

Editorial

A few weeks before the publication of the current issue of "Applied Research on English Language" we were saddened by the death of Dr. Zohreh Kassaian, one of our senior colleagues at the University of Isfahan. She died after a long but courageous battle with cancer. We mourn her death and dedicate the present issue to her memory.

The current issue opens with an article by Paul Nation, who argues that vocabulary learning conditions, i.e. repetition, retrieval, creative use, and deliberate attention, can be maximized through the use of 'narrow reading', 'repeated reading', 'linked skills reading', 'reading with discussion', and 'deliberate learning through reading with exercises'. In this respect, the author argues, computer-based activities can be effective in providing opportunities for deliberate learning, but it is important that deliberate learning does not take time away from extensive reading.

Zohreh R. Eslami and Soo Jin Ahn's study examines how motivation for learning English, the amount of contact with English, and length of residence in the target language area affect Korean graduate students' English pragmatic skills. The findings of the study reveal that (a) the level of motivation has a positive and moderate relationship with the ESL learners' L2 pragmatic competence; and (b) the amount of L2 contact and length of residence have only a weak and insignificant impact on the participants' pragmatic competence.

Task repetition is now considered as an important variable. However, as argued by Ahmad Mojavezi in the third study, in order to move towards theorizing the role of task repetition in second language acquisition, it is necessary that individual difference variables be taken into account. Mojavezi's

study is an attempt to investigate the way task repetition correlates with language proficiency and the differential effects that task repetition might have on the complexity, accuracy, and fluency of L2 learners with different levels of proficiency. The study reveals that participants with higher levels of L2 proficiency produce more complex, accurate, and fluent speech on the second encounter with the same task.

Designing a task with reasonable level of cognitive complexity has always been important not only for syllabus designers but also for teachers and researchers. The fourth study, written by Hassan Soleimani and Maryam Rezazadeh, is an attempt to explore the effect of task manipulation on picture narration. The results of the study reveal that an increase in task cognitive complexity leads to greater accuracy and linguistic complexity.

The fifth study by Ahmad Reza Eghtesadi and Sakine Momeni aims at discovering the way purposes behind reading activities influence vocabulary knowledge gain and retrieval. The study shows that both vocabulary learning and retention are greatly influenced by the purposeful reading activity. As the study shows, the mean scores of the 'summarizing' and 'reading comprehension' groups are significantly different from the mean score of the free reading group. But the study does not indicate any significant difference between the mean scores of the groups in question.

Parviz Birjandi and Ali Derakhshan's study focuses on the relative effectiveness of consciousness-raising video-driven prompts on the comprehension of the three speech acts of apology, request, and refusal. Results of the multiple choice discourse completion test indicate that learners' awareness of apologies, requests and refusals benefit from all types of instruction used, but the results

of the Post hoc test of Tukey illustrate that the metapragmatic group outperformed the other treatment groups, and that form-search group had a better performance than role-play and control groups.

In the seventh study, Reza Ghafar Samar, Afsaneh Abaszede and Fatemeh Pourmohamadi investigate the expression of disagreement among Iranian advanced English learners. The data the authors draw on is recorded discussions of 26 male and female interlocutors in three different settings. The results of the study confirm that disagreement is a complex and multidirectional speech act. Therefore, the authors argue, linguistic markers cannot safely categorize disagreement turns into polite/impolite or preferred/dispreferred acts.

Last but not least, I wish to extend my profound gratitude to the many colleagues who generously provided reviews of manuscripts submitted to *Applied Research on English Language*. The journal would never have existed without the support of these professional colleagues.

Warmest regards,

Saeed Ketabi (PhD, Editor-in-Chief)