a number of ways. Then, he argued that in spite of the lack of coherence and clarity in the description of second language learning strategies, the relevant research findings can be profitably incorporated into classroom activities and that further research and application in this area can make our understanding of learning strategies deeper.

Mr. Vahdani in his paper, "The Revival of Reading Method in Iran", elaborated on the fact that while the decision to narrow down the objectives within the restrictions of our educational system seems to be justifiable, the point is that we are hardly achieving our humble objectives. Inspired by Coleman's (1929) "Reading Method", he hoped to postulate a model to improve the situation. To this end, he drew no new findings in syllabus designing, psycholinguistics, the science of pedagogy and language testing. He also suggested that, satisfactory results, would still be out of reach, unless we establish a lasting harmony and mutual understanding between all those who in one way or another are involved in this enterprise.

The purpose of Mr Farjami's article, "Applying the Theory of Multiple Intelligence in Designing ELT Tasks and Materials", was to relate the theory of multiple intelligence (MI) as elaborated by Gardner (1985, 1993), to the area of foreign language teaching. In order to do so he expounded the theory itself, explained why and how its application in FLT can give tangible results, and briefly evaluated the present school EFL materials in the light of criteria set by the latest version of MI theory. He also discussed the theoretical relevance of MI to language teaching both in relation to findings in the field itself and in the areas of psychology of learning and cognitive science.

"The Role of Simulation and Gaming In Language Learning" was the title of Mr Hajizadeh's poster presentation. He discussed the use of simulation and gaming activities in language instruction. Although these have been studied by many educators, a comprehensive rationale for using simulation/ gaming in foreign and second language learning has not yet been developed. He presented the persuasive results he has obtained during class activities and through game processing which he has done.

Mr Raee Sharif Abad talked about performance testing and compared the results obtained from the performance of testees in two tests in his article entitled: "Performance Testing: The Prize is Worth the Price". Performance testing is the recent common vogue in the field of language testing, where the assessment focus, contrary to the former paradigms, is more directed toward the learner, hence a learner- centred approach to language assessment. However, the main problem he referred to was how to make an effective test of this kind, which would well tap on he individual's ability in the respective domain. His study was oriented in this direction.

In this way, the Conference ended with the Secretary's sum-up lecture and Dr Rahimpour's warm and sincere farewell in the closing ceremony. It is hoped that this Conference has been successful in achieving its objectives and will take further steps towards materialising its goals with the contribution and co-operation of all the distinguished scholars, professors, and postgraduate students in the field from universities throughout the country as well all those interested and involved in English language teaching from Ministry of Education and teacher training centres.

of his study focusing on identifying interactions among variables to find out which scales of complexity make an item more complex.

In her Paper, "Teaching English in the new Millennium: CALL in Iran", Mrs Susan Marandi talked about the influence of computers in human lives over the last few years. She elaborated on the fact that in Iran, unfortunately, although the "computer fever" has begun to rage in certain academic circles, computer- assisted language learning (CALL) has been almost totally neglected until now. As a step towards increasing awareness of and interest in CALL in Iran, her study aimed to investigate the existing attitudes and practices of Iranian TEFL scholars with regard to the use of multimedia in general, and the Internet in particular, for English language calsses.

Mr. Reza Khani talked about "Teaching and Learning EFL Through Internet". He believed that among the technologies employed in TEFL, Internet is, of course, a very useful tool for providing a lot of authentic materials as well as many practical activities in line with the principles of communicative language teaching. Believing that "English is unquestionably the universal language of Internet", and keeping in mind a sound theoretical basis, his paper focuses on the use of this new multi- media with its facilities such as, e- mail, www, discussion lists, newsgroups, etc. in language labs. In doing so, he presented an Internet Package for English language teachers and learners.

Mr. Eslami presented his research, entitled "A Study on the Issues of Teaching Reading to the Students of EST" carried out at Amir Kabir university of Technology. He intended to categorise the present situation of teaching English at the universities of science and

technology. He believed that due to the importance of reading in L2 acquisition, the greatest emphasis is put on this coral skill. He finally gave a number of suggestions to improve the whole process.

Although writing plays a crucial role in students' academic careers and this role is currently getting more attention (e.g. Keller-Cohen and Wolfe, 1987), teaching this skill is so difficult that writing usually comes last in the traditional sequence of learning four skills and thus referred to as the fourth skill. Dr. Majid Nemati in his paper under the title of "On the Similarity of Personal and Historical Writing Development", focused on the fact that the difficulty in acquiring writing has drawn the attention of many teachers and applied linguists into devising more efficient methods of teaching writing. He then proposed that major methods of teaching writing, i.e., Controlled or Guided Composition, Current-Traditional Rhetoric, the Process Approach, and English for Academic Purposes are not, in fact, complementary and exclusive. They can be viewed as different modules of one integrated and comprehensive method.

