



کارنامک علمی
سید ضیاء الدین تاج الدین
استاد زبان شناسی کاربردی (آموزش زبان انگلیسی)
دانشگاه تربیت مدرس

Curriculum Vitae

Zia Tajeddin

Professor of Applied Linguistics, Tarbiat Modares University

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Education (تحصیلات)

Ph.D. (TEFL), Department of English, Allameh Tabataba'i University, 13

Dissertation: Language Learning Strategies: A Strategy-Based Approach to Language Learning, Language Proficiency, and Test Validation

M.A. (TEFL), Department of English, Allameh Tabataba'i University, 1994

Thesis: The Role of Paratextual Cues in the Top-Down Processing of L2 Reading Texts

B.A. (English Translation), Department of English, Allameh Tabataba'i University, 1991

Research Interests (حیطه های تخصص علمی)

1. L2 pragmatics instruction and assessment (آموزش و سنجش منظورشناسی زبان دوم)
2. English as a lingua franca (ELF) and as an international language (EIL) and postcolonialism (آموزش انگلیسی به عنوان زبان بین المللی با نگاه انتقادی پسااستعماری)
3. Teacher education (identity, cognition, and professional development) (تربیت معلم زبان دوم: هویت، شناخت، بالندگی حرفه ای)
4. Classroom discourse analysis (تحلیل گفتمان کلاسی)
5. Sociocultural theory in language education and teacher education (ZPD, corrective feedback, scaffolding, mediation, reciprocity) (نظریه فرهنگی-اجتماعی در آموزش زبان و تربیت معلم (زبان)

Academic Employment (فعالیت علمی و اجرایی)

1. 1399: مدیر گروه آموزش زبان انگلیسی دانشگاه تربیت مدرس
2. 1399-1401: عضو کمیسیون تخصصی زبان و ادبیات (هیات ممیز) دانشگاه تربیت مدرس
3. 1387: عضو کمیته زبان نقشه جامع علمی کشور
4. 1393-.....: عضو کمیته زبانهای خارجی دفتر برنامه ریزی درسی وزارت علوم (با حکم از شورای تحول علوم انسانی) (تا کنون 4 دوره)
5. 1398-1392: عضو شورای علمی بنیاد سعدی (بنیاد گسترش زبان فارسی در ایران و جهان)
6. 1390-1391: عضو کمیته زبان انگلیسی دفتر برنامه ریزی درسی وزارت آموزش و پرورش
7. 1393-1380: عضو گروه زبان دفتر آزمون سازی و روانسنجی سازمان سنجش آموزش کشور
8. 1399-1390: مدیر گروه منظورشناسی ایران (وابسته به انجمن استادان زبان و ادبیات انگلیسی ایران (TELLSI
9. 1387-1394: عضو هیات مدیره انجمن استادان زبان و ادبیات انگلیسی ایران (TELLSI (دو دوره)
10. 1399-.....: مدیر گروه (سیگ) تربیت معلم زبان انجمن استادان زبان و ادبیات انگلیسی ایران (TELLSI
11. 1388-1392: عضو کارگروه زبان شناسی و زبان های خارجی پژوهشگاه علوم انسانی و مطالعات فرهنگی
11. 1393-1395: مسئول کارگروه تخصصی وزارت علوم برای بازنگری سرفصل دوره دکتری آموزش زبان انگلیسی
12. 1392-1395: عضو کارگروه تخصصی وزارت علوم برای بازنگری سرفصل دوره کارشناسی ارشد آموزش زبان انگلیسی و دوره کارشناسی آموزش زبان انگلیسی
13. 1399-.....: مسئول کارگروه تخصصی وزارت علوم برای بازنگری سرفصل دوره دکتری آموزش زبان انگلیسی و ایجاد گرایش تربیت معلم زبان
13. 1393-1397: عضو کمیسیون تخصصی زبانهای خارجی (هیات ممیز) دانشگاه آزاد اسلامی (دو دوره)
14. 1397-1401: عضو کمیسیون تخصصی علوم انسانی (هیات ممیز) دانشگاه آزاد اسلامی (دو دوره)
15. 1397-1401: عضو هیات ممیز دانشگاه آزاد اسلامی (دو دوره با حکم وزارت علوم)
16. 1401-.....: عضو شورای نشر بنیاد سعدی (بنیاد گسترش زبان فارسی در ایران و جهان)

(سردبیری مجلات بین المللی و مجلات علمی- پژوهشی داخلی) Journal Editor-in-Chief

1. 2019-.....: سردبیر و بنیان گذار مجله بین المللی *Applied Pragmatics* انتشارات (Netherlands) John Benjamins با سردبیری مشترک (Northern Arizona University, United States) Naoko Taguchi <https://benjamins.com/catalog/ap>
2. 2022-.....: سردبیر و بنیان گذار مجله بین المللی *Second Language Teacher Education* انتشارات (United Kingdom) Equinox Publishing

با سردبیری مشترک (Thomas S. C. Farrell (Brock University, Canada)

<https://journal.equinoxpub.com/SLTE/about/editorialTeam>

3. 1390-1394: سردبیر مجله علمی-پژوهشی *TEL Journal*

(مجله انجمن استادان زبان و ادبیات انگلیسی ایران)

4. 1397-1391: سردبیر و بنیان گذار مجله علمی-پژوهشی *Issues in Language Teaching*

دانشگاه علامه طباطبائی

(عضویت هیات تحریریه Journal Editorial and Review Board) **مجلات بین المللی و مجلات علمی- پژوهشی داخلی)**

