

# Annotated Bibliography of Dr Salmani Nodoushan's Research on Education and Language Teaching

by

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- 1** Al Shalabi, M. F., & Salmani Nodoushan, M. A. (2009). Personality theory and TESOL. *Journal on Educational Psychology*, 3(1), 14-22.

In this paper, it is argued, based on evidence from psychological literature, that there are three major approaches to the study of personality, namely (1) situationism, (2) interactionism, and (3) constructivism. It is also noticed that these approaches have resulted in the emergence of three major types of personality theories: (i) type theories, (ii) trait theories, and (iii) factor theories. In connection to TESOL, it is argued that extroversion/introversion and risk-taking are the most important personality factors. It is also argued that such personality factors as tolerance of ambiguity, empathy, self-esteem, inhibition, and intelligence have been addressed by TESOL research, but that the two most important factors are extroversion/introversion and risk-taking.

- 2** Bhatia, V. K., & Salmani Nodoushan, M. A. (2015). Genre analysis: The state of the art (An online interview with Vijay Kumar Bhatia). *International Journal of Language Studies*, 9(2), 121-130.

In this interview, Vijay Bhatia freely reflects on his personal experiences, perceptions, and views about the development of Genre Analysis in the early eighties towards Critical Genre Analysis today. He offers his impressions about how professionals construct, interpret, use and often exploit generic resources in their everyday practice to meet their professional objectives in specific contexts. Starting from the early conceptualization of Genre in the eighties in the United Kingdom, he points out how it was essentially inspired by the everyday concerns about the teaching and learning of English for Specific Purposes, and how it continued to gain popularity and is considered one of the most popular frameworks for ESP applications in the present-day context. However, he points out, it is not enough to analyze and describe just the specialist discourses; it is also equally important to understand how such discourses are employed in professional practice to meet specific requirements of a particular profession. Hence the need to develop traditional Genre Analytical framework further towards what he calls Critical Genre Analysis to demystify interdiscursive performance in specific academic and professional settings.

### 3

Birjandi, P., Alavi, S. M., & Salmani Nodoushan, M. A. (2004). *Advanced writing*. Tehran: Zabankadeh publications.

Advanced Writing is the first in a series of books designed to develop the expository and argumentative writing skills that EFL learners need to express their ideas effectively. Through highly illustrative examples, model paragraphs, and carefully constructed exercises, students complete, step by step, activities which enable them to understand and fully appreciate in the writing process. Units one, two, and three will familiarize the students with the rudiments, format, and overall structure of the paragraph; unit four deals with techniques of support; units five through eleven deal with the rhetorical patterns most commonly found in expository writing (enumeration, chronology, process, description, definition, cause and effect, and comparison and contrast); unit twelve treats argumentation not as a rhetorical device in and of itself, but rather as a kind of writing which often employs a variety of rhetorical devices; finally, unit thirteen provides a number of dos and don'ts that enable the university students to revise and enhance their paragraphs. The effective course-book/workbook format provides students with a powerful five-step approach to paragraph writing. Students will accomplish the following tasks that lead to clear, effective, and concise paragraphs: Deduction: the initial step, in which the internal structures of different kinds of paragraphs are discussed. Exposure: the second step, in which students read at least a model paragraph. Analysis: the third step, in which students gain greater understanding of the structure of the model paragraph. Planning: the fourth step, in which students make outlines for their own paragraphs based on their understanding of the models. Writing: the final step, in which students write original full paragraphs. The book covers the fundamental techniques and methods of paragraph writing, yet the format allows the teacher to insert additional exercises and assignments that are both class-specific and provide for the individual teacher emphasis. This flexibility should give the experienced teacher a focus for materials and the newer teacher a pedestal on which to build. Because the course is based on paragraph writing, it does not pay much attention to grammatical structures. Naturally, EFL students, even at the advanced level, continue to have grammatical weaknesses. Advanced Writing deals with grammar problems that are specifically related to paragraph writing: punctuation, sentence structure, and so forth. The grammatical explanations are, however, very concise because the book focuses on paragraph development. The ultimate goal of the book is to make sure that students finish their paragraph writing course with knowledge of the format of expository and argumentative paragraphs. Throughout Advanced Writing students are encouraged to write about topics that interest them, and are motivated to become fully engaged in the writing process. They are also persuaded to develop effective techniques for effective, clear, and concise paragraphs.

### 4

Brown, J. D., & Salmani Nodoushan, M. A. (2015). Language testing: The state of the art (An online interview with James Dean Brown). *International Journal of Language Studies*, 9(4), 133-143.

In this interview, JD Brown reflects on language testing/assessment. He suggests that language testing can be seen as a continuum with hard core positivist approaches at one end and post modernist interpretive perspectives at the other, and also argues that norm referencing (be it proficiency, placement, or aptitude testing) and criterion referencing (be it diagnostics, progress, or achievement testing) fall on this continuum. He further suggests that evaluation is done at the level of program or course but that assessment is focused on the classroom, and then argues that both assessment and

evaluation exploit measurement and testing albeit to different effects. He then comments on his views about high-stakes and low-stakes testing as well as washback, and finally expresses serious concerns about the impacts of language policy on language testing by calling the current NS models into question. Relating his concerns to validity issues, he suggests that language testers need to consider other options to the NS model to serve the needs of speakers of other Englishes.

5

Johns, A. M., & Salmani Nodoushan, M. A. (2015). English for Specific Purposes: The state of the art (An online interview with Ann M. Johns). *International Journal of Language Studies*, 9(2), 113-120.

This forum paper is based on a friendly and informative interview conducted with Professor Ann M. Johns. In providing answers to the interview questions, Professor Johns suggests that all good teaching is ESP, and also distinguishes between EOP and ESP in that the former entails much more "just in time" learning while the latter may be directed more at "just in case." She further adds 'context' as the sixth enduring conception to the list of the five concepts which, according to Swales (1990), underlie ESP. She further suggests that (a) Register Analysis, (b) Rhetorical Discourse Analysis, (c) Target Language Use Situation Analysis, and (d) Genre Analysis have had a major role in the development of ESP. As for CBI or CLIL, she suggests that there is much more to ESP than content, and emphasizes that ESP can account for the changing needs of learners in the twenty-first century by employing effective ongoing needs assessment and target situation analysis. Towards the end of the interview, she presents her views on the future direction of ESP by suggesting that more serious research into target situations is needed, and invites ESP specialists to be more open, flexible, and sensitive to context.

6

Karami, H., & Salmani Nodoushan, M. A. (2011). Differential item functioning (DIF): Current problems and future directions. *International Journal of Language Studies*, 5(3), 133-142.

