

## Editorial

Welcome to the most recent issue of *Applied Research on English Language* (formerly known as *Applied Research in English*). In the past few months since we published the first issue of the journal, the following developments have taken place:

- 1) We have been declared *Elmi-Pazhuheshi* by the Iranian Ministry of Science, Research and Technology, which means that the papers we have published up to this point are all of scientific quality.
- 2) Dr. Reza Pishghadam and Dr. Shiva Keivanpanah have joined our team.
- 3) We have been indexed in/by such famous databases as:
  - a) IndexCopernicus
  - b) Ulrich
  - c) ResearchGate
  - d) LINGUIST List
  - e) TIRF
  - f) Electronic Journals Library
  - g) WorldCat
  - h) ResearchBib
  - i) NewJour

The articles comprising the current issue are again both theoretical as well as research-based. The first paper is written by Robert Kaplan, who argues that language planning is as old as human civilization. As explained by the author, every time that one polity invaded the territory of another, the language of the conqueror was imposed on the conquered. The Romans imposed their language across the civilized world as they knew it. In the 21st century, the practice of language planning has become increasingly sophisticated. English, as the result of a series of fortuitous accidents has become the international language serving many activities. At the same time, Kaplan argues, it has led to an explosion in English

language teaching, an activity also not based on wise decisions or wise planning.

The second paper is written by Clive Scott, who outlines founding principles and a guiding strategy for the translation of Apollinaire's poetry; many aspects of the strategy reflect the convictions and practices of Apollinaire's own poetics. Scott is particularly concerned to argue that translation's task is the projection of the source text into its future, rather than being an act of recuperation or preservation; this argument is pursued and evaluated with reference to the thinking of Yves Bonnefoy, and entails the differentiation of sense and meaning.

In 'Examining the difficulty pathways of can-do statements from a localized version of the CEFR', Judith Runnels focuses on the Japanese adaptation of the Common European Framework of Reference (CEFR-J), which is designed to better meet the needs of Japanese learners of English. Her goal is to provide validity evidence in support of the inherent difficulty hierarchy within the 5 A level sub-categories (A1.1, A1.2, A1.3, A2.1 and A2.2) in two ways: 1) by testing whether the difficulty of the can-do statements for each skill increases with the levels, and 2) by determining if there are significant differences in difficulty ratings between each level. For most skills, the rank ordering from difficulty ratings made by Japanese university students somewhat matched the level hierarchy of the CEFR-J but significant differences between many adjacent levels were not found.

In the next study, Khojasteh and Reinders report on the analysis of a 230,000 word corpus of Malaysian English textbooks, in which it was found that the relative frequency of the modals did not match that found in native speaker corpora such as the BNC. They compared the textbook corpus

with a learner corpus of Malaysian form 4 learners and found no direct relationship between frequency of presentation of target forms in the textbooks and their use by students in their writing. The authors suggest a number of possible reasons for these findings and discuss the implications for materials developers and teachers.

The next study by Pishghadam and Shams focuses on the validity of language and intelligence factors for classifying Iranian English learners' writing performance. The results revealed that, among language factors, depth of vocabulary (collocational knowledge) produces the best discriminant function. In general, narrative intelligence was found to be the most reliable predictor for membership in low or high groups. It was also found that, among the five sub-abilities of narrative intelligence, emplotment carries the highest classifying value.

As discussed by Mohammad Javad Ahmadian in the sixth paper, microgenetic method is a specific method for studying change in abilities, knowledge, and understanding during short time spans, through dense observations, and over a relatively long period of time. The paper provides a brief overview of microgenetic method and will point out its potential advantages and disadvantages in the context of second language acquisition. To illustrate the utility of microgenetic method in SLA research, the author discusses a SLA-related issue which could be addressed via this research method, namely the effects of written corrective feedback on L2 acquisition.

And finally, Ines khalsi investigates the effect of language complexity and group size on knowledge construction in two online debates. The results show that knowledge construction and group size are

significantly and negatively correlated. Also, the study reveals that knowledge construction and language complexity are significantly and positively correlated. Furthermore, the study demonstrates that language complexity is a significant predictor of knowledge construction in online debates.

Many thanks to the researchers who submitted their papers to us and also to the reviewers who contributed with constructive feedback. We are now accepting submissions for our next issue: Volume II, issue II.

Please send us your feedback! We would love to hear what you think of the journal! The journal's email address is [jare@res.ui.ac.ir](mailto:jare@res.ui.ac.ir).

Best wishes,

**Saeed Ketabi, PhD (Editor-in-Chief)**