1. 2015-2018: عضو هیات تحریریه مجله بین المللی *RELC Journal* (انتشارات SCOPUS and JCR (SAGE
2. 2020-..... عضو هیات تحریریه مروری مجله بین المللی *Profile: Issues in Teachers' Professional Development* (دارای نمایه SCOPUS)
3. 2015-.....: عضو هیات تحریریه مروری مجله بین المللی *TESL-EJ* (دارای نمایه SCOPUS)
4. 1398-.....: عضو هیات تحریریه مجله علمی-پژوهشی *Issues in Language Teaching* دانشگاه علامه طباطبائی
5. 2013-.....: عضو هیات تحریریه مجله *Iranian Journal of Language Teaching Research* (دارای نمایه JCR و SCOPUS) دانشگاه ارومیه
6. 2014-.....: عضو هیات تحریریه مجله علمی-پژوهشی *Journal of Foreign Language Research* دانشگاه تهران
7. 2013-.....: عضو هیات تحریریه مجله *International Journal of Society, Culture & Language* (دارای نمایه SCOPUS)
8. 1398-.....: عضو هیات تحریریه مشورتی مجله علمی-پژوهشی *TEL Journal* (مجله انجمن استادان زبان و ادبیات انگلیسی ایران)
9. 1398-.....: عضو هیات تحریریه مشورتی بین المللی مجله علمی-پژوهشی *Iranian Journal of Applied Linguistics* دانشگاه خوارزمی
10. 2021-.....: عضو هیات تحریریه مجله *Journal of Research in Techno-based Language Education*
11. 2022-.....: عضو هیات تحریریه مجله *Applied Linguistics Inquiry* دانشگاه بیرجند
12. 2022-.....: عضو هیات تحریریه مجله *Journal of Studies in Language Learning and Teaching (JSLLT)* دانشگاه یزد

(سردبیر مجموعه International Book Series Editor-in-Chief)

کتاب های بین المللی)

Editor-in-Chief of Springer Book Series: *Studies in Language Teacher Education*

<https://www.springer.com/series/16848>

(هیات تحریریه Editorial Board of International Book Series)

مجموعه کتاب های بین المللی)

Bloomsbury book series: *Critical Approaches and Innovations in Language Teacher Education* (series editor: Bedrettin Yazan, University of Texas at Saint Antonio, USA)

<https://www.bloomsbury.com/uk/series/critical-approaches-and-innovations-in-language-teacher-education/>

Publications (تالیفات)

(a) Recent International and National Books (تالیفات اخیر کتاب)

بین المللی و ملی

1. *Language Education Programs: Perspectives on Policies and Practices* (under contract) (co-authored with Carol Griffiths). Cham, Switzerland: Springer.
2. *Handbook of Language Teacher Education: Critical Review and Research Synthesis* (under contract) (co-authored with Carol Thomas S. C. Farrell). Cham, Switzerland: Springer.
3. *Language Teacher Identity Tensions: Nexus of Agency, Emotion, and Investment* (under contract) (co-authored with Bedrettin Yazan). London: Routledge.
4. 2022: *Teacher Reflection: Policies, Practices and Impacts* (co-authored with Atsuko Watanabe). Bristol: Multilingual Matters.
5. 2021: *English as an International Language: Pragmatics Pedagogy* (co-authored with Minoo Alemi) London: Routledge.
6. 2020: *Lessons from Good Language Teachers* (co-authored with Carol Griffiths). New York, NY: Cambridge University Press.
7. 2021: *Interface between Culture in English for Academic Purposes* (co-authored with Zahrah Abolhassani Chimeh). Tehran: SAMT.
8. 2021: *Main Issues in Language Teacher Education* (co-authored with Behrooz Mahmoodi Bakhtiari). Tehran: Allameh Tabataba'i University Press.
9. 2022: *New Studies in Iranian Linguistics* (co-authored with Behrooz Mahmoodi Bakhtiari) (in press). Tehran: Allameh Tabataba'i University Press.
10. 2018: *Correspondence in English: Writing Social and Business Letters*. Tehran: SAMT

(b) International Book Chapters (تالیف فصلی از کتاب بین المللی)

1. 2022: Language teacher reflection: A systematic review of two decades of research
In Z. Tajeddin & A. Watanabe (Eds.), *Teacher Reflection: Policies, Practices and Impacts*. Bristol: Multilingual Matters.
2. 2022: Raising teachers' awareness of intercultural language pedagogy through collaborative reflection
In Z. Tajeddin & A. Watanabe (Eds.), *Teacher Reflection: Policies, Practices and Impacts*. Bristol: Multilingual Matters.
3. 2022: Representation of teacher knowledge base in teacher education programs in Iran
In M. S. Khine (Ed.), *Handbook of Research on Teacher Education: Pedagogical Innovations and Practices in the Middle East*. Singapore: Springer Nature.
4. 2021: Moving from cultural ethnocentrism to ethnorelativism through the affordance of English language learning experience
In M. Victoria & C. Sangiamchit (Eds.), *Interculturality and the English language classroom*. London: Palgrave Macmillan
5. 2021: Pragmatic rating in EIL.
In Z. Tajeddin & M. Alemi (Eds.), *English as an International Language: Pragmatic Pedagogy*. London: Routledge.
6. 2021: Pragmatics pedagogy in EIL: A historical perspective
In Z. Tajeddin & M. Alemi (Eds.), *English as an International Language: Pragmatic Pedagogy*. London: Routledge.
7. 2020: Reflection and good language teachers
In C. Griffiths & Z. Tajeddin (Eds.), *Lessons from Good Language Teachers*. New York, NY: Cambridge University Press.

8. 2020: Pragmatics and good language teachers
In C. Griffiths & Z. Tajeddin (Eds.), *Lessons from Good Language Teachers*. New York, NY: Cambridge University Press.
9. 2018: Genres of spoken interaction.
In J. Liantas (Ed.), *The TESOL encyclopedia of English language teaching*. John Wiley & Sons.
10. 2018: Using textbooks
In J. Liantas (Ed.), *The TESOL encyclopedia of English language teaching*. John Wiley & Sons.
11. 2017: Dynamic assessment embedded into pragmatic instruction: The impact of fine-tuned scaffolding on EFL learners' speech act production strategies
In C. Coobme, P. Davidson, A. Gebril, & S. Hidri (Eds.), *Language assessment in the Middle East and North Africa: Theory, practice and future trends*. TESOL Arabia.
12. 2008: Functions and good language learners
In C. Griffiths (Ed.), *Lessons from good language learners*. Cambridge: Cambridge University Press.