With the rising concerns over the fairness of language tests, Differential Item Functioning (DIF) has been increasingly applied in bias analysis. Despite its widespread use in psychometric circles, however, DIF is facing a number of serious problems. This paper is an attempt to shed some light on a number of the issues involved in DIF analysis. Specifically, the paper is focused on four problems: the inter-method indeterminacy, the intra-method indeterminacy, the ad hoc interpretations, and the impact of DIF on validity. In order to orient the reader, the paper also provides a brief introduction to the fundamental concepts in DIF analysis.

7

Karami, H., & Salmani Nodoushan, M. A. (2014). The impact of analogy on L3 reading comprehension. *The Reading Matrix: An International Online Journal*, 14(1), 112-120.

Little research has been conducted to investigate the effect of analogy on third language (L3, hereafter) reading comprehension though some experts believe that it has facilitating and debilitating effects on L1 and L2 respectively. This article intends to explore the effect of analogies on reading comprehension of expository texts by students of English as a third language. Subjects were all Turkish university students of English as a Foreign Language who had Farsi as their second language. Written recall protocols taken from 350 participants were analyzed for a text with and without analogy. The results indicated that analogy had a facilitative effect regardless of proficiency level.

- 8** Nemati, M., Salmani Nodoushan, M. A., & Ashrafzadeh, A. (2010). Learning strategies in proficient and less proficient readers in medicine. *Journal on Educational Psychology, 4*(2), 19-32.

The current study aimed to diagnose the probable significant differences in the use of language learning strategies among medical-text readers of opposite sex from different levels of proficiency. 120 (N=120) participants were randomly selected from Azad Medical University of Mashhad: 60 medical students (age range 23-25; 30=male and 30=female) and 60 professors (age range 45-55; 30=male and 30=female). They took the Strategy Inventory for Language Learning (SILL) questionnaire. Their responses to the 50 items on the questionnaire were totaled and sets of scores were obtained for overall, direct, indirect, memory, cognitive, compensative, metacognitive, social, and affective strategies. Independent samples 't'-tests were performed for the analysis of the data. Results after analysis of the data showed that male and female respondents in each proficiency group used the same learning strategies. However, as far as individual direct and indirect sub-strategies are concerned, two significant differences were found: (i) male and female proficient readers used compensative strategies differentially, with females using these strategies more frequently; The same also held for less proficient readers, but in this case, it was the male group that used these strategies more frequently; and (ii) only in the case of proficient readers did male readers use affective strategies more frequently. Keywords: English for Medical Purposes, Learning Strategies, ESP, Language Strategies, SILL.

- 9** Salmani Nodoushan, M. A. (1992). A review of diploma English exam. *The FLT Journal (Roshd), 35*, 14-19.

This paper reviews the importance of the large-stakes test of high school diploma, and argues that the test suffers from a huge number of technical problems. The language of the text of this paper is Persian.

- 10** Salmani Nodoushan, M. A. (1998). Correlation in language testing. *The Research Quarterly of Arak Islamic Azad University, 1*, 139-142.

This paper reviews the importance and applications of 'correlation' in language testing. The language of the text of this paper is Persian.

- 11** Salmani Nodoushan, M. A. (2002). *Text-familiarity, reading tasks and ESP test performance: A study on Iranian LEP and Non-LEP university students*. Unpublished PhD Dissertation, University of Tehran, Iran.

In a study of the effects of text familiarity, task type, and language proficiency on university students' LSP test and task performance, 541 senior and junior university students majoring in electronics took the Task-Based Reading Test (TBRT). The results indicated that the effect of each of these factors on subjects' test and performances was statistically significant. Moreover, the impact of the interactions between any given pair and also among all three of these factors on subjects' test performance was statistically significant. Subjects' performance on different tasks at the same level of text familiarity afforded statistically significant results. The semi-and no-proficient subjects did not perform significantly different in the following contexts: (a) true-false, sentence-completion, and writer's-view tasks in partially familiar tests; (b) outlining, writer's-

view, true-false, and sentence completion tasks in totally unfamiliar tests; and (c) sentence-completion, outlining, and writer's-view tasks in totally familiar tests. The differences found in subjects' performances on the same tasks at different levels of text familiarity were also significant. However, the difference between semi- and non-proficient subjects' performance was not statistically significant when they performed (a) the true-false task in partially familiar versus totally familiar contexts, and (b) outlining, sentence-completion, and writer's-view tasks along the text-familiarity cline. In a comparison of different tasks, subjects' performance of the sentence-completion task was found to be significantly different from their performance of the other four tasks in question along the text-familiarity cline. Moreover, subjects' performances of the writer's-view and the true-false tasks in totally unfamiliar contexts differed significantly. In addition, regression analyses revealed that the greatest influence on subjects' overall and differential test and task performance was due to language proficiency.

- 12** Salmani Nodoushan, M. A. (2003). Text-familiarity, reading tasks and ESP test performance: A study on Iranian LEP and Non-LEP university students. *The Reading Matrix*, 3(1), online.

In a study of the effects of text familiarity, task type, and language proficiency on university students' LSP test and task performances, 541 senior and junior university students majoring in electronics took the TBRT (Task-Based Reading Test). Variance analyses indicated that text familiarity, task type, and language proficiency, as well as the interaction between any given pair of these and also among all of them resulted in significant differences in subjects' overall and differential test and task performances. In addition, regression analyses revealed that the greatest influence on subjects' overall and differential test and task performance was due to language proficiency. The implications of the study are discussed.

- 13** Salmani Nodoushan, M. A. (2006a). Does field independence relate to performance on communicative language tests? *Journal of Educational Technology*, 3(3), 79-85.

Recent language testing research investigates factors other than language proficiency that may be responsible for systematic variance in language test performance. One such factor is the test takers' cognitive styles. The present study was carried out with the aim of finding the probable effects of Iranian EFL learners' cognitive styles on their performance on communicative tests. For purposes of the present study, it was hypothesized that field (in)dependence would introduce systematic variance into Iranian EFL learners' communicative-test performance. 240 junior and senior students all majoring in English took the Group Embedded Figures Test (GEFT), the 1990 version of IELTS, and the Communicative Test (CT) designed for the present study. The results of the present study provided evidence that the field-dependent (FD) subjects, compared to their field independent (FI) counterparts, performed much better on the CT. It was, therefore, concluded that test takers' cognitive styles may be viewed as a source of systematic variance in performance on communicative language tests.

- 14** Salmani Nodoushan, M. A. (2006b). Research in the language classroom: State of the art. *Journal of Educational Technology*, 3(2), 63-72.

New trends in language teaching have resulted in a move towards research in the language classroom. A brief overview of classroom research reveals three distinct but inter-related research paradigms: classroom-centered research, classroom process research, and qualitative research, respectively.

**15**

Salmani Nodoushan, M. A. (2006c). Language teaching: State of the art. *Asian EFL Journal*, 8(1), 169-193.

