

Leila Tajik
Associate Professor
Alzahra University
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Department of English, Faculty of Literature, Alzahra University, Tehran, Iran

CURRENT ACADEMIC EMPLOYMENT

Associate professor, Department of English, Alzahra University, Tehran, Iran

EDUCATION

PhD, Teaching English as a Foreign Language (TEFL) (2011)
Tarbiat Modares University, Tehran, Iran
Dissertation: “Morality in English language classrooms: on the relationship between English language teachers’ gender, teaching experience and their approach to morality”

MA, Teaching English as a Foreign Language (TEFL) (2005)
Tarbiat Modares University, Tehran, Iran
Thesis: “Developing a teacher observation instrument based on Iranian English language teachers’ attitudes”.

BA, Teaching English as a Foreign Language (TEFL) (2001)
Alzahra University, Tehran, Iran

TEACHING EXPERIENCE

Associate professor, Department of English, Alzahra University, Tehran, Iran, March 2021

Assistant professor, ELT department, Alzahra University, Tehran, Iran, March 2013- 2021

Quantitative Research Methodology, one semester, PhD students
Curriculum Development, two semesters; PhD students
Teacher Education, four semesters, PhD students
Language Teaching in Iran and the World, one semester, PhD students
Quantitative Research Methodology, five semesters, MA students
Applied Linguistics, four semesters, MA students
SPSS Software in Teaching English, ten semesters, MA students
Academic Writing, one semester, MA students
Seminar, one semester, MA students
Critiques of Language Teaching Approaches, three semesters, MA students
Language Teaching Methodology, one semester, MA students
Teaching Language Skills, two semesters, undergraduate students
Conversation, four semesters, undergraduate students
Advanced Writing, one semester, undergraduate students
Essay writing, one semester, undergraduate students
Reading comprehension, one semester, undergraduate students
Research Methods, one semester, undergraduate students
General English, seven semesters, undergraduate students

Pre-University English, five semesters, undergraduate students

Lecturer, ELT department, Alzahra University, Tehran, Iran, September 2007-March 2013

Language Testing, one semester, undergraduate students

Advanced Writing, three semesters, undergraduate students

Grammar I & II, five semesters, undergraduate students

Oral reproduction, one semester, undergraduate students

EAP (English for Academic Purposes), three semesters, undergraduate students

ESP (English for Specific Purposes), two semesters, undergraduate students

Lecturer, Farhangian University (Teacher Training University), Varamin, Iran, September 2005-2014.

EAP (English for Academic Purposes), ten semesters

ESP (English for Specific Purposes), six semesters

TEACHING INTERESTS

Teaching methodology

Teacher Education

Curriculum Development

Academic Writing

Critiques of Language Teaching Approaches

Applied Linguistics

Critical Pedagogy

Qualitative and quantitative research methods

SPSS Software in Teaching English

RESEARCH EXPERIENCE

Articles in refereed journals

Sharif, M., **Tajik, L.** (in press). The approach of ESP university professors and students towards English culture. *Society, Culture, Media*, (In Farsi).

Tajik, L., Mirhosseini, S. A., & Kashkooli, M. (2024). "I know how much he cares for our learning": The moral life of ELT classrooms in a higher education context. *The Qualitative Report*, 29(7), 1782-1806. <https://doi.org/10.46743/2160-3715/2024.4987>

Khosravi, M., Marandi, S., & **Tajik, L.** (2024). Investigating English language teaching policies for online courses at an Iranian language institute. *Journal of Modern Research in English Language Studies*, 11 (4), 97-120. <http://doi.org/10.30479/JMRELS.2024.19529.2280>

Tajik, L., Nazari-Behrooz, Kh., & Parsaiyan, S.F. (2024). "We are given controlled content out of fear of parents' disapproval": English language teacher education practices in selected private bilingual schools. *Applied Research on English Language*, 13(1), 79-110. <http://doi.org/10.22108/are.2024.140376.2219>

Tajik, L., Ahmadi, S.P. (2023). English language teachers' maxims in teaching culture. *Society, Culture, Media*, 47 (12), 285-293 (In Farsi).