(c) Journal Papers (مقالات علمی)

1. 2022: (Tajeddin, Khatib, & Mahdavi) Critical language assessment literacy of EFL teachers: Scale construction and validation *Language Testing*
Language Testing, 39(4), 649–678 (SCOPUS, Q1, & JCR)
2. 2022: (Tajeddin, Saeedi, & Panahzadeh) English language teachers' perceived classroom assessment knowledge and practice: Developing and validating a scale
Profile Issues in Teachers' Professional Development, 24(2), 247-264 (SCOPUS, Q1)
3. 2022: (Fallah, Kiany, & Tajeddin) Testing a Model of Entrepreneurship Intention among Iranian ELT Learners
MEXTESOL Journal, 46(4), 1-11 (SCOPUS, Q2)
4. 2022: (Fallah, Kiany, & Tajeddin) Exploring the Effect of an Entrepreneurship Awareness-raising Intervention on ELT Learners' Entrepreneurial Intention, Mindset, Self-efficacy and Outcome Expectations
Language Teaching Research Quarterly, 27, 45-65 (SCOPUS)
5. 2022: (Asghari, Alemi, & Tajeddin) In-service EFL Teachers' Decision-Making in Classroom Instruction: The Impact of a Teacher Education Course
Journal of Foreign Language Research,
<https://doi.org/10.22059/JFLR.2022.345439.965> (MSRT Scientific-Research index)
6. 2022: (Sadeghi, Tajeddin, & Alemi) Cabin Crew ESP Teachers' Pedagogical Decisions and Reasoning in Reading Instruction
Iranian Journal of English for Academic Purposes, 11(3), 18-33 (MSRT Scientific-Research index)
7. 2022: (Tajeddin & Fereydoonfar) Construction and Validation of an Identity Scale for English Language Learners
International Journal of Society, Culture & Language, 10(2), 12-26 (SCOPUS, Q2)
8. 2022: (Kamrani, Tajeddin, & Alemi) Instructional Scaffolding in Online Content-based Instruction: Intentions of Teachers' Scaffolding
Journal of Modern Research in English Language Studies, 10(1), 73-99 (MSRT Scientific-Research index)
9. 2022: (Tajeddin, Khanlarzadeh, & Ghanbar) Learner variables in the development of intercultural competence: A synthesis of home and study abroad research

- Studies in Second Language Learning and Teaching*, 12(2), 261-301 (SCOPUS , Q1, & JCR)
10. 2022: (Tajeddin & Soleimani Aghchay) Uncovering domains of novice language teachers' professional decision making and pedagogical reasoning
Issues in Language Teaching, <https://doi.org/10.22054/ilt.2022.67081.685> (MSRT Scientific-Research index)
 11. 2022: (Mohammadkhah, Kiany, Tajeddin, & ShayesteFar) Teachers' conceptions of language assessment: Affective and theoretical knowledge dimensions of language assessment literacy model
International Journal of Language Testing, 12(1), 82-102 (SCOPUS, Q2)
 12. 2022: (Mohammadkhah, Kiany, Tajeddin, & ShayesteFar) EFL Teachers' Assessment Literacy: A Contextualized Measure of Assessment Theories and Skills
Language Teaching Research Quarterly, 29, 102-119 (SCOPUS)
 13. 2022: (Maleknia, Alemi, & Tajeddin) Language Teachers' Gendered Identity in Ideologized Spaces: A Narrative Analysis of Their Positioning
Journal of Research in Applied Linguistics, 13(1), 58-69 (SCOPUS, Q2, MSRT Scientific-Research index, & Emerging Sources Citation Index)
 14. 2021: (Tajeddin & M. Bagherkazemi) Implicit and explicit pragmatic learning strategies: Their factorial structure and relationship with speech act knowledge
TESL-EJ, 25(3) (SCOPUS, Q1)
 15. 2021: (Gholamshahi, Alemi, and Tajeddin) Language teachers' identity configurations and their resolution strategies for imposed identity
Teaching English Language, 15(2), 1-26 (MSRT Scientific-Research index)
 16. 2021: (Bagherzadeh & Tajeddin) Teachers' curricular knowledge in teacher education programs: A case of Iran's sociocultural context
International Journal of Society, Culture & Language, 9(1), 43-57. (SCOPUS, Q2)
 17. 2021: (Gholamshahi, Alemi, & Tajeddin) Developing and validating an EFL teacher imposed identity inventory: A mixed methods study
Journal of Modern Research in English Language, 8(2), 91-116 (MSRT Scientific-Research index)
 18. 2021: (Tajeddin, Mostafaei Alaei, & Moladoust) Learners' perspectives on imagined community of practice in English as an international language
Journal of Multilingual and Multicultural Development.
doi.org/10.1080/01434632.2021.1921784 (SCOPUS, Q1, & JCR)
 19. 2021: (Tajeddin) Toward critical applied pragmatics: moving from postcolonial hegemony to decolonial pragmatics pedagogy.
TESL-EJ, 25(1). <https://www.tesl-ej.org/pdf/ej97/a13.pdf> (SCOPUS, Q1)
 20. 2021: (Yasaei, Alemi, & Tajeddin) English language teachers' autonomy for professional development: A narrative account of self-direction, capacity, and freedom authors
Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills), 41(1), 175-212 (MSRT Scientific-Research index)
 21. 2021: (Tajeddin, Saeedi, & Mohammadi) Religious teachers' perceptions of their religious identity: A case of Iranian English language teachers
Applied Research on English Language, 10(2), 61-88 (SCOPUS, Q2, & MSRT Scientific-Research index)
 22. 2021: (Yasaei, Alemi, & Tajeddin) Teacher autonomy for professional development: A longitudinal case study of novice EFL teachers.
Iranian Journal of Applied Language Studies, 13(2), 159-180 (MSRT Scientific-Research index)

