*Curriculum Vitae*

**Ali Derakhshan**

Professor in Applied Linguistics,

Department of English Language and Literature,

Faculty of Humanities and Social Sciences,

Golestan University, Gorgan, Iran

 Email: a.derakhshan@gu.ac.ir; aderakhshanh@gmail.com

Researcher ID: AAJ-4592-2020

Scopus Author ID: 56167404800

ORCID: https://orcid.org/0000-0002-6639-9339

**Listed among the Top 2% of Scientists in the World in 2023**

<https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/6>

**Listed among the Top 2% of Scientists in the World in 2022** [https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/4](https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/4%22%20%5Ct%20%22_blank)

 Personal Page: <http://www.professoraliderakhshan.com/>

Scopus: <https://www.scopus.com/authid/detail.uri?authorId=56167404800>

Google Scholar: <https://scholar.google.com/citations?user=eYrQwLEAAAAJ&hl=en&oi=ao>

**Ali Derakhshan** is Professor of Applied Linguistics at the English Language and Literature Department, Golestan University, Gorgan, Iran. He has been a member of the Iranian Elites Foundation since 2015. He has also been selected as a distinguished researcher by the Teaching English Language and Literature Society of Iran in 2021. His name appeared in Stanford University’s list of world’s top 2% of most influential scientists in 2022 and 2023. He has published in accredited international journals, including *Computers and Education*, *Review of Educational Research*, *Language Teaching Research*, *System*, *Assessing* *Writing*, *Applied* *Linguistics* *Review*, *Studies in Second Language Learning and Teaching*, *Journal of Multilingual and Multicultural Development*, *ELT Journal*, *English for Specific Purposes*, *International Review of Applied Linguistics in Language Teaching, International Journal of Applied Linguistics*, *Thinking Skills and Creativity*, *Current Psychology*, *Asia Pacific Education Researcher*, *European Journal of Education*, *Educational Studies*, *Pragmatics and Society*, *Journal of Psycholinguistic Research*, *Porta Linguarum*, *Revista Ibérica*, etc. His monograph *The “5Cs” positive teacher interpersonal behaviors: Implications for learner empowerment and learning in an L2 context* was published by Springer in 2022. His co-authored *book Instructed second language pragmatics for the speech acts of request, apology, and refusal: A meta-analysis* has been recently published by Springer. His research interests are positive psychology, teacher education, learner individual differences, cross-cultural interpersonal factors in educational psychology, interlanguage pragmatics, and intercultural communication.

**Education**

|  |
| --- |
| **Ph.D. in Applied Linguistics****Allameh Tabataba’i University, Tehran, Iran** Jan 2014**Master of Arts in Teaching English as a Foreign Language (TEFL)** **University of Tehran, Tehran, Iran** Sept 2009**Bachelor of Arts in TEFL****Torbat-e-Heydarieh Islamic Azad University, Iran** Feb 2007**Associate of Arts in TEFL****Teacher Training College, Mashhad, Iran** June 2004 **Professional Appointments**  |

**Professor (full time)** Oct 2023- Present

Golestan University, Gorgan, Iran

**Associate Professor (full time)** Oct 2019- Present

Golestan University, Gorgan, Iran

**Assistant Professor (full time)** Oct 2014-Oct 2019

Golestan University, Gorgan, Iran

 **Bursary Period (part-time)** Sep 2012-Oct 2014

 Golestan University, Gorgan, Iran

**Visiting Professor** Jan 2014-Dec 2016

 Islamic Azad University, Gorgan Branch, Gorgan, Iran

 **Visiting Professor** Sept 2010-Sept 2013

 Islamic Azad University, Faculty of Engineering, Torbat-e-Heydarieh, Iran

 **Visiting Professor** Sept 2010-Sept 2013

 Medical University, Torbat-e-Heydarieh, Torbat-e-Heydarieh, Iran

 **Visiting Professor** Jan 2010-Jan 2011

 Sharif University of Technology, Tehran, Iran

 **Visiting Professor** Jan 2010- Jan 2011

 AllamehTabataba’i University*,* Tehran, Iran

 **Managerial Appointments**

|  |
| --- |
| **Head of Language Department** July 2020- PresentGolestan University, Gorgan, Iran  |

 **Head of International Affairs** Mar 2018- July 2020

Golestan University, Gorgan, Iran

 **Consultant for English Department Student Association** Sept 2018- June 2020

Golestan University, Gorgan, Iran

**Publications**

It is to note that I have listed my publications in the last three years.

**Books**

1. **Derakhshan, A.** (2022). *The “5Cs” positive teacher interpersonal behaviors: Implications for learner empowerment and learning in an L2 context*. Switzerland, Cham: Springer. <https://link.springer.com/book/9783031165276>
2. **Derakhshan, A. \***, & Shakki, F. (2023). *Instructed second language pragmatics for the speech acts of request, apology, and refusal: A meta-analysis*. Switzerland, Cham: Springer <https://link.springer.com/book/9783031370922>

