:45-16: Young Language Learners' Identity Reconstruction in Online English Classes (Anahid Mohseni Kabir & Servat Shirkhani*)</p> <p>6. 16-16:15: The reluctance of the agents of change: Language teachers' perceptions of the challenges of AI integration (Nargess Nourizadeh*)</p> <p>7.16:15-16:30: Assessing Computer and Mobile Literacy among TEFL Students: Implications for CALL Integration (Fatemeh Davardan & Mahboubeh Taghizadeh*)</p>	
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The Impact of English Song Exposure on Iranian Intermediate EFL Learners' Acquisition of Phrasal Verbs

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Abstract

This study investigated the effect of listening to English songs on the acquisition of phrasal verbs among Iranian intermediate EFL learners. A sample of 100 learners initially took the Oxford Placement Test (OPT). Based on the homogeneity test results, 80 learners, whose scores were within one standard deviation of the mean, were selected for the study. These participants were divided randomly and equally into an experimental group and a control group, each consisting of 40 female learners. The experimental group was taught phrasal verbs using English songs as examples in eight instructional sessions, which incorporated interactive speaking activities and feedback. Conversely, the control group received the same instruction and activities without the use of songs; instead, written examples and teacher narration were provided. All sessions were conducted via Telegram, with identical content for both groups, except for the presence of songs in the experimental group. An independent samples t-test was performed to analyze the differences between the two groups in pretest and posttest performance. The results showed that listening to songs significantly enhanced the learning of phrasal verbs in the experimental group. The study concluded with theoretical and pedagogical implications for EFL teaching.

Keywords: Phrasal Verbs, English Songs, EFL Learners, Language Acquisition, Iranian Learners, Instructional Methods.



Authenticating English Language Teachers' Strategies in Solving Hitches during Online Classes

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Abstract

In this study, the researcher intended to validate the possible uses of networks and online education via surveying some twenty English language teachers' strategies in dealing with difficult situations during online platforms. The datasets were content analyzed via metaphor analysis. Firstly, some five categories of participants including 1) chairperson, 2) gardener, 3) firefighter, 4) hero, and 5) dictator were determined by the researcher. The aim was to recognize practical strategies that English language teachers used in their online classes about diverse issues like electricity failure, internet inconsistencies, chaos in interactions, etc. According to the results, the most important strategy that teachers used in online classes was patience (83/16 %). The participants also suggested that some techniques like games and competitions, giving some responsibilities etc. for unmotivated students could be efficient (70/5%). In the end, practical suggestions were suggested in the light of online classes and/or scenarios for English Language Teaching (ELT) in Iranian contexts tapping diverse English; language teachers' characterization.

Keywords: Digital identity, Online Classes, Strategies for Online Classes.



Iranian Hamedan Students University Students Employ Social Media for Informal Language Learning

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Abstract

"Social networking services (SNSs) are often praised for their potential to enhance learning, yet most research focuses on their controlled application within classrooms. This paper explored the reported use and benefits of SNSs outside the classroom, where data is limited. It investigated whether Hamedan University students find SNSs helpful for learning English and identified which language skills benefited most from SNS usage. A total of 6,085 students participated in the online survey. The findings revealed that an overwhelming majority (99.7%) used SNSs to learn English informally, with 97.4% believing that SNSs improved their language proficiency. The respondents indicated that writing, communication, vocabulary development, and reading benefited the most from SNS use, while grammar, listening, and speaking showed less improvement. These results provided a much-needed insight into the practical utility of SNSs for informal English learning among students at Hamedan University.

Keywords: Informal Language Learning; Social Media; Language Skills; Language Acquisition.



Investigating the Impact of EFL Teachers' Workplace on Their Perceptions of Online Formative Assessment Validity

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Abstract

Online formative assessments play a crucial role in modern education within the digital era. However, concerns about their validity are increasing, especially across diverse educational contexts. The aim of this quantitative study was to examine whether Iranian EFL teachers' workplace make any significant difference in their perceptions of online formative assessment validity indicators. The study involved 316 Iranian EFL teachers who completed an online formative assessment validity scale developed by Maleki et al. (2023). The participants represented four types of educational workplaces: universities, language institutes, public schools, and private schools. They included both male and female teachers from various age groups and academic backgrounds, holding degrees from B.A. to Ph.D. The results showed that EFL teachers' perceptions of online formative assessment validity varied across workplace contexts. However, no significant difference was found between the mean scores of teachers from public and private schools. The implications of this study extend to EFL teachers, students, teacher educators, and policymakers. Understanding the variations in teachers' perceptions across different workplace contexts can inform targeted professional development programs and policy decisions. This knowledge can help in designing more effective and context-specific online formative assessment strategies, potentially leading to improved learning outcomes for EFL students.

Keywords: Online Formative Assessment, Validity, Workplace, Indicators, EFL.



The Effect of Online Testing on the Learners' Achievement in Safir Institute in Tehran

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Abstract

This research explored the benefits of online assessments, such as reducing paper consumption and addressing security issues associated with traditional exams. The aim was to create and evaluate a model that outlined how various factors impact individuals' decision to continue using online tests and their effect on academic performance. By surveying 22 female students from the Ozgol branch of Safir Institute, a quantitative method was employed to gather data, with the research tool designed based on prior studies. The results indicated that the perceived usefulness of online tests significantly influenced the intention to persist with them. As a result, it is recommended that future studies adopt a sequential mixed methods approach and involve a broader range of higher education institutions.

Keywords: Online Testing, Learners' Achievement, Continuance Intention.



The Effect of Online Teaching during the COVID-19 Pandemic on EFL University Students' Motivation at Farhangian University

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Abstract

This study aimed to examine the effect of remote teaching during the COVID-19 pandemic on ELT students' motivation at Farhangian University. The study employed a narrative inquiry approach using semi-structured interviews with five or six randomly selected ELT students of Farhangian University. The collected data was analyzed using thematic analysis. The result showed that the emergency remote teaching decreased students' motivation. Factors like lack of infrastructure for online education, bad internet connection, technical problems with LMS and devices, lack of interaction and affinity among the professor and students and students with each other, and inefficient teaching methods result in a decrease in students' motivation during remote teaching. Two groups can help increase and maintain students' motivation in university these two groups are the authorities responsible for online education infrastructures and professors.

Keywords: COVID-19 Pandemic - Emergency Remote Teaching- Motivation - Online Education.



The Role of Multimedia Content on Language Learning

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Abstract

This study was conducted with the aim of investigating the effects of using multimedia English learning among female high school students. In this regard, the number of 135 female students from Emam Reza high school, Hirmand, Sistan and Baluchestan province, were selected using available sampling method. The data collection tool was a researcher-made questionnaire containing 18 questions, the validity and reliability of which were approved by the professors of Tabaran University. At first, while distributing the questionnaire among the students the teacher provided the necessary information about how to complete it and answered the doubts raised. Then the students answered the questions in 30 minutes. The results of this research can provide useful information to teacher, educational planners, and other stakeholders to help improve the English Language Learning process among students by using new multimedia-based educational methods.