There were also five poster presentations, the presenters of which participated in two panel discussion on each of the two days of the Conference.

The title of Mr Zare- ee Tajareh's poster presentation was "Second Language Learning Strategies: Problems of Classification and Promises of Application". He discussed that unlike first language learners, second language learners achieve L2 proficiency to varying degrees of development. His purpose in his article was twofold: He first tried to show that the variety of definitions and classifications of learning strategies can be counterproductive in

investigated the use of strategic competence (SC) by L2 learners within the framework of "IL- conformity", a process that is believed to be partly responsible for SLA. Two groups of English and Farsi L1 speakers' strategic competence by comparing their performance with that of Farsi speaking ESL learners have been studied. The results revealed that IL speakers use compensatory strategies to solve their communicative problems almost in the same way as groups of L1 speakers do, thus showing the conformity of IL SC with the SC of natural languages (English & Farsi).

Miss Fahimeh Marefat reported her research entitled: "Incorporating Diaries into our Writing Classrooms?!" by addressing two questions 1) What do the students write in their diaries? and 2) What are the students' attitudes toward diary writing? She concluded that diaries provide students with an opportunity to communicate about their problems, gains, teachers, classmates, etc. Students reported enjoying the realistic task of communicating meaning with their teacher, and having a relevant experience toward their academic goal.

. "Exposure, Instruction, and Extroversion in Relation to English proficiency" was the title of the paper presented by Dr. Gholam Reza Kiani. In his paper, he discussed extroversion and introversion in Longuage Leorning. He focsed on the fact that in applied linguistics extroversion is an advantage for learning a second or foreign language on the ground that the high degree of sociability of the more extroverted language learners enhances their interaction in the target language, and hence entails better overall language proficiency and oral fluency in particular. However, the impact of the amount and type of exposure to and instruction in the target language which he chose

to call pedagogical Setting and the Test Method, i. e., the nature of the tests which measure language proficiency, are but two important, yet, often neglected factors in this regard.

Dr. Behzad Ghonsooli in his paper entitled "On the Use of Thinking Aloud to Enhance Reading Strategies in English as a Foreign Language" focused on the investigations into the use of introspection in cognitive studies. The scope of this use is now extended to other relevant fields such as reading strategies, comprehension monitoring abilities, and to some extent EFL teaching. In his article, he discussed some basic tenets of thinking- aloud methodology including the human information processing system and its application to enhancing reading strategies in English as a foreign language.

"Teaching language Through Literature: In Defence of a Pedagogical- Stylistic View to the Teaching of English Literature in Iranian Universities" was the title of the paper presented by Dr. Buyook Behnam. The two purposes of his paper were, 1) to describe the way foreign literature is approached in English departments of Iranian universities, by reporting the results of a survey carried out in some of our universities (Behnam, 1996). And 2) to argue for a utilitarian view towards literary texts: that literary texts can be used as a pedagogical resource in foreign language classrooms.

Item complexity and complexity judgement have always been two very "unquenchably" controversial issues in the field of language testing. Yet again, a more demanding research area has been the comparison of Ss' reading comprehension performance on factual questions with their inferential comprehension performance. Mr. Hajipour Nezhad in his paper entitled "Complexity and Judgement: Revisited", investigated the sixteen questions

He finally concluded that there were significant differences among the tasks in terms of accuracy and fluency for task complexity. There was no significant difference among the tasks in terms of linguistic complexity. These differences in the learners production are interpreted as being partly due to the cognitive load imposed by the tasks.

English for Specific Academic purposes (ESAP) is currently developing as a great financial and educational investment in the ELT enterprise at Iranian universities. In his papar, entitled "ESP Curriculum Development in Iran: An Incoherent Educational Experience", Dr Ataee drawing upon the findings of his reappraisal study of ESAP programs in Iran, argued that ESAP curriculum development has not been conducted systematically and coherently. Following detailed discussions of the cases of mismatch in the Iranian ESAP curriculum and their instructional consequences, he provided some practical suggestions on renewing the procedures of curriculum development. He said that the proposed model might accommodate both the theoretical nature of ESAP and the unique aspects of the present Iranian ELT context.