Mirhosseini, S.A., Afifezadeh, M., & **Tajik, L.** (2023). Admission into graduate programs of English language education: A critical comparative exploration. *Tertiary Education and Management* (13)1-12. DOI: 10.1080/13603108.2023.2280859

Mirhosseini, S. A., **Tajik, L.**, & Bahrapour Pasha, A. (2023). Policies of English language teacher recruitment in Iran and a glimpse of their implementation. *Pedagogy, Culture & Society*, 31(1), 37-55. DOI: 10.1080/14681366.2021.1881994

Mozafarianpour, A., Marandi, S.S., **Tajik, L.**, & Izanloo, B. (2023). Student trust in teacher questionnaire: An instrument for measuring high school students' trust in English teachers. *English Language Teaching*, 17(2), 69-102.

Divanbeigi, H., **Tajik, L.**, & Mirhosseini, S. A. (2023). Implicit ELT policies embedded in the professional practices of selected private language publishers and institutes in Iran. *Critical Literary Studies*, 5(2), 195-219.

Tajik, L., Ahmadi, S.P., Mirhosseini, S.A. (2022). A historical overview of English language teacher preparation programs in Iranian private language institutes. *Journal of Modern Research in English Language Studies*, 9(4), 1-23. DOI: 10.30479/jmrels.2022.16834.2024

Tajik, L., Karimi, Kh., Hosseinpour, M. (2022). Teachers as leaders: Probing into the class routines of selected Iranian ELT contexts. *English as a Foreign Language International Journal*, 2 (2), 3-29.

Mosalli, Z., Marandi, S.S., & **Tajik, L.** (2022). Cognitive and metacognitive strategy use in reading: The case of Iranian EFL students' test performance. *Modares Journal of Language Related Research*, 13 (3), 55-85.

Sulaiman, D., Marandi, S.S., & **Tajik, L.** (2021). The status quo of language assessment literacy (LAL) in Syrian classrooms. *Applied Research on English Language*, 10 (2), 33-60.

Marandi, S.S., **Tajik, L.**, & Zohali, L. (2020). On the construct validity of the Iranian Ministry of Health language exam (MHLE). *Language Horizons*, 4 (2), 9-36.

Parsayian, S. F., Mohammadi, S. F., & **Tajik, L.** (2020). "I suppose I am now a more creative teacher": An EFL teacher's journey into creativity within constraints. *Journal of English Language Teaching and Learning*, 12 (26), 335-359.

Tajik, L., Karimi, Kh., & Ramezani, A. (2020). Realization of preemptive focus on form in the English-language teaching context. *Open Linguistics*, 6 (1), 94-108.

Akbari, R., & **Tajik, L.**, (2019). Insights into TEFL: Moral dilemma patterns in teaching practice. *Australian Journal of Teacher Education*, 44 (12), 1-21.

Shirazizadeh, M., **Tajik, L.**, & Amanzadeh, H. (2019) Reflection, resilience and role stress among Iranian EFL teachers: a mixed methods study. *Issues in Language Teaching*, 8 (2), 1-24.

Tajik, L., Mirhosseini, S., & Ramezani, A. (2019). “Now as a teacher”: Novice teachers reflect on English language teacher education in Iran. *The Qualitative Report*, 24(6), 1373-1398.

Tajik, L., & Mojtabaei, N. (2018). “I love the American accent”: An inquiry into ELT teachers' perception of teaching in light of global flows. *Language Horizons*, 2(2), 125-150.

Tajik, L. & Ramezani, A. (2018). Hedging in Iranian English language teachers' spoken language: Any differential effect for gender? *Open Linguistic*, 4, 310–322.

Tajik, L. & Ranjbar, K. (2018). Reflective teaching in ELT: Obstacles and coping strategies. *Journal of Research in Applied Linguistics*, 9 (1) 148-169.

Tajik, L. & Pakzad, K. (2016). Designing a reflective teacher education course and its contribution to ELT teachers' reflectivity. *Australian Journal of Teacher Education*, 41 (9), 58-80.

Tajik, L., Fakhari, M., Hashamdar, M., & Habibzadeh, S. (2015). Three types of comment on content: Teacher vs. peer feedback. *The Journal of Teaching Language Skills (JTLS)*, 7 (4), 141-166.

Tajik, L. (2014). Hedging in postings on the net. *Global Media Journal*, 9 (1), 52-85 (In Farsi).

Tajik, L. (2014). Critical pedagogy, globalization and Persian language: Insights and perspectives, *Society, Culture, Media*, 16, 113-132 (In Farsi).

Akbari, R. & **Tajik, L.** (2012). L2 teachers' moral knowledge base: A comparison between experienced and less experienced, male and female practitioners, *Journal of moral education*, 41(1), 39-59.