Keyword: Multimedia, Modern Teaching, Learning.



Status Quo of Iranian EFL Teachers' Technological Identity: Perceptions and Actions towards Enhancement

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Abstract

EFL teachers' digital literacy is manifested in their technological identity (TI) as a part of their continuing professional development (CPD). The present study's aims were a) delving into the EFL teachers' perceptions about significant factors connected to their TI and b) signifying the actions the ELT community could take to enhance EFL teachers' TI. In so doing, a researcher-made and validated Teacher Technological Identity (TTI) questionnaire was administered to 368 in-service EFL teachers in high schools randomly selected from different zones of Tehran city. Then, 10 EFL teachers and 10 teacher educators from Farhangian University in Tehran were asked to take part in Focus Group Discussions (FGDs) to discuss the actions that could be taken by the Iranian ELT community to enhance EFL teachers' TI. The quantitative data were analysed by means of a Multivariate ANOVA (MANOVA) and the qualitative data were subject to a thematic analysis. The results of quantitative data analysis revealed that EFL teachers have a lot of challenges with their TI, are willing to increase their digital literacy, and enjoy moderate attitudes in this regard. However, they are weak in terms of resources, efficacy and self-regulated learning. Moreover, a thematic analysis of FGDs was taken into account and the actions required to be taken by the ELT community to enhance TTI of English teachers at the high school context were specified as updating teachers' technological identity perspectives, increasing their digital-tech abilities, training them about teacher agency and professional development, and providing them with incentives and amenities. The present study findings can be employed by EFL teachers, teacher educators, policy makers and materials developers in the Iranian educational context.

Keywords: Actions, Continuing professional development, Technological Identity, Perceptions, Digital literacy.



Comparing In-Person and Non-Proctored Online Assessments: Effects on Anxiety and Performance

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Abstract

A The Covid-19 pandemic has significantly increased the reliance on online assessments, prompting the exploration of various proctoring methods. The primary objective is to create examinations that allow test-takers to perform at their best while maintaining academic integrity. Educators need to choose the most suitable proctoring method based on available resources. This study examines two assessment methods— in-person proctored and non-proctored— among TEFL students at Farhangian University. A structured interview with 15 participants revealed four key themes: (1) Reduced anxiety in non-proctored examinations, (2) Increased anxiety in in-person examinations, (3) Superior performance in non-proctored settings, and (4) Lower performance in in-person proctored exams. Additionally, two sub-themes emerged under “reduced anxiety”: (1) decreased concentration and (2) feeling disturbed. The findings indicate that in-person proctoring elevates anxiety levels, resulting in lower scores and poorer performance on online assessments. Conversely, participants reported lower anxiety and better performance in non-proctored examinations. The study discusses further implications for integrating in-person and non-proctored assessments to enhance test-taker performance.

Keywords: Online assessment, In-person Proctoring, Non-proctored examination, test performance, test anxiety.



The Use of Mobile Phones in Language Learning

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Abstract

Due to the fact that mobile is a mobile medium today, this article is the result of the research and investigation of experts and writers in the field of the impact of mobile on language learning. Also, in this article, mobile applications that are effective in learning are introduced. The interaction of learners and cooperation is the most important achievement of these applications. Some of these mobile applications that are discussed in this article include Microsoft Team, Zoom, Google Meet, Microsoft 365, Duolingo, Memrise, Babbel, and Anki.

Key word: Mobile Devices, Learning English, Mobile Assisted Language Learning.



The Impact of Teacher Online Synchronous and Asynchronous Corrective Feedback on EFL Learners' Writing Anxiety and Fluency

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Abstract

This study investigated quantitatively the impact of teacher online synchronous and asynchronous corrective feedback on EFL learners' writing anxiety and fluency. For this purpose, 60 advanced EFL learners studying English at a private language institute were selected through convenience sampling and then divided randomly into two intact groups, each one consisting of 30 participants. The two classes will be assigned into two groups namely, synchronous feedback group (SFG) and asynchronous feedback group (AFG). Both groups benefited from 8 regular English class sessions of the institute, four hours per week. In both groups, the teacher taught the book *Evolve5*; however, the focus of the study was merely on the writing section of the lessons. That is, the conditions for both groups were the same. The only difference between the two groups was that SFG benefited from electronic synchronous feedback, wherein AFG from electronic asynchronous feedback on sample writings submitted in each class session, in addition to the mainstream materials covered in the book. After completion of the treatment and collecting the necessary data, quantitative data analysis was performed though normality test, descriptive and inferential statistics respectively. The obtained results showed that online teachers' synchronous vs. asynchronous corrective feedback have a significant effect on advanced EFL learners' writing fluency and anxiety. The findings of this study bear important implications and applications for all the stakeholders in the field.

Keywords: Synchronous Corrective Feedback, Asynchronous Corrective Feedback, Writing Anxiety, Writing Fluency.



Academic English Reading in a Mobile Vs Computer-Assisted Program: Promoting University Students' Reading Self-Efficacy

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Abstract

Modern mobile devices, even though appropriate for reading, have not yet been applied to promote language learners' reading self-efficacy. The aim of the current study was to address this gap in literature by investigating the effects of using smartphones and laptops on adult English learners' English reading self-efficacy perceptions. Two intact classes taught by a same English professor were recruited to participate in a ten-week online reading program. One class was assigned to the mobile group reading their assignments on their smartphones, the PC group, reading theirs on their laptops. During the online academic reading classes, each class dedicated 2 hours every week for in class reading instruction. The data collected using reading self-efficacy scale and learning journals of students (N=30). Analysis of covariance (ANCOVA) results demonstrated that the smartphone group showed greater self-efficacy promotion than their laptop counterparts. Likewise, qualitative analysis of learning journals found a greater appreciation by the smartphone group. Furthermore, the findings suggest that students may redefine their identities as a result of new learning experiences such as technology-based instruction.

Keywords: Technology, Self-belief, Education, University Students, Learning Experience.



Empowering Chinese MA Students: Enhancing Academic Writing via Mobile Peer Assessment with Tencent Docs

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Abstract

In the present study, the application of mobile phones was investigated in AW courses for master students in China. Despite numerous studies on the integration of MALL into English classes, no previous study has examined whether mobile apps like Tencent Docs can be used for peer assessment. Tencent (腾讯) Docs is an online document that can be used to view, edit, and save Word, Excel, and PPT documents in real time. PA also refers to evaluating the quality of written texts by equal-status learners (Topping, 2009). In this research, two types of PA were utilized, technology-enhanced mode in the experimental group and traditional mode in the second control group (Liu & Edwards, 2021). The study was conducted with an experimental group where students were asked to engage actively in giving real-time and post-class feedback on their peers' writings. In the first control group, the feedback was provided on the same platform by the instructor only, and in the second control group, the feedback was provided by the students on hard copies. The study's findings indicated that the experimental group significantly outperformed the control groups, emphasizing the role of mobile technology in improving students' writing skills. Moreover, regarding PA and teacher assessment, the difference between the two groups was insignificant, revealing that giving feedback on mobile platforms was successful regardless of who was giving feedback. The findings underscore the potential role mobile Apps can play in improving students' academic writing skills and the significant role of PA in academic writing classes. However, further studies are required to explore the foci of peer response and real-time vs. post-class feedback, as well as the level of students' preparation for PA.

