Issues with Language Policy and Planning in Iranian Higher Education[*]

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Abstract

In this study, we attempt to bring to light various organisational and implementational clashes relevant to the conceptualisation of language policies at national level, and the planning of local practices with regard to degree programmes, language journals and conferences in Iranian higher education. We also prove that in its current status, the ELT syllabus in Iran, both at national and local levels, is a mixture of English Language Teaching, Linguistics, and Applied Linguistics (a hotchpotch), which suffers from 'regulatory barriers'. The paper asks for an in-depth language policy and planning (LPP) that would clarify the blurred boundaries between ELT, Applied Linguistics, and Linguistics in Iranian higher education. This paper recommends that there should be a change regarding language-in-education policy and planning in Iran; a change that would be able to address both theoretical and applied language problems at national and local levels. The attempt should begin with organising a clear and comprehensive language planning with regard to language programmes. This would mean carefully determining the scope and boundaries of the fields as ELT, Applied Linguistics, and Linguistics in the higher educational context. The subsequent challenge is to fix the problematic implementation of language programmes at the local level, considering language journals, conferences, and syllabuses. The findings presented in this work are useful for language policymakers to regulate language-in-education policy and planning in Iran.

Keywords: Applied Linguistics, ELT, Iran, language policies, Linguistics, planning.

1. Introduction

The field of language policy and planning (LPP) has had a Cinderella role in Iranian higher education context. The shortcomings of the national LPP on the one hand and the faulty implementation of language programmes at the local level on the other, have led to a subjective interpretation of language programmes, hence, resulting in subsequent unsolicited problems in different areas of language planning in Iran (Atai & Mazlum, 2013). The absence of a sound LPP has affected language programmes and events in Iran such as ESP courses, language teaching in the private and public sector, language courses in universities, and language journals and conferences, among others.

Language programmes are under the surveillance of the Ministry of Science, Research, and Technology of Iran (henceforth, The Ministry). The national language policies and planning are, therefore, assigned by The Ministry and implemented by local universities and institutes. Currently, there are five language programmes in Iranian universities. These are Linguistics, English Language Teaching (ELT)/Teaching English as a Foreign Language (TEFL), Translation Studies, English Literature, and Persian Language and Literature. The focus of this study is to deal specifically with policies and planning regarding the field of ELT/TEFL. Moreover, Linguistics and Applied Linguistics (AL) are also discussed in this paper because of the overlapping issues that exists among these three fields. The last three fields in the foregoing list (Translation Studies, English Literature, and Persian Language and Literature) are beyond the scope and objective of this research. The academic field of AL does not exist as such in Iran, although there are overlapping areas between ELT and AL. The scope and general policies and planning related to Linguistics and ELT/TEFL are determined by The Ministry. The definition of each programme, its syllabus and course materials to be covered are among the policies decided by The Ministry. The Ministry's policies and planning, therefore, influence local policies. However, as will be discussed later, there are serious problems with the way ELT/TEFL is defined and implemented. ELT is also compared with Linguistics and Applied Linguistics to provide a point of departure for further analysis.

Not only is the national LPP important, but the implementation of LPP within the local context has been an issue and in dire need of meticulous revisions (Farhady, Hezaveh, & Hedayati, 2010). Language planning—in areas such as conferences, journals, syllabuses, and even language teaching at private institutions— is among the main concerns and, thus, is closely dealt with in this study. We argue that there are serious complications in the implementation of language programmes in local contexts, such as the ones mentioned earlier in this paragraph. Many works have studied the Iranian LPP (Farhady, Hezaveh, & Hedayati, 2010; Marszałek-Kowalewska, 2011; Rezaei, Khatib, & Baleghizadeh, 2014) but few critical studies have been done on the clarification of boundaries among ELT, AL, and Linguistics in Iran and the way LPP is implemented by local universities and institutes. Investigations that focus on implementing practices of language programmes in local contexts have been largely ignored.

In section 2, the importance of language policies and the main events contributing to Iranian LPP are discussed in order to provide some background. The article goes on to elaborate on three language programmes in depth to make plain the distinction between ELT/TEFL, Linguistics, and AL (section 3). Following this, problems within the implementation of language programmes in local contexts are discussed with reference to language journals, conferences, and associations (section 4). In section 5, a summary of main findings is presented. Referring to areas of LPP that are ambiguous in the context of Iran, this current paper attempts to assist language policymakers by proposing a general view of the factors that need to be considered when designing LPP in Iranian context.

2. Language Policies in Iran

Language is part of the identity and is a symbol of unity for societies. Language has been put in the spotlight by the authorities and used as a vehicle to maintain their control and sovereignty over the laymen. Significantly, LPP is affected by ideologies or systems of ideas masquerading through social, political, and religious ideas (Van Dijk, 2006). This system of ideas has been so strong that it has penetrated into almost all human activities, consciously or subconsciously. Foreign language learning and teaching have always been linked directly or

indirectly to hegemonic practices (Tollefson, 2009) and this is the reason why most authorities focus on maintaining a strategic language policy. Regardless of the factors that can influence LPP in a particular country, LPP can be regarded as a 'double-edged sword'. As mentioned by Phillipson (2003), diversity can be both *negative* in that it leads to haphazardness and chaos, and *positive* in that it takes into account cultural, linguistic, and religious variations. In other words, Phillipson (2009, p. 346) argues that "[l]anguage policy is torn between top-down pressures to maintain the position of national languages, and bottom-up pressures to secure linguistic diversity and the implementation of language rights."

Political ideologies are strong predictors of language policies as they establish a link to either a purism or pluralism standpoint. On the one hand, the idea of imperialism or nationalism has led to a tough purist viewpoint while on the other, multilingualism and globalisation have directed policymakers towards international communication and the introduction of the lingua franca in their national curriculum. Language policies are linked with political ideologies and LPP can be seen as a strong tool to connect these two concepts. In the same vein, Blommaert (2009, p. 241) argues that "[l]anguage users have conceptions of language and language use: conceptions of 'quality,' value, status, norms, functions, ownership, and so forth. These conceptions guide the communicative behaviour of language users." In recent decades, the notion of 'soft war' has gained prominence by policymakers and government officials. The consequences of the 'soft war' have led to a more conservative attitude towards foreign language policies, especially in relation to the spread of English as the lingua franca. These ideologies and the possibility of the soft war threat have been a strong impetus for the countries to take action and to react against the introduction of foreign languages into their national curriculum. Evidently, based on these policies, language programmes shape a country's adjustments regarding LPP. However, if the policies are distanced from a *pragmatic* viewpoint, this would surely end in failure (the policies should be realistic, not ideal). The challenges and issues put forth in sections 3 and 4 show that the looseness in the national LPP has influenced the way policies are implemented in local contexts.

