Curriculum Vitae

Shahab Moradkhani

Department of English Language and Literature
Faculty of Humanities
Razi University
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Education	
• PhD in TESOL, Tarbiat Modares University, Tehran *GPA: 17.75 (out of 20)*	September, 2009 – June, 2014
• Master of Arts in TESOL, Tarbiat Modares University, Tehran *GPA: 17.66 (out of 20)*	September, 2006 – March, 2009
• Bachelor of Arts in English Literature, Razi University, Kermanshah *GPA: 17.53 (out of 20)*	September, 2002 – June, 2006

Teaching Experience	
University Instructor	
• Associate Professor at Razi University, Kermanshah	July 2020 – Ongoing
• Assistant Professor at Razi University, Kermanshah	2015 – June 2020
• University Lecturer at Payam-e-Noor University, Qeshm Branch	2012
• University Lecturer at Islamic Azad University, Tehran South Branch	2011 – 2012
• University Lecturer at Ershad Institute of Higher Education, Tehran	2010 – 2011
EFL Teacher	
• Safir English Language Academy, Kermanshah Branch *English Result Series, Touchstone Series*	2014 – 2017
• Iranmehr Institute, Tehran *IELTS*	2010 – 2011
• Language Center of Amirkabir University of Technology, Tehran *IELTS*	2009 – 2013
• Language Center of Iran Evaluation Organization, Tehran *TOEFL/IELTS*	2009 – 2011
• Isiran Institute, Tehran *IELTS*	2007 – 2008
• National Institute of English Language, Tehran *Interchange Series*	2006 – 2008
• Arshia Institute, Tehran *Interchange Series*	2005 – 2006

Professional Activities

- Dean of Education Department, Kermanshah Language School, Kermanshah, Iran — 2019 – 2020
- Member of the Teacher Training Team, Novin Goftman, Tonekabon, Iran — 2012 – 2016
- Member of the Executive Committee of the First International TESOL Persia Conference — 2011
- Cooperation with TESOL Arabia in Designing the General Module of Knowledge of English Language Teaching Test — 2011
- Research Assistant, Teacher Professional Development Department, Safir English Language Academy, Tehran — 2008 – 2012
- Teacher Trainer, Isiran Institute, Tehran, Iran — 2008
- Member of the Teacher Training Team, Pad Institute, Tehran — 2008

Publications

Articles in Peer-Reviewed Journals

- Boojari, A., & Moradkhani, S. (2023). Efficacy of L2 teacher education programs: A comparison of public and private sectors in Iran. *Teaching English Language*, *17*(2), 39-68. https://doi.org/10.22132/tel.2023.369483.1409
- Moradkhani. S., & Mansouri, B. (2023). Impact of a research-informed intervention on L2 teachers' WCF cognitions and practices: A sociocultural perspective. *System*, *103052*, 1-14. https://doi.org/10.1016/j.system.2023.103052
- Ebadijalal, M., & Moradkhani, S. (2023). Impacts of computer-assisted collaborative writing, collaborative prewriting, and individual writing on EFL learners' performance and motivation. *Computer Assisted Language Learning*. https://doi.org/10.1080/09588221.2023.2178463
- Mohamadi, M., Moradkhani, S., & Saberi, K. (2023). Reasons for EFL teachers' L1 use in classrooms: Teachers' versus students' perceptions. *Language Related Research*, *14*(1), 283-304. https://doi.org/10.29252/LRR.14.1.11
- Ebadijalal, M., & Moradkhani, S. (2022). Understanding EFL teachers' wellbeing: An activity theoretic perspective. *Language Teaching Research*, 1-22. https://doi.org/10.1177/13621688221125558
- Moradkhani, S., & Haghi, S. (2022). The impact of university-based teacher education on EFL teachers' self-efficacy: The case of bachelor and master programs in Iran. *The Language Learning Journal*, *50*(1), 45-58. https://doi.org/10.1080/09571736.2019.1688856
- Moradkhani, S., & Ebadijalal, M. (2021). Professional identity development of Iranian EFL teachers: Workplace conflicts and identity fluctuations. *Journal of Language, Identity, and Education*, 1-15. https://doi.org/10.1080/15348458.2021.1988605
- Rasouli, R., & Moradkhani, S. (2021). Iranian EFL teachers' self-reported and enacted culture teaching techniques: A case study. *System*, *98*, 1-13. https://doi.org/10.1016/j.system.2021.102468
- Rahimi, M., Yousofi, N., & Moradkhani, S. (2021). The setbacks for research practice in higher education: A perspective from English language teaching in Iran. *Iranian Journal of Language Teaching Research*, *9*(2), 109-127. https://doi.org/0.30466/ijltr.2021.121048
- Rahimi, M., Yousofi, N., & Moradkhani, S. (2021). How research is conceived and practiced in higher education? Assumptions of masters/doctoral students and instructors. *Research papers in Education*, *36*(1), 1-26. https://doi.org/10.1080/02671522.2019.1615119