Keywords: Mobile Phones, Tencent Docs, Peer Assessment, Chinese MA Students, Academic Writing in English.



Effects of Online Peer-Dynamic Assessment And Digital Task-Based Instruction On EFL Learners' Listening Comprehension: A Comparative Study

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Abstract

Despite considerable research into the effectiveness of online peer-dynamic assessment (OPDA) and digital task-based instruction (DTBI) in second language (L2) learning, a notable gap remains regarding their comparative impact on English as a Foreign Language (EFL) learners' listening comprehension. To address this gap, the present study investigates the differential effects of OPDA and DTBI on enhancing the listening comprehension skills of EFL learners in Iran. A total of 140 pre-intermediate EFL learners were selected through convenience sampling at the Iran Language Institute (ILI) and subsequently homogenized using the Key English Test (KET). Learners with scores around the mean were randomly assigned to one of three groups: OPDA (n = 23), DTBI (n = 23), and a control group (n = 23). The study employed a rigorous methodology, encompassing a pre-test, a 14-session intervention conducted over seven weeks, and a post-test. Data analysis was conducted using one-way ANOVA to assess the differences in listening comprehension gains among the groups. The findings reveal that both the OPDA and DTBI groups significantly outperformed the control group, demonstrating the efficacy of these instructional approaches. However, no significant difference was observed between the OPDA and DTBI groups, indicating that neither approach was superior in fostering listening comprehension. These results carry significant implications for language educators and curriculum designers, suggesting that both OPDA and DTBI can be effectively integrated into EFL listening instruction. Specifically, institutions may consider incorporating these approaches into their curriculum to enhance listening comprehension outcomes without prioritizing one method over the other.

Keywords: Online Peer-Dynamic Assessment; Digital Task-Based Instruction; Listening Comprehension; EFL Learners; Comparative Study.



The Role of Textual Input Enhancement on Intake and Acquisition of Iranian Learner's Written Performance

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Abstract

The main purpose of the study was to investigate the role of textual input enhancement and acquisition of Iranian learners written performance. The used materials of this study adopted from book was selected to complete the process of learning conjunctions and help student to do exercise. The design of the study was a quasi-experimental research. Participants took a homogeneity test and were assigned to two experimental groups and a control group in Adyban English Language Institute in Ahvaz. Then, sixty-nine learners were divided into three groups. The two experimental groups used attention drawing techniques to choose or underline the correct connectors in the texts. The control group was simply exposed to read the text and exercise the drills of grammar in their text. The age of them ranged from 16 to 32. The students' homogeneity by giving Oxford Quick Placement Test (OQPT) to 88 learners. Data will be analyzed through compare them between and within group probable differences of the control and experimental groups before and after the instruction, One-way ANOVA, Post-hoc Scheffe test were used on the data obtained from the pre-test, the immediate post-test and the delayed post-test. The statistical method is done through descriptive and inferential statistics through IBM SPSS version 21. The results showed that both attention drawing techniques had a significant effect on the intake of the targeted forms of connectors. Implications of the study suggest that the attention drawing techniques can enhance learning connectors and they may be effective in teaching grammar to the pre-intermediate learners.

Keywords: Connectors, Delayed Post-Test, Immediate Post-Test, Input Enhancement, Intake, One-Way ANOVA, Quasi-Experimental Research.



Enhancing Listening Skills Through Unobtrusive Learning: A Study on Pre-Intermediate Kermanian High School Language Learners

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Abstract

This study investigates the improvement of listening skill among 66 pre-intermediate male Kermanian high school language learners. The research employed a pre-test/post-test design, with participants divided into two groups: a control group and an experimental group. Using an unobtrusive method and presenting some listening strategies (Brown, H. D. 2007), students in the experimental group were instructed to listen to pre-intermediate level podcasts from the British Council website as an authentic material (Richards, J. C. (2006) while engaging in household activities such as watering plants or washing their father's car for only 20 to 30 minutes per day, without direct teacher instruction (Brinton, D. M. 2014). After an 8-week intervention, a post-test was administered, and the results were analyzed using ANCOVA, with a significance level of less than 0.05, showing a significant improvement in listening skills. Additionally, a Likert-scale questionnaire, firstly reviewed by three experienced English teachers, revealed an increase in these the language learners' motivation to engage in listening activities as a habit, with reduced stress and reluctance to listen to the podcasts (Dörnyei, Z. 2001). This suggests that unobtrusive listening methods can improve both listening skills and students' motivation. (Harmer, J. 2007).

Keywords: Listening Skill, Unobtrusive Learning, Multitasking, Unobtrusive Listening Strategies, Motivation.



The Educational Use of Subtitled Audiovisual Material to Teach English as a Foreign Language

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Abstract

Language teaching methods have undergone major changes over the years, and the advancement of technology is the reason for some of these groundbreaking changes. Modern technological systems are constantly developing at a surprising pace, so language teaching methods cannot lag behind; they need to take advantage of all the available options. Due to the entertaining nature of movies, TV series, and video games, they can be great resources to teach learners the natural use of language so that both cognitive load and boredom can be diminished. Since low-level learners cannot understand every instance of language, subtitled audiovisual material can suit them best. However, unstructured use of subtitled material is not appropriate for classrooms; for this reason, the present article has designed some tasks to provide language teachers with a few examples of how audiovisual subtitled material can be employed for maximum effect.

Keywords: Audiovisual Material, Subtitles, English, Language Teaching.



The Impact of Instagram Reels and Podcasts with Transcripts on EFL Learners' Attention Span

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Abstract

This study investigated the impact of social media platforms, specifically Instagram and podcasts, on the attention span of English as a Foreign Language (EFL) learners. A total of 40 intermediate-level EFL learners were randomly assigned to two groups: one using reels of Instagram and the other engaging with podcasts with transcription, across eight sessions during the 2024 academic year. The Attention Control Scale (ATTC) was employed to assess participants' attention spans pre- and post-intervention. Statistical analyses, including the Kolmogorov-Smirnov test for normality and one-way ANOVA, revealed a significant difference in attention spans between the two groups. Participants using Instagram exhibited a decrease in attention span, while those engaged with podcasts demonstrated an increase. These findings suggest that reels of Instagram can enhance engagement, although, it may undermine sustained attention. Podcasts with transcription promote deeper comprehension and retention. The study underscores the importance of selecting appropriate media in language learning to optimize learner attention and engagement. Further research is needed to explore long-term effects and effective strategies for integrating social media into educational contexts.