23. 2021: (Asghari, Alemi, & Tajeddin) Novice EFL teachers' decision-making and pedagogical reasoning in implementing instruction
Journal of English Language Teaching and Learning, 13(28), 61-77 (MSRT Scientific-Research index)
24. 2020: (Tajeddin & Pakzadian) Representation of inner, outer and expanding circle varieties and cultures in global ELT textbooks.
Asia-Pacific Journal of Second and Foreign Language Education, 5.
<https://doi.org/10.1186/s40862-020-00089-9> (SCOPUS, Q1)
25. 2020: (Tajeddin & Ghaffaryan) Language teachers' intercultural identity in the critical context of cultural globalization and its metaphoric realization. *Journal of Intercultural Communication Research*. <https://doi.org/10.1080/17475759.2020.1754884> (SCOPUS, Q1)
26. 2020: (Tajeddin, Atai, & Pashmforoosh) Beliefs about English as an International Language (EIL): Voices from Persian-speaking English Teachers. *Pedagogies: An International Journal*, 15(2), 127-145 (SCOPUS, Q3, & Emerging Sources Citation Index (ESCI))
27. 2020: (Tajeddin & Khodaparast) Unpacking the nexus between teachers' awareness of pragmatics instruction and their classroom practices
TEL(TELL), 14(2), 29-57 (MSRT Scientific-Research index)
28. 2020: (Tajeddin & Pashmforoosh) Non-native teachers' beliefs about language pedagogy in English as an international language.
Journal of Research in Applied Linguistics, 11(1), 44-65 (SCOPUS, Q2, & Emerging Sources Citation Index)
29. 2020: (Afshari, Tajeddin, and Abbasian) Demotivation and demotivation-reducing strategies: Exploring EFL learners' perceptions [in Persian]
Journal of Foreign Language Research, 10(1), 82-99 (MSRT Scientific-Research index)
30. 2020: (Tajeddin & Kamali) Typology of scaffolding in teacher discourse: Large databased evidence from second language classrooms
International Journal of Applied Linguistics (InJAL), 30, 329-343 (SCOPUS, Q1, & JCR)
31. 2020: (Tajeddin & Chamani) Foreign language education policy (FLEP) in Iran: Unpacking state mandates in major national policy documents
Teaching English as a Second Language (Formerly Journal of Teaching Language Skills), 39(1), 85-115
32. 2020: (Eslamdoost, King, & Tajeddin) Professional identity conflict and (re)construction among English teachers in Iran
Journal of Language, Identity & Education, 19(5), 327-341 (SCOPUS, Q1, & JCR)
33. 2019: (Tajeddin & Alemi) Effective language teachers as persons: Exploring pre-service and in-service teachers' beliefs
TESL-EJ (special issue on teacher education guest edited by Thomas S. C. Farrell), 22(4), 1-25 (SCOPUS, Q1)
34. 2019: (Afshari, Tajeddin, & Abbasian) Sources of demotivation among English language learners: Novice and experienced teachers' beliefs
Journal of Modern Research in English Language Studies, 6(4), 58-81 (MSRT Scientific-Research index)
35. 2019: (Tajeddin, Atai, & Shayeghi) Native and non-native teachers' changing beliefs about teaching English as an international language
International Journal of Society, Culture & Language, 7(2), 1-14 (SCOPUS, Q2)

36. 2018: (Tajeddin & Bagheri) Teacher agency in pragmatic pedagogy: Investigating non-native language teachers' perceived pragmatic knowledge, beliefs and practices
Journal of Applied Linguistics and Professional Practice, 15(3), 313-333 (SCOPUS, Q3)
37. 2018: (Tajeddin & Aghababazadeh). Blog-mediated reflection for professional development: Exploring themes and criticality of L2 teachers' reflective practice.
TESL Canada Journal, 35(2), 26-50 (EBSCO)
38. 2018: (Tajeddin & Forough Ameri). Discursive construction of identity boundaries: Non-native English teachers' positionality in relation to learners.
Journal of Asia TEFL, 15(4), 991-1004 (SCOPUS, Q1)
39. 2018: (Younesi & Tajeddin) L2 learners' acquisition of English nominal clauses: Effects of-textual enhancement, metalinguistic explanation, and self-regulation
Journal of English Language Teaching and Learning, No. 22, 113-139 (MSRT Scientific-Research index)
40. 2018: (Tajeddin, Alemi, & Yasaei) Classroom assessment literacy for speaking: Exploring novice and experienced English language teachers' knowledge and practice
Iranian Journal of Language Teaching Research, 6(1), 57-77 (SCOPUS, Q1, & JCR)
41. 2018: (Tajeddin, Alemi, & Pashmforoosh) Idealized native-speaker linguistic and pragmatic norms in English as an international language: Exploring the perceptions of nonnative English teachers
Language and Intercultural Communication, 18(3), 300-314 (SCOPUS, Q1)
42. 2018: (Tajeddin & Khodarahmi) Defossilization of Fossilized Pragmatic Routines: Corpus-Driven Input-Based and Output-Based Instruction
Journal of Modern Research in English Language Studies, 5(2), 123-145 (MSRT Scientific-Research index)
43. 2018 (Tajeddin & Rezanejad) Intercultural teaching in L2 classrooms: Exploring English language teachers' beliefs
The International Journal of Humanities, 25(3), 79-97 (MSRT Scientific-Research index)
44. 2018: (Karimi, Jafarigohar, Tajeddin, & Rouhi) Input-induced variation in EFL learners' oral production in terms of complexity, accuracy, and fluency
Iranian Journal of English for Academic Purposes, 6(2), 70-85 (MSRT Scientific-Research index)
45. 2018: (Alemi, Tajeddin, & Rajabi Kondlaji) A discourse-historical analysis of two Iranian presidents' speeches at the UN General Assembly
International Journal of Society, Culture & Language, 6(1), 1-17
46. 2017: (Tajeddin, Alemi, & Pashmforoosh) Acquisition of Pragmatic Routines by Learners of L2 English: Investigating Common Errors and Sources of Pragmatic Fossilization
TESL-EJ, 21(2), 1-21 (SCOPUS, Q1)
47. 2017: (Tajeddin & Aryaeian) A Collaboration-mediated exploration of nonnative L2 teachers' cognition of language teaching methodology
Australian Journal of Teacher Education, 42(6), 81-99
48. 2017: (Shirkhani & Tajeddin) Pragmatic Corrective Feedback in L2 Classrooms: Investigating EFL Teachers' Perceptions and Instructional Practices
Teaching English Language (TEL), 11(2), 25-56 (MSRT Scientific-Research index)
49. 2017: (Tajeddin & Bahrebar): Sociological and Aesthetic Senses of Culture Represented in Global and Localized ELT Textbooks
Journal of Teaching Language Skills (JTLS), 36(3) (MSRT Scientific-Research index)

