

CURRICULUM VITA



Ali Derakhshan
Associate Professor in Applied Linguistics
Dept. of English Language and Literature
Faculty of Humanities
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RESEARCH INTERESTS

Teacher Interpersonal Variables
Learner Individual Differences
Educational Psychology
Intercultural Pragmatics

Instructional Pragmatics
Teacher Education
Positive Psychology

EDUCATION

PhD in Applied Linguistics, 2014
Allameh Tabataba'i University, Tehran, Iran
GPA: 18.31/20

M.A. in TEFL, September 2009
University of Tehran, UT, Tehran
GPA: 18.73/20

B.A. in TEFL, February 2007
Torbat-e-Heydarieh Islamic Azad University
GPA: 17.6/20

A.A. in TEFL, June 2004
Teacher Training College, Mashhad, Iran
GPA: 17.13/20

PROFESSIONAL EXPERIENCE

- Oct. 2019 to date** Associate Professor
Jan. 2014 to Oct. 2019 Assistant Professor
Jan. 2014 to date Golestan University, Dept. of English Language and Literature
- Jan. 2014 to Dec. 2016** Islamic Azad University, Gorgan Branch
Educational Psychology, Discourse Analysis Language Skills, Methodology, Advanced Writing, Syllabus Design
- Sep. 2010 to Sep. 2013** Faculty of Engineering, Torbat-e-Heydarieh
GE, ESP, EAP
- Sep. 2010 to Sep. 2013** Medical University, Torbat-e-Heydarieh
GE, & EAP
- Sep. 2010 to Sep. 2013** Teacher Training College, Torbat-e-Heydarieh
GE, EAP, ESP, Teaching Principles & Methodology
- Jan. 2010 to Jan. 2011** Sharif University of Technology, Tehran
GE, & EAP
- Jan. 2010 to Jan. 2011** Allameh Tabataba'i University, Tehran
GE, & EAP
- Sep. 2004 to Sep. 2011** Exceptional Talents School, Torbat-e-Heydarieh
English textbooks for Junior high school and high school students
- Sep. 2004 to Sep. 2010** Junior High School, Torbat-e-Heydarieh
English textbooks for Junior high school students

PROFESSIONAL AND MANEGERIAL EXPERIENCE

July 2020 to date **Head of Language Department**

March 2018 to present **Golestan University, Gorgan, Iran**
Head of International Affairs

Sep. 2018 to present **Golestan University, Gorgan, Iran**
Consultant for English Department Student Association

Jan. 2015 to present **Golestan Province**
Vice-president of Teaching English Language and Literature Society of Iran, Golestan Branch

April 2011 to present **Hezare Sevom Language Institute, Mashhad, Iran**
Educational Dean
Teacher Supervisor

April 2011 to Sep. 2014 **Khorasan Language Institute, Mashhad, Iran**
Vice-president in Education Department
Instructor in TTC and Refresher Courses

Sep. 2009 to June 2011 **Education Office, Torbat-e-Heydarieh, Iran**
Head of English language teachers
Instructor in TTC and Refresher Courses

Sep. 2007 to 2012 **Shayan Language Institute, Torbat-e-Heydarieh,**
Supreme-supervisor

April 2005 to Sep. 2007 **Bayan Language Institute, Torbat-e-Heydarieh,**
Assistant supervisor and a course coordinator

Sep. 2003 to June 2004 **Teacher Training College, Mashhad,**
Head of Education in Student Consultative Assembly