- Raygan, A., & Moradkhani, S. (2020). Factors influencing technology integration in an EFL context: Investigating EFL teachers' attitudes, TPACK, and educational climate. *Computer Assisted Language Learning*, 1-22. https://doi.org/10.1080/09588221.2020.1839106
- Moradkhani, S., & Rahimi, M. (2020). The impact of students' English proficiency level and teacher education on L2 teachers' pedagogical knowledge: A mixed-methods study. *TESOL Journal*, *11*(2), 1-15. https://doi.org/10.1002/tesj.496
- Seydi Shahivand, S., & Moradkhani, S. (2020). The relationship between EFL teachers' trait emotional intelligence and reflective practices: A structural equation modeling approach. *Innovation in Language Learning and Teaching*, *14*(5), 466-480. https://doi.org/10.1080/17501229.2019.1620241
- Moradkhani, S., & Goodarzi, A. (2020). A case study of three EFL teachers' cognition in oral corrective feedback: Does experience make a difference? *Issues in Language Teaching*, *9*(1), 183-211. https://doi.org/10.22054/ilt.2020.51449.482
- Moradkhani, S. (2019). EFL teachers' perceptions of two reflection approaches. *ELT Journal, 73*(1), 61-71. https://doi.org/10.1093/elt/ccy030
- Rahimi, M., Yousofi, N., & Moradkhani, S. (2019). Exploring the professional identity construction of ELT researchers in higher education. *Teaching English Language, 13*(1), 85-117.
- Rahimi, M., Yousofi, N., & Moradkhani, S. (2019). Research practice and professional development for university teaching of English: A qualitative study. *Issues in Educational Research, 29*(4), 1295-1312.
- Rahimi, M., Yousofi, N., & Moradkhani, S. (2019). Research practice in higher education: Views of postgraduate students and university professors in English language teaching. *Cogent Education, 5*, 1-23. https://doi.org/10.1080/2331186X.2018.1560859
- Mohammadi, K., Weisi, H., & Moradkhani, S. (2018). Exploring Discursive Features and Techniques of Manipulating Consumers in Persian Printed Advertisements. *Journal of Modern Research in English Language Studies, 5*(1), 95-115.
- Shirazizadeh, M., & Moradkhani, S. (2018). Minimizing Burnout through Reflection: The Rocky Road ahead of EFL Teachers. *Teaching English Language, 12*(1), 135-154.
- Jooybary, L., Moradkhani, S., & Yousofi, N. (2018). Differences in Reading Beliefs/Practices of L2 Teachers: Undergraduate versus Graduate Degree Holders. *Iranian Journal of Applied Linguistics, 20*(2), 82-111.
- Moradkhani, S., & Asakereh, A. (2018). EFL teachers' attitudes toward accent and culture in light of EIL: The case of Iranian public schools and private institutes. *Cogent Education, 5*(1), 1-18. https://doi.org/10.1080/2331186X.2018.1489336
- Moradkhani, S., & Haghi, S. (2017). Context-based sources of EFL teachers' self-efficacy: Iranian public schools versus private institutes. *Teaching and Teacher Education, 67*, 259-269. https://doi.org/10.1016/j.tate.2017.06.019
- Moradkhani, S., & Shirazizadeh, M. (2017). Context-based variations in EFL teachers' reflection: The case of public schools versus private institutes in Iran. *Reflective Practice, 18*(2), 206-2018. https://doi.org/10.1080/14623943.2016.1267002
- Moradkhani, S., Raygan, A., & Moein, M. S. (2017). Iranian EFL teachers' reflective practices and self-efficacy: Exploring possible relationships. *System, 65*, 1-14. https://doi.org/10.1016/j.system.2016.12.011
- Moradkhani, S. (2017). Language teacher educators' pedagogical knowledge: Validating a proposed model. *Iranian Journal of Language Teaching Research*, *5*(2), 91-111.
- Samar, R. G., & Moradkhani, S. (2014). Codeswitching in the language classroom: A study of four EFL teachers' cognition. *RELC Journal*, 45(2), 151-164. https://doi.org/10.1177/0033688214534796
- Moradkhani, S., Akbari, R., Samar, R. G., & Kiany, G. R. (2013). English language teacher educators' pedagogical knowledge base: The macro and micro categories. *Australian Journal of Teacher Education*, 38 (10), 123-141. https://doi.org/10.14221/ajte.2013v38n10.7

- Akbari, R. & Moradkhani, S. (2012). Is a degree relevant? A comparison of pedagogical thought units of teachers with and without ELT-related academic credentials. *Australian Journal of Teacher Education*, 37 (12), 77-93. https://doi.org/10.14221/ajte.2012v37n12.5
- Moradkhani, S. (2012). The typology of a group of EFL teachers' codeswitching: A validation study. *Journal of Teaching Language Skills*, 4(3), 103-126.
- Akbari, R. & Moradkhani, S. (2010). Iranian English teachers' self-efficacy: Do academic degree and experience make a difference? *Pajouhesh-e Zabanha-ye Khareji,* 56, 25-47.