50. 2017: (Tajeddin & Tabatabaeian) The interface between linguistic noticing and fossilization of grammatical, lexical, and cohesive features among advanced EFL learners
Applied Research on English Language, 6(1), 23-42 (SCOPUS, Q2, and MSRT Scientific-Research index)
51. 2017: (Tajeddin & Rahimi) A conversation analysis of ellipsis and substitution in global business English textbooks
International Journal of Society, Culture & Language, 5(1), 1-14
52. 2016: (Tajeddin & Adeh) Native and nonnative English teachers' perceptions of their professional identity: Convergent or divergent?
Iranian Journal of Language Teaching Research, 4(3), 37-54 (SCOPUS, Q1, and JCR)
53. 2016: (Tajeddin & Tabatabaei) Concept Mapping as a Reading Strategy: Does It 24afford Comprehension and Recall?
The Reading Matrix, 16(1), 194-208
54. 2016: (Shirkhani & Tajeddin) L2 Teachers' Explicit and Implicit Corrective Feedback and Its Linguistic Focus
Iranian Journal of Applied Linguistics, 19(1), 181-206 (MSRT Scientific-Research index)
55. 2016: (Tajeddin & Ghanbar) Discoursal structure of class opening and closing in EFL teachers' talk: A conversational analytic perspective
TEL(TELL), 10(1), 87-108 (MSRT Scientific-Research index)
56. 2016: (Tajeddin & Askari) Native and Nonnative Language Teachers' Cognitions: Are They Dichotomous?
Journal of Research in Applied Linguistics, 7(1), 3-30 (SCOPUS, Q2, and MSRT Scientific-Research index)
57. 2015: (Tajeddin & Dabbagh) Interlanguage Pragmatic Test Tasks: Does a Low-Stakes Test have Washback to L2 Teachers and Learners?
Journal of Asia TEFL, 12(4), 129-158 (SCOPUS, Q1)
58. 2015: (Tajeddin & Alizadeh) Monologic vs. dialogic assessment of speech act performance: The role of nonnative L2 teachers' professional experience on their rating criteria
Journal of Research in Applied Linguistics, 6(1), 3-27 (SCOPUS, Q2, and MSRT Scientific-Research index)
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60. 2015: (Tajeddin & Teimurnezhad) Representation of L1, L2, and other cultures in international and localized ELT textbooks
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61. 2015: (Tajeddin & Malmir) The construct of interlanguage pragmatic learning strategies: Investigating preferences of high vs. low pragmatic performers
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62. 2015: (Rahmanpanah & Tajeddin) Investigating a systematic approach to the promotion of EFL learners' autonomy
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63. 2014: (Tajeddin & Younesi) Structured input and meaningful output: Effects on EFL learners' acquisition of nominal clauses