PUBLISHED ARTICLES IN REFEREED JOURNALS

1. **Derakhshan, A.**, Malmir, A., Greenier, V. (2021). Interlanguage pragmatic learning strategies (IPLS) as predictors of L2 speech act knowledge: A case of Iranian EFL learners. *The Journal of Asia TEFL*, 18.
2. **Derakhshan, A.** (2021). “Should textbook images be merely decorative?”: Culture representation in the Iranian EFL national textbook from the semiotic approach perspective. *Language Teaching Research*. <https://doi.org/10.1177/1362168821992264>
3. Greenier, V., **Derakhshan, A.**, & Fathi, J. (2021). Teacher emotional regulation and psychological well-being in teacher work engagement: A case of British and Iranian English language teachers. *System*, 97. <https://doi.org/10.1016/j.system.2020.102446>
4. Kulesza, W., Dolinski, D., Muniak, P., **Derakhshan, A.**, Rizulla, A., Banach, M. (2020). We are infected with the new, mutated virus UO-COVID-19. *Archives of Medical Science*.
5. **Derakhshan, A.**, & Janebi Enayat, M. (under review). The relationship between vocabulary size and depth and second language speaking ability. *System*.
6. Fathi, J., Greenier, V., & **Derakhshan, A.** (in press). Teacher self-efficacy, reflection, and burnout among Iranian EFL teachers: The mediating role of emotional regulation. *Iranian Journal of Language Teaching Research*.
7. Fathi, J., **Derakhshan, A.**, & Safdari, M. (2020). The impact of portfolio-based writing instruction on writing performance and anxiety of EFL students. *Polish Psychological Bulletin*, 51(3), 226-235.
8. Sonnenburg-Winkler, S. L., Eslami, Z. R., & **Derakhshan, A.** (2020). Rater variation in pragmatic assessment: The impact of linguistic background on peer-assessment and self- assessment. *Lodz Papers in Pragmatics*, 16(1), 67-85.
9. Shakki, F., Naeini, J., Mazandarani, O., & Derakhshan, A. (2020). Instructed second language English pragmatics in the Iranian context. *Journal of Teaching Language Skills*, 39(1), 201-252.
10. Fathi, J., Derakhshan, A., & Saharkhiz Arabani (2020). Investigating a structural model of self-efficacy, collective efficacy, and psychological well-being among Iranian EFL teachers. *Iranian Journal of Applied Linguistics Studies*, 12(1), 123-150.
11. **Derakhshan, A.**, Eslami, Z. R., & Chalak, A. (2020). A systematic review of compliments among Iranian Persian speakers: Past, present, and future directions. *Journal of English Language Learning and Teaching*, 12, 85-123.
12. **Derakhshan, A.**, Eslami, Z. R., & Ghandhari, N. (in press). Investigating the interplay between emotional intelligence and interlanguage pragmatics competence: A case of Iranian lower-intermediate EFL learners. *Issues in Language Teaching*.
13. Khazaie, S., Derakhshan, A., & Seyeddhosseini Ghaheh, H. (in press). A contributory study into the (non)effect of augmented reality-mediated learning on students' English nursing purposes comprehension and performance. *Language Related Research*.

14. Malmir, A., & **Derakhshan, A.** (2020). Identity processing styles as predictors of L2 pragmatic knowledge and performance: A case of common English speech acts. *Journal of Language Horizons*, 4(2), 187-209.
15. **Derakhshan, A.**, Shakki, F., & Sarani, M., A. (2020). The effect of dynamic and non-dynamic assessment on the comprehension of Iranian intermediate EFL learners' speech acts of apology and request. *Language Related Research*, 11(4), 605-637.
16. **Derakhshan, A.**, Coombe, C., Arabmofrad, A., & Taghizadeh, M.S. (2020). Investigating the effects of English language teachers' professional identity and autonomy in their success. *Issues in Language Teaching*, 9(1), 1-28.
17. **Derakhshan, A.**, & Malmir, A. (2020). A critical review of the handbook of technology and second language teaching and learning. *Critical Studies in Texts and Programs in Human Sciences*, 20(8), 271-294.
18. **Derakhshan, A.**, & Janebi Enayat, M. (2020). High- and mid-frequency vocabulary size as predictors of Iranian university EFL students' speaking performance. *Iranian Journal of English for Academic Purposes*, 9(3), 1-13.
19. **Derakhshan, A.**, & Shakki, F. (2020). The effect of implicit vs. explicit metapragmatic instruction on the Iranian intermediate EFL learners' pragmatic comprehension of apology and refusal. *Journal of Language Research*, 12(35), 151-175.
20. Fathi, J., & **Derakhshan, A.**, & Torabi, S. (2020). The effect of listening strategy instruction on the second language listening anxiety and self-efficacy of Iranian EFL learners. *Sage Open*, 10(2). DOI: 10.1177/2158244020933878
21. Ghorchaie, B., **Derakhshan, A.**, & Ebrahimi, A. (in press). An evaluation of English textbook "Prospect 2" taught in Iranian high schools from the perspective of teachers and teacher educators. *Journal of Modern Research in English Language Studies*.
22. Pishghadam, R., Ebrahimi, S., & **Derakhshan, A.** (in press). Introducing "Emoling" as the missing link in ethnography of communication: A complement to Hymes' SPEAKING Model. *Language Related Research*.
23. Pishghadam, R., Ebrahimi, S., & **Derakhshan, A.** (2020). Cultuling analysis: A new methodology for discovering cultural memes. *International Journal of Society, Culture, and Language*, 8(2), 17-34.
24. Pishghadam, R., Ebrahimi, S., Naji Meidani, E., & **Derakhshan, A.** (2020). An introduction to 'cultuling analysis' (CLA) in light of variational pragmatics: A step toward euculturing. *Journal of Research in Applied Linguistics (RALs)*, 11(2), 44-56.
25. **Derakhshan, A.**, & Karimain Shirejini, R. (2020). An investigation of the Iranian EFL learners' perceptions towards the most common writing problems. *Sage Open*, 10(2), 1-10. <https://journals.sagepub.com/doi/full/10.1177/2158244020919523>
26. Pishghadam, R., **Derakhshan, A.**, & Jannati Ataei, A. (2020). An investigation of the cultuling of "Patriarchy" and attitude toward women in Iranian culture: A comparative case study of Iranian movies across two decades. *Journal of Women in Culture and Arts*, 12(1), 91-115.
27. Pishghadam, R., **Derakhshan, A.**, Ebrahimi, S., & Jannati Ataei, A. (2020). The study of the cultuling of "Positive Thinking" in Persian proverbs. *Culture and Folk Literature*, 8(34), 217-252.
28. Eslami, Z. R., & **Derakhshan, A.** (2020). Promoting advantageous ways of corrective feedback in EFL/ESL classroom. (Special Issue: In Honor of Andrew Cohen's Contributions to L2 Teaching and Learning Research). *Language Teaching Research Quarterly*, 19, 48-65.