**Some of my publications indexed in SSCI journals in the last three years are as follows:**

**2024**

1. **Derakhshan, A.\*** (2024). “Should textbook images be merely decorative?”: Culture representation in the Iranian EFL national textbook from the semiotic approach perspective. *Language Teaching Research*, *28*(1), 79-113. <https://doi.org/10.1177/1362168821992264> **(SSCI-indexed; IF: 4.2, Q1)**
2. **Derakhshan, A.**, & Fathi, J. (2024). Growth mindset, self-efficacy, and self-regulation: A symphony of success in L2 speaking. *System*. <https://doi.org/10.1016/j.system.2024.103320> **(SSCI-indexed; IF: 6; Q1)**
3. **Derakhshan, A.\***, & Ghiasvand, F. (2024). Is ChatGPT an evil or an angel for second language education and research? A phenomenographic study of research-active EFL teachers’ perceptions. *International Journal of Applied Linguistics*. <https://doi.org/10.1111/ijal.12561> **(SSCI-indexed; IF: 1.6 ; Q2)**
4. **Derakhshan, A.\***, Karimpour, S., & Nazari, M. (2024). Exploring the professional role identities of English for academic purposes practitioners: A qualitative study.  to *International Review of Applied Linguistics in Language Teaching* (IRAL). <https://doi.org/10.1515/iral-2023-0126> **(SSCI-indexed; IF: 1.5; Q2)**
5. **Derakhshan, A.\***, Molana, K., & Nazari, M. (2024). I wonder who I am when my assessment ideas are not respected”: A case-study inquiry into the role of institutional policies in English language teachers’ assessment identity. *Asia Pacific Journal of Education.* <https://doi.org/10.1080/02188791.2024.2328237>  **(SSCI-indexed; IF: 1.7; Q2)**
6. **Derakhshan, A.\***, Moradi., F., & Nazari, M., (2024). Conceptualising the role of practice level in language teacher identity construction: An identities-in-practice study. *International Journal of Applied Linguistics*. https://doi.org/10.1111/ijal.12533 **(SSCI-indexed; IF: 1.6 ; Q2)**
7. **Derakhshan, A**. **\***, Setiawan, S., & Ghafouri, M. (2024). Modeling the interplay of Indonesian and Iranian EFL teachers’ apprehension, resilience, organizational mattering, and psychological well-being. *Iranian Journal of Language Teaching Research*, *12*(1), 21-43.  <https://doi.org/10.30466/ijltr.2024.121416>
8. **Derakhshan, A.**, Teo, T., & Khazaie, S. (2024). Is game-based language learning general or specific-oriented? Exploring the applicability of a mobile virtual reality-based flipped classroom for medical English communication in the Middle East. *Computers & Education*. https://doi.org/10.1016/j.compedu.2024.105013 **(SSCI-indexed; IF: 12; Q1, Ranked First in Education)**
9. **Derakhshan, A. \***, Teo, T., Saeedy Robat, E., Janeby Enayat, M., & Jahanbakhsh, A. A. (2024). Robot-assisted language learning in EFL/ESL classes: A meta-analysis. *Review of Educational Research*. <https://doi.org/10.3102/00346543241247227> (**SSCI-indexed; IF: 11.2; Q1)**
10. **Derakhshan, A.** \*, & Yin, H. (2024). [Do positive emotions prompt students to be more active? Unraveling the role of hope, pride, and enjoyment in predicting Chinese and Iranian EFL students’ academic engagement](https://www.researchgate.net/publication/378747042_Do_positive_emotions_prompt_students_to_be_more_active_Unraveling_the_role_of_hope_pride_and_enjoyment_in_predicting_Chinese_and_Iranian_EFL_students%27_academic_engagement?_sg%5B0%5D=EdZXlSEyHGJLPptypbUuDTdsWEFzIgqnay-DOWn2yqppQ9JDNW_PEzQ_5l1F1-L8obkFdhDrlauyPJmnRVl7RM8tG8cfiHBnwGYBczGN.ubnsQo5_fteIdBruf4DsPfQKZ07PxJ0MlWu66kMdVqAnuQxssR_HbRgrBQeCjYBj16-3Hw0yH-9NlTqUL2kNDA&_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6ImhvbWUiLCJwYWdlIjoicHJvZmlsZSIsInBvc2l0aW9uIjoicGFnZUNvbnRlbnQifX0). *Journal of Multilingual and Multicultural Development*.  <https://doi.org/10.1080/01434632.2024.2329166> **(SSCI-indexed; IF: 2.3; Q1)**
11. Fathi, J., Rahimi, M., & **Derakhshan, A. \*** (2024). Improving EFL learners’ speaking skills and willingness to communicate via artificial intelligence-mediated interactions. *System*. <https://doi.org/10.1016/j.system.2024.103254> **(SSCI-indexed; IF: 6; Q1)**