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64. 2014: (Tajeddin & Pezeshki) Acquisition of Politeness Markers in an EFL Context: Impact of Input Enhancement and Output Tasks
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 65. 2014: (Tajeddin, Alemi, & Razzaghi) Cross-cultural Perception of Impoliteness by Native English Speakers and EFL Learners: The Case of Apology Speech Act
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 66. 2014: (Tajeddin & Alemi) Criteria and bias in native English teachers' assessment of L2 pragmatic appropriacy: Content and FACETS analyses
Asia-Pacific Education Researcher, 23, 425-434 (SCOPUS, Q1, and JCR)
 67. 2014: (Tajeddin & Alemi) Pragmatic Rater Training: Does It Affect Non-native L2 Teachers' Rating Accuracy and Bias?
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 68. 2014: (Tajeddin & Hosseinpur) Deductive, Inductive, and L1-Based Consciousness-Raising Tasks: Impact on EFL Learners' Acquisition of the Request Speech Act
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 69. 2014: (Tajeddin & Bagherkazemi) Short-term and long-term impacts of individual and collaborative pragmatic output on speech act production
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 70. 2014: (Tajeddin & Malmir) Knowledge of L2 speech acts: Impact of gender and language learning experience
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 71. 2013: (Tajeddin & Hosseinpur) Consciousness-Raising Tasks in EFL Learners' Pragmatic Development: A Sociocultural Perspective on the Microgenetic Development of Request
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 72. 2013: (Alemi, Tajeddin, & Mesbah) Willingness to Communicate in L2 English: Impact of Learner Variables
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 75. 2013: (Jabbarpoor & Tajeddin) The effect of input enhancement, individual output, and collaborative output on foreign language learning: The case of English inversion structures
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79. 2013: (Tajeddin) Explaining the origin of language universals and its implications for teaching Persian to the speakers of other languages [in Persian]
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80. 2013: (Tajeddin) Scaffolding comprehension and recall gaps: Effects of paratextual advance organizers
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81. 2012: (Tajeddin & Yazdanmehr) Investigating the structural patterns and pragmatic functions of compliments made by Iranian EFL learners
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82. 2012: (Tajeddin & Alemi) L2 Learners' Use of Metadiscourse Markers in Online Discussion Forums
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83. 2012: (Tajeddin & Zand Moghadam) Interlanguage Pragmatic Motivation: Its Construct and Impact on Speech Act Production
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84. 2012: (Tajeddin & Bahador) Pair Grouping and Resource-dispersing Variables of Cognitive Task Complexity: Effects on L2 Output
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85. 2012: (Tajeddin & Tayebipour) The Effects of Dynamic Assessment on EFL Learners' Acquisition of Request and Apology
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86. 2012: (Tajeddin & Eshghavi) Teaching grammatical aspect to non-Iranian Persian learners: Effects of structural and communicative methods [in Persian]
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87. 2012: (Tajeddin & Ebadi) Noticing request-realization forms in implicit pragmatic input: Impacts of motivation and language proficiency
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88. 2012: (Tajeddin & Pirhiseinloo) Production of apologies in English: Variation by L2 proficiency and apology situations
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89. 2012: (Estaji & Tajeddin) The Learner Factor in Washback Context: An Empirical Study Investigating the Washback of the IELTS Academic Writing Test
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90. 2012: (Tajeddin & Momenian) The Interface between Cultural Intelligence and Interlanguage Pragmatics: The Case of Gratitude Speech Act
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92. 2011: (Tajeddin & Khodaverdi) EFL teachers' efficacy beliefs: Impacts of gender, experience, and educational background
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93. 2011: (Tajeddin) A historical and methodological look at teaching Persian to speakers of other languages [in Persian]
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94. 2011: (Tajeddin & Rezaeian Delouei) Original versus translated EAP texts: The problem of main idea equivalence and global understanding
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95. 2010: (Tajeddin & Janabi Enayat) Gender representation and stereotyping in ELT Textbooks: A critical image analysis
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96. 2010: (Tajeddin & Alemi) Less proficient vs. more proficient L2 learners' preferences for compensation strategies: L1-based, L2-based, and non-linguistic *LiBRI*, *Linguistics and Literary Broad Research Innovation*, 1(2), 48-55
97. 2010: (Tajeddin & Alavinia) The viability of engineering L2 learners' emotional intelligence
Iranian Journal of Applied Linguistics, 12(2), 157-177 (MSRT Scientific-Research index)
98. 2010: (Tajeddin & Estaji) Washback to the learner: An examination of the IELTS academic writing section
(TEL)TELL, 3(9), 1-26 (MSRT Scientific-Research index)
99. 2007: (Tajeddin) Pragmatic competence: A meta-analytic account of current issues and research into its acquisition and instruction
Language and Literature [Zabâno-Adab], 11(32), 5-26 (Elmi-Tarviji)
100. 2006: (Moti'i Langerudi, Peyrovi, Tajeddin, & Moghaddamzadeh) A comparison between item-response and classical measurements in terms of the effect of testees' characteristics on responses [in Persian]
Journal of Educational Psychology [Ravanshenasie Tarbiati], 4(1), 177-208 (MSRT Scientific-Research index)
101. 2005: (Tajeddin) A discourse-pragmatic perspective on the acquisition of the pro-drop parameter
Journal of Language and Linguistics, 1(2), 73-88 (Elmi-Tarviji)
102. 2005: (Tajeddin) A critique of the inception and premises of the postmethod condition
ILI Language Teaching Journal, 1(1)
103. 2004: The relationship between the use of language learning strategies and performance on the cloze
Iranian Journal of Applied Linguistics 7(1), 63-79 (MSRT Scientific-Research index)
104. 2003: The principles of classroom management
Educational Technology Magazine (Elmi-Tarviji, Roshd Journal)
105. 2003: Techniques for preparation in classroom management
Educational Technology Magazine (Elmi-Tarviji, Roshd Journal)
106. 2001: A strategy-based approach to language learning, language proficiency, and test validation
Language and Literature, 3(14), 54-71 (Elmi-Tarviji)

(d) Translated Books (ترجمه کتاب)

1. 2015: *Homo Sociologicus* (انسان اجتماعی). Tehran: Ghatreh Publications.
2. 2018: *Reason and Anti-Reason in Our Time* (عقل و ضد عقل در روزگار ما). Tehran: Cheshmeh Publications.
3. 2003: *Fast Thinking: The Collection of Data*. Tehran: Ghadyani Press.
4. 2005: *The Power of Culture* (قدرت فرهنگ). Tehran: Soroush Press.
5. 2002: *The Participatory Development of Agricultural Innovations*. Tehran: Arghanoon Press.

International Conference Presentations and Keynote Speeches (2010-2022)

1. 2022: Dealing with Identity Tensions as TESOL Practitioners or Teacher-Scholars (Wednesday, 23 March, 2022, at 12:00 US EST)
Keynote Speeches at TESOL 2022 Convention, USA
2. 2022: pragmatics "pedagogy" in the digital world through online affordances
Panel Director at *Pragmatics and Language Learning Conference (PLL), USA*
3. 2022: TESOL Association's TEIS Webinar: New Journal in Teacher Education: Second Language Teacher Education
TESOL International Association, May 2022, USA
4. 2022: ESP Teachers' Oral Corrective Feedback on Medical Students' Reading Comprehension
19th International TELLSI Conference, Birjand University, Iran
5. 2022: Teachers' Perspectives on the Problems of Implementing Lesson Plans in Online High School English Classes
19th International TELLSI Conference, Birjand University, Iran
6. 2022: Interface between second language pragmatics and English as an international language
Invited speaker, *Teacher Education College Symposium, January 2022, Algeria*
7. 2021: Modeling critical applied pragmatics: Moving from postcolonial hegemony to heteronormative pragmatics pedagogy
Keynote speaker at *TELLSI Discourse Analysis and Pragmatics SIG International Symposium, February 2021, Iran*
8. 2019: Integrating interculturality into English language classrooms: Exploring the gaps between teachers' beliefs and practices
17th International TELLSI Conference, Islamic Azad University, Tabriz Branch, Iran
9. 2019: English language teachers' decision making and pedagogical reason in reading instruction
17th International TELLSI Conference, Islamic Azad University, Tabriz Branch, Iran
10. 2018: Teacher Beliefs on Classroom Interactional Competence: Development and Validation of an Inventory
16th International TELLSI Conference, Shiraz University, Iran
11. 2018: Pre-service and In-service EFL Teachers' Reflective Themes in Peer Observation
16th International TELLSI Conference, Shiraz University, Iran
12. 2017: Gender Differences in the Use of Connectives in Narrative Discourse: The Case of Persian-speaking Preschool
6th New Zealand Discourse Conference, New Zealand
13. 2017: Persian English Teachers' Perceptions of Native English Speakers' Language Norms