29. Saeidi, M., Ostvar, S., **Derakhshan, A.**, & Shearer, B. (2019). Psychometric properties of multiple intelligence developmental assessment scales (MIDAS) for adults in the Iranian context. *Issues in Language Teaching*, 8(1), 165-194.
30. **Derakhshan, A.**, & Nadi Khalili, A. (2019). A genre analysis of research abstracts of Master of Arts (MA) theses written by TEFL students from the University of Tehran and Islamic Azad University of Gorgan. *The Journal of English Language Pedagogy and Practice*, 12(24), 41-67.
31. **Derakhshan, A.** (2019). The relationship between Iranian EFL learners' proficiency level and their knowledge of idiosyncratic and formulaic implicatures. *Language Related Research*, 10(5), 1-27.
32. Arabmofrad, A., **Derakhshan, A.**, & Atefinejad, M. (2019). An interplay between Iranian EFL learners' specific and general interlanguage pragmatic motivation and their meta-pragmatic awareness. *Iranian Journal of English for Academic Purposes*, 8(3), 77-94.
33. **Derakhshan, A.**, & Shakki, F. (2019). A critical review of language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing. *Critical Studies in Texts and Programs in Human Sciences*, 19(6), 109-127.
34. Malmir, A., & **Derakhshan, A.** (2020). The socio-pragmatic, lexico-grammatical, and cognitive strategies in L2 pragmatic comprehension: A case of Iranian male vs. female EFL learners. *Iranian Journal of Language Teaching Research*, 8(1), 1-23.
35. Faribi, M., **Derakhshan, A.**, & Robati, M. (2019). Iranian English language teachers' conceptions towards research. *Iranian Journal of Educational Sociology*, 2(2), 1-11.
36. Pishghadam, R., **Derakhshan, A.**, & Zhaleh, K. (2019). The interplay of teacher success, credibility, and stroke with respect to EFL students' willingness to attend classes. *Polish Psychological Bulletin*, 50(4), 284-292.
37. **Derakhshan, A.**, Saeidi, M., & Beheshti, F. (2019). The interplay between Iranian EFL teachers' conceptions of intelligence, care, feedback, and students' stroke. *The IUP Journal of English Studies*, 14(3), 81-98.
38. **Derakhshan, A.**, & Shakki, F. (2019). The effect of incidental and intentional instruction of English collocations on Iranian advanced EFL learners' comprehension. *Language Related Research*, 10(2), 25-51.
39. Fathi, J., & **Derakhshan, A.** (2019). Teacher self-efficacy and emotional regulation as predictors of teaching stress: An investigation of Iranian English language teachers. *Teaching English Language*, 13(2), 117-143.
40. Fathi, J., & **Derakhshan, A.** (2018). The effect of strategy-based instruction on writing self-efficacy and writing anxiety of Iranian EFL learners. *Language and Translation Studies*, 51(4), 139-161.
41. **Derakhshan, A.**, & Eslami, Z. R. (2020). The effects of metapragmatic awareness, interactive translation, and discussion through video-enhanced input on the Iranian upper-intermediate EFL learners' comprehension of implicatures. *Applied Research on English Language*, 9(1), 637-664.
42. **Derakhshan, A.**, & Malmir, A. (2017). The contribution of general high-frequency, core-academic, and academic-technical words to ESP reading comprehension. *Issues in Language Teaching (ILT)*, 6(2), 291-318.
43. **Derakhshan, A.** (2018). The critical analysis of cultural values in American English File textbook series. *Critical Studies in Texts and Programs in Human Sciences*, 18(8), 53-76.