12. Khazaie, S., & **Derakhshan, A\*.** (2024). Extending embodied cognition through robot's augmented reality in English for medical purposes classrooms. *English for Specifc Purposes.* https://doi.org/10.1016/j.esp.2024.03.001 (**SSCI-indexed; IF: 2.5; Q1)**
13. Kirkpatrick, R., **Derakhshan, A\*.**, AlMutawa, H., Wang, Y. (2024). A mixed-methods cross-cultural examination of the role of enjoyment and passion in bilingual English teachers’ desire for professional development: Evidence from Iran and Kuwait. *Journal of Multilingual and Multicultural Development.* https://doi.org/10.1080/01434632.2024.2346572 **(SSCI-indexed; IF: 2.3; Q1)**
14. Kirkpatrick, R., Kirkpatrick, J., & **Derakhshan, A.** (2024). An investigation into the motivation and attitudes of Japanese students toward learning English: A case of elementary and junior high school students. *Asian Journal of Second and Foreign Language Education, 9*. <https://doi.org/10.1186/s40862-023-00243-z> (ESCI; IF: 1.8; Q2)
15. Solhi, M., **Derakhshan, A.**, Pawlak, M., & Ünsal, B. (2024). [Exploring the interplay between EFL learners’ L2 writing boredom, writing motivation, and boredom coping strategies](https://www.researchgate.net/publication/378526508_Exploring_the_Interplay_between_EFL_Learners%27_L2_Writing_Boredom_Writing_Motivation_and_Boredom_Coping_Strategies?_sg%5B0%5D=EdZXlSEyHGJLPptypbUuDTdsWEFzIgqnay-DOWn2yqppQ9JDNW_PEzQ_5l1F1-L8obkFdhDrlauyPJmnRVl7RM8tG8cfiHBnwGYBczGN.ubnsQo5_fteIdBruf4DsPfQKZ07PxJ0MlWu66kMdVqAnuQxssR_HbRgrBQeCjYBj16-3Hw0yH-9NlTqUL2kNDA&_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6ImhvbWUiLCJwYWdlIjoicHJvZmlsZSIsInBvc2l0aW9uIjoicGFnZUNvbnRlbnQifX0). *Language Teaching Research*. https://doi.org/10.1177/13621688241239178 **(SSCI-indexed; IF: 4.2, Q1)**
16. Wang, Y., **Derakhshan, A.**\*, Pawlak, M., & Mehdizadeh, M. (2024).Exploring the psychometric properties of the Grammar Learning Strategy Inventory in the Chinese EFL context. *Studies in Second Language Learning and Teaching.*  <https://doi.org/10.14746/ssllt.39357> **(SSCI-indexed; IF: 3.7; Q1)**
17. Zare, J., Aqajani Delavar, K., **Derakhshan, A.**, & Pawlak, M. (2024). [The relationship between self‐regulated learning strategy use and task engagement](https://www.researchgate.net/publication/377002123_The_relationship_between_self-regulated_learning_strategy_use_and_task_engagement?_sg%5B0%5D=jKEgj6HvwUd4Z4k6DkKD45991fKUr6-KAUvNvs_N1Ri1OITBGZxkP1YRHKR6pJ8TKVxPzer-zVxt3pO1h4cK1aFY1MRceFmwEV7_N-ko.nf60MnnMuQlz7PdT3WOOUAJoLsqL6HO8BvPohvkNt6627SG-lvZndmaa8a9Zs_NFAJHH38cDV7bazEmMC1G4Ew&_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6ImhvbWUiLCJwYWdlIjoicHJvZmlsZSIsInByZXZpb3VzUGFnZSI6InByb2ZpbGUiLCJwb3NpdGlvbiI6InBhZ2VDb250ZW50In19). *International Journal of Applied Linguistics*. https://doi.org/ [10.1111/ijal.12535](http://dx.doi.org/10.1111/ijal.12535) **(SSCI-indexed; IF: 1.6 ; Q2)**
18. Zare, J., & **Derakhshan, A.** (2024). Task engagement in second language acquisition: A questionnaire development and validation study. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2024.2306166> **(SSCI-indexed; IF: 2.3; Q1)**
19. Zare, J., **Derakhshan, A.**, & Zhang, L. J. (2024). Investigating the relationship between metastrategy use and task engagement in an EFL context: a structural equation modelling approach. *Innovation in Language Learning and Teaching*. <https://doi.org/10.1080/17501229.2024.2337710> (SSCI-indexed; IF: 3; Q1)
20. Zhi, R., & **Derakhshan, A.**\* (2024). Modelling the interplay between resilience, emotion regulation and psychological well‐being among Chinese English language teachers: The mediating role of self‐efficacy beliefs. *European Journal of Education*. <https://doi.org/10.1111/ejed.12643>
21. Zhi, R., Wang, Y. X., & **Derakhshan, A.**\* (2024). On the role of academic buoyancy and self-efficacy in predicting teachers’ work engagement: A case of Chinese English as a foreign language teachers. *Perceptual and Motor Skills, 131*(2), 612-629. <https://doi.org/10.1177/00315125231222398>