Abednia, R. & **Tajik, L.** (2012). Noticing the passive-active gap: A step toward improving productive skills, *Iranian EFL Journal*, 8 (3), 301-314.

Akbari, R. & **Tajik, L.** (2011). Moral dilemmas in English language classrooms: A comparison between experienced and less experienced, male and female practitioners, *Ethics in Science and Technology*, 4, 95-106 (In Farsi).

Akbari, R., Samar, R. G., & **Tajik, L.** (2009). Developing a classroom observation instrument based on Iranian EFL teachers' attitude, *TELL*, 3 (10), 1-20.

Akbari, R. & **Tajik, L.** (2009). L2 teachers' pedagogic knowledge base: a comparison between experienced and less experienced practitioners. *Australian Journal of Teacher Education*, 34 (6), 52-73.

Akbari, R., Samar, R.G., & **Tajik, L.** (2008). Developing a classroom observation model based on Iranian EFL teachers' attitude, *Journal of Faculty of Letters and Humanities*, 198, 1-38.

Chapters in books

Akbari, R. & **Tajik, L.** (2007). A classroom observation model based on teachers' attitude. In L. Stephenson & P. Davidson (Eds.) *Teacher education and continuing professional development* (pp.243-262). Dubai: TESOL Arabia.

Selected conference papers and invited presentations

Moradi, N., **Tajik, L.** (2024). Embracing diversity and cultivating inclusion in English language teaching: Tracing past, present, and future trajectories with emerging notions. Paper presented at CSSE's 52nd Annual Conference, Canada.

Sharif, M., **Tajik, L.**, & Shirazizadeh, M. (2024). Probing the status-quo of TEFL ESP courses in selected public universities of Tehran. Paper presented at the 20th TELLSI International and 7th ATU ELT Conference in Allameh Tabataba'i University, Iran.

Mirhosseini, S.A., **Tajik, L.**, & Afifezade, M. (2019). Changes for the better in a globalized ear: MA TEFL admission processes and procedures in Iran and universities around the world. Paper presented at the Fifth National ELT conference, Allameh Tabataba'i University, Tehran, Iran.

Tajik, L., & Pakzad, K. (2015). Exploring the contribution of a reflective teacher education course to EFL teachers' reflectivity. Paper presented at the First National Postgraduate Conference on Applied Linguistics, Alzahra university, Tehran, Iran.

Tajik, L., & Shafiee, F. (2015). Single-sex education vs. co-education: the attitudes of TEFL MA female students. Paper presented at the First National Postgraduate Conference on Applied Linguistics, Alzahra university, Tehran, Iran.

Tajik, L., Shafiee, F., Shojaei, Z., & Zolfaghari, N. (2014). To renew teaching methods or stay on the previous ones: Presentation or lecture based classes. Paper presented at the 7th conference on Issues in English Language Teaching in Iran, Tehran University, Tehran, Iran.

Akbari, R., & **Tajik, L.** (2011). Crossroads: a study of moral dilemmas in English language settings. Paper presented at the 37th annual conference of the Association for Moral Education in Nanjing, China.

Akbari, R., & **Tajik, L.** (2011). Teacher thinking: a study of English language teachers' moral knowledge base. Paper presented at the 37th annual conference of the Association for Moral Education in Nanjing, China.

Tajik, L. (2009). Ethics in English classroom assessment practices: any differential effect for teachers' experiences? Paper presented at the 7th International TELLSI Conference, Yazd University, Iran.

Tajik, L. (2008). Preemptive focus on form in EFL classroom: any differential effect for gender? Paper presented at the Third postgraduate conference on issues in TEFL and English Literature, Tehran University, Iran.

Ghaffar Samar, R., & **Tajik, L.** (2008). Native and non-native ‘Hedging’ on the Net. Paper presented at the 33rd Annual Meeting of the Atlantic Provinces Linguistic Association in Universite Memorial de Terre-Neuve, Canada.

Rabiee, A., & **Tajik, L.** (2008). Critical pedagogy, Globalization and Persian language, Paper presented at the “Cultural Iran: Past/present/future” international conference, National Studies Institute, Tehran, Iran.

Ghaffar Samar, R., & **Tajik, L.** (2007). Writing without conviction: ‘hedging’ on the Net. Paper presented at the Fourth conference on Issues in English language teaching in Iran, Tehran University, Iran.