- TexLER Conference, Texas, USA*
14. 2017: Swearing in Iranian urban contexts
15th International Pragmatics Conference (IPrA), Belfast, Ireland
 15. 2018: EFL Teachers' Strategies and Constraints for the Development of Teacher Autonomy
15th International TELLSI Conference, Islamic Azad University, Rudehen Branch, Iran
 16. 2015: Making Requests in Service Encounters: A Study of Conversational Moves and Pragmalinguistic Realizations in the L1 Persian Context
IPrA (International Pragmatics Association) Conference, Belgium
 17. 2015: The Fossilization of Pragmatic Routines in Persian-speaking Learners of L2 English
IPrA (International Pragmatics Association) Conference, Belgium
 18. 2013: Collaborative pragmatic task performance: Modeling the scaffolding strategies of novice and expert dyads
Second Language, Discourse, and Pragmatics (LDP) Conference, Ahvaz University
 19. 2013: Realization of Personal, Interpersonal, and Directive Speech Acts in ELT Coursebooks
Second Language, Discourse, and Pragmatics (LDP) Conference, Ahvaz University
 20. 2012: Pragmatic rating of L2 refusal: Criteria of native and non-native English teachers
The I Pragmatics of the Americas and the V Intercultural Pragmatics conference (AMPRA), North Carolina, USA
 21. 2012: Pragmatic rater training: Does it affect rating accuracy and consistency?
6th Lodz Symposium: New Developments in Linguistic Pragmatics NDLP2012, 26–28 May 2012, Poland
 22. 2012: Native English teachers' pragmatic assessment of L2 apology: Content and FACETS analyses of rating criteria and bias
6th Lodz Symposium: New Developments in Linguistic Pragmatics NDLP2012, 26–28 May 2012, Poland
 23. 2011: On the efficacy of differential effects of two explicit pragmatic instruction methods on the production of request speech act by pre-intermediate learners of English as a foreign language
ILC 2011, Kuala Lumpur, Malaysia
 24. 2011: The interplay between test-taking anxiety and the sociocultural variables of L2 pragmatic norms in EFL classroom
12th International Pragmatics Conference, England
 25. 2010: Interlanguage pragmatic tests: Washback to teachers, learners, and teaching programs
TELLSI 8 Conference, Alzahra University, Tehran
 26. 2010: Using self-assessment checklists to improve EFL learners' critical thinking ability
The 10th International Language, Literature and Stylistics Symposium, Gazi Üniversitesi, Ankara, Turkey
 27. 2010: EFL Teachers' efficacy from the perspectives of teachers and learners: The effects of selected teacher and learner characteristics on efficacy evaluation
EduLearn 10, International Conference on Education and New Learning Technologies, Barcelona, Spain
 28. 2010: Scaffolding L2 reading comprehension and recall through concept maps accompanying texts

EduLearn 10, International Conference on Education and New Learning Technologies, Barcelona, Spain

29. 2010: Good and poor learners' production of apology and refusal
The 18th International Conference on Pragmatics and Language Learning, Kobe University, Kobe, Japan

Conference Chair (دبیری همایش ها)

1. 2022: *18th International TELLSI Conference* (co-chair: Gholam Reza Kiany) Tehran, Iran.
2. 2021: *TELLSI Teacher Education SIG International Symposium*, Iran
3. 2010: *The First International Conference on ELT in the Islamic World*, Iran Language Institute, Tehran, Iran.
4. 2009: *The First Postgraduate ELT Conference*, Allameh Tabataba'i University, Iran.
5. 2008: *The First Conference on Teaching Persian to the Speakers of Other Languages*, Iran Language Institute, Tehran, Iran.

Dissertation Supervision (as a Supervisor/Advisor) **(راهنمایی و مشاوره)**

(a) Ph.D. Dissertations (15 out of 52)

1. 2015. (Ali Malmir): An Investigation of the Interlanguage Pragmatic Learning Strategies (IPLS) of High vs. Low Pragmatic Achievers: A Case of Iranian EFL Learners
2. 2014. (Hossein Rahmanpanah): Developing a Model of Learner Autonomy: Fostering Learner Autonomy in EFL Context
3. 2014. (Rasoul Mohammad Hosseinpour): The Role of Deductive, Inductive, and L1-Based Consciousness-Raising Tasks in EFL Learners' Production of Request Speech Act and Speech Act Strategy Use
4. 2013. (Marzieh Bagherkazemi): Interlanguage Pragmatic Development: Impacts of Individual/Collaborative Output, input Enhancement, metapragmatic awareness, and Pragmatic Learning Strategies
5. 2012. (Minoos Alemi): Variations and Patterns in Native and Non-native Interlanguage Pragmatic Rating: Effects of Intercultural Competence, Self-assessment, and Rater Training
6. 2012. (Amir Zand Moghadam): Pre-task, post-task, and scaffolded while-task pragmatic instruction: Effects on EFL learners' pragmatic development
7. 2012. Shadab Jabbarpour: Input, Output and Grammar Learning Strategies: Effects on the Acquisition of English Structures
8. 2012. (Hamid Bahador): The effects of task cognitive complexity on the scaffolding mechanisms among peers
9. 2010. (Masoomah Estaji): Washback to the learner: Learner perspectives toward IELTS Academic Writing Test
10. 2012. (Farhad Tayyebipour): A group dynamic assessment of Iranian learners' Interlanguage pragmatics development
11. (Mohsen Karrabi): Teacher efficacy doubts and reformist democratic education in Iran: An exploratory study on relevance factors in ESP and EGP programs and their contribution to teachers' professional development
12. (Masood Siyyari): The reliability and validity of self- and peer-assessment: A study of