44. **Derakhshan, A., & Tahery, F.** (2018). An investigation into the frequency and types of pragmatic features in EFL/ESL textbooks: The case of American Headway 2, Interchange 2, and Four Corners 2. *Book Review Journal of Foreign Languages, 1*(2), 87-106.
45. **Derakhshan, A.** (2018). The effect of task-based language teaching instruction on the Iranian intermediate EFL learners' writing performance. *International Journal of Instruction, 11*(4), 527-544.
46. Seifalain, M., & **Derakhshan, A.** (2018). The relationship between Iranian EFL teachers' burnout and self-efficacy across English-related vs. non-English-related academic degrees. *International Journal of English Language & Translation Studies, 6*(2), 99-110.
47. **Derakhshan, A., & Shakki, F.** (2018). An investigation into the relationship between Iranian EFL high and low proficient learners and their learning styles. *Sage Open, 8*(4), 1-10.
48. **Derakhshan, A., & Arabmofrad, A.** (2018). The impact of instruction on the pragmatic comprehension of speech acts of apology, request, and refusal among Iranian intermediate EFL learners. *English Teaching & Learning, 42*(1), 75-94.
49. **Derakhshan, A., & Shakki, F.** (2016). The effect of dynamic assessment on elementary EFL learners' listening comprehension through mediational strategies. *International Journal of English Language & Translation Studies, 4*(2), 29-45.
50. **Derakhshan, A., & Faghani, B.** (2016). An empirical evaluation of Jolly Phonics series being taught in Iran's baby college institutes. *International Journal of English Language & Translation Studies, 4*(1), 153-169.
51. Faghani, B., & **Derakhshan, A.** (2015). Moving towards an action research: The effect of fake high scores using dictogloss task on four to seven year old children's dictation ability. *Asian Journal of English Language and Pedagogy, 3*, 37-55.
52. **Derakhshan, A., & Torabi, M.** (2015). Teachers' attitudes towards communicative language teaching. *International Journal of English Language and Literature Studies, 4*(4), 203-211.
53. **Derakhshan, A., & Faribi, M.** (2015). Multiple intelligences: Language learning and teaching. *International Journal of English Linguistics, 7*(4), 63-72.
54. **Derakhshan, A., & Karimi, E.** (2015). The interference of first language and second language acquisition. *Theory and Practice in Language Studies, 5*(10), 2112-2117.
55. **Derakhshan, A., Salehi, D., Rahimzadeh, M.** (2015). Computer- assisted language learning: Pedagogical pros and cons. *International Journal of English Language and Literature Studies, 4*(3), 111-120.
56. **Derakhshan, A., & Eslami-R., Z.** (2015). The effect of consciousness-raising instruction on the comprehension of apology & request. *TESL-EJ, 18*(4). Available at <http://www.tesl-ej.org/wordpress/issues/volume18/ej72/ej72a6/>
57. Ahmadi, A., & **Derakhshan, A.** (2015). An evaluation of the Iranian junior high school English textbooks "Prospect 1" and its old version "Right Path to English 1" from teachers' perceptions. *International Journal of English Language and Literature Studies, 4*(1), 37-48.
58. **Derakhshan, A., Mohsenzadeh, N., & Mohammadzadeh, S.** (2014). The nuts and bolts of teaching implicatures in EFL/ESL contexts: An overview on the role of video-enhanced input. *International Journal of Applied Linguistics & English Literature, 3*(5), 13-21.
59. Zangoei, A., Nourmohammadi, E., & **Derakhshan, A.** (2014b). A gender-based study of Iranian EFL learners' pragmatic awareness: The role of receptive skill-based teaching. *International Journal of Applied Linguistics & English Literature, 3*(6), 42-52.