Keywords: Attention Span, Podcast, Instagram, Social Media.



Comparing the Effects of AI-Assisted Written and/or Oral Feedback on Motivation among EFL Learners

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Abstract

This study investigates the impact of various types of AI-assisted feedback on the motivation and speaking skills of adult English as a Foreign Language (EFL) learners. A total of 40 participants, who had successfully completed a fundamental English language course, were randomly assigned to one of four groups, each receiving a distinct type of feedback: scores, oral feedback, written feedback, or a combination of both. To measure motivation levels, participants completed a Motivation questionnaire (Ahmed et al., 2015) before and after a 12-session intervention. Data analysis utilized a one-way ANOVA to determine the significance of differences in motivation levels across groups. Results indicated a significant difference in motivation levels post-intervention ($\text{sig} = 0.007$), with the group receiving combined feedback demonstrating the highest increase in motivation. In contrast, the control group showed minimal changes. These findings suggest that diverse forms of AI-assisted feedback can effectively enhance EFL learners' motivation, thereby improving their speaking proficiency. The implications of this research highlight the potential of integrating AI technology into language education to foster greater learner engagement and success.

Keywords: AI-Assisted Written Feedback, AI-Assisted Oral Feedback, Motivation.



Do Speech Practice Platforms Enhance Speaking Skills Through Gamification?

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Abstract

Gamification, the application of game-design elements in non-game settings, has shown potential for improving language learning outcomes, particularly in speaking practice where learners often face challenges with fluency, pronunciation, and confidence. This qualitative study investigates the effectiveness of a speech practice platform, named Speechling, enhanced by gamified features through the lens of the Unified Theory of Acceptance and Use of Technology (UTAUT). Over a three-month period, seven elementary-level EFL learners used the platform with teacher guidance, exploring how gamification influenced their speaking skill development, focusing on UTAUT constructs such as performance expectancy (PE), effort expectancy (EE), social influence (SI), and facilitating conditions (FC).

Data were collected through participant interviews and reflective journals and analyzed thematically. The results indicated positive impacts on speaking performance (PE), with learners reporting noticeable improvements in fluency and pronunciation accuracy. The gamified elements and intuitive interface contributed to a positive perception of the platform's ease of use (EE). Although social influence (SI) was minimal due to limited peer interaction, teacher support and access to essential resources played a key role in facilitating student engagement (FC). These findings provide valuable insights for educators, offering practical recommendations for integrating speech practice platforms to enhance speaking skills in EFL contexts.

Keywords: Gamification, Speechling, Speaking Practice, Unified Theory of Acceptance And Use of Technology (UTAUT).



Exploring the Intersection of Neurolinguistics and Second Language Acquisition: Neural Mechanisms, Critical Periods, and Pedagogical Implications

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Abstract

Neurolinguistics is an area that cannot be excluded from understanding language acquisition and processing, as it refers to the study of the relationship between language and the brain. This study tries to consider the scope of neurolinguistics in terms of functions, roles, and, more precisely, with regard to second language acquisition. In this regard, neurolinguistics is conceptualized as a discipline of linguistics aimed at underscoring the cerebral-physiological prerequisites of language in an attempt to link neuroscience with human communication. It is divided into two fields that include language acquisition and processing and language impairment. The neural bases of language learning, lateralization, and sensitive or critical periods are nevertheless the focus of neurolinguistics. How experience shapes dissimilarly the neural networks and structures of the brain has been found to give the appearance of multiple critical periods for language acquisition. Sex, task demands, language distance, and environment function as moderating variables in lateralization in bilinguals. Neurolinguistic findings have serious implications for the second language teacher and researcher—that is, proceeding with extreme caution in applying neurologists' findings to classroom practice. On the positive side, a deeper understanding of brain structure and functions may be helpful in material design and activities better tuned to individual learners' needs. This study strongly underscores the complexity of neurolinguistics and that further research is needed to firmly understand the dynamic interplay between language and the brain.

Keywords: Neurolinguistics, Second Language Acquisition (SLA), Neural Mechanisms, Critical Period, Pedagogical Implications.



Assessing Computer and Mobile Literacy among TEFL Students: Implications for CALL Integration

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Abstract

The study investigated the computer literacy levels of fourth-year TEFL students enrolled in a Computer Assisted Language Learning (CALL) course at Ardabil Azad University. The participants comprised 57 female and 14 male students who completed a comprehensive computer literacy questionnaire during the first session of the course. The questionnaire aimed to evaluate their initial skills in various areas, including frequency of computer usage, self-assessment of computer skills, and confidence in executing specific computer-related tasks. Analysis of the questionnaire data showed that 70% of the students rated their overall computer literacy as medium, while only 20% considered their skills to be advanced. In terms of mobile literacy, 28% rated it as medium, whereas 70% perceived their skills as advanced. Among Microsoft Office skills, access was the least frequently used software, while social media emerged as the most frequently used digital tool, with 77% of students reporting daily engagement. The results also revealed that 54% of the students indicated a lack of knowledge in web design, yet 70% rated their skills in mobile applications and games as advanced. In addition, over 80% of the students expressed enjoyment in using technology for teaching and a desire to learn more, believing that technology can enhance their teaching quality. The findings highlight key areas of focus for integrating technology into language teaching curricula. The high mobile literacy and frequent use of Internet-based tools suggest that incorporating these technologies into teaching methods can be particularly effective. Furthermore, the strong positive attitudes toward technology in education highlight students' readiness and enthusiasm for embracing tech-enhanced learning.

Keywords: CALL, Computer Literacy, Internet-Based Tools, Technology Integration, TEFL Students.



Linguistic Features of AI-Generated Scientific Manuscripts in Medical Fields: Writing Instruction in Perspective

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Abstract

AI-generated scientific manuscripts and those written by humans exhibit several distinct linguistic features that can help in differentiating between the two. Some of these differences stem from the way AI processes language, its reliance on data patterns, and its lack of nuanced understanding of concepts and context. Some of the key linguistic features that often characterize AI-generated texts may include repetitiveness and redundancy, formulaic language, superficial argumentation, lack of personal engagement, lack of originality, inconsistent use of terminology, less metaphor or analogy, limited adaptation to audience, and problems with coherence. We would like to stress the integration of authentic insights, cultural context, emotional engagement, and critical thinking as characteristics of human writing which still remain crucial, signaling that written manuscripts are both informative and impactful.

Keywords: Artificial Intelligence, Writing Instruction, Manuscripts, Biomedical, Authors, Linguistic Features, Written Text.



Young Language Learners' Identity Reconstruction in Online English Classes

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Abstract

Learning a new language, especially a foreign language, can notably influence individuals' sense of identity as they are learning the new language. The present study investigated the role of online English learning in identity reconstruction of Iranian young language learners (YLLs). For the purpose of exploring the effect of acquiring English as a foreign language (EFL) on YLLs' identity, data were collected through interviews, observation, and a questionnaire. The collected data were analysed quantitatively and qualitatively to uncover the patterns and relations between the key factors. The finding demonstrated the impact of EFL development on reconstructing YLLs' social identity and self-perception. Additionally, the result indicated that EFL learning in YLLs correlated with their intercultural awareness. Therefore, the study suggests that the syllabus and curriculum for online English teaching/ learning should cover identity-sensitive pedagogy.

