

Editorial

It is with great pleasure to welcome our readers to the 4th volume and 1st issue of *Applied Research on English Language*. I would like to take this opportunity to thank not only our authors and readers but also the anonymous reviewers whose help and constructive feedback made the publication of the current issue possible.

The current issue opens up with an article by Abbas Ali Rezaee, Shiva Kaivanpanah and Sedigheh Najibi. The authors examine the relationship between EFL learners' motivational beliefs and learning strategies. The focus of the study is on the three components of motivation, i.e. expectancy component, value component and affective component. The study shows a significant effect of proficiency level on test anxiety and extrinsic goal orientation. Furthermore, the study reveals that self-efficacy, control of learning beliefs, intrinsic goal orientation, and task value can account for 70% of the variation observed in self-regulated learning strategies.

Azizeh Chalak's study examines the effects of task-based instruction on reading comprehension. The study has adopted a quasi-experimental design including 135 Iranian female students who were divided into four groups, two control groups and two experimental groups. The findings of this study suggest that using flexible and interactive tasks in English classes can improve vocabulary and reading comprehension ability of EFL learners. This study has pedagogical implications for a host of practitioners working in the field.

The third study addresses the interface between L2 learners' pragmatic performance, language proficiency and both individual and group zones of proximal

development (ZPDs). Analyzing data pertaining to 20 EFL learners, Zia Tajeddin and Farhad Tayebipour do not find any significant relationship between the proficiency level of the participants and the amount of scaffolding given for the production of the speech acts of request and apology. Nevertheless, the findings of the study point to the existence of a relationship between the participants' individual ZPD and their group ZPD. The authors also argue that scaffolding has learner-specific effects.

Mohammad Amiryousefi's study is motivated by the fact that language learners tend to constantly complain that vocabulary items are easily forgotten. The author believes that if vocabulary teaching and learning are planned to be effective and enjoyable, various methods and strategies should be employed. In this respect, the author recommends the use of multiple-mnemonic method. As the study shows, the multiple-mnemonic method group significantly performed better than the control group in terms of vocabulary development and retention.

The next study, by Nasser Fallah and Habibollah Mashhady, sets out to test a model of L2 communication among Iranian EFL learners. Using willingness to communicate (WTC) and socio-educational models as a framework, the study examines WTC in English and its underlying variables in a sample of Iranian non-English-major EFL learners. The results of the study show that international posture and motivation are important predictors of L2WTC. The findings also show that L2 communication anxiety, motivation, personality trait of agreeableness and teacher immediacy can influence L2WTC.

In the sixth study, Laleh Moghtadi, Mansour Koosha and Ahmad Reza Lotfi investigate

the differences between Persian monolingual and Azeri-Persian bilingual learners of English when learning relative clauses. To carry out the study, the authors selected a total of 200 female high school students from two educational districts in Tabriz and Shiraz. After administering a general proficiency test, a language history questionnaire and two syntactic structure tasks, the authors conclude that monolinguals and bilinguals differ in the comprehension and production of English L3 relative clauses.

Many thanks, once again, to this issue's researchers for submitting their papers and to the reviewers for providing us with immensely constructive feedback. We hope you will find the present issue informative. We are now accepting submissions for our next issue. Please don't forget to send us your feedback! The journal's email address is jare@res.ui.ac.ir.

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