60. Zangoei, A., Nourmohammadi, E., & **Derakhshan, A.** (2014a). The effect of consciousness-raising listening prompts on the development of the speech act of apology in an Iranian EFL context. *Sage Open*, 4.
61. Zangoei, A., & **Derakhshan, A.** (2014). The relationship between EFL teachers' preferences of corrective feedback and their attitudes towards communicative language teaching. *International Journal of Applied Linguistics & English Literature*, 3(5), 82-90.
62. Birjandi, P., & **Derakhshan, A.** (2014). Pragmatic comprehension of apology, request, and refusal: An investigation on the effect of consciousness-raising video-driven prompts. *Applied Research on English Language*, 3(1), 67-85.
63. Khatib, M., Rezaei, S., & **Derakhshan, A.** (2011). Literature in EFL/ESL classroom. *ELT Journal*, 4(1), 201-208.
64. Khatib, M., **Derakhshan, A.**, & Rezaei, S. (2011). Why & why not literature: A task-based approach to teaching literature. *International Journal of English Linguistics*, 1(1), 213-218.
65. Rezaei, S., & **Derakhshan, A.** (2011). Investigating recast and metalinguistic feedback in task-based grammar instruction. *Journal of Language Teaching Research*, 2(3), 655-663.
66. **Derakhshan, A.**, Rezaei, S., & Alemi, M. (2011). Alternatives in assessment or alternatives to assessment: A solution or a quandary. *International Journal of English Linguistics*, 1(1), 173-178.
67. **Derakhshan, A.**, & Kaivanpanah, S. (2011). The impact of text-messaging on EFL freshmen's vocabulary learning. *EUROCALL Review*, 19, 47-56.
68. Khatib, M., & **Derakhshan, A.** (2011). A complementary-compensatory approach to teaching focus on form & focus on forms in EFL/ESL classroom. *Theory and Practice in Language Studies*, 1(7), 865-874.
69. **Derakhshan, A.**, & Khodabakhshzadeh, H. (2011). Why CALL why not MALL: An in-depth review of text-message vocabulary learning. *Theory and Practice in Language Studies*, 1(9), 1150-1159.
70. Birjandi, P., & **Derakhshan, A.** (2010). Teachers' perceptions of the present and optimum status of the in-service EFL teacher preparation programs. *Canadian ELT Journal*, 3(4), 47-57.

PUBLISHED BOOKS

1. **Derakhshan, A.**, Rezaei, S., & Arabmofrad, A. (2018). *Insight into reading for university students*. Gorgan: Golestan University Publications.
2. **Derakhshan, A.**, & Rezaei, S., Shakki, F. (2017). *504 essential words plus 504 tests*. Tehran: Rahnama Publications.
3. Hajmalek, M., **Derakhshan, A.**, & Fathi, J. (2014). *M.A. general English for TEFL, translation, & literature students: All in ONE*. Tehran: Modaresan Sharif Publications.
4. **Derakhshan, A.**, Rezaei, S., & Alemi, M. (2010). *English reading for university students*. Tehran: Farhang Alem Press.
5. Birjandi, P., **Derakhshan, A.**, Rezaei, S. (2010). *TOEFL PBT actual tests*. Tehran: Sepahan Publications.
6. Hassanzadeh, M., **Derakhshan, A.**, & Alemi, M. (2011). *Task-mediated videos for listening & speaking*. Tehran: Farhang Alem Press.
7. Birjandi, P., Rezaei, S., & **Derakhshan, A.** (2011). *IELTS listening practice tests: 8 books in 1 volume*. Tehran: Sepahan Publications.
8. Khodabakhshzadeh, H. & **Derakhshan, A.** (2011). *A Collection of M.A. Entrance Examinations in TEFL (1385-1390) with Comprehensive Explanatory Answers for Islamic Azad University*. Mashhad: Khaterh Publications.