Abednia, A., & **Tajik, L.** (2006). Noticing the passive-active gap: A step toward improving productive skills. Paper presented at the Fourth TELLSI conference in Shiraz University, Iran.

Tajik, L. (2005). Hedging in spoken language: any differential effect for gender. Paper presented at the Third conference on Issues in English Language Teaching in Iran, Tehran University, Iran

Ghaffar Samar, R., & **Tajik, L.** (2007). The status of foreign words in Persian. Paper presented at the First conference on Issues in Linguistics and Language Teaching in Iran, Tarbiat Modares University, Iran (In Farsi).

Funded research projects

A knowledge management implementation model for higher education (2012). Center for Strategic Research, The Expediency Discernment Council, Iran. (In Farsi) (Co-Investigator).

A content analysis of student journals: a case study of Islamic Azad University (2012). Center for Strategic Research, The Expediency Discernment Council, Iran. (In Farsi) (Co-Investigator).

The privatization of public universities (2012). Center for Strategic Research, The Expediency Discernment Council, Iran. (In Farsi) (Co-Investigator).

Research interests

Teacher Education
Morality in English Language Classrooms
Teacher Cognition
Teacher Characteristics
The sociopolitical aspects of English language teaching
History of ELT
Critical Pedagogy
Quantitative research methodology
Qualitative research methodology

Researchgate: <https://www.researchgate.net/profile/Leila-Tajik>

Google Scholar: <https://scholar.google.com/citations?user=MLH8N7cAAAAJ&hl=en>

Graduate research supervised

Taromsari, S (In progress). (PhD dissertation, Alzahra University).

Jalali, Z.S. (In progress). (PhD dissertation, Alzahra University).

Jahedi, F. (In progress). (PhD dissertation, Alzahra University).

Mehrnezhad, M. (2024). The education of teacher educators: Status quo, policies, and professional development (MA thesis, Alzahra University).

Mohammadi, P. S. (2024). English language teacher educators' professional identity (MA thesis, Alzahra University).

Sharif, M. (2023). Exploring TEFL students' ESP courses in selected universities of Tehran (MA thesis, Alzahra University).

Nazari, Kh. (2023). Exploring the status quo of teacher education courses in selected private bilingual schools in Tehran (MA thesis, Alzahra University).

Soruri, S. (2022). English language teacher education in selected language institutes (established in the last two decades): A historical overview (MA thesis, Alzahra University).

Arianfar, B. (2022). English language teacher education in selected language institutes (established in the first post-revolutionary period): A historical overview (MA thesis, Alzahra University).

Babaei, S. (2022). English language teacher education in selected language institutes (established in the pre-revolutionary decade): A historical overview (MA thesis, Alzahra University).

Ahmadi, S. P. (2021). English language teacher education in selected language institutes (established in the second post-revolutionary decade)(MA thesis, Alzahra University).

Afrash, Z. (2021). Realization of soft skills in teacher training courses in language institutes (MA thesis, Alzahra University).

Khajevand, H. (2020). Review of ELT research articles published in peer-reviewed journals in Iran (2018-2019) (MA thesis, Alzahra University).

Khalaji, Z. (2020). Review of MA theses in English language teaching in public universities in Tehran (2017-2019)(MA thesis, Alzahra University).

Akbari, N. (2019). Content analysis of doctoral dissertations in English language teaching in Iran (2017-2019)(MA thesis, Alzahra University).

Hosseinpour, Maryam (2019). Transformational leadership in English classrooms (MA thesis, Alzahra University).

Moradi, N. (2018). ELT through the years: Past, current and future status (MA thesis, Alzahra University).

Valizadeh, R. (2018). The personal and professional selves of EFL university instructors: Person-job fit (MA thesis, Alzahra University).

Kashkuli, M. (2017). Moral life of EFL classrooms in an Iranian university (MA thesis, Alzahra University).

Mojtabaei, N. (2017). Exploring Bandar Abbas EFL teachers' professional identity under the impact of globalization (MA thesis, Islamic Azad University, Bandar Abbas branch).

Ramezani, A. (2016). Developing a model for English language teacher education in Iran: Novice teachers' and supervisors' beliefs (MA thesis, Alzahra University).

Torabi, H. (2016). Contribution of an EIL-oriented teacher training course to Iranian EFL teachers' conception and practice of ELT (MA thesis, Khatam higher education institute).

Pakzad, K. (2014). Exploring the contributions of reflective teacher education to TEFL teachers' reflectivity and challenges involved in its implementation (MA thesis, Islamic Azad University, Bandar Abbas branch).