In the context of Iran, foreign language(s) have always been linked to imperialism and *westernification* (Borjian, 2015). Canagarajah (2005) warns us that the spread of globalisation and the prospect of English worldwide would endanger local identities and languages. The problem of language policies, nonetheless, is not exclusively related to the introduction of foreign languages such as English but is also related to the management of inefficiencies in improving local and official languages. If language policymakers improve people's sense of patriotism through L1 literacy and L1 identity, then the introduction of a foreign language would create no problem. Indeed, if one claims that the spread of other languages is a threat to local ones, this can then be viewed as a weak standpoint. It follows that officials are not capable of saving their language(s), and relate the weaknesses of planning to the introduction of foreign languages. The risk of the popularity of a foreign language (or a lingua franca) is a bottom-up issue (related to L1 policies) rather than a top-down threat (the popularity of a foreign language). As mentioned by Asl (2013, p. 83) "language unity in Iran (at least in the case of Azeri language) has taken its sound version and not only is it far from being in pursuit of marginalizing and suppressing the local languages, but it has also helped them both maintain their status and enrich themselves day by day." Moreover, as argued by Warschauer (2000, p. 530) "if English is imposing the world on our students, we as TESOL professionals can enable them, through English, to impose their voices on the world."

Iran has experienced many changing winds and shifting sands with regard to language policies. English is the main foreign language in Iran and many political upheavals have influenced the policies and the implementation of these policies at national and local levels. On the whole, the main events that have affected LPP in Iran can be schematised as follows:
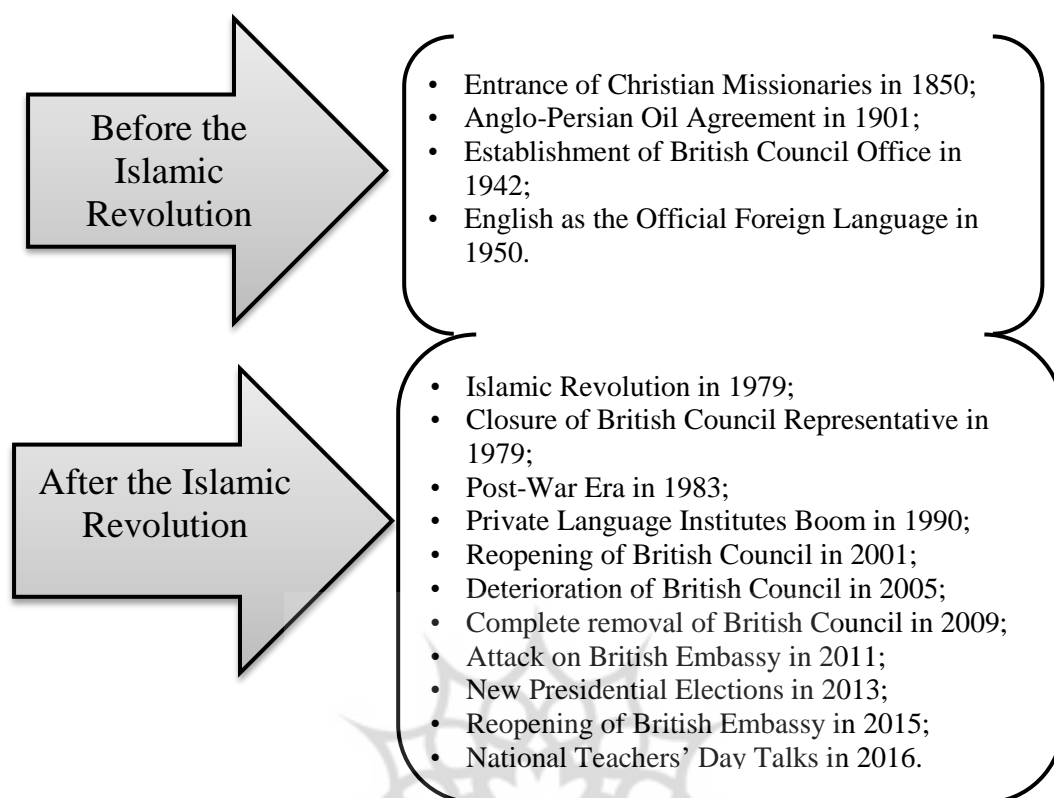
Before the Islamic Revolution

- Entrance of Christian Missionaries in 1850;
- Anglo-Persian Oil Agreement in 1901;
- Establishment of British Council Office in 1942;
- English as the Official Foreign Language in 1950.

After the Islamic Revolution

- Islamic Revolution in 1979;
- Closure of British Council Representative in 1979;
- Post-War Era in 1983;
- Private Language Institutes Boom in 1990;
- Reopening of British Council in 2001;
- Deterioration of British Council in 2005;
- Complete removal of British Council in 2009;
- Attack on British Embassy in 2011;
- New Presidential Elections in 2013;
- Reopening of British Embassy in 2015;
- National Teachers' Day Talks in 2016.

Figure 1. Timeline of events affecting Iranian ELT policy and planning

3. Language Education in Iran

A dilemma that has created many problems for Iranian language education policies is the ambiguity that revolves around the terms ELT, AL, and Linguistics. The confusion is tacitly recognisable if one investigates the implications of the terms such as ELT and Linguistics in Iranian higher-education context, including language programmes, conferences, and national scientific journals. At the first glance, language programmes at universities, national conferences and language journals in Iran show that most of what is considered as being ELT, for example, is, in fact, AL or a combination of AL, ELT, and Linguistics. Likewise, there is no consensus among academics over what label they should assign to themselves: ELT, TEFL, AL, or Linguistics. Although the language syllabuses have been distinguished and determined by The Ministry, there are ambiguities over the fields as ELT/TEFL, Linguistics, and AL that make the implementation of language policies at local level cumbersome. The ambiguities and

shortcomings in national language policies have led to the misrepresentation of ELT, Linguistics, and AL, which has manifested itself through a faulty implementation of national conferences, language associations, and the academic journals published by Iranian universities. Therefore, one of the primary concerns of a sound LPP is to define the scope and boundaries of each language field in order to remove the problematic interpretation of the terms.

3.1. Linguistics

Linguistic Society of America (LSA) defines Linguistics as:

> Contrary to previous belief, linguistics is multidisciplinary. It overlaps each of the human sciences including psychology, neurology, anthropology, and sociology. Linguists conduct formal studies of sound structure, grammar and meaning, but they also investigate the history of language families, and research language acquisition. And as other scientists, they formulate hypotheses, catalog observations, and work to support explanatory theories[1].

