

Editorial Welcome

I am pleased to announce the publication of the second issue of *Applied Research in English*. The articles published in the current issue are theoretical as well as research-based. I would like to extend my most profound gratitude to all the authors who submitted their papers to our journal. Additionally, I could hardly deny myself the pleasure of thanking Dr. Vahid Parvaresh, Dr. Mohammadtaghi Shahnazari and Mrs. Nadia Kazemi for all their invaluable help and support. I am also very grateful to the International Editorial Board members and also to the anonymous reviewers who have contributed greatly with their comments.

The articles comprising the journal's second issue are in line with the journal's broad scope. The first paper by Maryann Overstreet focuses on some pragmatic expressions that are characteristic of informal spoken English, their possible equivalents in some other languages, and their use by EFL learners from different backgrounds. These expressions, called general extenders (e.g. *and stuff, or something*), are shown to be different from discourse markers and to exhibit variation in form, function and distribution across varieties of English, as well as in other languages.

In "Towards a definition of intake in second language acquisition", Hayo Reinders claims that intake is a concept that has long fascinated second language researchers as it provides a window onto the crucial intermediary stage between input and acquisition. He argues that a better understanding of this intermediary stage can help us to distinguish between input that is used for immediate (e.g. communicative) purposes only and input that is drawn on for learning. The article traces the different components from which intake can occur,

reviews existing definitions of intake and suggests alternatives for its operationalisation.

Vande Kopple's essay, "The importance of studying metadiscourse", focuses on metadiscourse, a name for elements of texts that convey meanings other than those that are primarily referential. It provides some theoretical background to the study of metadiscourse, briefly reviews a taxonomy of metadiscourse, and explores four reasons why the study of metadiscourse is interesting and important: (a) Such study shows how intricately structured language is; (b) Such study opens up intriguing questions about ethics and language use; (c) Such study reveals differences in how metadiscourse is used in similar texts in different languages; (d) And such study provides reasons why metadiscourse deserves a special place in second-language instruction.

Eli Hinke's paper is based on the assumption that being aware of socio-cultural frameworks does not mean that as an outcome of instruction learners have to become "native-like," but an awareness of L2 cultural norms can allow learners to make their own informed choices of how to become competent and astute language users. The author provides an overview of practical approaches and techniques to teaching culture in the classroom in conjunction with instruction in the essential language skills.

In the fifth study, "Investigating EFL learners' perception of narrative task difficulty", Saeedi and Rahimi Kazerooni investigate EFL learners' perception of task difficulty. Drawing upon current models of task difficulty, the researchers managed to operationally define four oral narrative tasks of varying degrees of complexity. Having

performed the tasks, the participants attended a round of retrospective interviews. The qualitative analysis brought to light five major themes. To explore how current models of task difficulty would explain the learners' attitude toward task demands, these categories were juxtaposed with Skehan's model and Robinson's triadic componential framework.

Pirnajmuddin and Zamani's paper, "A study of the translations of terms related to practical laws of religion (furū al-dīn): Raising students' awareness of culture-bound items", is an attempt to identify appropriate procedures used in translating culture-bound terms. The study reveals that literal translation is not only the most frequently used procedure but also the most appropriate one.

Finally, in "The effects of Curriculum-Based Measurement on EFL learners' achievements in grammar and reading", Tavakoli and Atefi Boroujeni examine the effects of using Curriculum-Based Measurement (CBM) on the learners' achievements in grammar and reading. As the study suggests, CBM significantly improves EFL learners' performance.

Many thanks, once again, to this issue's researchers for submitting their studies, to the reviewers for contributing with constructive feedback and to the readers of *Applied Research in English*. We are now accepting submissions for our next issue: Volume II, issue I.

Best wishes,
Saeed Ketabi, PhD (Editor-in-Chief)