International journal of language learning and applied linguistics world is a double-blind peer-reviewed international journal dedicated to promoting scholarly exchange among teachers and researchers in the field of language teaching and applied linguistics.

ISSN: 2289-2737 (online)
ISSN: 2289-3245 (print)
INTERNATIONAL EDITORIAL BOARD

Editor in chief: Dr. Taher Bahrani
(University Malaya, Malaysia)

Dr. Ali Kazemi (Iran)
Dr. A. Lystor Smith (Canada)
Dr. Amin Marzban (Iran)
Dr. Amrendra Kumar Singh (India)
Dr. Anjali Verma (India)
Dr. Anwar Mourssi (Oman)
Dr. Bahman Gorjian (Iran)
Dr. Darwish Alemadi (Qatar)
Dr. Ebrahim Davoudi Sharifabad (Iran)
Dr. Eliza Tampson (Spain)
Dr. Goodarz Alibakhshi (Iran)
Dr. Hamid Ashraf (Iran)
Dr. Hana' Khalief Ghani (Iraq)
Dr. Ilknur (PEKKANLI) SAVAŞKAN (Turkey)
Dr. Inayatullah Kakepoto (Pakistan)
Dr. Khalil Motallebzadeh (Iran)
Dr. Kamran Mehrgan (Iran)
Dr. Mehdi F. Khishan Al-Ghazalli (Iraq)
Dr. Monir Atta-Alla (USA)
Dr. Md. Motiur Rahman (Saudi Arabia)
Dr. R. Joseph Ponniah (India)
Dr. Reza Gharegozloo (Iran)
Dr. Seyed Hossein Fazeli (India)
Dr. Seyed Hossein Kashef (Iran)
Dr. Seyed Jalal Abdolmanafi (Iran)
Dr. Suleyman Davut Göker (Cyprus)
Dr. Vahid Parvaresh (Iran)
Dr. Yuan Yuan (China)
Afsane Ghanizade (Iran)
Marziyeh Nekoueizadeh (Iran)
Morteza Bakhtiyarvand (Iran)
AIMS AND SCOPE

The international journal of language learning and applied linguistics world performs as a platform for the new scholars to share their insights with other scholars in the form of original papers.

The international journal of language learning and applied linguistics world is a double-blind peer-reviewed international journal dedicated to promoting scholarly exchange among teachers and researchers in the field of language teaching and applied linguistics. Papers submitted to the journal will immediately be sent to two related reviewers who are responsible to provide feedback on the content and the language use.

The journal is published monthly in online and print versions. The scope of the journal includes, but not limited to, the following fields:

- Theory and practice in English
- Language teaching & learning
- Teaching English as a second or foreign language
- Applied linguistics
- Discourse studies
- Syllabus design
- Language learning problems
- Computer assisted language learning
- English for specific purpose
- English for academic purpose
- Language teaching & testing
- Translation studies
# TABLE OF CONTENTS

THE RELATIONSHIP BETWEEN VERB TYPE AND RETRIEVING ENGLISH VERBS AMONG INTERMEDIATE IRANIAN EFL LEARNERS  
Marjan Alibeigynejad, Farzin Fahimniya & Vahid Gahraman/ pp.1-12

A COMPARISON OF READING PERFORMANCE BETWEEN DYSLEXIC AND NORMAL STUDENTS WITH EMPHASIS ON PERSIAN WRITING FEATURES  
Salar Faramarzi, Noushin Haghugh & Elahe Ghorbanchian / pp.13-26

THE EFFECT OF EMOTIONAL CONTEXT ON NOUN EVALUATION AMONG IRANIAN PRE-INTERMEDIATE ENGLISH LEARNERS  
Motahare Arbabi & Farzin Fahimniya/ pp.27-41

THE EFFECT OF PRE-PLANNING TASK WITH AND WITHOUT ILLUSTRATION ON THE FLUENCY OF IRANIAN EFL LEARNERS’ ORAL PRODUCTION  
Hassan Soleimani, Manochehr Jafarigohar & Maryam TavangarRanjbar / pp.42-55

EVALUATION OF THE USE OF ICT IN ENGLISH CLASSES IN ISFAHAN JUNIOR HIGH SCHOOLS  
Hossein Khosravi & Mohammad Hassan Tahririan/ pp.56-75

EMOTIONAL INTELLIGENCE AND ITS RELATION TO ORAL TASK FLUENCY, ACCURACY, AND COMPLEXITY AMONG IRANIAN EFL LEARNERS  
Saber Khooei/ pp. 76-93

COMPARATIVE EFFECTS OF TRAINED PEER REVIEW AND WRITING PRACTICE ON THE ACCURACY OF EFL STUDENT WRITINGS  
Mozhgan Jamali & Fatemeh Khonamri/ pp.94-110

INTEGRATING CONTEXTUALIZED TEACHING OF PRONUNCIATION TO IRANIAN EFL ELEMENTARY CLASSES: INSTRUCTION OF SEGMENTAL AND SUPRASEGMENTAL ASPECTS  
Solmaz Aryanpour & Alireza Karbalaei / pp.111-135