In its lifetime, the profession of language teaching has undergone many changes. Early attempts at language teaching almost entirely lacked a theoretical base. In the 20th century, however, two sets of language teaching methods emerged; the first set borrowed theories from psychology, linguistics, and sociolinguistics whereas the second set was based on individual philosophies of method developers. Late in the twentieth century, an attempt on the part of some pedagogists to evaluate the different methods of language teaching resulted in the validity of language teaching methods being called into question. As a result, the question of how the profession of language pedagogy should be approached called into attention such notions as teacher plausibility, autonomy, and reflectivity as well as learner plausibility and autonomy. The result of such an expanded perspective was the introduction of effective and reflective teaching ideologies of the seventies and eighties. In 1994, an attempt at finding an alternative to methods instead of an alternative method culminated in the introduction of the post method era. The present paper tries to provide the reader with a brief account of these trends.

**16**

Salmani Nodoushan, M. A. (2007a). Error treatment in the EFL writing class: Red pen method versus remedial instruction. *Journal of Educational Technology*, 4(3), 53-58.

In a study conducted to see which method of error treatment was more effective in EFL writing classes, 288 Iranian EFL learners took the TOEFL test to be grouped in two homogeneous classes. Each student in each group wrote a paragraph on a general topic which was proofread for mistakes/errors by three experienced EFL writing teachers (i.e., Pretest). One group received Red Pen treatment (RPM) and the other Remedial Instruction treatment (RIM). After a two-week interval, both groups repeated the same writing assignment proofread by the same teachers (Post-test). A Mixed Between-Within Subjects Analysis of Variance (SPANOVA) was conducted to analyze the effect of two different types of treatment (i.e., RPM, and RIM). Results, after analysis of the data, indicated that the main effect was significant for time but not for group. It was further noticed that the interaction effect was also significant. The RPM method, although not statistically significant, was slightly more effective in enhancing EFL written performance than the RIM method.

**17**

Salmani Nodoushan, M. A. (2007b). Is Field Dependence or Independence a Predictor of EFL Reading Performance? *TESL Canada Journal*, 24(2), 82-108.

In this study it was hypothesized that field dependence or independence would introduce systematic variance into Iranian EFL learners' overall and task-specific performance on task-based reading comprehension tests. One thousand, seven hundred, forty-three freshman, sophomore, junior, and senior students, all majoring in English at various Iranian universities and colleges, took the Group Embedded Figures Test (GEFT). The resulting 582 field-independent (FI) and 707 field-dependent (FD) students then took the 1990 version of the IELTS. Using SPSS commands for collapsing continuous variables into groups and participants' IELTS scores (based on the 25th, 50th, and 75th percentiles), four proficiency groups were identified for each cognitive style. From each proficiency group, 36 FD and 36 FI individuals were selected through a matching process. The resulting sample of 288 participants took the Task-Based

Reading Test (TBRT) designed for the study. Data analysis revealed that individuals' cognitive styles resulted in a significant difference in their overall test performance in the proficient, semiproficient, and fairly proficient groups, but not in the low-proficient group. The findings also indicated that cognitive style resulted in a significant difference in participants' performance on true-false, sentence completion, outlining, scanning, and elicitation tasks in all proficiency groups.

- 18** Salmani Nodoushan, M. A. (2007c). Thinking on the write path. *Training Journal*, May 2007, 37-40.

This paper emphasizes the importance of cognitive orientation to the success of EFL students in writing courses. It argues that the skill of writing was rediscovered as soon as it lost its lowly status as a 'by-product' of the oral approach. In this paper, inefficient writing is attributed to a number of factors, among which the inadequacy of cognitive competence stands out. It suggest a cognitive approach to teaching writing the aim of which is to develop an insight in the learner, enabling him to make his own selections and interpretations of the existing situation. The main component of instruction in a cognitive approach is revision. As they take on the role of both writers and readers, the students are taught to review their writing, predicting what problems they may have, and what possible reactions they may have to their writing. The suggestion here is to write some of the compositions on the board or to use an overhead/opaque projector to this end. The students may then be urged to identify the mistakes, both grammatical and rhetorical, in their compositions. This procedure can develop an inter-actional attitude, and enhance productive thinking in the students.

- 19** Salmani Nodoushan, M. A. (2007d). On adopting a cognitive orientation in EFL writing classroom. *Journal on Educational Psychology*, 1(1), 15-18.

The present paper underscores the importance of the cognitive orientation of English as a Foreign Language (EFL) students in their success in writing courses. A few suggestions are made as to how EFL teachers can put their students on the right cognitive path in their writings.

- 20** Salmani Nodoushan, M. A. (2007e). Are task type and text familiarity predictors of performance on tests of English for specific purposes? *Asian ESP Journal*, 3(1), 67-96.

In a study of the effects of text familiarity, task type, and language proficiency on university students' Language for Specific Purposes Ability (LSPA) test and task performances, 541 senior and junior university students majoring in electronics took the Task-Based Reading Test (TBRT). Variance analyses indicated that text familiarity, task type, and language proficiency, as well as the interaction between any given pair of these and also among all of them resulted in significant differences in participants' overall and differential test and task performances. In addition, regression analyses revealed that the greatest influence on subjects' overall and differential test and task performances was due to language proficiency. Text familiarity had the smallest effect on students' test and task scores. Compared to text familiarity, task type was a stronger predictor of variance in test and task performance.

- 21** Salmani Nodoushan, M. A. (2007f). Is text cohesion a precursor to reading success? *Journal of Educational Technology*, 3(4), 87-91.

This paper underscores the effect of text cohesion on EFL reading comprehension. 160 EFL (n=80) and non-EFL (n=80) university students took two versions of a cloze test

based on a passage of 750 words length, one developed with every nth word deletion and the other with cohesive word deletion. The results of analyses of variance indicated that text cohesion positively affected text comprehension. Pedagogical implications of the study are discussed.

**22**

Salmani Nodoushan, M. A. (2008a). A critique of the brave new world of K-12 education. *Journal on School Educational Technology*, 4(2), 1-6.

The rapid development of transportation systems and communication technology, and the growth of population has resulted in the appearance of new settlements even in such remote areas of Earth as rain forests and deserts. This has stimulated the need for a replacement for traditional education systems. K-12 education has emerged from the no-child-left-behind concerns of governments for educating the young population of their countries. This paper is a critique of such an educational system. It begins with a definition of K-12 distance education, and notices the five most popular K-12 systems: Statewide supplemental programs, District-level supplemental programs, Single-district cyber schools, Multi-district cyber schools, and Cyber charters. It then describes the most popular instructional practices within these K-12 systems and identifies them as: Instructor-led Training (ILT), Collaborative Learning, Computer-based Training (CBT), Web-based Training (WBT), and Electronic Performance Support System (EPSS). Then the paper compares K-12 education to traditional educational systems and identifies their advantages and disadvantages. In the end it concludes that computer or mass media technology has no special powers to enhance and facilitate learning unless it is embedded with instruction that addresses social and cognitive processes of knowledge construction.