Linguistics is not only about the knowledge of words and grammar. LSA endorses that '[l]inguists are not only polyglots, grammarians, and word lovers[2]'. The 62nd Annual Conference of the International Linguistic Association (May 26-28, 2017, City University of Hong Kong) suggests the following as the main themes of linguistics[3]:

- Neural biological foundation of language

- Language and memory

- Eye movements and language processing

- Brain imaging technology and language processing

- Neurobiology and language and age

- Modeling language and cognition

- Language development

- Language disorders

- Reading and literacy development

In *Essential Introductory Linguistics*, Hudson (2000, p. xiii) determines the subfields of Linguistics and mentions that his book "is more selective in its inclusion of topics and subtopics" and claims that the content includes the *essentials* of Linguistics. The contents part of the book includes: signs and sign systems; phonetics; phones and phonemes; morphemes; the lexicon and morphological rules; sentences and syntax; phrase structure rules; child language learning; explanations of child language learning; language and the brain; adult language learning; animal languages?; phonological rules; phonological features; six ways to get new words; seven more ways to get new words; sentence meaning; sentence form; pragmatics: inferring meaning in context; the unity of languages; the basic history of writing; the ecology of writing; three characteristics of language change; eight causes of language change; language families; dialects and other sociolects; register; the history of linguistics.

3.1.1. MIT's linguistics programme. In order to provide a clear picture of what Linguistics really covers and what are its subfields, the linguistics programme at The Massachusetts Institute of Technology (MIT) is investigated to provide a yardstick for defining the scope of Linguistics. MIT has an international reputation for its linguistics programme largely due to the influence of its linguistics faculty members such as Noam Chomsky and Morris Halle. MIT has both undergraduate and graduate courses in Linguistics. Table 1 shows the undergraduate programme syllabus of MIT[4]:

Table 1

MIT linguistics syllabus at undergraduate level

Level	Required Subjects	Linguistic Analysis Subjects (one of the following three)	Philosophy Subjects (one of the following three)	Experimental Results Subjects (one of the following five)
Undergraduate	Introduction to Linguistics	Field Methods in Linguistics	Minds and Machines	Language Acquisition
	Language and Its Structure I: Phonology	Advanced Topics in Linguistic Analysis	Logic I	Psycholinguistics
	Languages and Its Structure II: Syntax	Language Variation and Change	Introduction to Philosophy of Language	The Linguistic Study of Bilingualism
	Language and Its Structure III: Semantics and Pragmatics			Abnormal Language
	Workshop in Linguistic Research			Linguistic Phonetics

At the graduate level, MIT has both a 'common curriculum' and notably, students determine an area of specialisation that can lead to a PhD dissertation. This common curriculum is presented in Table 2.

Table 2

MIT's linguistics 'common curriculum' at graduate level

Level	Required subjects	An advanced subject with research-paper requirement in one of the following areas of syntax/semantics	An advanced subject with research-paper requirement in one of the following areas of phonology/morphology
Graduate Common Curriculum	Topics in the Grammar of a Less Familiar Language	Topics in Syntax	Topics in Phonology
	One of the following first-language acquisition subjects: ▪ Language Acquisition ▪ Topics in Computational Phonology	Topics in Semantics	Linguistic Phonetics
	Introduction to Syntax	Pragmatics	Morphology (with a phonetics/phonology paper)
	Advanced Syntax	More Advanced Syntax	Topics in Experimental Phonology
	Introduction to Phonology	Syntactic Models	Topics in Computational Phonology
	Advanced Phonology	Morphology (with a syntax/semantics paper)	Topics in the Grammar of a Less Familiar Language
	Introduction to Semantics	Syntax of a Language (Family)	
	Advanced Semantics	Linguistic Theory and Japanese Language	
	Workshop (two terms)	Topics in the Grammar of a Less Familiar Language	
	Tutorial in Linguistics and Related Fields		

[http://linguistics.mit.edu/graduate/requirements/common-curriculum/]

In addition to fulfilling the requirements of the common curriculum, graduate students (at PhD level) declare an 'area of specialisation' at the beginning of their fifth semester - a programme that reflects the students' specific interests and the general area in which the students expect to ultimately conduct their dissertation projects.

- Specialisation in Experimental Linguistics

- Specialisation in Phonology and Phonetics

- Specialisation in Semantics

- Specialisation in Syntax

Of course, one should bear in mind that Linguistics as a discipline is not limited to the subjects highlighted by MIT but it can be understood that MIT does present a core linguistics syllabus and this can be used in other contexts with more local characteristics. Moreover, Linguistics is a field that for the most part represents areas of language explanation rather than theoretical application. This is one of the major differences between Linguistics and AL that will be discussed in the next section. The comparisons made in this paper are aimed at helping Iranian policymakers to distinguish the scope of each field and hence establish a sound framework for language programmes.

3.2. Applied Linguistics

American Association of Applied Linguistics (AAAL) defines AL as:

> Applied Linguistics is an interdisciplinary field of inquiry that addresses a broad range of language-related issues in order to understand their roles in the lives of individuals and conditions in society. It draws on a wide range of theoretical and methodological approaches from various disciplines–from the humanities to the social and natural sciences–as it develops its own knowledge-base about language, its users and uses, and their underlying social and material conditions[5].

Hinkel (2005, p. 259) postulates that "Applied Linguistics emerged as a separate discipline in the 1950s when, as some linguists believe, language teachers wanted to separate themselves from the teachers of literature, who had little to do with language learning and pedagogy." Hinkel (2005, p. 259) further sets forth that:

The research and findings of formal linguistics, which are by their very nature theoretical and abstract, cannot be easily applied to the enormous universe of language-related aspects of human functioning. Thus, at the outset, applied linguistics was established as a [*sic*] interdisciplinary study that necessarily draws on the experience, knowledge, and findings in sociology, anthropology, psychology, education, information sciences, and even political theory, in addition to those associated with formal linguistics.

Richards and Schmidt (2002, p. 28) define AL in two ways. In the first definition, AL embraces "the study of second and foreign language learning and teaching." In the second position, AL is described as "the study of language and linguistics in relation to practical problems, such as lexicography, translation, speech pathology, etc." Richards and Schmidt (2002, p. 28) further offer that:

Applied linguistics uses information from sociology, psychology, anthropology, and information theory as well as from linguistics in order to develop its own theoretical models of language and language use, and then uses this information and theory in practical areas such as syllabus design, speech therapy, language planning, stylistics, etc.

In the *Oxford Handbook of Applied Linguistics*, Kaplan (2002, p. ix) mentions that an applied linguist should know something about topics such as "anthropology, economics, education theory, gerontology, history, international relations, language learning and teaching, lexicography, planning, policy development, political science, psychology and neurology, public administration, sociology, teacher training, and text production."

According to Grabe (2002, pp. 9-10), AL deals with subsets of the problems such as: "language learning problems, language teaching problems, literacy, language contact, language inequality, language policy and planning, language assessment, language use, language and technology, translation and interpretation, and language pathology." One important aspect of this definition is that Translation Studies is considered a subfield of AL. However, in the Iranian context, translation has a distinct programme with its own syllabus and policies. It should be mentioned, however, that many researchers in the field of

translation do not consent to this subordination and claim separation from AL. Another definition forwarded by Davies and Elder (2004, p. 1) proposes that translation studies is regarded as a subfield of AL:

> Applied linguistics is often said to be concerned with solving or at least ameliorating social problems involving language. The problems applied linguistics concerns itself with are likely to be: How can we teach languages better? How can we improve the training of translators and interpreters? How can we write a valid language examination? How can we evaluate a school bilingual program? How can we determine the literacy levels of a whole population? How can we helpfully discuss the language of a text? What advice can we offer a Ministry of Education on a proposal to introduce a new medium of instruction? How can we compare the acquisition of a European and an Asian language? What advice should we give a defense lawyer on the authenticity of a police transcript of an interview with a suspect?

