

### 3- Wide range of topics included for presentations

The papers, posters and workshops presented by more than 200 presenters from different universities and higher education centers around the country provided the participants of the conference with a prestigious forum on ELT issues in theory and practice. The number of papers and their categories were as follows:

- Language Learning/Teaching & SLA (67 papers)
- Teacher Education (14 papers)
- Sociolinguistics/Psycholinguistics & Discourse Analysis (24 papers)
- Material Development & ESP (11 papers)
- Language Testing & Assessments (14 papers)
- CALL & ICT (12 papers)
- Language & Literature (19 papers)
- Translation (6 papers)

### 4- Language teachers' participation

More than 750 people from different parts of the country participated in the conference. Among them were about 260 English teachers who teach English in different state schools in Yazd and organized by the Yazd English Language Teacher Association. This made the conference a memorable one in terms of the mutual cooperation between university scholars/researchers and language teachers.

As a final note, the author of the introduction would like to express his heartfelt thanks to the sponsors of the conference, and the members of TELLSI Board of Trustees and the English Department of Yazd University.



# PRACTICE READING

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*Practice Reading* includes a series of two books designed to lead university students to move through the pre-intermediate and intermediate levels of general English preparing them for ESP courses. With this purpose in mind, they can be used in unit-credit general English courses offered at university level. The first book would bridge the gap between the intermediate level and the upper elementary level which is assumed to be the level of most of the high school graduates who enter university under-graduate programs.

concurrent paper presentations and 44 poster presentations were offered to the participants.

As the theme of the conference “New Horizons in Language Education” indicated, the majority of the papers focused on discussing the issues relevant to language education particularly those aspects which were of theoretical and practical interest to English language teachers.

In the opening session, the conference chair (the authors of the present introduction) welcomed all the participants and appreciated all those who helped to hold the conference. He also paid tribute to late Prof. Ali Akbar Mirhassani as the president of TELLSI who made tremendous efforts to hold the conference regularly during the last years.

In the closing ceremony he accounted for those parameters which contributed to a rewarding conference among which he referred to the following ones:

### **1- The issues tackled by the plenary speakers**

Prof. Dabir Moghaddam from Allamah Tabatabaee University as the first keynote speaker talked about “The Architecture of Language: An Iranian Perspective”. In his view, all linguistic theories search for universals of language. No matter how much different the linguistic theories are, they originate from philosophical and methodological underpinnings of different theories. He believes their philosophical and methodological foundations have

specific implications for language acquisition, language learning, language teaching, language change, translation studies, etc. Prof. Hossein Farhady from American University of Armenia as the next guest speaker focused on “New Horizon in Language Assessment” and pointed out that language measurement has changed from focusing on the fixed frame of decontextualised elements of language into measuring holistic language in authentic classroom contexts.

Prof. Hossein Nassaji, from Victoria University of Canada talked about the importance of interactional feedback and its significance to the development of SLA theories. He also reviewed some of the key issues surrounding interactional feedback and its effectiveness in language learning.

The other plenary speaker was Prof. Rahimpour from University of Tabriz. In his speech he presented an overview of task-based language teaching and discussed the theoretical and practical issues and considerations in this field.

### **2- Presenters from overseas universities**

Among 13 presenters who were from overseas universities and their papers were accepted to be presented, Dr. Zohreh Eslami Rasekh from Texas University, Kookiatikoon, Jaturonkache and Pupipat from Thailand Universities, Malik from Pakistan attended the conference and presented their papers on different aspects of language teaching and learning.