**23**

Salmani Nodoushan, M. A. (2008b). Language and literacy development in prelingually-deaf children. *Journal on Educational Psychology*, 2(2), 16-20.

This paper attempts to address the issue of language development in hearing impaired children. It argues that interpreters, teachers or peers can provide deaf children with language exposure so that they can acquire their native languages more easily. It also argues that the provision of a developmentally appropriate print-rich environments is the key to literacy success and that providing deaf students with the opportunity to respond to and ask questions in the classroom will help them acquire language. It is noted that if peers learn to sign, and if teachers teach them to sign, it will increase the opportunity for social interaction for deaf students whereby affecting their learning outcomes. It stresses the point that the presence of deaf students in a class should be a learning experience for everyone. It also discusses strategies that can be incorporate into teaching by teachers for helping children with hearing impairments achieve more.

**24**

Salmani Nodoushan, M. A. (2008c). The role of metacognition in the language teaching profession. *Journal on Educational Psychology*, 2(1), 1-9.

Metacognition is a concept in psychology that refers to a variety of self-awareness process that help learners learn better. It grew out of the developments over the past few decades of cognitive models of learning. This paper will present a brief overview of these models and discuss their main features. It begins with a discussion of behavioristic models of learning, will go on with a discussion of cognitive learning models and will end in an elaboration of constructivist, humanistic and social interactionist models of human learning. It will then link these learning models to language learning and discuss how they can be applied to help language learners achieve language competence.

- 25** Salmani Nodoushan, M. A. (2008d). Performance assessment in language testing. *Journal on School Educational Technology*, 3(4), 1-7.

Over the past few decades, educators in general, and language teachers in specific, were more inclined towards using testing techniques that resembled real life-language performance. Unlike traditional paper-and-pencil language tests that required test-takers to attempt tests that were based on artificial and contrived language content, performance tests are authentic so that the test-taker is asked to perform language tasks that he or she will need to perform in real-life interactions. A very valuable type of performance test is called portofolio assessment in which a record of students' performance across a wide range of language tasks over a logical period of time is kept so that a profile of performance can be obtained for the evaluation of achievement. This paper will define performance assessment, trace its origins and development, explain how performance tests can be constructed, and describes the nature and advantages of portofolios.

- 26** Salmani Nodoushan, M. A. (2008e). A Framework for Task-Oriented Language Instruction. *Journal on School Educational Technology*, 3(3), 5-16.

Task-based teaching is an area which has emerged from the upsurge of interest in cognitive approaches to language learning and teaching of the mid 1980s. Being a current vogue in communicative language teaching, task-based language learning contains dangers if implemented without care. In particular, it is likely to create pressure for immediate communication rather than interlanguage change and growth. In this process, it may persuade learners to use lexical modes of communication excessively and prematurely, and to fossilize some way short of native-like second language competence. This paper takes a processing-pedagogic viewpoint to review what task-based instruction is, to identify its goals, and to warn EFL/ESL teachers about the potential pitfalls of task-based language teaching.

- 27** Salmani Nodoushan, M. A. (2008f). The Quantum Human Computer (QHC) Hypothesis. *Journal of Educational Technology*, 4(4), 28-32.

This article attempts to suggest the existence of a human computer called Quantum Human Computer (QHC) on the basis of an analogy between human beings and computers. To date, there are two types of computers: Binary and Quantum. The former operates on the basis of binary logic where an object is said to exist in either of the two states of 1 and 0. The latter, however, operates on the basis of fuzzy logic where an object can exist in more than two states simultaneously. Through analogy, it is hypothesized that human beings are superb quantum computers that operate on the basis of human logic that accepts multiple states for objects simultaneously. Moreover, and since human beings are composed of physique, mind, memory, soul, and spirit, it is also hypothesized that the QHC legalizes the existence of objects in Hilbert space. Finally, it is further suggested that, as fictitious as it may seem, human learning can be reduced into a "suggestion model" whereby information is suggested into the human computer in much the same way as a given software is setup on a digital computer; the paper proposes a model for human learning based on its description of the quantum human computer. It is claimed that human learning can be whole sale rather than being linear, sequential and time-consuming. Sleep and hypnosis are presented as examples.

- 28** Salmani Nodoushan, M. A. (2009a). The Shaffer-Gee perspective: Can epistemic games serve education? *Teaching and Teacher Education*, 25(6), 897-901.

This paper addresses the issue of how games can reshape education by describing current educational practices. It argues that there are conservative camps that emphasize structure and development of basic literacy and numeracy skills in education as well as liberal camps that emphasize immersion, and notices that both camps fail to train students able to address the crisis of innovation. A post-progressive pedagogy that integrates both structure and immersion to address this innovation crisis is described in the paper. It is also emphasized that epistemic games can serve as excellent tools at the hand of this post-progressive pedagogy.

- 29** Salmani Nodoushan, M. A. (2009b). Measurement theory in language testing: Past traditions and current trends. *Journal on Educational Psychology*, 3(2), 1-12.

A good test is one that has at least three qualities: reliability, or the precision with which a test measures what it is supposed to measure; validity, i.e., if the test really measures what it is supposed to measure, and practicality, or if the test, no matter how sound theoretically, is practicable in reality. These are the sine qua non for any test including tests of language proficiency. Over the past fifty years, language testing has witnessed three major measurement trends: Classical Test Theory (CTT), Generalizability Theory (G-Theory), and Item Response Theory (IRT). This paper will provide a very brief but valuable overview of these trends. It will then move onto a brief consideration of the most recent notion of Differential Item Functioning (DIF). It will finally conclude that the material discussed here is applicable not only to language tests but also to tests in other fields of science.

- 30** Salmani Nodoushan, M. A. (2009c). Improving learning and teaching through action research. *The Modern Journal of Applied Linguistics*, 1(4), 211-222.

In this paper, it is argued that action research, unlike traditional forms of qualitative and quantitative research, focuses only on classroom problems that require informed decisions and solutions. Action research is conducted in seven simple steps. It is distinguished from other research forms in terms of scope, sample size, data types, and data analysis techniques. Many teachers and administrators find action research a very practical and user-friendly approach to conducting research since it is less formal than traditional research types.

- 31** Salmani Nodoushan, M. A. (2009d). Is EFL study major a predictor of language achievement. *The Modern Journal of Applied Linguistics*, 1(3), 182-193.

The present study intended to see if, everything else being equal, participants' study major really affected their language achievement. It was hypothesized that the exact EFL sub-discipline (i.e., Translation, Literature, or Teaching English as a Foreign Language (TEFL)) in which students are majoring affects their language achievement in meaningful ways. A total of 198 (N=198) university students all majoring in English took their ordinary courses and at the end of the semester, they were given their exams. Their semester-end cumulative grade point averages (GPA) were compared to their previous-term GPAs. SPANOVA results did not identify study major to be a predictor of language achievement.