BOOK CHAPTERS

Eslami, R. Z., & **Derakhshan, A.** (2020). Compliment response strategies used by Iranian Persian speakers: New patterns and new cultural schema. In A.R. Korangi & F. Sharifian (Eds.), *Persian linguistics in cultural contexts* (pp. 83-107). Routledge: Taylor and Francis Group.

Derakhshan, A., Dabbagh, A., & Shakki, F. (in press). *Conceptualization of 'homeland' (Vatan) in Rumi's poetry: A cultural linguistics study*.

Curle, S., & **Derakhshan, A.** (in press). EMI trends in using questionnaires: Suggestions for future improvements.

Derakhshan, A., Rakhshanderoo, M., & Curle, S. (in press). Students and instructors' attitudes toward EMI at Iranian universities: A mixed-methods exploratory study.

BOOK Reviews

1. **Derakhshan, A., & Eslami, Z., R.** (2019). Jonathan Culpeper, Alison Mackey, & Naoko Taguchi (2018). *Second Language Pragmatics: From Theory to Research*. New York, NY: Routledge. 237 pp. ISBN: 978-1-138-91177-2. *Intercultural Pragmatics*, 16(5), 611-617.
2. **Derakhshan, A.** (2020). Martín-Laguna, S. (2020). *Tasks, Pragmatics and Multilingualism in the Classroom: A Portrait of Adolescent Writing in Multiple Languages*. *Multilingual Matters. Journal of Pragmatics*, 168, 53-56.
3. **Derakhshan, A.** (2019). Naoko Taguchi (2019). *The Routledge Handbook of Second Language Acquisition and Pragmatics*. Routledge. ISBN 9780815349761. *Applied Linguistics*. <https://doi.org/10.1093/applin/amz031>
4. **Derakhshan, A.** (2019). Farzad Sharifian (2017). *Cultural Linguistics: Cultural Conceptualizations and Language*. John Benjamins Publishing Company. Amsterdam/Philadelphia. ISBN 9789027204110. *International Journal of Society, Language & Culture*, 7(2), 107-113.
5. **Derakhshan, A.** (2019). Zein, S., & Stroupe, R. (Eds.) (2018). *English Language Teacher Preparation in Asia: Policy, Research and Practice*. Routledge. ISBN 9781138095366. *System*, 84, 160-163.
6. **Derakhshan, A.** (2019). Tim McNamara, *Language and Subjectivity*, New York, NY: Cambridge University Press, 2019; xiv+250 pp. *Australian Review of Applied Linguistics*, 42(3), 330-333.
7. **Derakhshan, A.** (2020). Roland Sussex and Andy Curtis (Eds.) (2018). *Intercultural Communication in Asia: Education, Language and Values*. Springer. ISBN: 978-3-319-69994-3 *International Journal of Applied Linguistics*, 30(1), 175-179.
8. Dendenne, B., & **Derakhshan, A.** (2019). *International Research, Policy and Practice in Teacher Education: Insider Perspective*, Jean Murray, Anja Swennen, Clare Kosnik (Eds.). Springer Nature Switzerland AG (2019). i-xv, 216 pp., ISBN 978-3-030-01610-4(pbk). *Iranian Journal of Language Teaching Research*, 7(3), 124-127.
9. **Derakhshan, A., & Dendenne, B.** (2020). Davydova, Julia. *Quotation in Indigenised and Learner English: A Sociolinguistic Account of Variation*. (Language and Social Life). Boston/Berlin: Walter de Gruyter, 2019. e-ISBN: 978-1-5015-0706-9, PDF. xii + 254 pp, Price, eBook: 99,95 € / \$114.99 / £91.00. *Journal of English as a Lingua Franca*, 9(1).
10. Dendenne, B., & **Derakhshan, A.** (2020). (Mark) Feng Teng. *Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language*. Springer Nature Singapore Pte Ltd., Gateway East (2019). xii+132. *System*, 89.
11. **Derakhshan, A., & Shakki, F.** (2020). *Doing SLA Research with Implications for the Classroom: Reconciling Methodological Demands and Pedagogical Applicability*. *International Journal of Applied Linguistics*, 30(3), 576-579.

