*Curriculum Vitae*

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

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

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

1. **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> **(SSCI-indexed; IF: 3.4)**
2. **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: 4.51)**
3. **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: 4.51)**
4. **Derakhshan, A**, Eslami, Z. R., Curle, S.,& Zhaleh, K. (2022). Exploring the validity of immediacy and burnout scales in an EFL context: The predictive role of teacher-student interpersonal variables in university students’ experience of 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)**
5. 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: 1.96)
6. **Derakhshan, A.**, Greenier, V., & Fathi, J. (2022). Exploring the interplay between a loving pedagogy, creativity, and work engagement among EFL/ESL teachers: A multinational study. *Current Psychology,* <https://doi.org/10.1007/s12144-022-03371-w> **(SSCI-indexed; IF: 2.38)**
7. **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)**
8. **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)**
9. **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)**
10. **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*. <https://doi.org/10.1007/s40299-022-00666-1>. **(SSCI-indexed; IF: 2.56)**
11. **Derakhshan, A.**, Teo, T., Saeedy Robat, E., Janeby Enayat, M., & Jahanbakhsh, A. A. (granted project, Provisioannnly accepted). Robot-assisted language learning in EFL/ESL classes: A meta-analysis. *Review of Educational Research*. **(SSCI-indexed; IF: 13.55)**
12. **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 earners’ mental health. *International Journal of Mental Health Promotion*. <https://doi.org/10.32604/ijmhp.2023.029877> **(SSCI-indexed; IF: 1.08)**
13. **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)**
14. **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: 2.35)**
15. 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)**
16. 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)**
17. 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)**
18. 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)**
19. 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)**
20. 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: 1.96)
21. 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> **(SSCI-indexed; IF: 11.18)**
22. 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)**
23. 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: 1.96)**
24. 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)**
25. 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.* **(SSCI-indexed; IF: 3.16)**
26. 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: 1.96)**
27. 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)**
28. 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)**
29. 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.org10.1177/13621688231151632> **(SSCI-indexed; IF: 3.4)**

**Some of my publications indexed in SCOPUS journals in the last two 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. 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)**
7. 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)**
8. 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> **(SCOPUS-Q1)**
9. 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)**
10. 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)**
11. 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)**

**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.**, Rezaei**,** S., & Arabmofrad, A. (2018). *Insight into reading for university students*. Gorgan: Golestan University Publications.

**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.** (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.

**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