- 32** Salmani Nodoushan, M. A. (2009e). Identifying sources of bias in EFL writing assessment through multiple trait scoring. *The Modern Journal of Applied Linguistics*, 1(2), 28-53.

For purposes of the present study, it was hypothesized that field (in) dependence would introduce systematic variance into EFL learners' performance on composition tests.

1743 freshman, sophomore, junior, and senior students all majoring in English at different Iranian universities and colleges took the Group Embedded Figures Test (GEFT). The resulting 582 Field-Independent (FI) and the 707 Field-Dependent (FD) students then took the 2000 version of the IELTS. Using SPSS commands for collapsing continuous variables into groups, and participants' IELTS scores (based on 25, 50, 75 percentiles), four proficiency groups were identified for each kind of cognitive styles. From each proficiency group, 36 FD and 36 FI individuals were selected through a matching process. The scores obtained by the resulting sample of 288 participants on the second writing task of the IELTS test were used as the data for this study. The results of data analysis revealed that individuals' cognitive styles resulted in a significant difference in their writing performance in proficient, semi-proficient, and fairly proficient groups, but not in the low proficient group. The findings also indicated that cognitive style resulted in a significant difference in participants' performance on such aspects of EFL composition as content, structure, and language.

**33**

Salmani Nodoushan, M. A. (2009f). Morphological make-up as the predictor of English word accent. *TESL Canada Journal*, 26(2), 13-23.

For years, phoneticians have tried to simplify pronunciation for EFL/ESL learners. Some have identified four degrees of primary, secondary, tertiary, and weak stress, and others only three degrees: primary, secondary, and weak. Still others have concentrated on two stress levels: accented versus unaccented, or stressed versus unstressed (Bowen, 1975; Stageberg, 1964; Chomsky & Halle, 1968). None, however, has followed an orthography-based approach to English accent. Because orthography is the most static way of representing words in English, spelling- or orthography-based rules of accent/stress placement may come as a relief to ESL/EFL learners. In this article I present four spelling-based rules for stress placement to help EFL/ESL learners master pronunciation.

**34**

Salmani Nodoushan, M. A. (2010a). Review of An introduction to phonetics & phonology. *Modern Journal of Applied Linguistics*, 2(3), 249-251.

Assuming no prior knowledge of the subject, this book offers a thorough introduction to phonetics and phonology. It is unusually comprehensive, including detailed attention to articulatory and acoustic phonetics as well as to the foundations of phonological analysis. The second edition of this highly successful textbook incorporates several improvements: a completely new chapter on speech perception has been added, the material on anatomy and physiology has been rearranged and much of the detail placed later in the book to make it less demanding on readers, and the entire text has been edited to help bring it up to date.

**35**

Salmani Nodoushan, M. A. (2010b). The silent disarmers: What L1 habits do to FL success. *Modern Journal of Applied Linguistics*, 2(2), 187-189.

This reflective essay describes how wrong habits of language learning in L1 can leave dire effects on L2 learning.

**36**

Salmani Nodoushan, M. A. (2010c). The Interface between interim assessment and feedback: An opinion paper. *Journal on Educational Psychology*, 4(3), 1-8.

Many schools and educators prefer to use state tests. However, teachers can benefit a lot from the tests and quizzes they give in their classes over the course of a term or year. The minimum such tests can do is to afford information that teachers can use to assess how their class is learning and which changes in instruction need to be made to assure maximum outcome. This is a diagnostic quality that teacher-made tests possess, a

quality that can technically be termed formative assessment which can be contrasted with summative assessment or making judgments about class achievement. This paper elaborates on the advantages of formative assessment and gives some examples to support teachers' use of it.

**37**

Salmani Nodoushan, M. A. (2010d). The impact of formal schemata on L3 reading recall. *International Journal of Language Studies*, 4(4), 357-372.

Rhetorical structure refers to a complex network of relationships and the way the underlying ideas are organized within a text. This study was conducted to see whether explicit instruction of descriptive and causative text organization positively affected L3 reading recall. 240 Turkish students of EFL who had Persian as their second language were assigned to two groups (experimental and control) controlled for language proficiency with only the former receiving instruction in rhetorical organization. Comparison of pre-test and post-test written recall data showed that explicit instruction had a positive effect on L3 reading recall. It was also noted that the amount of L3 reading recall was a function of the type of rhetorical organization of reading texts.

**38**

Salmani Nodoushan, M. A. (2011a). Temperament as an indicator of language achievement. *International Journal of Language Studies*, 5(4), 33-52.

Language learning is a complex process that is controlled or influenced by a host of linguistic and non-linguistic factors. Some of these factors are the main concerns of psychologists rather than linguists. Ever since psychology began to develop in the 20th century, more and more individual characteristics were identified and defined. Eysenck's introduction of a way to measure temperament interested (applied) linguists, and some of them tried to investigate the influence of temperament on language learning. The present study, too, set out to investigate the probable effects of temperament on EFL speaking achievement. 139 Iranian intermediate-proficiency university students took the U-test, an IELTS-based structured interview, and the Eysenck Personality Test. They then took a speaking course. Another structured interview was conducted at the end of the course as the post-test. The results of a Mixed between-within Subjects Analysis of Variance (SPANOVA) indicated that introverts were advantaged in speaking achievement. The sanguine participants in the study outperformed the choleric ones who in turn outperformed the melancholic participants. The weakest results belonged to the phlegmatic participant group.

**39**

Salmani Nodoushan, M. A. (2011b). Reflective teaching in English as a Foreign Language (EFL) classes: An overview. *Journal on School Educational Technology*, 6(3), 1-6.

Since the beginning of the 20 century, professionals in language teaching have strived for ways that could guarantee better outcomes in language teaching classes. Different methods were used mostly in the first half of that century. Then some language teaching professionals moved beyond methods with the hope of gaining greater results. In one case, some language teachers moved towards what is now called reflective teaching (RT). RT requires teachers' self observation as well self-evaluation which should go on in a cyclical manner to ensure teachers' understanding of their own classroom actions so that refinements can be introduced where necessary. RT is a process whereby teachers' reflect on their own classroom actions to collect and analyze descriptive data which can show where a change for better can be made. RT results in teacher and material flexibility and teacher professionalism. This paper provides a descriptive account of RT in language classrooms.

- 40** Salmani Nodoushan, M. A. (2011c). The place of genre analysis in international communication. *International Journal of Language Studies*, 5(1), 63-74.