ON THE ROLE OF INPUT AND INTERACTION IN SECOND LANGUAGE ACQUISITION  
Soheil Rahimi/ pp. 136-149

A SURVEY ON SEMANTIC ROLES FOR INCLUSION IN PERSIAN WORDNET  
Yasaman Ghazanfari/ pp. 150-158

ON THE RELATIONSHIP BETWEEN SELF-REGULATION AND ENGLISH RELATED MAJOR UNDERGRADUATES’ PERFORMANCES IN WRITING TASKS  
Farhad Ghorbandordinejad & Maryam Ashouri / pp.159-173

THE PSYCHOLINGUISTIC EFFECT OF CORRECTIVE FEEDBACK ON LANGUAGE LEARNING ATTITUDES OF ADVANCED IRANIAN EFL LEARNERS
<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING ENGLISH LITERATURE THROUGH TASK BASED METHOD</td>
<td>Mozhdeh Tahergholamreza, Ali Asghar Rostami Abusaeedi &amp; Reza Pasha Moghimizade</td>
<td>pp.198-212</td>
</tr>
<tr>
<td>IRANIAN EFL LEARNERS’ PROBLEMS IN USING ENGLISH SINGULAR AND PLURAL NOUNS</td>
<td>Hannaneh Peyman</td>
<td>pp.224-244</td>
</tr>
<tr>
<td>GENERATIVE ASPECTS OF ACRONYMS</td>
<td>Mohammad Nikafrooz, Elkhas Veysi &amp; Abdolreza Pazhakh</td>
<td>pp.245-258</td>
</tr>
<tr>
<td>TRENDS OF LANGUAGE METHODS IN SECOND LANGUAGE ACQUISITION</td>
<td>Ali Akbar Khansir</td>
<td>pp.259-268</td>
</tr>
<tr>
<td>LEARNERS’ LANGUAGE LEARNING STYLE PREFERENCES AND ITS RELATIONSHIP WITH THEIR CRITICAL THINKING ABILITY IN AN IRANIAN EFL CONTEXT</td>
<td>Ezzat Barghi &amp; Ali Zangoei</td>
<td>pp.269-280</td>
</tr>
<tr>
<td>ADVANTAGES AND DISADVANTAGES OF USING COMPUTERS FOR ENGLISH LANGUAGE TEACHERS</td>
<td>Akram Kazemi &amp; Mehry Haddad Narafshan</td>
<td>pp.281-290</td>
</tr>
<tr>
<td>TOWARDS FUZZY SCORES IN LANGUAGE MULTIPLE-CHOICE TESTS</td>
<td>Mansoor Fahim &amp; Ayoub Dehghankar</td>
<td>pp.291-308</td>
</tr>
<tr>
<td>AN INVESTIGATION OF IRANIAN EFL LEARNERS' AND TEACHERS' PERCEPTIONS AND EXPECTATIONS ON THE MOST EFFECTIVE METHOD OF LANGUAGE TEACHING AT UNIVERSITY LEVEL</td>
<td>Mohammad Ali Fatemi &amp; Seyyed Mohammad Reza Adel</td>
<td>pp.309-320</td>
</tr>
<tr>
<td>THE EFFECT OF EFL LEARNERS’ TOPIC INTEREST IN READING AND VOCABULARY ACHIEVEMENT</td>
<td>Malihe Tanavardi Nasab, Jahanbakhsh langroudi &amp; Mohammad Shariati</td>
<td>pp.321-332</td>
</tr>
<tr>
<td>A CRITICAL STUDY OF ENGLISH LEARNING STRATEGIES USED BY IRANIAN HIGH SCHOOL EFL LEARNERS</td>
<td>Elahe Sadeghi &amp; Mohammadreza Talebinezhad</td>
<td>pp.333-347</td>
</tr>
<tr>
<td>PERSUASIVE TACTICS IN INDONESIAN CHILDREN TELEVISION ADVERTISING</td>
<td>IDA LISDAWATI</td>
<td>pp.348-357</td>
</tr>
</tbody>
</table>
THE COMPARISON OF WILLINGNESS TO COMMUNICATE AND THE PREFERRED CONTEXTS BETWEEN THE M.A STUDENTS OF KERMAN AZAD UNIVERSITY AND KERMAN INSTITUTE OF HIGHER EDUCATION
Farzaneh Hamzehnejad & Mohammad Shariati/ pp.371-380

INFLUENCING EFL LEARNERS’ READING COMPREHENSION AND SELF-EFFICACY BELIEFS: THE EFFECT OF CONCEPT MAPPING STRATEGY
Mitra Farsi, Noshin Forghani, Nazanin Forghani, Nafiseh Taghva & Somaye Ranjbar/pp.381-395

THE PEDAGOGICAL VALUES OF UTILIZING MOVIES IN LANGUAGE LEARNING CLASSES
Taher Bahrani/pp.396-402

The next issue to be published in July 2014