**2023**

1. **Derakhshan, A.\***, Eslami, Z. R., & Shakki, F. (2023). Comparing compliments in Face-to-Face vs. online interactions among Iranian speakers of Persian. *Pragmatics and Society*.  <https://doi.org/10.1075/ps.22102.der> **(SSCI-indexed; IF: 0.7; Q2)**
2. **Derakhshan, A.**, & Fathi, J. (2023). Grit and foreign language enjoyment as predictors of EFL learners’ online engagement: The mediating role of online learning self‑efficacy. *The Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-023-00745-x> **(SSCI-indexed; IF: 3.3; Q2)**
3. **Derakhshan, A.**\*, Greenier, V., & Fathi, J. (2023). Exploring the interplay between a loving pedagogy, creativity, and work engagement among EFL/ESL teachers: A multinational study. *Current Psychology,* 42, 22803–22822. https://doi.org/10.1007/s12144-022-03371-w **(SSCI-indexed; IF: 2.38; Q2)**
4. **Derakhshan, A.\***, Karimpour, S., & Nazari, M. (2023a). Interactional features in second language classroom discourse: variations across novice and experienced language teachers. [*Applied Linguistics Review*](https://www.degruyter.com/journal/key/alr/html). <https://doi.org/10.1515/applirev-2023-0001> **(SSCI-indexed; IF: 3.06; Q1)**
5. Derakhshan, A.\*, Karimpour, S., & Nazari, M. (2023b). Making sense of emotion and identity construction through metaphors: a prompt-based. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2023.2270951> (SSCI-indexed; IF: 2.3; Q1)
6. **Derakhshan, A.\***, Karimpour, S., & Nazari, M. (2023c). ["Most of us are not feeling well”: Exploring Iranian EAP practitioners’ emotions and identities](https://www.researchgate.net/publication/371069709_Most_of_us_are_not_feeling_well_exploring_Iranian_EAP_practitioners%27_emotions_and_identities?_sg%5B0%5D=69iFNN2dVbX9S8ombo5AvcOlNS3qL0RoqmGigdWp1si0QwSCTYNhsJPAplBjJomhIgvkCmdcpB6MEa9SR91KTg4ekQHWAjESGCQqzJvc.QTsmxCXZJiAFP28JKZclg82m_wl19bSyj5AjDa1KDJuqoHcn8u_ZAXEU42vYlC3mqsrWxRE3psYqSJRVmbywpQ). *Ibérica, 45*(1), 7-34. https://doi.org/[10.17398/2340-2784.4](http://dx.doi.org/10.17398/2340-2784.4) **(SSCI-indexed; IF:1.02; Q3)**
7. **Derakhshan, A.**, Malmir, A., Pawlak, M., & Wang, Y. (2023). The use of interlanguage pragmatic learning strategies (IPLS) by L2 learners: the impact of age, gender, language learning experience, and L2 proficiency levels. *International Review of Applied Linguistics in Language Teaching*. <https://doi.org/10.1515/iral-2022-0132> **(SSCI-indexed; IF: 1.5; Q2)**
8. **Derakhshan, A. \***, Solhi, M., & Azari Noughabi, M. (2023). An investigation into the association between student-perceived affective teacher variables and students’ L2-grit. *Journal of Multilingual and Multicultural Development.* <https://doi.org/10.1080/01434632.2023.2212644> **(SSCI-indexed; IF: 2.3; Q1)**
9. Derakhshan, A., Wang, Y., & Ghiasvand, F. (2023). "I never make a permanent decision based on a temporary emotion”: unveiling EFL teachers’ perspectives about emotions in assessment. *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2023-0089> **(SSCI-indexed; IF: 3.06; Q1)**
10. **Derakhshan, A.**, Wang, Y.L,  Wang, Y.X, & Ortega-Martín, J. L. (2023). Towards innovative research approaches to investigating the role of emotional variables in promoting language teachers’ and learners’ mental health. *International Journal of Mental Health Promotion*, *25*(7), 823-832. <https://doi.org/10.32604/ijmhp.2023.029877> **(SSCI-indexed; IF: 1.08;Q3)**
11. **Derakhshan, A.**, & Zare, J. (2023). The impact of altruistic teaching on English as a foreign language (EFL) learners’ emotion regulation: An intervention study. *Brain Sciences, 13*, 458. <https://doi.org/10.3390/brainsci13030458> **(SSCI-indexed; IF: 3.33; Q3)**
12. **Derakhshan, A.\***, Zhang, L. J., & Zhaleh, K. (2023). The effects of instructor clarity and non-verbal immediacy on Chinese and Iranian EFL students’ affective learning: The mediating role of instructor understanding. *Studies in Second Language Learning and Teaching*, *13*(1), 71-100. <https://doi.org/10.14746/ssllt.31733> **(SSCI-indexed; IF: 3.4; Q1)**
13. Jia, H., & **Derakhshan, A.**\* (2023). Chinese English teachers’ professional identity and commitment and their associations with their professional success. *Porta Linguarum, 41,* 47-64.<https://doi.org/10.30827/portalin.vi2023c.29625> (SSCI-indexed; IF: 1.2; Q2)
14. Pan, Z., Wang Y., & **Derakhshan A.\*** (2023). [Unpacking Chinese EFL students’ academic engagement and psychological well-being: The roles of language teachers’ affective scaffolding](https://www.researchgate.net/publication/370683097_Unpacking_Chinese_EFL_Students%27_Academic_Engagement_and_Psychological_Well-being_The_Roles_of_Language_Teachers%27_Affective_Scaffolding?_sg%5B0%5D=CBP9lP8lHbsXZT1NIrHz4aqi2PnxhTKxYX3WEmkP89TFvd8ttdSJLuOfSa3aFK3zFAqlR5z6ruJBUrSkIeRDe-KQio7hb2KMY8OmsV8P.P0ct5mSKHsXnCSDTPxPJjg9NZuEUnxE19Y_HyCQnIzsY7I-uodEwZpqLF8G6CZiSKVSaM2QNWbGfDIUtKE23VQ). *Journal of Psycholinguistic Research.* https://doi.org/[10.1007/s10936-023-09974-z](http://dx.doi.org/10.1007/s10936-023-09974-z) **(SSCI-indexed; IF: 2; Q2)**
15. Pawlak, M., **Derakhshan, A**., Mehdizadeh, M., &Kruk, M. (2023). Yet another look at strategies for learning grammar: Validating the Grammar Learning Strategy Inventory in the Iranian EFL context. *System*, 103139. <https://doi.org/10.1016/j.system.2023.103139>
16. Qi, J., & **Derakhshan, A.**\* (2023). Chinese EFL teachers’ desire to attend professional development programs: Exploring the role of job satisfaction and organizational commitment. *Porta Linguarum,41*, 311-327. <https://doi.org/10.30827/portalin.vi2023c.29656> (**SSCI-indexed; IF: 1.2; Q2)**
17. Solhi, M., Derakhshan, A. \*, & Ünsal, B. (2023). Associations between EFL students’ L2 grit, boredom coping strategies, and emotion regulation strategies: A structural equation modeling approach. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2023.2175834> (SSCI-indexed; IF: 2.3; Q1)
18. Wang, Y., & **Derakhshan, A.\*** (2023). Enhancing Chinese and Iranian EFL students’ willingness to attend classes: The role of teacher confirmation and caring. *Porta Linguarum, 39*(1), 165-192*.* <http://doi.org/10.30827/portalin.vi39.23625> (SSCI-indexed; IF: 1.2; Q2)
19. Wang Y., **Derakhshan A.\***, Pan, Z., & Ghiasvand, F. (2023). [EFL teachers' writing assessment feedback literacy: A scale development and validation study](https://www.researchgate.net/publication/370132277_EFL_Teachers%27_Writing_Assessment_Feedback_Literacy_A_Scale_Development_and_Validation_Study?_sg%5B0%5D=Z03roX39qTANHCrLi9e4H2tE0gU1z3OoOCOeRXWTBToOzaRcu5uAvwiB-yQrd_DO-aFZz3rEazJgpwpooKragfxpbZxro6c2wQjnpzot.p3TS4zCcweO_U7m-Arz1TJyzx9lZ9-Vka90VaONXOS2tBctVTm-tvGQlwQ9xBO48sr3lhT09_s5T74HfdoRiFQ). *Assessing Writing, 56*, 100726*.*https://doi.org/10.1016/j.asw.2023.100726 **(SSCI-indexed; IF: 3.16; Q1)**
20. Yüce, E., Kruk, M., & **Derakhshan, A.**\* (2023). Metacognitive knowledge and openness to diversity and challenge among Turkish pre-service EFL teachers: The mediating role of creative self-efficacy. *Thinking Skills and Creativity*. <https://doi.org/10.1016/j.tsc.2023.101386> **(SSCI-indexed; IF: 3.7; Q1)**
21. Zare, J., Aqajani Delavar, K., & **Derakhshan, A.** (2023). The impact of altruism on the emotions and English summary writing skills of second language learners: An intervention study in light of positive psychology. *Language Teaching Research*. <https://doi.org/10.1177/13621688231151632> **(SSCI-indexed; IF: 4.2; Q1)**