Writing is most probably the most difficult skill for ESL/EFL learners to master. It is difficult not only because it requires junior writers to generate and organize ideas in a language other than their mother tongue but also because it forces them to present their already generated and organized ideas in such a text form that is understandable to readers from a wide range of socio-cultural backgrounds as well as to the native speakers of English. Therefore, the question of how to teach writing in a second/foreign language has been at the center of attention for a good number of researchers and educators over the past decades. Attempts at determining how to teach writing, and what to teach in writing courses, have resulted in the development of teaching methods, materials, and procedures which are based on an analysis of different genres, and the quest is still going on. This paper provides a brief overview of genre analysis, discusses the notions of Genre Constellations, Genre hierarchies, Genre chains, Genre Sets, Genre Networks, and Subgenres, and elaborates on the relationship of genre analysis to international communication.

- 41** Salmani Nodoushan, M. A. (2011d). *Reading for the IELTS*. Raleigh, NC: Lulu Press Inc.

Reading for the IELTS is a book that is intended to prepare its readers for taking the IELTS test. The fifteen units in the book have all been controlled for readability and difficulty so that maximum compatibility with the IELTS test developed by UCLES (University of Cambridge) will be maintained.

- 42** Salmani Nodoushan, M. A. (2011e). A structural move analysis of discussion sub-genre in applied linguistics. *6th International Conference on Languages, E-Learning and Romanian Studies*, Lund University, June 3-5, 2011, Marstrand, Sweden.

The current study aimed at finding the probable differences between the move structure of Iranian MA graduates' thesis discussion subgenres and those of their non-Iranian counterparts, on the one hand, and those of journal paper authors, on the other. It also aimed at identifying the moves that are considered obligatory, conventional, or optional by Iranian MA graduates. 46 (N = 46) masters thesis 'discussion' sections taken randomly from a pool of 93 discussions written in English by Iranian EFL students comprised the corpus for this study. The AntMover software as well as two human coders identified and coded the moves found in the corpus. The resulting move frequencies were compared to those of Rasmeenin's (2006) study as well as Yang and Allison's (2003) framework using a set of Mann-Whitney U tests as well as One-Sample t-Tests. Results indicated that there is a significant difference in the move frequency of the discussion sub-genre of MA theses written by Iranian versus non-Iranian EFL students. There was also a significant difference in the move frequency of the discussion sub-genre of MA theses written by Iranian EFL students and the discussion sub-genre of journal papers published in internationally recognized applied-linguistic journals. Obligatory, conventional, and optional moves were also identified. It was concluded that academic writing teachers need to focus on move structures and make their students move-sensitive.

- 43** Salmani Nodoushan, M. A. (2012a). Self-regulated learning (SRL): Emergence of the RSRLM model. *International Journal of Language Studies*, 6(3), 1-16.

This paper claims that the current theories of Self-regulated learning (SRL) are short-sighted. The author provides a comprehensive, but brief, overview of SRL which

addresses such issues as (a) SRL processes, (b) SRL strategies, (c) compartments of SRL, (d) theories of SRL, (e) agency in SRL, and (f) models of SRL. He then presents a new model for SRL (namely, the Revised Self-Regulated Learning Model (RSRLM)), and focuses on the role of dyadic agency in SRL. The paper concludes that SRL models need to take into account the roles played by social support systems.

**44** Salmani Nodoushan, M. A. (2012b). The impact of locus of control on language achievement. *International Journal of Language Studies*, 6(2), 123-136.

This study hypothesized that students' loci of control affected their language achievement. 198 (N=198) EFL students took the Rotter's (1966) locus of control test and were classified as locus-internal ( $n_i=78$ ), and locus-external ( $n_e=120$ ). They then took their ordinary courses and at the end of the semester, they were given their exams. Their semester-end cumulative grade point averages (GPA) were compared to their previous-term GPA. SPANOVA results did not identify locus of control (LoC) as a predictor of achievement. Results also indicated that factors like LoC, if at all, interact with proficiency only at the advanced level.

**45** Salmani Nodoushan, M. A. (2012c). A structural move analysis of discussion sub-genre in applied linguistics. *DACOROMANIA*, 17(2), 199-212.

This study aimed at finding the probable differences between the move structure of Iranian MA graduates' thesis discussion subgenres and those of their non-Iranian counterparts, on the one hand, and those of journal paper authors, on the other. It also aimed at identifying the moves that are considered obligatory, conventional, or optional by Iranian MA graduates. 46 (N = 46) master's thesis 'discussion' sections taken randomly from a pool of 93 discussions written in English by Iranian EFL students comprised the corpus for this study. The AntMover software as well as two human coders identified and coded the moves found in the corpus. The resulting move frequencies were compared to those of Rasmeenin's (2006) study as well as R. Yang, D. Allison's (2003) framework using a set of Mann-Whitney U tests as well as One-Sample t-Tests. Results indicated that there is a significant difference in the move frequency of the discussion sub-genre of MA theses written by Iranian versus non-Iranian EFL students. There was also a significant difference in the move frequency of the discussion sub-genre of MA theses written by Iranian EFL students and the discussion sub-genre of journal papers published in internationally recognized applied-linguistic journals. Obligatory, conventional, and optional moves were also identified. It was concluded that academic writing teachers need to focus on move structures and make their students move-sensitive.

**46** Salmani Nodoushan, M. A. (2013). The bilingual self or selves? *Annals Universitatis Apulensis - Series Philologica*, 14(2), 503-510.

A concise but strong review of the literature on bilinguals' perception of 'self' led to the question of whether bilinguals perceive themselves as different or the same people when they function in different languages. 183 participants (N =183) randomly assigned to two half-groups took both the English and Persian versions of the Self Concept Scale (SCS) in two counter-balanced administration sessions with a time interval of 3 weeks. Results after analysis of the data using descriptive and inferential statistics indicated that Iranian-Americans have a more realistic self concept when they function in English than when they function in Persian. Their self concepts in English and Persian do not match. Moreover, the female Iranian-American shows a larger discrepancy in her English and Persian self concepts than her male counterpart. This indicates that females are more open to alienation than males are. The results of this

study lend empirical support to claims made by previous researchers that bilinguals have a kind of split personality. It was concluded that a bilingual is not a unique person who assumes different identities when he functions in the different languages he knows, but that the bilingual possess two different guises or selves which are language-specific and are used in accordance with the language the bilingual speaks at any given point in time.

- 47** Salmani Nodoushan, M. A. (2014a). Assessing writing: A review of the main trends. *Studies in English Language and Education*, 1(2), 119-129.

As a language skill, writing has had, still has and will continue have an important role in shaping the scientific structure of human life in that it is the medium through which scientific content is stored, retained, and transmitted. It has therefore been a major concern for writing teachers and researchers to find a reliable method for evaluating and ensuring quality writing. This paper addresses the different approaches to scoring writing and classifies them into a priori scoring systems (including holistic and analytic scoring), and a posteriori scoring systems (including primary-trait and multiple-trait scoring).