Keywords: Identity reconstruction; Online English teaching; Learner identity; Young language learner.



Using Artificial Intelligence in Language Teaching

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Abstract

English is one of the most used languages for jobs, markets, tourism, discourse and international connectivity. However, English learners face many challenges in gaining English language skills. Now the question is that How is artificial intelligence (AI) being used for English language teaching and learning (ELT/L) worldwide? What are the opportunities, issues, and challenges? AI can be described as computer systems that mimic human intelligence and can understand human language. However, AI means different things to different people and clear definitions are needed. AI technologies can be: 1) used by pupils to learn, 2) used by teachers to help in teaching activities e.g., grading, and 3) used by admin staff to manage learner data. Our findings point us towards future activity. First, we need to agree on definitions of AI so we can be sure we are referring to the same technology type. Then, principles for ethical use of AI in ELT/L can be drawn up. It would also be helpful to list how AI may or may not be used for specific teacher tasks. In the future, AI will likely transform many aspects of how we live. Whether or not these new technologies will bring the widespread change in education systems is an ongoing debate. This paper aims to discuss the impact of AI on foreign language teaching, and provide suggestions for educators to make better use of AI technologies to assist foreign language teaching.

Keywords: Artificial Intelligence, English, Language Teaching.



The Effect of Using Podcasts on EFL Learners' Self-esteem and Anxiety: Focusing on Distance Classes

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Abstract

The purpose of the study was to scrutinize the impact of Podcasts on EFL Learner's anxiety and self-esteem in distance classes. The main participants were 30 English pre-intermediate students who were studying in Sokhan Institute distance classes in Sabzevar that were selected by convenience sampling. Their age range was 12-18. Since there were two groups in this study, they were divided equally into two groups; an experimental group (15 participants: 7 males and 8 females) and a control group (15 participants: 7 males and 8 females). Coopersmith Self-esteem Inventory (SEI) and Zang Anxiety Inventory (AI) were used to collect the data. Multivariate Analysis of Covariance (MANCOVA) and independent T-test were used to analyze the research hypotheses. The results of this research showed that using podcasts is effective on reducing anxiety and improving the self-esteem of EFL Learners in distance classes.

Keywords: Anxiety, Distance Classes, EFL Learners, Podcast, Self-esteem.



The Effect of Strategic Games on Learning English Speaking Skills of Iranian Soldiers

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Abstract

This study investigated the effects of strategic games on English speaking skills of Iranian EFL soldiers who aimed at learning English in an army base in the north of the country. 100 male learners at the base were randomly selected to participate in this study. The learners took a speaking test, pretest, through which their level of speaking proficiency was determined. By doing so, 60 students who were at the same level of speaking proficiency were assigned to the experimental and the control group. Then, the treatment was carried out in the experimental group while a traditional method of teaching was utilized in the control group. After 24 sessions, 3 hours each week, of the determined syllabus and activities, the same test was taken as the post-test. The results of a t-test showed that strategic games had a significant effect on the speaking skills of the learners

Keywords: Speaking Skills, strategic Games, Communicative Language Teaching, Functional Communicative Activities.



Using Games in Teaching Literature

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Abstract

Games can be used as educational tools in teaching literary concepts or works which are difficult to understand. By using games, the teacher can simplify the concepts and at the same time, puts students in the process of active learning. *Waiting for Godot* (1953) is a play by Samuel Beckett that represents the term absurdity and the Theater of the Absurd. The game with the same name by Mike Rosenthal actively helps the students to experience the meaning of Absurdity by themselves. Also, *The Great Gatsby* is another serious game which is based on Fitzgerald's novel (1925). In its four levels, it brings significant symbols, quotations, cut-scenes, characters, etc. into the game, which directly come out of novel. Playing the game can help students to digest the novel better and at the same time they can remember the plot of the novel easily through the sequence of the levels. The reason for choosing these two games is the fact that both works of literature are canonical works that are always included in curriculums.

Keywords: Serious Games, Serious Gaming, *Waiting for Godot*, *The Great Gatsby*, Absurdity, The Theater of the Absurd, The American Dream, Literature, Game.



A Comparative Study of the Effect of Traditional and Online Teaching on Iranian Young EFL Introverted Learners' Speaking Ability

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Abstract

In the history of modern education and especially in recent years, online or e-based learning and non-campus based learning options have been depicted as second best to traditional face-to-face options. In various learning environments, the personality type can affect people' way of learning. Considering the role of personality type in language learning, this study was an attempt to compare the effect of online and face-to-face instruction on the Iranian young EFL introverted learners' English institutes in Arak whose personality type was determined by using Eysenck Personality Questionnaire (EPQ) and they were assigned to two groups for online and face-to-face instruction. Both groups received a two-month period of instruction and their speaking performance was evaluated by The International English Language Testing System (IELTS) speaking module. The results obtained from the analysis of data through One Way ANCOVA demonstrated the meaningful difference in learners' speaking mean scores and confirmed the positive impact of online instruction on speaking performance. The findings of this study may contribute to the teachers' understanding of the personality type and learning style by which learners can gain success in the speaking class and the reason for learners' different performance in class activities. Also, the findings may inform curriculum design, instruction, and assessment.

Keywords: EFL learner; Face-to-face instruction; Introvert; Online instruction; Speaking performance



Exploring EFL Learners' Assessment in Reading Comprehension Ability: Educational Strategy Use versus Digital Literacy

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Abstract

This study explored the assessment of pre-intermediate English as a 'Foreign Language learners' in reading comprehension ability through digitalized devices and educational strategy use in university language learning contexts. To handle with the virus pandemic outbreak, Allameh Mohhades Nouri University (AMNU) carried out webinar periods and platforms for social distancing to continue ordinary educational schedules while most educational centers have not regarded the digital framework to follow regularly in their educational programs with the mediation of teacher. Further, this study examines the scopes to draw the relationship between digital literacy and educational strategy use from the stages of schematic representation of episodes by (Brown, 2006) and the interactive model of reading comprehension by (Grabe, 2008). To conduct the study, a mixed methods design was used and 175 EFL were chosen as EFL learners at the pre-intermediate level. 'Two-way ANOVA was used' to analyze 'the quantitative data'. 'The results' illustrated that digital knowledge was not shown to be very effective in the mid-test; however, as the time passed, a significant improvement was seen in the learners' posttest scores. As to a comparison between the findings of the study and other similar studies, the findings of this study confirm other studies that lack of technological equipment has caused problems since the virus started. 'The findings' of 'this study will shed light' on how 'the relationship between digital literacy and educational strategies' can be enhanced to enhance reading comprehension ability.