**2022**

1. **Derakhshan, A.\***, Dewaele, J-M, & Azari Noughabi, M. (2022). Modeling the contribution of resilience, well-being, and L2 grit to foreign language teaching enjoyment among Iranian English language teachers. *System*, *109,* 102890. <https://doi.org/10.1016/j.system.2022.102890> **(SSCI-indexed; IF: 6; Q1)**
2. **Derakhshan, A.\*,**Doliński, D., Zhaleh, K., Janebi Enayat, M., & Fathi, J. (2022). Predictability of Polish and Iranian student engagement in terms of teacher care and teacher-student rapport. *System*, *106* <https://doi.org/10.1016/j.system.2022.102790> **(SSCI-indexed; IF: 6; Q1)**
3. **Derakhshan, A.\***, Eslami, Z. R., Curle, S.,& Zhaleh, K. (2022). Exploring the predictive role of teacher immediacy and stroke behaviors in English as a foreign language university students’ academic burnout. *Studies in Second Language Learning and Teaching, 12*(1), 87-115*.* <http://dx.doi.org/10.14746/ssllt.2022.12.1.5>**(SSCI-indexed; IF: 3.03; Q1)**
4. Derakhshan, A., Fathi, J., Pawlak, M., & Kruk, M. (2022). Classroom social climate, growth language mindset, and student engagement: The mediating role of boredom in learning English as a foreign language. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2022.2099407> (SSCI-indexed; IF: 2.3; Q1)
5. **Derakhshan, A.\***, & Nazari, M. (2022a). Examining teacher identity construction in action research: The mediating role of experience. *Educational Studies*. <https://doi.org/10.1080/03055698.2022.2073177> **(SSCI-indexed; IF: 1.5; Q3)**
6. Derakhshan, A. \*, & Nazari, M. (2022b). “I am fed up with the criticisms”: Examining the role of emotional critical incidents in a novice teacher’s identity construction. *The Asia Pacific Education Researcher*, *32*(4), 449-458. <https://doi.org/10.1007/s40299-022-00666-1>. **(SSCI-indexed; IF: 3.3; Q2)**
7. Teo, T., Khazaei, S., & **Derakhshan, A**. (2022). [Exploring teacher immediacy-(non)dependency in the tutored augmented reality game-assisted flipped classrooms of English for medical purposes comprehension among the Asian students](https://www.sciencedirect.com/science/article/pii/S0360131521002839). *Computers and Education*, *179*. <https://doi.org/10.1016/j.compedu.2021.104406>
8. Wang Y., **Derakhshan A.\***, & Pan, Z. (2022). Positioning an agenda on a loving pedagogy in second language acquisition: Conceptualization, practice, and research. *Frontiers in Psychology, 13*, 894190. https://doi.org/10.3389/fpsyg.2022.894190 **(SSCI-indexed; IF: 4.23; Q1)**
9. Wang, Y., **Derakhshan, A.\***, & Rahimpour, H.(2022).Developing resilience among Chinese and Iranian EFL teachers: A multi-dimensional cross-cultural study. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2022.2042540> **(SSCI-indexed; IF: 2.3; Q1)**

**2021**

1. **Derakhshan, A.\***, Kruk, M., Mehdizadeh, M., & Pawlak, M. (2021a). Activity-induced boredom in online EFL classes. *ELT Journal*, *76*(1), 58-68. <https://doi.org/10.1093/elt/ccab072> **(SSCI-indexed; IF: 2.48; Q1)**
2. **Derakhshan, A.**, Kruk, M., Mehdizadeh, M., & Pawlak, M. (2021b). Boredom in online classes in the Iranian EFL context: Sources and solutions. *System, 101.* <https://doi.org/10.1016/j.system.2021.102556> **(SSCI-indexed; IF: 4.51; Q1)**
3. Greenier, V., **Derakhshan, A.\***, & Fathi, J. (2021). Emotion 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> **(SSCI-indexed; IF: 4.51;Q1)**
4. Janebi Enayat, M., & **Derakhshan, A.** (2021). The relationship between vocabulary size and depth and second language speaking ability. *System, 99.*  <https://doi.org/10.1016/j.system.2021.102521> **(SSCI-indexed; IF: 4.51;Q1)**
5. Pawlak, M., **Derakhshan, A.\***, Mehdizadeh, M., & Kruk, M. (2021). The effects of class mode, course type, and focus on coping strategies in the experience of boredom in online English language classes. *Language Teaching Research*. [https://doi.org/doi:10.1177/13621688211064944](https://doi.org/doi%3A10.1177/13621688211064944) **(SSCI-indexed; IF: 3.4; Q1)**