- 48** Salmani Nodoushan, M. A. (2014b). Cognitive versus learning styles: Emergence of the Ideal Education Model (IEM). *Journal on Educational Psychology*, 8(2), 31-39.

Societies have strived through centuries to develop educational systems that would foster the most idealistic educational outcomes in learners. The recurring patterns of underachievement and the growing rates of student drop-outs resulted in psychologists' and educators' attempts at a pathological examination of the causes of student failure. Models of learning and cognitive styles were proposed as possible explanation. This paper briefly reviews some of the most influential models and draws readers' attention to their inherent shortcomings. It then proposes a more comprehensive model—the Ideal Education Model (IEM).

- 49** Salmani Nodoushan, M. A. (2015a). Anxiety as it pertains to EFL writing ability and performance. *Journal on Educational Psychology*, 8(4), 1-12.

This paper reports the results of a study conducted to find (a) the impact of anxiety on EFL learners' writing performance, and (b) the relationship between anxiety and foreign language writing ability. 137 (N = 137) EFL learners took the Foreign Language Classroom Anxiety Scale (FLCAS), the Oxford Placement Test (OPT), and a writing task on a sensitive political topic. Results of the FLCAS were used to assess the participants' degrees of trait, state, and situational anxiety, and OPT scores indicated their proficiency levels. The writing task scores were used as a measure for the participants' writing task performance. Regression and partial correlation analyses were conducted. The findings of the study showed that state anxiety is debilitating whereas situational anxiety and trait anxiety are facilitative. It was concluded that mitigation strategies, discursive textual techniques, and the use of passive voice are in fact triggered by state anxiety rather than by writers' face-saving intentions or their inclination to show politeness.

- 50** Salmani Nodoushan, M. A. (2015b). Review of Ways of learning: Learning theories and learning styles in the classroom. *British Journal of Educational Technology*, 46(6), E34-E35.

Being written for teachers who lack a professional knowledge of learning theories, this book aims at enhancing the effectiveness and efficiency of education through raising teachers' understanding of learning theories. If you are a teacher, I advise that you will

probably find only parts of the text of some interest or use.

- 51** Salmani Nodoushan, M. A. (2015c). Review of *Networked Learning: An Educational Paradigm for the Age of Digital Networks*. *British Journal of Educational Technology*, 46(6), E31-E32.

This book is largely about how people connect with each other and with digital technologies, and how this affects their learning. It reviews existing literature on networked learning and describes the role of universities and academics in networked learning. The book targets anyone interested in learning technologies, so I recommend that you arrange to borrow a copy for a while.

- 52** Salmani Nodoushan, M. A. (2015d). Review of *An Anthropology of Learning: On Nested Frictions in Cultural Ecologies*. *British Journal of Educational Technology*, 46(6), E30-E31.

This book combines cultural models with practice-based learning to develop a new theory of cultural learning. Drawing on insights from anthropology, it argues how collective and social cultures can emerge from an 'engaged' learning process. The book opens another window on human learning, so you will probably find only parts of the text of some interest or use.

- 53** Salmani Nodoushan, M. A. (2015e). Review of *Cognitive coaching*. *British Journal of Educational Technology*, 46(5), E21-E22.

Presupposing that the principles of Cognitive Coaching<sup>SM</sup> have the potential to transform individuals' identities, this edited volume claims that the same principles can also transform the identities of organizations. If you already know the principles of Cognitive Coaching<sup>SM</sup>, I advise that you will probably find only parts of the text of some interest or use.

- 54** Salmani Nodoushan, M. A. (2015f). Review of *Teaching for creativity in the common core classroom*. *British Journal of Educational Technology*, 46(5), E21-E22.

Targeting common-core classroom teachers, this book draws on cutting-edge psychological research to show the intricate interface between teaching to Common Core standards and teaching for creativity, and presents remarkable practical advice on how common-core classroom teachers can foster creativity in their students. If you are a Common Core classroom teacher, I recommend that you buy a copy of this book for your own use.

- 55** Salmani Nodoushan, M. A. (2016a). *An encyclopedic dictionary of research*. Tehran: Iranian Institute for Encyclopedia Research.

With well over 1000 encyclopedic entries, this reference book has been written in Persian to help native and non-native speakers of Persian have access to a well-rounded book on theoretical and practical aspects of research. The target readership of the book includes everyone who is involved/interested in academic research. The book includes a glossary of professional research terms and register too.

- 56** Salmani Nodoushan, M. A. (2017). Review of *The diagnosis of reading in a second or foreign language*. *International Journal of Applied Linguistics* (in press).

This book review provides an overview as well as a critical analysis of the concept of diagnosis in education

**57**

Salmani Nodoushan, M. A., & Alavi, S. M. (2004). *APA style and research report writing*. Tehran: Zabankadeh publications.

APA Style and Research Report Writing is designed to foster in undergraduate students the skills they need for success in their research courses. The book consists of three distinct sections: APA style, Library Research, and Reports and Theses. Section one presents the basic concepts of APA style in five chapters: general presentation, tables and figures, footnotes and quotations, references, and APA intricacies. Since the Publication Manual of the American Psychological Association published by the American Psychological Association (5th ed.) is a large and very detailed book, many undergraduate students find it a bit intimidating to use. Therefore, the five chapters of this section have been prepared in such a way as to make the task of complying with APA style easier for undergraduate students. A step-by-step, user-friendly, and interactive guide to the major aspects of Microsoft Word XP that students need to know is also incorporated to this section so that they can use the software for typing their final research report. Section two is composed of two chapters: The Library, and Note Keeping. Chapter six discusses the rudiments and the basic concepts of library research. It covers such topics as the sources available in the library, different library search methods, the importance of library research, and a few important hints for the library researchers. The focus of chapter seven is on the most popular library search method, note keeping. Two types of notes are discussed: bibliographical notes, and subject notes. Examples of each type are provided. In addition, the intricacies of note taking for each type are elaborated on. Plagiarism is discussed as the major pitfall in library research. Finally, a few hints are provided for the library research worker as to how they should approach the task of paraphrasing. Section three, too, is composed of two chapters: The Research Report, and The Thesis. Chapter eight focuses on the detailed format that a modest research report should have. The different sections of the research report are discussed, along with visual illustrations to foster in undergraduate students the skills they need for writing their research reports. The final few pages of the chapter elaborate on the differences between student research reports and journal papers. Chapter nine is most useful for graduate students. A brief synopsis of the differences that exist between short research reports and masters' theses or PhD dissertations is presented. The discussions of the chapter are enriched with visual illustrations that are helpful to the graduate student in the process of writing his thesis or dissertation.

**58**

Salmani Nodoushan, M. A., & Birjandi, P. (2005). *An introduction to phonetics*. Tehran: Zabankadeh publications.