Ranjbar, K. (2014). Obstacles of reflective teaching: The case of Iranian EFL teachers (MA thesis, Islamic Azad University, Bandar Abbas branch).

Graduate research co-supervised

Divanbeigi, H. (2023). Implicit ELT policies embedded in the professional practices of selected private English language institutes and publishers (PhD dissertation, co-supervised with Dr Mirhosseini, Alzahra University).

Zabihi, F. (2016). On the fairness of high-stakes English proficiency tests: Accessibility issues in the foreign language entrance exam in Iran (MA thesis, co-supervised with Dr Marandi, Alzahra University).

Zohali, L. (2016). On the construct validity of ministry of health English exam. (MA thesis, co-supervised with Dr Marandi, Alzahra University).

Graduate research advised

Solgi, F. (In progress). Morality in English language teaching (PhD dissertation, supervised by Dr Nafisi, Alzahra University).

Abolghasem, M. (In progress). Iranian EFL professors' and teachers' morality perception: Dilemmas and resolving approaches (PhD dissertation, supervised by Dr Sotudehnama, Alzahra University).

Hedayatzadeh, M. (In progress). Exploring the existence of Iranian non-English major PhD candidates' resistance to learning English: The possible underlying reasons and solutions (PhD dissertation, supervised by Dr Nafisi, Alzahra University).

Khosravi, M. (2024). Teaching English as a foreign language via emergency remote teaching in Iranian language institutes: Issues, challenges and future visions (PhD dissertation, supervised by Dr Marandi, Alzahra University).

Mosalli, Z. (2022). Cognitive and metacognitive strategy use in reading: The case of Iranian EFL students' test performance (PhD dissertation, supervised by Dr Marandi, Alzahra University).

Mozaffarianpur, A. (2023). An investigation of trust in the language education system of Iran (PhD dissertation, supervised by Dr Marandi, Alzahra University).

Hasani, M. (In progress). EFL teachers' recruitment in some Iranian private centers: Gender-based considerations, indicators, and challenges (MA Thesis, supervised by Dr Karimi, Alzahra University).

Mirghaderi, S.L. (2021). Young learners' English language teachers' professional development (MA Thesis, supervised by Dr Nafisi, Alzahra University).

Sulaiman, D. (2021). The status quo of language assessment literacy (LAL) in Syrian classrooms (PhD dissertation, supervised by Dr Marandi, Alzahra University).

Andarkhoora, F. (2021). Recent English songs in Iranian English classes (MA Thesis, supervised by Dr Karimi, Alzahra University).

Sedighi, Sh. (2021). The (applications) implications of Islamic-Iranian codes of ethics in English pedagogy (MA Thesis, supervised by Dr Karimi, Alzahra University).

Arjmandi, Z. Kh. (2021). Investigating kids-level teacher recruitment processes in private English language institutes in Tehran from the perspective of teachers (MA Thesis, supervised by Dr Karimi, Alzahra University).

Jarahi, Z. (2021). A futuristic study of teaching and Learning English, With Respect to CALL Replacement Technology (MA Thesis, supervised by Dr Mirzaeiyan, Alzahra University).

Hashemi, F. (2021). Metadiscourse markers in high and low-quality essays of Iranian EFL learners (MA Thesis, supervised by Dr Shirazizadeh, Alzahra University).

Biparva, E. (2021). A meta-synthesis of sociocultural studies of English language teaching (ELT) in Iran within the past two decades (MA thesis, supervised by Dr Mirhosseini, Alzahra University).

Haghighi Khodras, N. (2020). Applying multiple literacies approaches in English language teaching in Iran (MA thesis, supervised by Dr Mirhosseini, Alzahra University).

Jannesari, H. (2020). An environmental content analysis of language institutes' and schools' English textbooks and the effect of educational ecological games on learners' environmental awareness (MA Thesis, supervised by Dr Nafisi, Alzahra University).

Mirsayyah, S. (2020). The Effect of academic discipline on the frequency and type of metadiscourse markers: a comparative study of English and Persian research articles (MA Thesis, supervised by Dr Shirazizadeh, Alzahra University).

Ghazimoradi, E. (2019). EFL students' and teachers' viewpoints about the first impressions projected by teachers (MA Thesis, supervised by Dr Sotoudehnama, Alzahra University).