Although some applied linguists try to define AL as an attempt to apply the findings of Linguistics to real-world problems, some researchers argue that AL is not an appropriate term. According to Krashen (cited in de Bot, 2015, p. 27):

> I don't think the term applied linguistics is accurate. To me it means that what we do is apply the results of grammatical theory, which we don't. Rather, I consider our work to be part of language acquisition. We are "applied" in the sense that our work has practical implications, but we are also concerned with theory at the same time. We are not involved in aspects of application that do not intersect with theory.

There are also controversies over the most appropriate representative of AL. Cited in de Bot (2015), Widdowson asserts that *The Journal of Applied Linguists* is a good representation of what AL embraces while others such as Catford (1998) argues that it is *The Journal of Language Learning* that should hold the AL flag. However, the definition given by the AAAL is regarded as the most suitable representative since most notable AL figures consider the AAAL conference as the one that is attended by most prominent applied linguists (de Bot, 2015). Of course, some researchers state that the best way to deal with the meaning of AL is to avoid searching for a definition

of AL (de Bot, 2015). That said, the various definitions of AL have one thing in common and that is the fact that AL is not simply about using Linguistics to find solutions for language learning and teaching problems. Grabe (2002, p. 11) maintains that "[a]pplied linguistics recognizes that linguistics must be included as a core knowledge base in the work of applied linguistics, although the purpose of most applied linguists' work is not simply to 'apply' linguistics to achieve a solution." Grabe (2002, p. 11) also mentions that "applied linguistics is, of necessity, an interdisciplinary field, since few practical language issues can be addressed through the knowledge resources of any single discipline, including linguistics."

In order to provide a precise picture of AL and its scope, two AL associations —AILA and AAAL— are introduced in the following sections and their activities and their aims are presented in order to further elaborate this field.

3.2.1. AILA

AL associations are mainly featured in the website of the Association Internationale de Linguistique Appliquée (AILA) or the International Association of Applied Linguistics. The associations are related to countries such as the US, the UK, Greece, Ireland, Israel, Malaysia, Mexico, Lithuania, Canada, Bosnia and Herzegovina, Australia, Estonia, South Africa, Turkey, Japan, Spain, Norway, Singapore, Slovenia, the Philippines, Sweden, Switzerland, Finland, Russia, New Zealand, France, Netherlands, Germany, Belgium, Austria, Brazil, China, and South Korea. Currently, Iran has no AL association, with the main language organisations being TELLSI and LSI. Applied Linguistics and its associations are mainly connected to Western countries although in recent years it has gained recognition in Asian countries as well. In this regard, de Bot (2015, p. 13) states:

> AL is largely a white enterprise with more recently a growth of the number of researchers from Asia. Many of them do doctoral work at English-speaking universities, though there are centers like Singapore, Hong Kong, Guanzhou [*sic*] and Xi'an in China where significant work in AL is being done. As mentioned earlier, the coverage of areas outside the English-speaking world and Western Europe is very limited. The lack of representation from these regions may be a reflection of the problems

researchers in those areas have to get their articles and books published and their grant applications accepted: problems concerning a lack of knowledge of academic English, but also the highly restrictive definition of academic English by journal reviewers and editors.

3.2.2. AAAL

Founded in 1977, the American Association for Applied Linguistics (AAAL) is a professional organisation of scholars who are interested in and actively contribute to the multi-disciplinary field of AL. The main strands of AAAL are cited as[6]:

> Assessment and evaluation; bilingual, immersion, heritage, and language minority education; language cognition and brain research; corpus linguistics; analysis of discourse and interaction; educational linguistics; language, culture, socialization and pragmatics; language and ideology; language maintenance and revitalization; language, planning and policy; second and foreign language pedagogy; reading, writing, and literacy; Second language acquisition, language acquisition, and attrition; sociolinguistics; language and technology; translation and interpretation; text analysis (written discourse).

3.3. ELT/TEFL/TESOL

ELT and TESOL both refer to the same concept but Richards and Schmidt (2002, p. 177) distinguish between the two terms by discussing that ELT "is used especially in Britain to refer to the teaching of English as a second language or English as a foreign language. In North American usage, however, this is often referred to as TESOL." Hinkel (2005, p. 259) mentions that:

> A great proportion of applied linguistics research has dealt with and has been closely tied to language teaching and learning. It is important to note here, however, that stating so explicitly can be dangerous and somewhat tactless because there is a large number of applied linguists who believe that applied linguistics is a proper academic discipline of applied language study and that it should not and does not have to be associated with language learning and teaching.

Then, what are the differences between ELT and AL? As de Bot (2015) argues, the distinction between ELT and AL is similar to the

distinction between TESOL and AAAL. As mentioned by de Bot (2015, p. 32):

> There is a fairly clear division of labor between the two organizations: TESOL is primarily aimed at the teaching of English as a second or foreign language and research is not the focus, while AAAL aims at both English and other languages and is more research oriented.

Another difference between AL and EFL is that the former does not necessarily deal with the learning or teaching of English and can be applied to any language while in ELT, the focus is on the issues related to English language teaching and learning.

3.3.1. Key concepts in ELT

The Journal of *English Language Teaching* published by Oxford University Press is one of the key journals in the field of ELT. The journal has provided *key concepts* of ELT and includes the following topics:

> Proficiency; Criticality; Collaboration; Creativity; Intelligibility; Authenticity; Oral corrective feedback; Learning Styles; Generation; Repetition in Tasks; Foreign Language Aptitude; Corpus-aided language learning; The non-native speaker teacher; Blended Learning; Expertise in language learning and teaching; Innovation in ELT; Age and the critical period hypothesis; Learner autonomy; Learner self-beliefs; Motivation in ELT; Processing instruction; Native-speakerism; The Common European Framework; English as a lingua franca; Washback and impact; The apprenticeship of observation; Globalization and language teaching; Discourse community; Loop input; Observation; Language Awareness; Computer Mediated Communication; 'Focus on form' and 'Focus on forms'; Language as skill; Transfer/cross-linguistic influence; Language-related episodes; Teachers' beliefs; Lexical Chunks; Evaluation; Bottom-up and Top-down processing; Genre; Task-based learning and pedagogy; Task; Deductive vs. inductive language learning; Anaphora; Classroom research; Schemas; Noticing; Universal grammar; Register; Feedback; Scaffolding; Pragmatics; Project work; Fluency; Learner strategies; Learner training[7].

3.3.2. International ELT syllabuses

In what follows, two international ELT syllabuses are taken into consideration to provide a benchmark for comparison.