1. Pishghadam, R., **Derakhshan, A.,** Jajarmi, H., Tabatabaee Farani, S., & Shayesteh, S. (2021). Examining the role of teachers’ stroking behaviors in EFL learners’ active/passive motivation and teacher success. *Frontiers in Psychology*, *12*, 1-17. [https://doi.org/doi:10.3389/fpsyg.2021.707314](https://doi.org/doi%3A10.3389/fpsyg.2021.707314) **(SSCI-indexed; IF: 4.23; Q1)**
2. Pishghadam, R., **Derakhshan, A.\***, Zhaleh, K., & Habeb Al-Obaydi, L. (2021). Students’ willingness to attend EFL classes with respect to teachers’ credibility, stroke, and success: A cross-cultural study of Iranian and Iraqi students’ perceptions. *Current Psychology*. <https://doi.org/10.1007/s12144-021-01738-z> **(SSCI-indexed; IF: 2.38; Q1)**
3. Wang, Y., **Derakhshan, A.\***, & Azari Noughabi, M. (2022). The interplay of EFL teachers’ immunity, work engagement, and psychological well-being: Evidence from four Asian countries. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2022.2092625> (SSCI-indexed; IF: 2.3; Q1)
4. Wang, Y., L., **Derakhshan, A.\***, & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: The past, current status and future directions. *Frontiers in Psychology, 12,* 1-10.<https://doi.org/10.3389/fpsyg.2021.731721> **(SSCI-indexed; IF: 4.23; Q1)**
5. Xie, F., & **Derakhshan, A.\*** (2021). A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Frontiers in Psychology*, *12*, 1-10. <https://doi.org/10.3389/fpsyg.2021.708490> **(SSCI-indexed; IF: 4.23; Q1)**

**Some of my publications indexed in SCOPUS journals in the last three years are as follows:**

1. Derakhshan, A. (2022). Revisiting research on positive psychology in second and foreign language education: Trends and directions. *Language Related Research*, *13*(5), 1-43. <https://doi.org/10.52547/LRR.13.5.1> (SCOPUS-Q2)
2. **Derakhshan, A.**, Eslami, Z. R., & Chalak, A. (2021). A comprehensive review of compliment responses among ‎Iranian Persian speakers. *International Journal of Society, Culture, and Language*, *9*(3), 28-48. **(SCOPUS-Q2)**
3. Derakhshan, A., & Ghiasvand, F. (2022). Demystifying Iranian EFL teachers’ perceptions and practices of learning‑oriented assessment (LOA): Challenges and prospects in focus. *Language Testing in Asia, 12.* <https://doi.org/10.1186/s40468-022-00204-2> **(SCOPUS-Q1)**
4. **Derakhshan, A.**, & Malmir, A. (2021). The role of language aptitude in the development of L2 pragmatic competence. *TESL-EJ*, *25*(1). <http://www.tesl-ej.org/wordpress/issues/volume25/ej97/ej97a4/> **(SCOPUS-Q1)**
5. **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*(1), 235-243. <http://dx.doi.org/10.18823/asiatefl.2021.18.1.14.235> **(SCOPUS-Q1)**
6. Fathi, J., Greenier, V., & Derakhshan, A. (2021). Teacher self-efficacy, reflection, and burnout among Iranian EFL teachers: The mediating role of emotion regulation. *Iranian Journal of Language Teaching Research*, *9*(2), 13-37. <https://doi.org/10.30466/IJLTR.2021.121043> **(SCOPUS-Q1; ESCI; IF: 2.5)**
7. Habeb Al-Obaydi, L., [Pikhart](https://www.researchgate.net/scientific-contributions/Marcel-Pikhart-47944150?_sg%5B0%5D=UDYFXx_2CID4JMZOhI-cCrrayZghca_htqcZF_spZzIesuawBdzX2CTNWOoDwYN4wDmpQ3k.1nc5-WgU8kwCfd0S9EytR2qwnLHn82c0f3KqzafYSuR4Fy_z4uh9jkGHzFAxlJRNcdy3XmGjjw6Cjsy2bOz3Kg&_sg%5B1%5D=whjM1IjQX_n5PWs7yQ_vwBMYQV1eygPdmcWne7FRTmXLjwRKp1XEIPXj85KXRlzyzCume-c.hBWfisffKanUxR8Cg5KGyab3ClWUbUT_tHvlniYy0UBUuG7VB1fH87O9LLfSI2Ths7ErbWbLIl8w-YoyPr7izw), M., **Derakhshan, A.** (2022).[A qualitative exploration of emotional intelligence in English as foreign language learning and teaching: Evidence from Iraq and the Czech Republic](https://www.researchgate.net/publication/359710105_A_Qualitative_Exploration_of_Emotional_Intelligence_in_English_as_Foreign_Language_Learning_and_Teaching_Evidence_from_Iraq_and_the_Czech_Republic?_sg%5B0%5D=jUfOphZQp8HxfgaqmmNabPM-6BeMQkoeTvRd5xhK6z86uBbudVwUTD5KvRMonrDgsAM0_fj2DNDo6zWipsS3jVXVXMX3lL2zSdwDo7gY.YnoVuUPTlxLoAPNfzH5ty1L6pD7MQOEBTqqTIN4Uq5O8eu9EgM4h_fjtKEBzLaiQgmsP3QnGxXwFn3AbcT_8ew). [*Applied Research in English*](https://www.researchgate.net/journal/Applied-Research-in-English-2252-0198), *11*(2), 93-124. <https://doi.org/10.22108/ARE.2022.132551.1850> **(SCOPUS-Q2)**
8. Khazaie, S., **Derakhshan, A.**, & Kianpour, M. (2022). A contributory study into the (non)effect of augmented reality-mediated learning on students' English nursing purposes comprehension and performance. *Language Related Research*, *13*(4), 185-219. <https://doi.org/10.52547/LRR.13.2.6> **(SCOPUS-Q2)**
9. **Mehdizadeh, M., Pourhaji, M., & Derakhshan, A. (2023). Evolution of communities of practice, realignment of possible selves, and repositionings in EFL teacher professional identity development: A longitudinal case study. *The Language Learning Journal*.** [**https://doi.org/10.1080/09571736.2022.2163685**](https://doi.org/10.1080/09571736.2022.2163685) **(SCOPUS-Q1)**
10. Pishghadam, R., Ebrahimi, S., Shairi, H., & **Derakhshan, A.** (2021). Introducing “Emoling” as the missing link in ethnography of communication: A complement to Hymes’ SPEAKING Model. *Language Related Research*, *12*(1), 1-41. **(SCOPUS-Q2)**
11. Pishghadam, R., **Derakhshan, A.**, & Ebrahimi, S. (2021). Cultuling analysis of “Devaluation” in the Iranian culture. *Language Related Research*, *12*(5), 1-25. https://doi.org/[10.52547/LRR.12.5.1](http://dx.doi.org/10.52547/LRR.12.5.1) **(SCOPUS-Q2)**
12. Valente, S., Lourenço, A. A., Dominguez-Lara, S., **Derakhshan, A.**, Németh, Z., & S. Almeida, L. (2022). Teachers’ emotion regulation: Implications for classroom conflict management. *Australian Journal of Teacher Education, 47*(8), 18-32. Retrieved from <https://ro.ecu.edu.au/ajte/vol47/iss8/2> **(SCOPUS-Q1)**