- intervening variables in rating accuracy and pedagogical benefits
13. (Hossein Samadi Bahrami): sociocultural aspects and pedagogical implications of Iranian EFL students' biculturalism and bilingualism within cultural awareness
 14. (Yusef AlSheikh): Materials development for non-Iranian Persian learners
 15. (Fatemeh Soheila Saljughian): A comparative study of the syntactic errors of Iranian EFL learners with reference to Persian as their first language

(b) M.A. Theses Supervisor (43 out of 70)

1. (Samaneh Eslamdoost): On the Relationship among Listening Comprehension, Pragmatic Comprehension, and Metapragmatic Awareness of EFL Learners
2. (Samaneh Ghaspoozin): The Attitudes of Iranian EFL Teachers towards Local, Localized, and Original ELT Materials and Activities
3. (Sepideh Gholamrezaee): Strategies Underlying the Production of Refusal Speech Act: Collaborative versus Individual Production Tasks
4. (Azar Esmaeilifar): An Investigation into the Relationship Between EFL learners' Pragmatic Anxiety and Their Proficiency Level and Gender
5. (Zahra Motallebi Nia): The Washback of English Tests to EFL Teacher and Learner Beliefs and Practices Concerning Pragmatics
6. (Neda Karchani): Non-Native EFL Teachers' Multidimensional Identities: Conflicts and Resolution Strategies
7. (Golnaz Roshan): A Study of Categories of Self-repair in Iranian EFL Teachers' Speech
8. (Nahid Yousefi): EFL Learners' Intercultural Identities: Impact of Gender, Learning Experience, and Socio-psychological Distance
9. (Hesam Azary): The Effects of Teacher Training Courses on Iranian Pre-Service EFL Teachers' Beliefs: Toward an Effective TTC Course
10. (Fatemeh Karami): Discursive Construction of Power and Agency: Teachers' and Students' Beliefs and Strategies
11. (Roya Pashmforoosh): The Effect of Raters' Training on Their Evaluation of EFL Learners' Speaking Abilities
12. (Ebrahim Rahimi): An Investigation into the Realization of Speech Acts in EFL Coursebooks and Classroom Activities
13. (Sajedeh Razzaghi): (Im)Politeness in Speech Act Production: Native Speakers' and EFL Learners' Perceptions and Criteria
14. (Nasrin Shamsipoor): The Effects of Language and Pragmatic Identities on the Interlanguage Pragmatic Competence of EFL Learners
15. (Shohreh Teimournezhad): Investigating the Professional & Intercultural Identity of Iranian EFL Teachers
16. (Mahdieh Ziar): Investigation of (Meta)Discourse Markers in ELT Coursebooks
17. (Fatemeh Sarrami): Reading with an Attitude: Implementing Critical Discourse Analysis in an Iranian EFL Context
18. (Azadeh Sadrzadeh): The Role of Foreign Language Identity and Willingness to Communicate in the Production of Request Speech Act
19. (Nikan Sadevandi): Critical thinking ability and academic achievement: The effects of university major (humanities vs. engineering) and critical thinking oriented instruction
20. (Zahra Mesbah): EFL learners' willingness to communicate: The roles of motivation, communication anxiety, linguistic self-confidence, and attitude
21. (Farhad Roodi): Intercultural Competence: An Investigation into Iranian EFL Learners' Knowledge, Strategies, and Attitudes

22. (Sara Sadat Pakzadian): The Effect of Dynamic-assessment, Non-dynamic Traditional Assessment, and Non-assessment Courses on Iranian EFL Learners' Interlanguage Pragmatic Production
23. (Minoo Ghannadi): Interventionist (explicit and implicit) versus non-interventionist (incidental) learning of phrasal verbs by Iranian EFL learners
24. (Dina Daraee): The effect of form-focused tasks and non-form-focused tasks on the vocabulary acquisition of Iranian EFL readers
25. (Sara Asadifar): The effect of metapragmatic awareness and linguistic proficiency on the performance of EFL learners' interlanguage pragmatic assessment tasks
26. (Fatemeh Hossein Mardi): Interlanguage pragmatic instruction of email requests
27. (Mohammad Amin Mokarrami): The impact of explicit training of a combination of reading strategies on the reading comprehension ability of Iranian management students
28. (Neda Khodaverdi): The relationship between teachers' and learners' expectations of teacher efficacy and selected teacher and learner characteristics
29. (Nazila Chiniforoushan): The relationship between visual intelligence and modes of vocabulary presentation and Iranian EFL learners' vocabulary recognition and recall
30. (Soudabeh Tabatabaei): The effect of concept maps accompanying the texts on reading comprehension and recall of Iranian EFL learners
31. (Ali Taghizadeh): A descriptive corpus-based study of the strategies applied in translating causative verbs from English into Persian
32. (Sasan Zangenebar): A corpus-based study of the frequency of personal pronouns in translated and comparable non-translated texts
33. (Ali Hajmohammadi): Translation evaluation in IRB News Agency
34. (Javad Safari): Strategies employed for the translation of culture-specific items
35. (Mohammad Javad Shamsali): The effect of political ideology on the translation of journalistic texts
36. (Ali Arrechi): Relevance theory and Persian-into-English translation of subtitles
37. (Ali Heidari): On the effect of explicit instruction on pragmatic instruction of request and apology speech acts: The case of L1- versus L2-based pragmatic awareness-raising
38. (Behnaz Derakhshani): Different patterns of English language classroom turn-taking concerning the two genders
39. (Mahnaz Mosleh): A dynamic-assessment-based vs. output-based instruction of speech acts of apology and compliments
40. (Elham Monfaredi): Pragmatic transfer in compliment responses and chastisements by Iranian learners of English
41. (Mehri Yousefian): An interlanguage pragmatic development of IELTS and TOEFL listening: Frequencies and patterns of speech acts and NS/NNS' appraisal of their communicative values
42. (Mehri Mohammad Bagheri): The status of pragmatic awareness and instruction among Iranian EFL teachers and students
43. (Ali Derakhshesh): Pragmatics in foreign language teaching: An investigation into the efficacy of output on EFL learners' production and awareness of expressions of gratitude