3.3.2.1. The Chinese University of Hong Kong ELT programme

The Master of Art programme in English Language Teaching at the Faculty of Education of The Chinese University of Hong Kong is based on a syllabus that strengthens the professional competence of practising English language teachers in Hong Kong. The programme is provided for English language teachers who decide to enhance their professional knowledge of second language teaching. The programme is also designed for first-year undergraduates who are not familiar with the English language. The programme description is cited as[8]:

> The salient features of the programme include an examination of current approaches to and theories of the systems of English through investigation of the cultural and sociological dimensions of the language in terms of language use, language learning and teaching, the structure of contemporary spoken and written English, as well as the roles of English in Hong Kong. The programme also examines theories of second language learning and teaching, and considers current approaches and methods in second language teaching together with their application to teaching English language in Hong Kong. The programme provides a series of subject knowledge courses in the first year, followed by more pedagogically-focused courses, or a project in the second year.

3.3.2.2. The University of Warwick ELT programme

The University of Warwick MA programme in ELT is an accredited ELT programme run both domestically and internationally from the UK. For inexperienced teachers, two programmes are designed to develop important theoretical and practical knowledge:

1- MA in ELT (Studies and Methods);

2- MA in ELT (with a specialism in ICT[9]) (also available to experienced teachers).

For those with two or more years of teaching experience, the degree programmes are assigned according to teaching specialism:

- MA in ELT (a generalist route, with options for a range of specialist content)

- MA in ELT (with a specialism in ICT) (also available to non-experienced teachers)

- MA in ELT (with a specialism in English for Specific Purposes (ESP) and English for Academic Purposes (EAP))

- MA in ELT (with a specialism in English for Young Learners)

- MA in ELT (with a specialism in Testing and Assessment)

- MA in ELT (with a specialism in Teacher Education)

3.3.3. Local ELT syllabuses

The ELT syllabus in Iranian higher education, comparing it with the two foregoing international syllabuses, suffers from a lack of rigorous foundation. As advocated by Atai and Mazlum (2013, p. 389) "there is neither a programme evaluation nor an ELT evaluation model and national-level policies are not re-examined at planning level." ELT/TEFL syllabuses, journals, and conferences do not adequately represent a proper conceptualisation of the field of ELT. In what follows, the aim and objective of the programme and the syllabus proposed by The Ministry are discussed and then the ELT national syllabuses of the two recognised universities in Iran are presented as case studies.

3.3.3.1. ELT introduced by The Ministry

 The Ministry introduces the MA programme in ELT as enjoying the following objective[10]:

> The aim of establishing the MA program in ELT is to educate qualified individuals to teach English language in universities and higher education institutes in order to fulfil the needs of the society to complement the expert force in researching language teaching problems and **translating** different English texts to Farsi and vice versa. Those who are accepted for this program will complete their previous knowledge regarding various aspects of language in general and improving their English language in particular, will be acquainted with **theoretical** issues, methods, and strategies to teach this language in

universities after the Islamic revolution (Translated from Persian).

In the foregoing introduction, two words stand out— translating and theoretical aspect. It is not clear how an ELT programme would benefit from translating or theoretical aspects of language. The ELT syllabuses for PhD and MA programmes put forth by The Ministry are outlined in Table 3 (Translated from Persian)[11]:

Table 3

ELT syllabus in PhD and MA programmes suggested by The Ministry

PhD in ELT	MA in ELT
Required Courses:	Required Courses:
First language acquisition	Issues in linguistics
Second language acquisition	Phonology for TESOL
Advanced testing	Methods of teaching foreign
Syllabus design	languages
Critic of language teaching methods	Methods of research
Advanced research methodology	Translating Islamic texts
Syntactic argumentation	Contrastive linguistics and
	error analysis
Optional Courses:	Teaching language skills
Language science	Practise teaching
Sociolinguistics	Testing a foreign language
Psycholinguistics	Psycholinguistics
Computational linguistics	English for special purposes
English for specific purposes	Seminar (language teaching)
Language policy and planning	Discourse analysis
Discourse analysis	Translating Islamic texts
Educational theories	
Learning theories	Optional Courses:
Neurolinguistics	Advanced writing
Teaching English literature	Materials preparation
Renaissance literature	Applied linguistics
Poem and philosophy in English	English literature 1
literature	English Literature 2
Literature from a linguistics viewpoint	Sociolinguistics
	Literature and linguistics

The PhD and MA syllabuses proposed by The Ministry, have ambiguously merged the three language programmes of AL, ELT, and Linguistics. Courses such as Syntactic Argumentation, Discourse Analysis, Phonology in TESOL, and Translating Islamic Texts are well behind the scope of ELT. In its current state, most of what Iranian

universities do in their ELT departments has more to do with a mixed syllabus that integrates Linguistics, AL, and ELT. As will be discussed in the following sections, it is clear that the type of national policies determined by The Ministry has negatively influenced the implementation of these policies at the local level.

3.3.3.2. ELT at the University of Tehran

 The University of Tehran (UT) is the top-ranked university in Iran. The UT has both MA and PhD programmes in ELT/TEFL (Translated from Persian). The syllabus for each programme is represented in Table 4[12].

Table 4

ELT syllabus in PhD and MA programmes suggested by The UT

PhD in ELT	MA in ELT
Advanced research method	Teaching principles
Language science	Research methodology
Critical evaluation of teaching	Issues in linguistics
methodology	Advanced writing
Material development	Statistics and informatics
Second language acquisition	Educational phonology
Syntactic argumentation	English for specific purposes
English for specific purposes	Seminar (language teaching issues)
First language acquisition	Discourse analysis
Testing	Psycholinguistics
Discourse analysis	Practise teaching
Learning theories	sociolinguistics
Sociolinguistics	Language testing
Dissertation	Language skills
	Contrastive analysis
	Applied linguistics
	Material development and preparation
	Thesis

Table 4 reveals that the ELT syllabus both at PhD and MA levels suffers from overlapping issues. Courses such as Language Science and Syntactic Argumentation at PhD level and Issues in Linguistics, Educational Phonology, Psycholinguistics, and Applied Linguistics at MA level do not accurately match with the objectives of ELT programmes.

3.3.3.3. ELT at Ferdowsi University of Mashhad

 Ferdowsi University of Mashhad (FUM), Mashhad, Iran, has an outstanding reputation in language programmes which introduces the aim of its MA programme in ELT/TEFL in accordance with the purposes introduced by The Ministry (the aim of the programme is stated at [https://www.um.ac.ir/Faculty-wndMore-cid-199-id-12.html]). The introduction to ELT clearly shows that the constitution of the MA programme at FUM is not what a true ELT programme should represent. For instance, part of the programme objective is related to the *translation* of English texts to Persian and vice versa, which notably has nothing to do with ELT. The analysis of FUM's MA syllabus provides further evidence that ELT is not concomitant with the standard objectives of an ELT programme as acknowledged internationally. Regarding FUM, the MA syllabus in ELT contains[13]:

> Working with computer; applied linguistics; sociolinguistics; discourse analysis; advanced writing; material preparation; seminar; issues in linguistics; pedagogical phonetics; teaching methodology; research methodology; contrastive linguistics; teaching language skills; language testing; psycholinguistics; English for special purposes; ESP (translated from Persian).