Keywords: Digital Literacy; Dynamic Assessment; Episodes; Educational Strategy Use.



The Reluctance of the Agents of Change: Language Teachers' Perceptions of the Challenges of AI Integration

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Abstract

With advancements in technology and the increasing interest in the use of AI in education, English language teachers and researchers have been exploring different affordances and challenges of using AI for language learning. Teachers, frequently referred to as agents of change, play an important role in introducing reforms in education, and their perceptions can inform the process of integrating AI in language learning. Therefore, this study was carried out with the purpose of exploring the perceptions of state school English teachers in Iran about integrating AI in teaching and learning English, with the focus on the challenges they have and the reasons for their reluctance to utilize AI. Thirty English language teachers, including 18 female and 12 male teachers, with 3-20 years of experience, participated in this study. The data was gathered through semi-structured interviews which lasted about 30 minutes each and were recorded with the teachers' consent for analysis by the researcher. The interviews were transcribed and were analyzed through thematic analysis. The main themes that were extracted from the data included materials development, teachers' professional development and evaluation, technological support, and beliefs and worries. The results of this study can shed more light on the realities of the context of English language teaching in Iran and the steps that need to be taken on the path of integrating AI efficiently in the process of teaching.

Keywords: Artificial Intelligence, English language teaching, Teacher perceptions.



Challenges of Using Technology in Foreign Language Classrooms: Iranian EFL Teachers' Perspectives

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Abstract

The integration of technology in foreign language (FL) classrooms has become increasingly prevalent, yet it presents a myriad of challenges that teachers must navigate. As FL classrooms increasingly adopt technological tools, understanding these challenges is crucial for effective implementation. So, the present study aims to explore the primary obstacles faced by English-as-a-foreign-language (EFL) teachers when implementing technology in classrooms. The participants were eight Iranian EFL teachers working in a private English language teaching institute in Mashhad, northeastern Iran. It was decided to use semi-structured interviews for exploring the challenges of using technology in foreign language classrooms as they can provide valuable insights into the experiences and perceptions of teachers. Data analysis involved coding the collected data to identify recurring themes and patterns related to the challenges of using technology in EFL classrooms. Analyzing the data revealed several recurring themes that highlight the obstacles and challenges of using technology in EFL classrooms such as limited access to technological resources, lack of technological skills and knowledge, and time constraints. It is suggested that by addressing these challenges through improved infrastructure, targeted professional development, and thoughtful curriculum design the benefits of technology in FL education are enhanced.

Keywords: Technology Integration Challenges; Foreign Language Classrooms; EFL Teachers.



The Sociocultural Impact of Technology on Language Learning: A Vygotskian Perspective

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Abstract

In the evolving landscape of language education, technology serves not only as a tool for instruction but also as a facilitator of social interaction and cultural exchange. This theoretical paper aims to explore the implications of technology in language learning through the lens of Vygotsky's sociocultural theory, emphasizing the importance of social interaction and cultural context in the acquisition of language skills. Drawing on Vygotsky's concepts of the Zone of Proximal Development (ZPD) and the role of mediation, this paper will argue that technology can act as a mediating tool that enhances collaborative learning, provides access to diverse cultural resources, and fosters communicative competence among learners. The paper will investigate how various technological platforms, including social media, online collaborative tools, and language learning applications, create virtual communities that allow learners to engage with peers and native speakers in authentic contexts. Additionally, the paper will address the potential challenges that arise from technology's influence on language learning, such as the risk of superficial engagement and the digital divide that can exacerbate language inequality. By synthesizing existing research and case studies, this theoretical exploration will contribute to understanding how the intersection of technology and sociocultural factors can shape the language learning experience. Ultimately, the paper advocates for a balanced integration of technology into language education that resonates with Vygotskian principles, promoting social interaction and cultural relevance while addressing the emerging challenges of the digital age. The findings aim to provide a framework for educators to critically assess their use of technology in fostering meaningful language learning experiences.

Keywords: Vygotskian Perspective, Technology, Language Learning, Sociocultural theory.



AI-Driven Text Simplification: Enhancing Reading Comprehension and Engagement among Iranian Intermediate EFL Learners

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Abstract

This study examines the role of AI-driven text simplification in enhancing reading comprehension among Iranian English as a Foreign Language (EFL) learners. Understanding complex English texts poses a significant challenge in non-English-speaking contexts like Iran, where advanced vocabulary, intricate syntax, and unfamiliar cultural references often hinder academic progress. Traditional teaching methods typically provide uniform reading materials, neglecting the varying proficiency levels within classrooms, which can lead to frustration, disengagement, and suboptimal learning outcomes. To address these persistent challenges, AI-powered text simplification tools offer an innovative and effective solution by tailoring reading materials to meet individual comprehension needs without compromising the integrity of the original content. This research investigates the effectiveness of these advanced tools within an Iranian EFL context, involving 80 intermediate-level learners from private language institutes in Tabriz, who were divided into two groups: an experimental group receiving AI-simplified texts and a control group utilizing traditional materials. A pre-test/post-test design and independent t-tests were employed to measure the impact of AI-driven simplification on reading comprehension effectively. Additionally, a post-study questionnaire was administered to the experimental group to gauge their perceptions of the simplified materials and their learning experiences. Results indicated that learners in the experimental group significantly outperformed their counterparts, demonstrating greater improvements in reading comprehension. The independent t-test results confirmed statistically significant differences between the two groups, highlighting the effectiveness of AI-simplified texts. Furthermore, participants exposed to AI-simplified texts reported higher levels of engagement, motivation, and overall satisfaction with their learning experiences. This study underscores the potential of AI-driven tools in creating more inclusive and adaptive learning environments for EFL learners. It suggests that integrating AI technologies into language curricula can effectively address diverse learner needs, enhance comprehension, increase engagement, and foster greater learner autonomy,



ultimately leading to improved educational outcomes.

Keywords: AI-driven text simplification, reading comprehension, Iranian EFL learners, engagement.



Effectiveness of Kahoot! Games and AI Chatbots in Vocabulary Teaching: Comparing Two Classroom Procedures

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Abstract

Mobile-assisted language learning (MALL) has been an innovative approach, transforming the language learning process, and providing rich and accessible opportunities in the new millennium. Advent and popularity of artificial intelligence (AI) systems and solutions have revolutionized digital tools and instruments in language learning. In planning technology-supported courses, programs and procedures for language learners, it is critically important to choose the most cost-effective and impactful means and implements. This study aimed to compare the effectiveness of using Kahoot! smartphone games in the classroom, and AI-assisted teaching through application of AI chatbots, for vocabulary teaching. To this end, of 32 advanced level learners enrolling in a general English course at a private language school in Kermanshah, Iran, 26 learners were placed in two homogenous classes of 13, following a general proficiency test. In one class, half an hour at the end of each session was allocated to playing specially designed Kahoot! games, while the same period of time in the other class was spent on learners' guided use of AI chatbots for vocabulary development tasks and procedures, such as word grouping, mnemonic building, finding short definitions, synonyms, antonyms and illustrations. All other characteristics of methodology, teaching procedures, scheduling and class composition (age, education level, etc.) were held identical in organizing, planning and running the two classes. After the course completed, the learners took an extensive vocabulary test covering the presented lexical items. The test results showed that learners who played Kahoot! smartphone games outperformed their peers in the class with AI-assisted teaching. Further studies with learners in other levels, higher numbers of learners with different characteristics, and different designs and methodologies can generate better insight into, and enhance understanding of, more effective digital technologies for utilization in classroom procedures and within the teaching process.