Starting with the introduction that the underlying theoretical assumptions of the English language test formats and their relationship with each other have attracted the attention of testing scholars in recent years (Bachman, 1993; Alderson, 1993), Dr Mohammad Alavi's paper, "On the Relationship Between Grammar Knowledge and FCE- TOEFL Reading Comprehension Tests", was an attempt to examine the relationship between performances of subjects (N= 2059) with different educational background on the grammar and reading comprehension sections of a proficiency test.

"Interlanguage Conformity and the Use of Strategic Competence" was the title of the paper presented by Dr Mosa Ahmadian. He

Proficiency of the Bilingual vs. Monolingual EFL Students in Universities of Tehran, Allameh Tabatabaii, and Orumieh". She suggested that considering the pivotal role and effect of bilingualism on cognitive processing strategies, especially in language learning, there has been an impressive array of evidence that actually supports the notion that being or becoming bilingual increases one's efficiency of thought, cognitive flexibility, positive awareness of lexical arbitrariness in language, and semantic development.

In her presentation entitled, "Windows to L2 Mental Representation", Dr Manijeh Yuhannaei had investigated the extent to which L2 learners have acquired the grammatical properties of an L2. She presented evidence indicating how modality effects might blur the real picture researchers wish to discover and gave suggestions as to how to eschew such problems. Four English Major groups from Isfahan University participated in her study. They were asked to complete two different tasks, both of which were concerned with the formation of relative clauses and questions in English. Results indicated significant difference across the tasks. While the results of the first task indicated a rapid acquisition, the second indicated a more gradual developmental pattern. She argued what could be the source of such variation and characterised the type of the data which offers great potentiality in clarifying L2 mental representations.

For efficient reading, good word recognition in not enough; knowledge of what the words signal is also necessary. Dr. Fazilat Far, in his paper, "Anaphoric Resolution by Persian L2 Readers", continued that readers' ability to negotiate text depends on their familiarity with a series of linguistic linking mechanisms like pronouns. Such "background acting cues" are examples of a syntactical relationship which linguists call anaphora. He mainly focused on linguistic elements of reading comprehension which are specifically concerned with the subjects' L2 reading ability and their relation to their ability to resolve anaphoric expressions. More specifically, his study was an attempt to investigate anaphor comprehension in four L2 reading skill groups, using four types of anaphor and three levels of distance between anaphor and antecedent.

Miss. Hamideh Marefat talked about "Acquisition of Dative Alternation in English by EFL Learners". She used data from adult L2 learners to test psychological reality of the findings in linguistics that the reason why some verbs alternate and others do not is strictly determined by the verb's meaning (Pinker, 1989; Levin and Rappaport Hovav, 1995). Her paper outlined the syntactic and semantic structure of the English dative verbs and then examined the learners' knowledge of the syntactic consequences of the verbs the semantics of which they demonstrated to know. She focused on the fact that the results obtained provide evidence for the lack of any overlap between the two types of knowledge.

"Cognitive Load, Task Complexity and L2 Oral Discourse" was the title of the paper presented by Dr. Masoud Rahim Pour. The main purpose of his paper was to investigate variation in the oral production of narrative discourse of adult second Language learners as a reflection of task complexity. Using a within-subject design, spoken protocols of 50 students aged 18-40 were elicited by employing narrative tasks of Here- and- Now, context- supported condition versus There- and Then, context- unsupported condition that differed by cognitive and linguistic complexity.

21

Sentence Combining Plus (SC+) can afect L2 learners' writing performance and, on the other hand, the type of strategies learners involve with when doing SC+ exercises. He applied some statistical measures to show that SC+ brought about a significant improvement in his experimental group's writing quality and ability.

In his paper, Dr. Parviz Maftoon talked about the fact that if language is a system for expressing meaning, and if language learners have different communicative purposes, then these communicative purposes are surely to be reflected in the materials the learners should be taught and to be materialised in the activities they will later engage in target situations. He maintained that the first step in the construction of a language course is to define objectives based upon an analysis of the needs of the learners. The purpose of his presentation, "Language Needs Identification: A Shortcut", was to show that needs analysis is a cover term for a variety of different concepts. For pedagogical purposes, it seems there is more to be gained from adopting simpler approaches to needs analysis. Based on this idea, he presented a shortcut to needs analysis surveys.

One of the areas of language teaching is teaching literature. Dr Parvin Ghasemi talked about "Course Design for Teaching Short Story in EFL Classes". She asserted that teaching literature to EFL learners, even literature majors, often presents some particular complications. The teacher need to take into consideration that the students are non- native speakers of English and initially unfamiliar with literary texts in English. They should also keep in mind that study of literature involves an approach to texts as cultural artefacts. Based on her years of experience, she presented four activities to be used in teaching short stories, 1) Pre- reading activities, 2) In class activities, 3) Post- reading activities, and 4) Writing activities.