A major difficulty facing almost any foreign language learner is the achievement of acceptable pronunciation which marks his success in mastering the language. Many EFL learners master such aspects of language as syntax, semantics, morphology, and even pragmatics to the point of native-like competence, but fail to master phonology. This is partly because of the physiological constraints that make the pronunciation of a foreign or second language sound different from that of the native language of the speakers, and partly due to the lack of appropriate training in phonology courses. Phonetics is designed to support EFL learners in achieving native-like pronunciation. The first chapter deals with the history of phonology and phonetics and provides a brief overview of the impact of philosophy and psychology on the emergence of phonology. The second chapter defines the notion of phoneme, describes IPA phonetic alphabet, and distinguishes between broad and narrow transcriptions. Chapters three and four provide an in-depth account of traditional and systematic articulatory phonetics

respectively. Chapter five discusses the place of suprasegmentals in phonology. Chapter six seeks to explain phonemics. Chapter seven provides a brief introduction to the rudiments of acoustic or physical phonetics. Finally, chapter eight introduces the reader to the notion of auditory phonetics. The book is designed for use in undergraduate classes of phonology and phonetics. The fifth chapter is also useful for students of conversation classes. Teachers at high school level may also find the fifth chapter valuable. The step by step approach of the book towards its subject matter makes it is easy for the reader to follow the line of discussion without the help of a phonology teacher.

**59**

Salmani Nodoushan, M. A., & Daftarifard, P. (2011). Globalized classroom, emancipatory competence, and critical pedagogy: A paradigm shift. In R. V. Nata (Ed.), *Progress in Education*, (pp. 147-162). New York: Nova Science Publishers, Inc.

This chapter aims at depicting critical pedagogy and claims that critical pedagogy is the new paradigm that has emerged out of sociopolitical aspects of language teaching.

**60**

Salmani Nodoushan, M. A., & Khakbaz, N. (2011). Theses 'Discussion' sections: A structural move analysis. *International Journal of Language Studies*, 5(3), 111-132.

This study aimed at finding the probable differences between the move structure of Iranian MA graduates' thesis discussion subgenres and those of their non-Iranian counterparts, on the one hand, and those of journal paper authors, on the other. It also aimed at identifying the moves that are considered obligatory, conventional, or optional by Iranian MA graduates. 46 (N = 46) masters thesis 'discussion' sections taken randomly from a pool of 93 discussions written in English by Iranian EFL students comprised the corpus for this study. The AntMover software as well as two human coders identified and coded the moves found in the corpus. The resulting move frequencies were compared to those of Rasmeenin's (2006) study as well as Yang and Allison's (2003) framework using a set of Mann-Whitney U tests as well as One-Sample t-Tests. Results indicated that there is a significant difference in the move frequency of the discussion sub-genre of MA theses written by Iranian versus non-Iranian EFL students. There was also a significant difference in the move frequency of the discussion sub-genre of MA theses written by Iranian EFL students and the discussion sub-genre of journal papers published in internationally recognized applied-linguistic journals. Obligatory, conventional, and optional moves were also identified. It was concluded that academic writing teachers need to focus on move structures and make their students move-sensitive.

**61**

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**62** Salmani Nodoushan, M. A., & Mohiyedin Ghomshei, G. R. (2014). Iconicity of cohesion in Persian causative constructions. *Linguistik online* 68, 29-42.

This paper tries to show that Persian causative constructions are not only iconic in nature but also employ iconicity of cohesion in their syntactic structures productively. It starts with a description of iconicity and specifically focuses on the notion of conceptual distance as discussed by Haiman (1983). It then briefly reviews the formal typology of causative constructions (i. e., lexical, morphological, and periphrastic) and summarizes the ideas proposed by Comrie (1989), Dixon (2000), Shibatani (1976), and Talmy (2003) to come up with a list of, and a table for, the semantic properties of causative constructions (i. e., directness, coercion, control, manipulation, separability, and clause structure). The paper then presents tangible evidence and examples from Persian to claim that the linguistic distance observed between [Vcause] and [Veffect] in different types of Persian causative constructions mirrors the conceptual distance between them, and concludes that the iconic nature of causative constructions in Persian can be explained on the basis of the principle of iconicity of cohesion. It lends support to the universality of the principles of functional-cognitive linguistics and shows that iconicity theory still has a high potential for explaining form-meaning relations in different syntactic structures.

**63** Salmani Nodoushan, M. A., & Montazeran, H. (2012). The book review genre: A structural move analysis. *International Journal of Language Studies*, 6(1), 1-30.

The current study aimed at showing whether native, ESL and EFL book review authors differed in terms of types of rhetorical moves they employ in the reviews they write. 60 book reviews (N = 60) from applied linguistics journals were randomly selected from a pool of 87 book reviews published in *Asian EFL Journal*, *ESP, System*, and *TESOL Quarterly* between 2004 and 2010. The reviews were converted into \*.txt files and submitted to the AntMover software for move analysis. Two human coders used the Motta Roth's (1995) framework for the analysis of the moves. The intercoder reliability of the study was estimated through a Spearman's rho at .819 (rho = .819), and the convergent validity of the instruments by another Spearman's rho at .782 (rho = .782). The data were submitted to a set of Kruskal-Wallis H Test. The results of the study indicated that writers' linguistic backgrounds have a statistically significant role in their choice of book review moves and move structures. It was also found that book reviews fall into the two categories of 'informative' and 'evaluative' reviews with the difference between the two lying in the presence or absence of writers' focused evaluation of the books under review in terms of their advantages and/or disadvantages.

**64** Salmani Nodoushan, M. A., & Pashapour, A. (2016). Critical pedagogy, rituals of distinction, and true professionalism. *Journal of Educational Technology*, 13(1), 29-43.

This study sought to critically address the practice of rituals of distinction in nation-wide educational milieus to see if such practices can produce generations of underdeveloped and deprived learners. Data were collected over a course of two years from north Korea, Pakistan, Zimbabwe, Venezuela, and Somalia. A total of 419 teachers, educators and students from these countries responded to email

communication, were observed through participant observation, or were interviewed through skype; they provided descriptions and examples of educational settings and practices in their respective countries. The data were then analyzed qualitatively and in the light of (a) Bloom's taxonomy of educational objectives, (b) Maslow's hierarchy of needs, and (c) Feuerstein's notion of 'culturally deprived' learners. It was concluded that, education systems in countries ruled by ideological or ideocratic regimes, intentionally and actively deprive learner generations of quality education with the aim of hammering whole societies into the shape which will guarantee their own grip on political power. Drawing on the concepts of 'small-c culture' and 'capital-c culture' from relevant literature, the paper argues that despotic regimes, by virtue of their education systems, mainly betray their most obedient citizens who are committed to them and whereby deprive them of true professionalism.

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