Keywords: AI chatbots, artificial intelligence in language teaching, Kahoot! games, mobile assisted language learning (MALL), vocabulary teaching.



Investigating the Correlation of AI Ratings of Essays with TOEFL Scores

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Abstract

Recent advancements in artificial intelligence (AI) and natural language processing (NLP) have revolutionized the methodology and practice in almost all subfields of applied linguistics. After the developments of the last four decades in computer-assisted language testing (CALT), the new era's developments and progress in AI have transformed different areas of language education and teaching, including language testing and assessment. AI-assisted language testing is a relatively new, fast-evolving and currently developing realm, demanding inquiries and investigations on different aspects of using AI to support and enhance language ability assessment and measurement. This study aimed to investigate whether AI chatbots' ratings of prospective TOEFL applicants' writing would have a statistically meaningful relationship and correlate with their TOEFL scores. To this end, each of 35 learners in a TOEFL preparation course at a private language school in Kermanshah, Iran, was asked to submit an essay which was, along with a common rubric, given to AI chatbots, ChatGPT and Google Gemini to rate. The average (mean) rating score for each learner was then calculated. After the learners took TOEFL and their test scores were ready, Pearson's correlation coefficient was used along with t-test to determine whether there is a statistically significant and meaningful relationship between the mean AI-generated rating score for each learner's essay, and their TOEFL score. The data was processed and analyzed using SPSS software. The results showed that, there is a strong positive correlation ($r=0.87$) between mean essay rating score, and the TOEFL score for each learner. The results of this study suggest high correlation between learners' essays rating scores generated by AI chatbots and the TOEFL scores of each of them. Further research with different AI chatbots, higher numbers of learners and applicants, and AI-generated scores for assessment and measurement of different skills, subskills and components are recommended.

Keywords: AI-assisted language testing, chatbot essay ratings, computer-assisted language testing (CALT), natural language processing (NLP) in education, TOEFL score correlation.



Comparing Effectiveness of Approaches to Content Selection for EAP Reading: AI, Textbooks, and Adapted Materials

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Abstract

Recent breakthroughs in generative AI have created an enormous realm of possibilities and opportunities for developing systems and solutions in language teaching and learning. Generative AI is providing a vast domain of resources for educators and language teachers, enabling them to transform the process of teaching and learning, doing what was once impossible in traditional approaches. The aim of this study was to investigate and compare the effectiveness of three methodological and procedural approaches to content selection in developing university students' reading comprehension skills: using AI-generated texts, using standard internationally renowned textbooks and adoption or adaptation of freely available texts by teachers. To this end, of 39 BA students enrolling in an EAP course focusing on reading skill at Ilam University, Iran, 33 students were placed in three homogenous classes of 11, organized after a placement test on general proficiency. In one class, AI generated texts made by teacher's prompts to AI chatbots ChatGPT and Google Gemini were used as the main material, while in one other class Select Readings Intermediate textbook, a reading coursebook published by Oxford University Press was used, and in another class, the teacher adopted and adapted texts from freely available online resources. Class timing was identical in three classes. Upon completion of the course, students took an extensive reading comprehension test developed based on the syllabus common between the classes. The test results showed that students in the class using AI-generated texts slightly outperformed the class using the textbook, and students in both AI-assisted and textbook-based classes demonstrated better performance compared to the students in the class with adapted and adopted materials. Further studies in different contexts and settings, with higher numbers of learners, and investigating other skills, subskills or components, as well as courses and programs with other aims, objectives and syllabi are recommended.

Keywords: AI-generated texts, content selection methods, EAP reading comprehension, generative AI in language teaching, language teaching materials, reading comprehension materials



Harnessing the Power of Artificial Intelligence for Language Learning: Opportunities and Challenges in the EFL Classrooms

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Abstract

The incorporation of artificial intelligence (AI) in English as a Foreign Language (EFL) classrooms offers a multifaceted opportunity to revolutionize language learning experiences. This article examines the advantages and challenges linked to AI integration in EFL education. Key benefits include personalized learning paths tailored to individual student needs, immediate feedback mechanisms that support language acquisition, and increased exposure to authentic language materials. AI tools, such as intelligent tutoring systems and chatbots, facilitate engaging and adaptive learning environments, fostering learner autonomy and motivation. However, the implementation of AI in EFL settings also presents significant challenges, including technical infrastructure requirements, ethical concerns regarding data privacy, and the necessity for pedagogical adaptations to ensure effective utilization of AI tools. This paper aims to provide a comprehensive overview of the current state of AI in EFL classrooms, emphasizing both the opportunities for enhanced teaching and learning and the critical challenges that must be addressed for successful integration.

Keywords: Artificial Intelligence, Language Learning, EFL Classrooms, Personalized Learning, Educational Technology, Challenges in Education.



تدریس اثربخش درس زبان انگلیسی با استفاده از راهبردهای مطالعه به روش تولید محتوای ویدیویی بر اشتیاق و سرزندگی تحصیلی دانش آموزان

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چکیده:

هدف: پژوهش حاضر با هدف شناسایی میزان اثربخشی تدریس زبان انگلیسی با استفاده از راهبردهای مطالعه به روش تولید محتوای ویدیویی بر اشتیاق تحصیلی و سرزندگی تحصیلی دانش آموزان انجام پذیرفت.

روش: پژوهش حاضر از نوع نیمه آزمایشی با طرح پیش آزمون و پس آزمون با گروه کنترل بود. جامعه آماری کلیه دانش آموزان پسر دوازدهم متوسطه شهر همدان در سال تحصیلی ۱۳۹۹-۱۴۰۰ به تعداد ۷۳۰۲ نفر بودند که از بین آنها تعداد ۳۰ نفر به روش تصادفی خوشه‌ای چند مرحله‌ای انتخاب و به صورت تصادفی در دو گروه ۱۵ نفری آزمایش و کنترل قرار گرفتند. برای انجام پژوهش ابتدا در شرایط یکسان از هر دو گروه پیش آزمون با استفاده از پرسشنامه اشتیاق تحصیلی (Fredricks(2004) و سرزندگی تحصیلی (Dehghanizadeh and Hossein Chari(2010) به عمل آمد که برای تعیین روایی آنها از روایی محتوایی و برای به دست آوردن پایایی نیز از ضریب آلفای کرونباخ بهره‌برداری شد که به ترتیب ۰/۷۱ و ۰/۸۲ به دست آمد سپس بسته آموزشی راهبردهای مطالعه به مدت ۸ جلسه تهیه شد که میزان نسبت روایی محتوا و شاخص روایی محتوا آن نیز توسط متخصصین تعیین و بین ۰/۹ تا ۱ به دست آمد در حالی که در طول این مدت گروه کنترل هیچ‌گونه مداخله‌ای را دریافت نکردند. پس از اتمام جلسات آموزشی بر روی گروه آزمایش از هر دو گروه در شرایط یکسان پس آزمون به عمل آمد و در نهایت داده‌ها با استفاده از تحلیل کوواریانس تجزیه و تحلیل شدند.