The syllabus proposed by FUM also has overlapping issues with AL and Linguistics. It seems, therefore, that the programme is not specifically designed to improve English language teaching. In essence, MA students are required to pass a variety of theoretical aspects of language, and the programme seems to be more research- and theory-oriented rather than teaching- and practice-oriented.

4. Implementing Language Programmes

4.1. Language Journals in Iran

One of the major problems with language policies in Iran is related to the nature of scientific journals that are accredited by The Ministry. To our best knowledge, there are 26 scientific journals related to language studies (refer to Appendix A for a representative list of Iranian language journals).

The ELT syllabus of The Ministry and some Iranian universities showed that there are identity clashes among ELT academics regarding the topics that should be included within an ELT programme. Along the

same lines, it is not surprising to see some language journals that have misrepresented the scope of ELT. Since ELT programmes in Iran do not have a clear-cut boundary, it is likely to see some ELT journals with inappropriate publications. In what follows, some sample journals labelled as ELT, TEFL, Linguistics, Applied Linguistics, or Applied Language Studies are selected and some articles are analysed as some proof showing that the name and the scope of the journal do not represent its content accurately and to highlight the mismatch between the two.

4.1.1. Journal of Teaching Language Skills

The *Journal of Teaching Language Skills* (Published by Shiraz University) is dedicated to publishing scientific articles in areas of teaching and learning of English as a foreign and second language. On the journal homepage, it is mentioned that[14]:

> The *Journal of Teaching Language Skills* also welcomes contributions written in English on Applied Linguistics and related interdisciplinary fields which include but are not limited to the following: first/second language acquisition, sociolinguistics, psycholinguistics, discourse and pragmatics, TESL or EFL, language evaluation/testing, and teaching methodology. Likewise, articles on topics dealing with teaching literature and using literature in teaching English are accepted to be reviewed.

Regarding the aim and scope of this journal, it is evident that the title of the journal and its aims are not congruent with one another. Moreover, the scope of the journal is so broad that it is in danger of losing its effectiveness, and the journal does not focus on the teaching of language skills as claimed. The *Journal of Teaching Language Skills* accepts articles on issues such as ELT, literature, testing, and AL.

4.1.2. English Language Teaching Journal

The *English Language Teaching Journal* is published by Imam Khomeini International University, Qazvin, Iran. In volume 2, issue 1 (2015) of this journal, an article is published and entitled as: 'Examining the Interactional Metadiscourse Markers in Iranian MA Applied Linguistics Theses'. This article is clear evidence of a paper which is not related to ELT —it is more closely associated with Applied

Linguistics or journals on rhetoric. In addition, in volume 3, issue 1 (2016) another article is published entitled: 'A Corpus-driven Investigation into Lexical Bundles across Research Articles in Food Science and Technology' which is again an out-of-place publication. The topic of *food sciences* and *technology* barely (if never) contribute to the field of ELT. Although the studies are valuable for increasing our understanding of the nature of language, they do not fit into an ELT journal. The articles mentioned are more related to journals about AL or discourse. Therefore, cases of misrepresenting ELT are observed in this journal as well.

4.1.3. Journal of Researches in Linguistics

This journal is published by the University of Isfahan, Iran. The title of the journal embraces Linguistics and it is supposed that articles related to core Linguistics be published in it. All the same, in volume 4, issue 6 (2012), an article is published entitled 'The Prospect of Teaching Persian to Non-Iranians'. As the title suggests, the article has nothing to do with Linguistics. The article is more suitable for language teaching journals. Similarly, in volume 7, issue 1 (2015), another article is published entitled 'Critical Analysis of Grammatical Metaphor in Political Discourse of Local Newspapers' which is yet another case of misunderstanding the scope of ELT, Linguistics, and Applied Linguistics. The journal has gone further and included translation studies among its papers. In volume 4, Issue 6 (2012) an article entitled 'Setting up a Model for Translation Quality Assessment and Describing Two Types of Feedback in Translation Classes' is published. As the title suggests, the *Journal of Researches in Linguistics* has not a clear scope and the term linguistics is not fully adhered to in the acceptance of some articles for publication. Some overlapping cases were also observed among the published articles that blurs the scope of ELT, Linguistics, and AL.

4.1.4. Journal of Applied Research on English Language

In another Iranian journal entitled *Applied Research on English Language* published by the University of Isfahan, Iran, traces of misunderstanding were observed. As the name of the journal suggests, the readers expect to see articles that deal with the application of research on the English language. In volume 2, issue 2 (2013), however,

an article entitled 'The two *be*'s of English' is in essence a study without no direct application to language problems; the article is in fact closely related to a pure Linguistics journal. There is no application of the findings of the study to real-world problems, as the article only discusses linguistic elements. In volume 2, issue 1 (2013), there is another article entitled 'Translating the Poetry of Apollinaire: Description of a Project'. Needless to say, this article is not related to English language. In fact, this article is about translation studies, applicable to every language and is not exclusive to English language. In 'The Importance of Studying Metadiscourse', which is published in volume 1, issue 2 (2012), the main goal of the paper is claimed to deal with metadiscourse and its place in second language instruction. In this article too, the focus is not on the English language and can be applicable to other languages.

Among the 26 Iranian journals on language and linguistics (there may be other language journals that we might not be aware of), the titles of some journals seem vague and their content does not match with the journals' titles. The ambiguity arises from the fact that, in some cases, the name and scope of the journal are not congruent with what the journal actually publishes. Moreover, the journals' names are so broad that they can hardly attract specific readership as no clear criteria of what should be included in the journal are identified.

One interesting point to note is that among the Iranian journals on language and linguistics, there is no specialised journal that covers a specific area of language or linguistics (such as pragmatics, second language writing, etc.). The journals' aim and scope are so broad that there is a danger of losing their readership or they might not satisfy the special needs of the researchers in Iran. For instance, if one needs to find out information about LPP among Iranian journals, it is not possible to find any journal since the journals are not specialised. If the journals were more specific and focused with regard to their aim and scope, they would surely have a greater impact on the language and linguistics community of researchers in Iran.

4.2. Language Conferences in Iran

Like some Iranian journals on language and linguistics, conferences in these areas also suffer from lack of face validity with regard to the scope of the conference and the articles accepted for oral or poster presentation.

One case in point is 'The First National Conference on Investigating Issues on English Language Teaching (2016)' that was held in Sarab, Iran, under the affiliation of Islamic Azad University. Although the conference is supposed to accept articles on ELT (as the name of the conference suggests), the conference themes are generous and accept articles related to literature and translation as well.