**Book Chapters**

1. **Derakhshan, A.**, Rakhshanderoo, M., & Curle, S. (2022). Students and instructors’ attitudes toward EMI at Iranian universities. In [Curle, S.,](https://www.bloomsbury.com/uk/author/samantha-curle/) [Ibrahim, H., Ali, H.,](https://www.bloomsbury.com/uk/author/holi-ibrahim-holi-ali/)  [Alhassan, A, &](https://www.bloomsbury.com/uk/author/awad-alhassan/)   [Saleem Scatolini, S. (Eds.),](https://www.bloomsbury.com/uk/author/sergio-saleem-scatolini/) *English-medium instruction in higher education in the Middle East and North Africa: Policy, research and pedagogy*(pp. 25-44).Bloomsbury Publishing

**2.** Curle, S., & **Derakhshan, A.**(2021).  EMI trends in using questionnaires: Suggestions for future improvements. In J.K.H. Pun & S. M. Curle (Eds.), *Research methods in English medium instruction* (pp. 32-45). Routledge: Taylor and Francis Group.

**3.** Eslami, R. Z., & **Derakhshan, A.** (2021). 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.

**Book Reviews**

1. **Derakhshan, A.** (2020).[Review of the book Intercultural *communication in Asia: Education, language and values*, by R. Sussex & A. Curtis].(2018). *International Journal of Applied Linguistics, 30*(1),175-179.
2. **Derakhshan, A.** (2020). [Review of the book *English language teacher education: A sociocultural perspective on pre-service teachers’ learning in the professional experience*, by M. H. Nguyen]. *International Journal of Applied Linguistics, 30*(3), 590-594.
3. **Derakhshan, A.** (2020). [Review of the book *Tasks, pragmatics and multilingualism in the classroom: A portrait of adolescent writing in multiple languages*, by S. Martín-Laguna]. *Journal of Pragmatics, 168,* 53-56.
4. **Derakhshan, A.** (2021).[Review of the book *The Routledge handbook of second language acquisition and pragmatics*, by N. Taguchi]. *Applied Linguistics*. <https://doi.org/10.1093/applin/amz031>
5. **Derakhshan, A.** (2021). [Review of the book *internationalizing learning in higher education: The challenges of English as a medium of instruction*, by M. L. Carrió-Pastor]. *International Journal of Bilingual Education and Bilingualism.* <https://doi.org/10.1080/13670050.2021.1882379>
6. **Derakhshan, A.** (2022). [Review of the book *Positive psychology in second and foreign language education*, by Katarzyna Budzińska & Olga Majchrzak (eds).]. *ELT Journal*, *76*(2), 304-306. <https://doi.org/10.1093/elt/ccac002>
7. **Derakhshan, A.**, & Dendenne, B. (2020). [Review of the book Quotation in indigenised and learner English: A sociolinguistic account of variation, by J. Davydova]. *Journal of English as a Lingua**Franca, 9*(1), 155-159.
8. Dendenne, B., & **Derakhshan, A.** (2020). [Review of the book Autonomy, agency, and identity in teaching and learning English as a foreign language, by F. Teng]. *System, 89.* <https://doi.org/10.1016/j.system.2019.102188>
9. **Derakhshan, A.**, & Shakki, F. (2020). [Review of the book [*Doing SLA research with implications for the classroom*](https://benjamins.com/catalog/lllt.52)*:*[*Reconciling methodological demands and pedagogical applicability*](https://benjamins.com/catalog/lllt.52)*,* by R. M. DeKeyser & G. Prieto Botana]. *International Journal of Applied Linguistics, 30*(3), 576-579.
10. **Derakhshan, A.**, & Shakki, F. (2020). [Review of the book Worldwide *English Language Education Today: Ideologies, Policies, and Practices*, by A. Al-Issa & S. A. Mirhosseini]. *System*. <https://doi.org/10.1016/j.system.2020.102224>
11. Wang, Y. L., & **Derakhshan, A.** (2021). [Review of the book *Professional development of CLIL teachers,* byY. Y. Lo]. *International Journal of Applied Linguistics*. [https://doi.org*/10.1111/ijal.12353*](https://doi.org/10.1111/ijal.12353)
12. Wang, Y. L., & **Derakhshan, A.** (2021). [Review of the book *Investigating dynamic relationships among individual difference variables in learning English as a foreign language in a virtual world*, by M. Kruk]. *System, 100*. 102531. <https://doi.org/10.1016/j.system.2021.102531>
13. Zare, J., & **Derakhshan, A.** (2021). [Review of the book *Understanding EAP learners’ beliefs about language learning from a socio-cultural perspective: A longitudinal study at an EMI context in mainland China*, by Chili Li].
*International Journal of Applied Linguistics.* <https://doi.org/10.1111/ijal.12402>
14. Zare, J., & **Derakhshan, A.** (2022). [Review of the book *General extenders the forms and functions of a new linguistic category*, by Maryann Overstreet and George Yule]. *Journal of Pragmatics*, *191*, 4-6. <https://doi.org/10.1016/j.pragma.2022.01.017>
15. Zare, J., & **Derakhshan, A.** (2022). [Review of the book *Mobile assisted language learning concepts, contexts and challenges* by Glenn Stockwell]. [*Educational Review*](https://www.researchgate.net/journal/Educational-Review-1465-3397), https://doi.org/[10.1080/00131911.2022.2057653](http://dx.doi.org/10.1080/00131911.2022.2057653)
16. Zare, J., & **Derakhshan, A.** (2022). [Review of the book [*The gifted language learner: A case of nature or nurture?* By Alene Moyer]*.*](https://www.researchgate.net/publication/360621528_The_gifted_language_learner_A_case_of_nature_or_nurture_By_Alene_Moyer_Cambridge_University_Press_2021_Paperback_USD_2899_ISBN_9781108710862?_sg%5B0%5D=1d5woZkz85mAMrQjegk0FyuE2evhFfDEgX23MrYmBNm-qypDlb_qSESr1fiKs7Xk_wj1O2eV0jS4NsUWRC6pqKU3rM8Jxm2dJQKtKOvl.MC9QQb_EKdYWcSyRrgcNDKkAu8He7EPNNh6X5ay7zA_n9wKszY6l_Y_61f-7uECppB00pVjJxz1RbUYLXvju6w) *British Journal of Psychology,* https://doi.org/[10.1111/bjop.12570](http://dx.doi.org/10.1111/bjop.12570)
17. Zare, J., & **Derakhshan, A.** (2022). [Review of the book*Adapting approaches and methods to teaching English online theory and practice* by Dionysios I. Psoinos].[*British Journal of Educational Studies*](https://www.researchgate.net/journal/British-Journal-of-Educational-Studies-1467-8527), 10.1080/00071005.2022.2040789
18. **Derakhshan, A.**, & Zare, J. (2023). [Review of the book*Engagement in medical research discourse A multisemiotic approach to dialogic* *positioning* by Daniel Lees Fryer]. *Journal of English for Academic Purposes, 66*. 101312. <https://doi.org/10.1016/j.jeap.2023.101312>
19. Zare, J., & **Derakhshan, A.** (2023). [Review of the book *Crossing borders, writing texts, being evaluated: Cultural and disciplinary norms in academic writing*, by Anne Golden, Lars Anders Kulbrandstad, & Lawrence Jun Zhang (Eds.)]. *Journal of Second Langauge Writing*, *62*. 101058. <https://doi.org/10.1016/j.jslw.2023.101058>