یافته‌ها: نتایج تحلیل کوواریانس نشان داد که آموزش راهبردهای مطالعه سبب افزایش اشتیاق تحصیلی در همه مولفه‌های اشتیاق رفتاری، اشتیاق عاطفی و اشتیاق شناختی و همچنین سرزندگی دانش آموزان در درس زبان انگلیسی می‌شود. به طور کلی نتیجه این پژوهش نشان داد برای افزایش اشتیاق تحصیلی و سرزندگی دانش آموزان در درس زبان انگلیسی، استفاده از این آموزش راهبردهای مطالعه موثر است.

واژه‌های کلیدی: تدریس زبان انگلیسی، راهبردهای مطالعه، تولید محتوای ویدیویی، اشتیاق تحصیلی، سرزندگی

تحصیلی



کاربرد تلفن همراه و مقایسه دو روش آموزش از طریق روش بارش فکری و سخنرانی بر میزان یادگیری زبان انگلیسی

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چکیده:

پژوهش حاضر با هدف بررسی رابطه بین یادگیری واژگان انگلیسی از طریق تلفن همراه و بررسی تأثیر روش بارش فکری بر میزان یادگیری فراگیران و مقایسه آن با روش آموزش سخنرانی، در دبیرستان دخترانه رضوان ناحیه یک استان کرمانشاه طراحی و در سال ۱۴۰۲ اجرا گردید. طی یک مطالعه نیمه تجربی ۳۰ دانش آموز دختر به عنوان نمونه به طور تصادفی انتخاب، و با توجه به سن، وضعیت تحصیلی، معدل و وضعیت اقتصادی خانواده به دو گروه همتا (۱۵) نفر آزمایش و ۱۵ نفر کنترل تقسیم شد. ابتدا با استفاده از آزمون ۱۰ سؤال بر اساس اهداف رفتاری درس زبان انگلیسی پایه دوازدهم پیش آزمون انجام شد و سپس به گروه آزمایش از طریق روش بارش فکری و به گروه کنترل از طریق سخنرانی طی دو جلسه ۲۰ دقیقه‌ای دو ساعته آموزش داده شد و با همان سؤالات پس آزمون انجام شد و با آزمون t مورد قضاوت آماری قرار گرفت. نتایج پژوهش نشان داد با وجود اینکه هر دو روش آموزش سخنرانی و آموزش از طریق روش بارش فکری بر یادگیری فراگیران تأثیر مثبت دارد، ولی آموزش از طریق روش بارش فکری نسبت به آموزش از طریق سخنرانی تأثیر بیشتری بر میزان یادگیری دانش آموزان داشت و این بیانگر آن است که روش بارش فکری به عنوان روش فعال تدریس برای درس زبان انگلیسی می تواند مورد توجه ویژه دبیران قرار گیرد.

واژه های کلیدی: روش های آموزشی، آموزش از طریق روش بارش فکری، سخنرانی، یادگیری، آموزش از طریق

تلفن همراه.



شفافیت و قابلیت توضیح پذیری در سیستم های ارزیابی زبانی مبتنی بر هوش مصنوعی: چالش های مربوط به توضیح تصمیمات هوش مصنوعی در فرآیند ارزیابی

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چکیده

در سال های اخیر، استفاده از سیستم های ارزیابی زبانی مبتنی بر هوش مصنوعی به طور چشم گیری افزایش یافته است. این فناوری به دلیل سرعت و دقت بالا، به ابزاری قدرتمند در ارزیابی مهارت های زبانی تبدیل شده است. با این حال، عدم شفافیت و قابلیت توضیح پذیری در فرآیند تصمیم گیری این سیستم ها چالش های اخلاقی جدیدی را به وجود آورده است. هدف اصلی این تحقیق بررسی چالش های مربوط به شفافیت و قابلیت توضیح پذیری در سیستم های ارزیابی زبانی مبتنی بر هوش مصنوعی و ارائه راهکارهایی برای بهبود این جنبه ها است. متناظر با این هدف، سؤال اصلی پژوهش به این موضوع می پردازد که چگونه می توان تصمیمات هوش مصنوعی در ارزیابی زبان را به شکلی شفاف تر و قابل توضیح تر ارائه داد. روش تحقیق در این پژوهش توصیفی-تحلیلی است و رویکرد آن آمیخته (ترکیبی از روش های کیفی و کمی) و نوع تحقیق کاربردی-توسعه ای است. جامعه آماری این پژوهش شامل ۵۰ نفر است و حجم نمونه بر اساس جامعه آماری به صورت تمام شمار تعیین شده است. برای گردآوری و تجزیه و تحلیل داده ها، محقق از روش های کتابخانه ای، تحلیل اسنادی، و مصاحبه های تخصصی استفاده کرده است. پرسشنامه نیز بر اساس این داده ها تهیه شده است. در تجزیه و تحلیل داده ها، برای تحلیل کیفی از نرم افزار MAXQDA و برای تحلیل کمی (پرسشنامه) از نرم افزار SMART PLS استفاده شده است. در نهایت، نتایج این تحقیق می تواند به بهبود شفافیت و توضیح پذیری در سیستم های ارزیابی هوشمند و ارتقای اعتماد کاربران به این فناوری ها کمک کند.

واژه های کلیدی: ارزیابی زبانی، توضیح پذیری، شفافیت، چالش های اخلاقی، هوش مصنوعی



The Effect of Strategic Games on Learning English Speaking Skills of Iranian Soldiers

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Abstract

This study investigated the effects of strategic games on English speaking skills of Iranian EFL soldiers who aimed at learning English in an army base in the north of the country. 100 male learners at the base were randomly selected to participate in this study. The learners took a speaking test, pretest, through which their level of speaking proficiency was determined. By doing so, 60 students who were at the same level of speaking proficiency were assigned to the experimental and the control group. Then, the treatment was carried out in the experimental group while a traditional method of teaching was utilized in the control group. After 24 sessions, 3 hours each week, of the determined syllabus and activities, the same test was taken as the post-test. The results of a t-test showed that strategic games had a significant effect on the speaking skills of the learners.

Keywords: Speaking Skills, Strategic Games, Communicative Language Teaching, Functional Communicative Activities.