  Chapters in Edited Books
- Moradkhani, S. (2013). Teacher efficacy in language teaching: Expanding the horizon of applied linguistics. In Coombe, C. & Akbari, R. (pp. 114-135). *Middle East Handbook of Applied Linguistics*. TESOL Arabia Publications.

Articles in Peer-Reviewed Persian Journals

- Azizi, M., Saberi, K., & Moradkhani, S. (in press). Studying speakers' attitudes towards Kurdish, Kermanshahi Persian, and standard Persian in Kermanshah using matched guise technique. *Research in Western Iranian Languages and Dialects*, 1-26.
- Javaheri, L., Ghuitory, A., Khodamoradi, M., & Moradkhani, S. (2023). The study of brain function during the understanding of conventional and unconventional metaphors. *Journal of Language Research*, *13*(2), 23-53. https://doi.org/10.22059/jolr.2023.353638.666822
- Bahrami, M. & Moradkhani, S. (2019). A comparison of public school and private institute EFL teachers' burnout. *Technology of Education Journal*, *13*(3), 793-806.
- Ebrahimi, Z., Saberi, K., & Moradkhani, S. (2019). Women's features of speech based on Lakoff's approach: The effect of age. *Language Related Research*, *9*(6), 187-212.
- Shirazizadeh, M., Moradkhani, S., & Karimpour, M. (2017). Anxiety and performance in second language writing: Does perfectionism play a role? *Journal of Foreign Language Research*, *7*(1), 153-177. https://doi.org/10.22059/JFLR.2017.235551.346

Conference Presentations

- Moradkhani, S. (2023). EIL in L2 teaching: Theoretical and practical controversies. *Paper presented at the 27th TESOL Arabia International Conference and Exhibition*. Dubai, UAE.
- Moradkhani, S., & Raygan, A. (2022). Iranian EFL teachers' perceptions of technology integration, TPACK, attitudes toward technology, and school climate: The case of public schools versus private institutes. *Paper presented at the 19th international TELLSI conference*. University of Birjand.
- Raygan, A., & Moradkhani, S. (2021). Iranian EFL teachers' perceptions toward technology and TPACK: Do teaching experience and academic degree make a difference? *Paper presented at the 6th ELT conference*. Allameh Tabataba'i University.
- Moradkhani, S., & Raygan, A. (2019). The impact of academic degree and experience on EFL teachers' TPACK and attitudes toward technology integration. *Paper presented at the 17th international TELLSI conference*. Islamic Azad University of Tabriz Branch.
- Moradkhani, S., & Alizadeh, A. (2017). The representation of teacher education research in ELT journals: TEL versus System. *Paper presented at the 15th International TELLSI Conference*. Islamic Azad University of Roudehen Branch.
- Moradkhani, S., & Rahimi, M. (2017). EFL teachers' pedagogical knowledge base: Do students' proficiency level and formal teacher education make a difference? *Paper presented at the National ELT Conference: Innovations and Professional Developments*. University of Kurdistan.

- Moradkhani, Raygan, A., & Moein, M. S. (2016). Iranian EFL teachers' reflective practices and self-efficacy: Exploring possible relationships. *Paper presented at the 1ˢᵗ International English-French Conference on Applied Linguistics and Literature.* University of Kurdistan.
- Moradkhani, S. (2012). English as an International language: Which model and which culture? *Paper presented at the International Language Policy and Language Teaching Conference*. Language Teaching Center, University of Freiburg, Germany.
- Ghafar Samar, R., & Moradkhani, S. (2011). The distribution of discoursal salience in TELLSI abstracts: Authors' preferences. *Paper presented at the 10ᵗʰ international TELLSI conference*. University of Ilam.
- Kiany, G. R., Moradkhani, S., & Momenian, M. (2011). Teacher education in Iran: Problems and possibilities. *Paper presented at the 10ᵗʰ conference of the Association of Curriculum Design*. Shaid Rajaee University.
- Kiany, G. R., Momenian, M., & Moradkhani, S. (2010). Unveiling the blind spots: (Un)stated policies in English language education in Iran. *Paper presented at the 1ˢᵗ conference on ELT in the Islamic world (ILI Conference)*. Hejab Cultural and Artistic Creation Center of Tehran.
- Kiany, G. R., Moosavi, I., Shirazizadeh, M., Moradkhani, S., & Momenian, M. (2010). Structural equation modeling: conceptual considerations and practical implications. *Paper presented at the 1ˢᵗ language assessment conference*. University of Tehran.
- Moradkhani, S. (2009). On the relationship between age and grammar acquisition: A deductive approach. *Paper presented at the 1ˢᵗ postgraduate conference on TEFL/TESOL*. University of Isfahan.
- Moradkhani, S. (2008). Teacher efficacy and job satisfaction: An alternative measurement. *Paper presented at the 3ʳᵈ postgraduate conference on issues in TEFL and English literature*. University of Tehran.
- Moradkhani, S. & Feizi, R. (2008). Refusal strategies among Iranian university students of English: Males versus females. *Paper presented at the 6ᵗʰ international TELLSI conference*. University of Guilan.