The title of Mrs Modirkhameneh's presentation was "The study of the Language

22

Iranian context. It seeks to bridge the gap between everyday concerns of teachers in their classrooms and various theoretical insights offered by relevant disciplines. In a sense, IELTI aims at providing opportunities for Iranian English language teachers, textbook writers and researchers to develop their professional knowledge and awareness by sharing their experience with their fellow colleagues.

It is hoped that this conference, which is going to a biennial one, has been and will be able to strengthen the links among the academic centres and faculties which deal with ELT throughout the country and substantially increase interactions among teachers, researchers and administrators to pave the rather uneven road of teaching English in Iran.

IELTI called for papers last year and some 90 abstracts were sent to the Conference Secretariat. In order to select the best and the most relevant articles to be presented in the conference, the abstract were first reviewed by a committee and then sent to the most prominent professors of ELT in Iran, namely Dr. Birjandi, Dr. Dabir Moghaddam, Dr. Farhady, Dr. Ghonsooli, Dr. Hashemi, Dr. Keshavarz, Dr. Keyani, Dr. Khazaei far, Dr. Lotfi pour, Dr. Maftoon, Dr. Nemati, Dr. Sadeghian, Dr. Tahririan, Dr. Yarmohammadi, and Dr. Yoohannaei to be judged and scored. The grades given to the abstracts by these professors served as the basis for the final decision regarding selection of papers. During the two days of the Conference, Wednesday and Thursday May 9 and 10, 2001 (Ordibehesht 19-20, 1380), 25 papers were presented, 20 oral presentations in the lecture hall and 5 posters.

In the opening ceremony, Dr Elmira Dadvar, the Dean of the Faculty of Foreign Languages,

talked about the purposes of holding such a conference. She pointed out that because, on the one hand, new trends in teaching languages in modern world have been introduced and, on the other hand, a variety of sciences, technologies and arts have to be acquired, it seems necessary to develop a new approach towards learning languages. Unfortunately, she added, due to lack of facilities and the use of rather old-fashioned teaching methods in our junior high-schools and high-schools, students come to universities with almost very little knowledge of a foreign language and this, in many cases, forces the university instructors to start teaching languages from scratch. She ended her lecture by mentioning the fact that through knowing foreign languages people can introduce to the whole world their cultural achievements and select and gain from other cultures what they think is good and appropriate.

Then a report was given by the Conference Secretary, the present writer, in which after thanking the honourable guests, professors, researchers, students, and all those involved in convening the conference including Dr. Mohammad Alavi, the Head of the English Department of the Faculty, and Miss Hamideh Marefat, a faculty member of the Department for their significant and painstaking contributions, I talked about the objectives, the administrative procedures, and ac ademic processes of the Conference.

Below you can find the gist of all the lectures presented in the Conference. They are arranged according to the order of presentation.

The purpose of the first presentation delivered by Dr. Abdolmahdi Riazi, entitled "Sentence Combining Plus (SC+):Its Effects on Students' Writing Quality and Strategy Use" was to check, on the one hand, whether or not

The First Conference on Issues in English Language Teaching in Iran (IELTI): A Brief Report

Abbas Ali Rezaei

آنچه درپی می‌آید گزارشی است علمی از مجموعه ۲۵ سخنرانی که در «نخستین همایش بررسی مسائل آموزش زبان انگلیسی در ایران» ارائه شد. این همایش به همت دانشکده زبانهای خارجی دانشگاه تهـران طی روزهای چهارشنبه ۱۹ و پنجشنبه ۲۰ اردیبهشت ماه جاری برگزار گردید. نگارنده در این گـزارش سعی کرده است با بیان خلاصه‌ای از هریک از سخنرانیها، خواننده را در فضای علمی همایش قرار دهد با این امید که این چکیده‌ها بتواند بوجود آورنده طرحهای تحقیقاتی جدید برای انجام پژوهشهای راهگشـا درخصوص مسائل موجود در آموزش زبان انگلیسی در ایران باشد.

In the past couple of decades, we have been witnessing numerous conferences and seminars focusing on the teaching of foreign languages in general or the issues concerning teaching English as a second/ foreign language in particular. However, most of these academic gatherings, regardless of their significant contributions to the field, were exclusively dedicated to the theoretical aspects of language teaching/ learning problems. Little, if any, has been done to address the practical and real life thorny issues of ELT in Iran.

This first conference on Issues in English Language Teaching in Iran (IELTI), organised by the Faculty of Foreign Languages, the University of Tehran, is a forum for all those involved in the field of teaching English in the