In another ELT conference, held in Urmia University, Urmia, Iran (20-22 May 2013), entitled 'International Conference on Current Trends in ELT (putting the learner in the spotlight)', there are traces of misunderstanding and overlapping. In the conference booklet (p. 16), an article is published entitled 'Translation of English Passive and Unaccusative Verbs into Farsi: A Comparative Study of Three Translations'. The first glance at the abstract shows that the paper is suitable for a conference related to translation studies— not an ELT conference that is attempting to put the *learner* in the spotlight. To provide another example of mismatch and misunderstanding, on page 52 of the booklet, an article entitled 'Linguistic Capital in Iran: Using Official Language or Mother Tongue' is published that deals with the official language of Iran and its effect on other Iranian indigenous languages. Likewise, in this paper, there is no trace of English or any focus on the learner. This paper seems to be more related to an AL conference. Similarly, on page 71 of the conference booklet, an article is published entitled 'Investigating the Language Knowledge Impact on Translators' Performance'. In the abstract of the paper, the objective mentioned is 'an investigation of the translations of Arabic-speaking and Persian-speaking students'. This leads us to believe that ELT is seriously misrepresented in this conference and, therefore, it is not only by chance that some articles are misplaced.

In another case, in the Sharif ELT Conference (December 17, 2015) abbreviated as SELT, three articles are found that are incorrectly cited in the conference pamphlet. Similarly, as we observed in other

conferences, the following papers are more suitable for conferences about Applied Linguistics or discourse studies. They provide trivial or no information on the nature of English language teaching (titles can be found at selt.sharif.ir):

1- The Effect of Physician's Gender on the Opening Phase in Iranian Medical Interactions (Oral Presentation);

2- Examining the Validity of Iranian National University Entrance Exam: A Cognitive Perspective on the Discourse Cloze Test (Poster Presentation);

3- Critical Discourse Analysis of the Interpellation of Science Minister by the Representatives of the 9th Tenure of Islamic Parliament of Iran: Van Dijk's Approach (Oral Presentation).

As a comparison, the themes of an ELT conference held at the University of Macau, China (31 January 2015) entitled 'Departing from Tradition: Innovations in English Language Teaching and Learning' is presented here. The conference themes included: Second Language Acquisition, Language Transfer, Classroom Techniques/Methods, Testing and Assessment, CALL, Independent Learning/Learning Autonomy, Materials Development, Sociolinguistics and Pragmatics, Corpus Linguistics, and Research and Professional Development. In this instance, it is clear that the themes are closely related to the teaching of language, and issues such as translation or theoretical aspects of Linguistics are not included among the conference themes[15].

4.3. Language Associations in Iran

There are two main associations in Iran related to language studies. One is Teaching English Language and Literature Society of Iran (TELLSI) and the other is The Linguistics Society of Iran (LSI). Both of these associations are under the governance of The Ministry.

TELLSI was established in 2007 as an association to improve the quality of teaching and research in the domain of TEFL or ELT. As mentioned in the TELLSI commission, the aim of the association is cited as[16]:

> TELLSI was established to improving English Language Teaching and Literature, improving the quality of experts, and to improve teaching and research in areas of English language.

TELLSI has collaboration with experts that know the English science[17], doing scientific research with related organisations and conducting conferences (Translated from Persian).

The association publishes a scientific journal (though there are no traces of the journal themes or scope on TELLSI website) called *TELL* accepting papers related to English language teaching and literature. However, after finding (painstakingly) the journal archive in sites such as 'magiran.com' and 'sid.ir' (and not on the TELLSI website), we observed that the journal encompasses more than ELT and literature. The following articles are not congruent with the association's aims and are against its commission. The following articles are more related to AL or are neither related to teaching English nor English literature:

- Coercive Power Enactment: The Case of Multimodal Interruptions (Tome 24, Fall & Winter, 2015);

- A Comparison of Moves in Conclusion Sections of Research Articles in Psychology, Persian Literature and Applied Linguistics (Tome 24, Fall & Winter, 2015);

- Linguistic Politeness and its Relationship with Data Collection Preferences (Tome 23, Spring & Summer, 2015);

- A Cross-Cultural Study of Hedging Devices in Discussion Section of Applied Linguistics Research Articles (Tome 7, Summer, 2008);

- Iranian Women's Negative Face in The Construction of Their Identity (Tome 5, Winter 2008);

- Acquisition of Syntactic Structures in L1 (Tome 4, Fall, 2007);

- University Students' Test-Taking Strategies and their Language Proficiency (Tome 1, Winter, 2006).

LSI, another national language association, is founded in 2001 and aims at empowering linguistic and cultural research, collaborating with other organisations in conducting research related to Linguistics and language studies, conducting conferences and the publication of scientific manuscripts. LSI's aims are as follows: 'to expand and improve Linguistics and to improve research and teaching quality related to Linguistics and Applied Linguistics, and educating experts' (translation from Persian). LSI also collaborates with scientific

associations in areas related to scientific themes of the LSI (http://lsi.ir). However, the journal has published some articles that seem to be more related to literature—not Linguistics:

- Meter and Rhyme as Two Criteria for Archaism of Aral Poetries: A Case Study of Meter and Rhyme in Yarsan Kalams (volume 10, issue 20, Winter and Spring 2015);

- The Force of Poem (volume 2, issue 4, Autumn 2006);

5. Summarising the Main Findings
This study provides a clear case showing that there are serious problems with regard to the manifestation of the three main language programmes of ELT, Linguistics, and Applied Linguistics both at national and local levels and how they are represented in Iranian context. We proposed that language programmes should be reorganised, and their boundaries should be determined with greater precision in the Iranian context for the purpose of providing a sound language planning. The confusion over the terms ELT, AL, and Linguistics outlined in this paper has influenced the implementation of language programmes in areas related to language conferences, journals, and degree programmes.

Many academics in Iran who affiliate themselves with ELT, for example, know that (it is expected) what they are doing is not just ELT. As discussed earlier, many language conferences and journals in Iran that carry the umbrella term of ELT do not operate in relation to English language teaching at all but maintain a combination of ELT, Linguistics, literature, and AL. Many academics that affiliate themselves with ELT or TEFL, write articles in Persian, publish articles on language policy and planning, and try to improve and reinforce learners' identity in a way that has no relation to English language.

Based on what is happening now in Iran regarding language programmes, this article urges a renewal of language policies and planning both at national and local levels. In order to improve language programmes in Iran, and in order to introduce Iranian language diversity to the world, it is a *must* that academics in all fields of language reach a consensus on the boundaries of ELT, AL, and Linguistics. In its current state, LPP in Iran is like a *hotchpotch*; it embraces everything but it has no specific texture and discipline. A first step would be to set

boundaries, with a follow-on step of getting rid of the term ELT as an umbrella term (academics should stop using ELT blindly). What is currently being practised in Iran as ELT is indeed similar rather to AL. Currently, most language conferences in Iran sacrifice quality for quantity. It seems that for some conference managers, business and marketing concerns are more important. Thus, they may not care for the boundaries and accept more articles for publication (mostly because of economic reasons); thus, some unrelated articles which are contrary to the conference themes may be accepted for economic or other unrelated justifications. What follows are suggestions we propose for improving LPP in Iran:

- The two language associations in Iran should be more aware of the planning and systematisation of the different fields of ELT, Linguistics, and AL. Language associations in Iran should be more active and improve LPP in Iranian context. Although language policies and planning are dictated from officials, academics should make their voice heard by the policymakers and should be more aware of the implementation and planning of language programmes. It would be practical if there would be something like a national English teaching certificate that would be issued under the licence of TELLSI. TELLSI can send its representatives to other cities to improve teacher training and to enhance the quality of English teaching in private and public institutes. The Linguistics Society of Iran can standardise the linguistics syllabus of Iranian universities using the standards of prestigious universities throughout the world.