Honors and Professional Accreditations

• Department teacher of the year, Department of English Language and Literature, Razi University, Kermanshah, Iran	2016 – 2021
• Visiting scholar to the University of Washington, Seattle, US	2013
• Active member of the Teaching English Language and Literature Society of Iran	2005 – Ongoing
• Final admission to three state universities in the PhD entrance exam	2008
• One of the top students during BA, MA, and PhD programs	2001 – 2014

Dissertations/Theses Supervised

PhD Dissertations
- Marjan Ebadijalal
  An investigation into Iranian English language teachers' wellbeing and reflective practices — July, 2023

- Masoud Rahimi

  An exploration into the ELT researchers' research practice in applied linguistics in higher education — December, 2018

M.A. Theses

- Kosar Esfandyari

  Collaborative reflective teaching from EFL teachers' perspective: The case of video recording analysis and collaborative journal writing — February, 2023

- Muhammed Jawad Kadhim

  A comparative study of reflective teaching among Iranian and Iraqi EFL teachers — January, 2023

- Aida Boojari

  A comparison of Farhangian University and private language institute pre-service teacher training programs: Teachers' ideas/attitudes — June, 2022

- Saba Mansoobi

  The role of writing genre in written corrective feedback provided by Iranian EFL teachers — April, 2022

- Hootan Sadafi

  Exploring the effect of EFL teachers' English self-efficacy and autonomy on their teaching self-efficacy and motivation — December, 2021

- Mona Mohamadi

  EFL teachers' L1 use in classrooms: Teachers' versus students' perceptions — September, 2020

- Sepideh Khalili

  Examining the relationship between teachers' involvement in reflection and evaluation of their effectiveness by students — February, 2020

- Ali Raygan

  Factors influencing technology integration in EFL context: Investigating EFL teachers' attitudes, TPACK level, and educational climate within the context of Iran — November, 2019

- Rezvan Rasouli

  A study of the congruity between Iranian EFL teachers' beliefs about and practices in teaching cultural issues — August, 2019

- Mahsa Bahrami

  A comparative study of public school and private institute Iranian EFL teachers' burnout — September, 2018

- Ehsan Seydi Shahivand

  The relationship between trait emotional intelligence and reflective practices among Iranian EFL teachers — June, 2018

- Leila Jooybari

  Investigating the effect of academic degree on EFL teachers' orientation toward reading comprehension in private institutes — January, 2018

University Services	
• Director of the Office for International Academic Cooperation, Razi University	2022 – Ongoing
• Member of the University Promotion Committee	2022 – Ongoing
• Head of the Department of English Language and Literature, Razi University	2019 – 2021

University Courses Taught

Undergraduate Courses
- Essay Writing
- Listening and Speaking
- Conversation on Suggested Subjects
- Reading Comprehension
- Grammar
- Reading Press
- Idioms in Use
- Study Skills
- Language Testing

Graduate Courses
- Academic Writing
- Methods of Teaching Language Skills
- Research Software Programs in Language Teaching
- Practicum
- L2 Teacher Education
- Studies in Second Language Acquisition

Selected Journal Reviews

- System
- Language Teaching Research
- International Review of Applied Linguistics for Language Teaching
- British Journal of Educational Technology
- Cambridge Journal of Education
- TESOL Journal
- Current Psychology
- Psychology in the Schools
- Iranian Journal of Language Teaching Research
- Studies in Second Language Learning and Teaching
- Reflective Practice
- Asian Pacific Journal of Second and Foreign Language Education
- Journal of Language Horizons
- Teaching English Language
- Language Related Research
- Journal of Modern Research in English Language Studies
- Journal of Language Research
- Journal of Technology Research
- Journal of Foreign Language Research

Research Interests

- L2 teachers' self-efficacy
- L2 teachers' pedagogical knowledge base
- L2 teacher cognition
- Reflective teaching
- CALL teacher education
- Teaching L2 skills (especially writing)
- Critical issues in TESOL