12. **Derakhshan, A., & Shakki, F.** (2020). Ali Al-Issa and Seyyed-Abdolhamid Mirhosseini (2020). *Worldwide English Language Education Today: Ideologies, Policies, and Practices*. Routledge. *System*.
13. **Derakhshan, A.** (2020). Minh Hue Nguyen (2020). *English language teacher education: A sociocultural perspective on preservice teachers' learning in the professional experience*. Singapore, Springer. *International Journal of Applied Linguistics*, 30(3), 590-594.
14. **Derakhshan, A.** (in press). Carrió-Pastor, M. L. (Ed.). (2020). *Internationalising Learning in Higher Education: The Challenges of English as a Medium of Instruction*. Springer. *International Journal of Bilingual Education and Bilingualism*.

INTERNATIONAL AND NATIONAL PRESENTATIONS

1. **Derakhshan, A., Dabbagh, A., & Shakki, F.** (2018). *Conceptualization of 'homeland' (Vatan) in Rumi's poetry: A cultural linguistics study*. The 16th International TELLSI Conference, Shiraz University, Shiraz, Iran.
2. **Derakhshan, A., & Mahboub, M.** (2018). *Pragmatic comprehension of request and refusal: An investigation into the effect of implicit vs. explicit metapragmatic awareness*. National Conference on New Trends in English Language Teaching and Applied Linguistic, Golestan University, Gorgan, Iran.
3. **Derakhshan, A., Taghizadeh, M., S.** (2018). *Implications of dynamic assessment in second language contexts*. National Conference on New Trends in English Language Teaching and Applied Linguistic, Golestan University, Gorgan, Iran.
4. **Derakhshan, A., & Shakki, F.** (2018). *The interplay between Iranian EFL learners' learning styles and their proficiency level*. National Conference on New Trends in English Language Teaching and Applied Linguistic, Golestan University, Gorgan, Iran.
5. **Derakhshan, A., & Shakki, F.** (2017). *The critical analysis of cultural values in American English File Textbook series*. The 15th International TELLSI Conference, Islamic Azad University of Roudehen Branch, Tehran, Iran.
6. **Derakhshan, A., & Shakki, F.** (2017). *The impact of video-enhanced input on the Iranian intermediate EFL learners' comprehension of idiosyncratic and formulaic implicatures*. The 4th ELT Conference Advances in ELT and Applied Linguistics, Allameh Tabataba'i University, Tehran, Iran.
7. **Derakhshan, A., & Shakki, F.** (2017). *An investigation into the relationship between Iranian elementary and intermediate EFL learners' learning styles and their reading and listening comprehension*. The 8th IELTI Conference, University of Tehran, Iran.

8. Seif Alian, M., & **Derakhshan, A.** (2017). *The relationship between EFL teachers' burnout and self-efficacy across English-related vs. not-English related academic degrees*. The Second Conference on Challenges in Foreign Language Teaching in Iran, Faculty of Literature and Humanities of Hakim Sabzevari University,
9. Shakki, F., & **Derakhshan, A.** (2016). *The impact of dynamic assessment through mediational strategies on Iranian elementary EFL learners' listening comprehensions*. 4th International Conference on Applied Research in Language Studies, Khaje Nasir Toosi University, Tehran, Iran.
10. **Derakhshan, A.**, & Shakki, F. (2016). *The contrastive analysis of Iranian intermediate EFL learners' Persian and English relative clauses*. The First National Conference on Language and Educational Studies, Islamic Azad University, Aliabad Katoul, Iran.
11. Shakki, F., & **Derakhshan, A.** (2016). *The theoretical underpinning and pedagogical implications of dynamic assessment in EFL/ESL classroom*. The First National Conference on Language and Educational Studies, Islamic Azad University, Aliabad Katoul, Iran.
12. Faghani, B., & **Derakhshan, A.** (2015). *Moving towards an action research: The effect of fake high scores using dictogloss task on four to seven year old children's dictation ability*. The First Conference on Challenges in Foreign Language Teaching in Iran, Faculty of Literature and Humanities of Hakim Sabzevari University, Sabzevar, Iran.
13. **Derakhshan, A.**, Ahmadi, A., & Zangoei, A. (2015). *An evaluation of the Iranian junior high school English textbooks "Prospect 1" and its old version "Right Path to English 1" from teachers' perceptions*. Paper presented at the 12th TELLISI conference, University of Sistan and Baluchestan, Zahedan, Iran.
14. **Derakhshan, A.**, Arabmofrad, A., & Vafaeepour, A. R. (2015). *The Relationship between TEFL teachers' proficiency level and their knowledge of implicatures*. Paper presented at the 12th TELLISI conference, University of Sistan and Baluchestan, Zahedan, Iran.
15. Birjandi, P., **Derakhshan, A.**, & Mohsenzadeh, H. (2013). *Consciousness-raising video-driven vignettes: Their impact on the comprehension of apology & request*. Paper presented at the 11th TELLISI conference, Tabaran University, Mashhad, Iran.
16. **Derakhshan, A.**, & Kaivanpanah, S. (2010). *The impact of text-messaging on EFL freshmen's vocabulary learning*. Poster presented at the 8th TELLISI conference, Alzahra University, Tehran, Iran.

