



Two Quarterly

Journal of English Language Teaching and Learning

University of Tabriz

Print ISSN: 2251-7995 Online ISSN: 2676-6876

Volume 16, Issue 34, Fall & Winter 2024

Two Quarterly

Journal of English Language Teaching and Learning

Founder: University of Tabriz

General Manager: Dr. AliAkbar Ansarin Editor-in-Chief: Dr. Farahman Farrokhi

Editorial board:

Ayatollah Razmjoo Professor of University of Shiraz

Brian Tamlinson Professor of Anaheim University of England

Claire Jeanne Kramsch

Professor of German, University of California Berkeley, USA

Associate Professor of Shahid Madani University of Azarbaijan

Hitomi Masouhara Professor of University of Liverpool of England
Hooshang Khoshsima English Department, Chabahar Maritime University

Hossein Sabouri

Associate Professor of University of Tabriz

Jane Ekstam

Professor of Ostfold University College, Norway

Karim Sadeghi

Associate Professor of University of Urmia

Ken Hyland Visiting Professor of University of East Anglia, USA

Mohammad Alavi Associate Professor of University of Tehran

Parilam Mohammadshah Associate Professor of UKM University of Malaysia

Parviz Ajideh Professor of University of Tabriz

Rajab EsfandiariAssociate Professor of Imam Khomeini International UniversityReza AbdiAssociate Professor of University of Mohaghegh ardabiliVahid NimehchiAssistant Professor of UPM University of Malaysia

Internal Manager: **Dr. Mohammad Zohrabi** Page Designer: **Roqayyeh Sohrab Navi**

Address: Faculty of Persian Literature & Foreign Lanugages, University of Tabriz, Tabriz,

Iran

Website: http://elt.tabrizu.ac.ir

E-mail: elt@tabrizu.ac.ir

Tel: 041-33392131 Fax: 041-33342490 Indexing Databases:

- * ISC (Islamic World Science Citation Center)
- * SID (Scientific Information Database)
- * http://www.noormags.ir
- * http://www.Magiran.com

	4	_	1
on	te	nı	S

Parisa Abazari; Abbas-Ali Rezaee; Nasrin Bahraini > Online and Face-to-Face Instructions Interplay and Language Learning: Instructors' and Learners'
Perspective1
 Hussein Al-Khafaji; Zahra Amirian; Mohammad Amiryousefi; Abbas H. J. Sultan Pragmatic Instruction and Speaking Ability of EFL Learners in Virtual vs. Face-to-face Classroom Contexts: Expressive, Declarative, and Directive Speech Acts in Focus
Saman Ebadi; Rana Rahimi ➤ A Systematic Review of Technology-Mediated Feedback Research: Insights and Future Directions 37
Elham Elhambakhsh > The Role of Construct Validity in Designing English Language Assessment Tasks
Parisa Etemadfar; Hossein Barati; Azzizollah Dabaghi > Impact of Flipped Classroom Integrated with MOOCs on Intermediate EFL Learners' Self-Regulated Writing Strategies
Raziyeh Fallah; Azizeh Chalak; Hossein Heidari-Tabrizi > Interplay between Professional Identity and Emotional Quotient of Iranian Female EFL University Teachers in the Habitual Burnout Phase
Mehri Farzaneh; Farzaneh Khodabandeh; Ehsan Rezvani > Enhancing EFL Students' Essay Writing Proficiency through Input Flooding Strategies for Parallel Structure: An Examination of Flipped Online versus Flipped Face-to-Face Instructional Models 113
Tayyebehsadat Hosseini; Mahnaz Mostafaei Alaei; Hamid Allami > Research into Iranian EFL Teachers' Knowledge of Educational Ethical Codes: Development of a Synergistic Model
Emad Khosravani; Ali-Akbar Jabbari; Ali-Mohammad Fazilatfar; Mohammad-Javad Rezai > The Role of Persian L1 and English L2 on the Acquisition of L3 Indefinite Frequency Adverbs 169
Mohammad-Hadi Mahmoudi; Mohammad Ahmadi-Safa; Narges Zareian > Young Learners of English (YLE) Teachers' Vision of an Ideal Classroom Environment: Factors and Variables
Farhad Mardaneh; Rajab Esfandiari; Abbas Ali Zarei > Developing the Intercultural Communicative Competence of Iranian Medical ESP Students Through Explicit Instruction
Marzieh Mehri Differential Effects of Non-linguistic Feedback Types on Complexity, Accuracy and Fluency of EFL Learners' Speaking Performance in Online Education
Sura Mohamed Kamkam; Mahmoud Afrouz; Zargham Ghabanchi; Manijeh Youhanaee > EFL Learners' Perceptions of Interaction-based Learning and Their Willingness to Communicate .257
Ehsan Namaziandoust; Hossein Kargar-Behbahani; Goodarz Shakibaei > On the Importance of Learning Vocabulary in Academic Materials: A Mixed-Methods Study to Probe into the State of Language Progress, Willingness to Communicate and Academic Engagement from the Voices of EFL Learners
Katayoun Oskoui; Vahid-Reza Mirzaeian; Zohreh Nafissi > AI-assisted EAP Testing: A Case of Academic IELTS Writing by Iranian EFL Learners

Aniseh Rahmani; Akram Bahrami > The Impact of Critical Thinking Skills in TBSIR Approach on the Computer-Based Englis Expository Essay Writing of Iranian University Students
Ayatollah Razmjoo; Bahman Hassanzadeh > Constructing a Local Rubric for Iranian EFL High School Learners' Speaking Skill: High School Teachers and University Professors' Voices
Afsar Rouhi; Afsaneh Saeedakhtar; Behrooz Seifi-Jegarkandi; Reza Abdi > Assessing the Effects of Funds of Identity on L2 Learners' Willingness to Read E-books
Reihaneh Shoghi; Mansoor Tavakoli; Zahra Amirian > The Effect of Feedback Scope Through Digital Modality (Synchronous vs. Asynchronous) of Complexity, Accuracy and Fluency of Iranian EFL Learners' Written Productions
Mohammad-Ali Soozandehfar; Mehdi Dehghayedi ➤ Integrating Positive Psychology in Language Testing: Fostering Growth, Motivation, and Well-Bein in Assessment Practices
Tareq Kareem Hatem Al-Shammari; Majid Asgari; Raed Latif Ugla; Ehsan Rezvani > A Comparison of the Impact of Simplified and Authentic Literary Texts on High School Learners Reading
Ali Beikian; Mohammad-Karim Derakhshideh > Multifaceted Challenges in English Language Education: Perspectives from Secondary School Teachers and Students in Baluchistan, Iran