**Funded Projects**

1. A mixed-methods cross-cultural examination of the role of enjoyment and passion in bilingual English teachers’ desire for professional development: Evidence from Iran and Kuwait
2. Comparing compliments in Face-to-Face vs. online interactions among Iranian speakers of Persian.
3. Exploring the interplay between a loving pedagogy, creativity, and work engagement among EFL/ESL teachers: A multinational study.
4. Activity-induced boredom in online EFL classes.
5. Boredom in online classes in the Iranian EFL context: Sources and solutions.
6. Robot-assisted language learning in EFL/ESL classes: A meta-analysis.
7. Emotion regulation and psychological well-being in teacher work engagement: A case of British and Iranian English language teachers.
8. The relationship between vocabulary size and depth and second language speaking ability.
9. The effects of class mode, course type, and focus on coping strategies in the experience of boredom in online English language classes.
10. [Exploring teacher immediacy-(non)dependency in the tutored augmented reality game-assisted flipped classrooms of English for medical purposes comprehension among the Asian students](https://www.sciencedirect.com/science/article/pii/S0360131521002839).
11. Enhancing Chinese and Iranian EFL students’ willingness to attend classes: The role of teacher confirmation and caring.
12. The interplay of EFL teachers’ immunity, work engagement, and psychological well-being: Evidence from four Asian countries.
13. The impact of altruism on the emotions and English summary writing skills of second language learners: An intervention study in light of positive psychology.
14. Interlanguage pragmatic learning strategies (IPLS) as predictors of L2 speech act knowledge: A case of Iranian EFL learners.
15. A contributory study into the (non)effect of augmented reality-mediated learning on students' English nursing purposes comprehension and performance.
16. Evolution of communities of practice, realignment of possible selves, and repositionings in EFL teacher professional identity development: A longitudinal case study.

**Awards and Honors**

**Number One Scientist in Applied Linguistics based on Citations in SCOPUS in Iran**

**Listed among the Top 2% Scientists in the World in 2023**

<https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/6>

**Listed among the Top 2% Scientists in the World in 2022** <https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/4>

**Distinguished Researcher across All Majors in Humanities and Social Sciences in Iran 2023**

**Top Researcher in Humanities and Social Sciences in Golestan Province 2023**

**Distinguished Researcher across All Majors in Golesatn Universites 2022**

**Top Researcher in Humanities and Social Sciences in Golestan Province 2022**

**Top Researcher in Applied Linguistics in Iran 2021**

**Top Researcher in Golestan Province 2020**

**Researchers Top Award 2019**

**Winner of Dr. Kazem Ashtiani’s Award for Young Assistant Professors 2018**

**Member of Iran’s National Elites Foundation 2015**

**Editorial Positions**

 **Editor in Language Related Research**

(<https://lrr.modares.ac.ir/> <https://www.scimagojr.com/journalsearch.php?q=21100443880&tip=sid&clean=0> )

**Editor and Book Reviews Editor in Porta Linguarum**

<https://revistaseug.ugr.es/index.php/portalin/about/editorialTeam>s