GRANTED PROJECTS

1. **Derakhshan, A.,** Kruk, M., Mehdizadeh, & Pawlak (2021). Causes of and Solutions to the Experience of Boredom in Online Classes: Evidence from EFL Students
2. **Derakhshan, A.,** Coombe, C., Arabmofrad, A., & Taghizadeh, M.S. (2020). Investigating the effects of English language teachers' professional identity and autonomy in their success.
3. **Derakhshan, A.,** Shakki, F., Sarani, M. (2019). The Effect of Dynamic and Non-Dynamic Assessment on the Comprehension of Iranian Intermediate EFL Learners' Speech Acts of Apology and Request.
4. Arabmofrad, A., **Derakhshan, A.,** & Atefinejad, M. (2019). An Interplay Between Iranian EFL Learners' Specific and General Interlanguage Pragmatic Motivation and Their Meta-Pragmatic Awareness
5. **Derakhshan, A.,** & Shakki, F. (2018). The Effect of Implicit vs. Explicit Pragmatic Intervention on the Pragmatic Comprehension of Request and Refusal
6. **Derakhshan, A.,** & Shakki, F. (2018). The Effect of Implicit vs. Explicit Metapragmatic Instruction on the Intermediate EFL Learners' Pragmatic Comprehension of Apology and Refusal
7. **Derakhshan, A.,** Dabbagh, A., & Shakki, F. (2018). Conceptualization of 'homeland' (Vatan) in Rumi's Poetry: A Cultural Linguistics Study
8. **Derakhshan, A.,** & Janebi Enayat, M. (2018). The Relationship Between Vocabulary Size and Depth and Second Language Speaking Ability
9. **Derakhshan, A.,** & Shakki, F. (2018). The Impact of Intentional and Incidental Instruction of English Collocations on Iranian Advanced EFL Learners' Noticing
10. **Derakhshan, A.,** & Shakki, F. (2017). An Investigation into the Relationship Between Iranian EFL High and Low Proficient Learners and Their Learning Styles
11. **Derakhshan, A.** (2015). The Effect of Video-enhanced Input on the Comprehension of Implicature of the Intermediate EFL Learners

AWARDS & HONORS

Researchers Top Award 2019

Winner of Dr. Kazem Ashtiani's Award for Young Assistant Professors 2018 (**Iran's National Elites Foundation**)

Member of Iran's National Elites Foundation 2015

First national teacher among all Teacher Training Colleges in Iran 2003 & 2004

Ranked first in A.A, B.A., & M.A.

MEMBERSHIPS

TELLSI (Teaching English Language and Literature Society of Iran)

REVIEWER

1. Frontiers in Psychology
2. Journal of Psycholinguistic Research
3. Journal of Cognitive Science
4. Sage Open
5. Polish Psychological Bulletin
6. Iranian Journal of Language Teaching Research
7. Journal of Research in Applied Linguistics
8. Teaching English as a Second or Foreign Language (TESL-EJ)
9. Issues in Language Teaching
10. Journal of English Language Pedagogy and Practice
11. Iranian Journal of English for Academic Purposes
12. Journal of Modern Research in English Language Studies
13. Language Horizons
14. Language Related Research
15. International Journal of Society, Culture, and Language
16. Journal of Language Research
17. Language and Translation Studies

EDITORIAL POSITIONS

Associate Editor (Language Related Research)

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&tip=sid&clean=0)

Guest Editor (TESL-EJ)

<http://www.tesl-ej.org/wordpress/issues/volume24/ej93/ej93fromed/>

Book Reviews Editor (International Journal of Society, Culture, and Language)

<http://www.ijsci.net/journal/>