- Conferences and language journals should get rid of their obsession with using ELT and be more precise with reference to this term. ELT conferences, for example, should not consider marketing or personal goals since these impulses endanger quality and scientific merit. Conferences should follow specific guidelines and target applied and language teaching issues in Iran. They should have a clear and focused scope. There should be more surveillance over language institutes and conferences in Iran and the boundaries among the subcategories of language-related fields should be defined.

- Literacy studies, as well as official and indigenous languages, should also be the concern of national language policies in Iran.

- ELT programmes in higher education should be more organised and follow specific guidelines.

- Policymakers should increase their connection with students' needs over the country.

- Currently there is no grading of language journals and degree programmes in Iran. It would be constructive for there to be a committee of experts on grading and organising language journals and degree programmes in different universities. Moreover, articles should be more specialised and follow specific goals, as the scope of Iranian language journals is so broad that they may lose readership.

- The field of Applied Linguistics is a better substitution for ELT in the Iranian context. Since AL has a broader scope and includes studies on L1, L2, and translation, many studies that are not suitable for an ELT context would be applicable to AL. Moreover, there is a need for the establishment of the Applied Linguistics Association of Iran (ALAI), or something like this, which would establish a connection with other members of AILA. In addition, ALAI should be able to introduce Iranian culture and language to the world as empowering the teaching of Persian as a second or foreign language. ALAI can provide funding for the study of Persian and other ethnic languages for competent researchers across the world, and an essay prize for applied linguistics students. ALAI can monitor and plan academic courses and meetings in order to establish and promote applied linguistics as a registered academic programme in Iran.

6. Conclusion

The findings of this study show that language programmes need to be strictly clarified to shape the implementation of ELT, AL, and Linguistics in Iran. It seems that language planning in Iran has not reached a consensus over the clarification of the scope and content of the language programmes as ELT, Linguistics, and AL. Language planning at both national and local levels need alteration. At the national level, language policies should place more emphasis on the clarification of language programmes, giving less opportunity for subjective manipulations. The national policies on English language teaching, nonetheless, are at odds with the public's needs and aspirations to learn English (young adults want and need to learn

English and policymakers should accept this fact). That being said, at the national level, LPP does not attract a required amount of attention, and hence has created a situation where the local practitioners and decision-makers can decide subjectively and unprofessionally.

At the local level too, most language planning is done haphazardly, without a clarified objective or rationale to help improve LPP in Iran. It seems that the detachment of national policymakers and local decision-makers has led to a chaotic implementation of language programmes such as the case of language conferences and journals.

Currently, language programmes in Iran are vague and in need of serious amendments. There needs to be more surveillance over language planning in the Iranian higher-education context with regard to national language conferences, scientific journals, associations, and institutes. That said, the aim of this paper was not to criticise a particular group of academics or language policymakers. The aim of the current study was to sharpen the readers' and researchers' mind to understand what is actually happening in the Iranian higher education system with regard to LPP. The paper contributes then, to both theory and practice and suggests amendments in language policies and planning in Iran, with regard to both national and local policies advancing tougher surveillance and commitment to quality.

Endnotes

1 https://www.linguisticsociety.org/resource/science-linguistics

2 https://www.linguisticsociety.org/what-linguistics

3 http://hallidaycentre.cityu.edu.hk/acila62/about.aspx

4 http://linguistics.mit.edu/undergraduate

5 http://www.aaal.org/?page=DefAPLNG

6 http://www.aaal.org/?page=AboutAAAL

7 https://academic.oup.com/eltj/pages/key_concepts

8 http://www.fed.cuhk.edu.hk/higherdegree/eng/master/melt/master_melt_

description.htm

9 Information and Communications Technology

10 http://old.msrt.ir/fa/prog/ApprovedCourses/Forms/AllItems.aspx

11 http://old.msrt.ir/fa/prog/ApprovedCourses/Forms/AllItems.aspx

12 http://ffll.ut.ac.ir/endept

13 https://www.um.ac.ir/Faculty-wndMore-cid-199-id-12.html

14 http://jtls.shirazu.ac.ir/journal/about

15 https://fah.umac.mo

16 www.tellsi.org

17 It is not clear what is meant by *English science*.

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Appendix A

Scientific language journals in Iran

Journal Name	Publisher	ISSN
▪ Journal of Teaching Language Skills	Shiraz University	2008-8189
▪ Foreign Language Research Journal	University of Tehran	----
▪ Journal of Language Researches	University of Tehran	1026-2288
▪ A Journal of Comparative Linguistic Researches	Bu-ali Sina University	2252-0740
▪ Researches in Linguistics	University of Isfahan	6261-2008
▪ Applied Research on English Language	University of Isfahan	2252-0198
▪ Language Related Research	Tarbiat Modares University	2322-3081
▪ Language Research	Alzahra University	8002-3388
▪ Zabanshenakht (Language Studies)	Institute for Humanities and Cultural Studies	2099-8002
▪ Journal of Linguistics & Khorasan Dialects	Ferdowsi University of Mashhad	2008-7233
▪ Language and Linguistics	Linguistics Society of Iran	2322-3847
▪ Iranian Journal of Applied Linguistics	Kharazmi University	1735-1634
▪ Translation Studies	Dr. Mollanazar	1735-0212
▪ Language and Translation Studies	Ferdowsi university of Mashhad	2228-5202
▪ Critical Language & Literary Studies	Shahid Beheshti University	2008-7330
▪ Iranian Journal of Research in English Language Teaching	The Islamic Azad University	----
▪ The Journal of Applied Linguistics	The Islamic Azad University	2008-8434
▪ Journal of Research in Applied Linguistics	Shahid Chamran University of Ahvaz	2345-3303
▪ Foreign Language Teaching Journal	Ministry of Education	----
▪ Journal of English Language Teaching and Learning	University of Tabriz	2251-7995
▪ Iranian Journal of Applied Language Studies	University of Sistan and Balouchestan	2008-5494
▪ The Iranian EFL Journal	----	1836-8751
▪ The International Journal of Foreign Language Teaching and Research	The Islamic Azad University	2322-3898
▪ Iranian Journal of Language Teaching Research	Urmia University	2322-1291
▪ English Language Teaching	Imam Khomeini International University	----
▪ Journal of Language and Translation	The Islamic Azad University	2008-8590