Mohammadi Pasand, M. (2019). English teachers' beliefs towards technology integration in ELT high school classes in smart schools of Hamedan (MA Thesis, supervised by Dr Ahmadi, Alzahra University)

Amanzadeh, H. (2019). The relationship among Iranian EFL teachers' reflection, resilience, and role stressors (MA thesis, supervised by Dr Shirazizadeh, Alzahra University).

Mohammadi, F. (2019). English language teacher creativity: Conceptualization, constraints, and cultivation process (MA thesis, supervised by Dr Parsaiyan, Alzahra University).

Afifezade, M. (2019). A comparative study of MA TEFL admission processes in Iran and selected universities around the world (MA thesis, supervised by Dr Mirhosseini, Alzahra University).

Karimpour, M. (2018). The relationship among Iranian EFL teachers' perfectionism, reflection, and burnout (MA thesis, supervised by Dr Shirazizadeh, Alzahra University).

Bahrampour-Pasha, A. (2017). On English language teacher recruitment policy and practice in Iran: Insights from selected universities, schools, and language institutes (MA thesis, supervised by Dr Mirhosseini, Alzahra University).

Jafari, S. (2017). The effect of formative assessment on Iranian intermediate EFL learners' critical thinking and self-regulation (MA Thesis, supervised by Dr Sotoudehnama, Alzahra University).

Heidargholizadeh, M. (2015). The effect of using SMS (text messaging) on Iranian EFL learners' written collocation production (MA thesis, supervised by Dr Marandi, Alzahra University).

Habibzadeh, S. (2015). Investigating the effects of graphical word mapping strategy on the vocabulary learning of EFL students with different perceptual learning styles (MA thesis, supervised by Dr Marandi, Alzahra University).

Rezaeepanah, F. (2015). A needs analysis-based course for candidates of statistics MS entrance examination (MA thesis, supervised by Dr Nafisi, Alzahra University).

Khatamino, L. (2011). (MA thesis, supervised by Dr Rabiee, Kar higher education institute)

Lajevardi, N. (2011). (MA thesis, supervised by Dr Rabiee, Kar higher education institute).

PROFESSIONAL EXPERIENCE/SERVICE/AFFILIATION

Director of International Academic collaborations, Alzahra University, 2021-2023.

Member of the University Council, Alzahra University, 2021-2023.

Member of the University Strategic Plan Council, 2021-2023.

Member of the University Research Council, Alzahra University, 2021-2023.

Member of the University Council for Educational Administration and Postgraduate Studies, 2021-2023.

Head of the Policy Council of the First Bilateral Holy Qur'an Contest between Iranian and Iraqi students, Alzahra University, 2022.

Head of the Department of English, Alzahra University, 2021.

Assistant Head of the Department of English, Alzahra University, September 2018- 2020.

Member of the Doctoral Admissions Committee, Department of English, Faculty of Literature, Alzahra University, June, 2018-2019.

Representative of the Department of English in the Faculty Committee of Graduate Studies, Alzahra University, January 2018-2019.

Guest Speaker to the Meeting on "English language and Iranian Identity", Center for Strategic Research, The Expediency Discernment Council, Iran, 2016.

Scientific Secretary, Alzahra University First Postgraduate Conference on Applied Linguistics, Alzahra University, May 2015.

Member of the Examining Committee, Dr Hoorvash's speech on "Post-post modernism fiction", 2015.

Member of the Examining Committee, Dr Nafisi's speech on "From corpus to classroom", 2015.

Representative of the Department of English in the Faculty Committee of Website Affairs, Alzahra University, June 2016-2019.

Representative of the Department of English in the Faculty Committee of Graduate Studies, Alzahra University, June 2013- 2016.

Member of the Doctoral Admissions Committee (Special Talent Applicants), Department of English, Faculty of Literature, Alzahra University, August, 2015.

Scientific Secretary, Alzahra University First Postgraduate Conference on Applied Linguistics, Alzahra University, Tehran, Iran, May 2015.

Vice-chancellor for Research and Technology, Kar Higher Education Institute, Tehran, Iran, 2012- 2015.

Research Director, Kar Higher Education Institute, Tehran, Iran, 2010- 2012.

Member of the Student Committee, First Conference on Issues in Linguistics and Language Teaching in Iran, Tarbiat Modares University, Tehran, Iran, 2007

Head of the High School Department of English, Varamin district Board of education, 2006-2011.

Academic communities membership

Member, International Association for Moral Education, 2011- present.

Member, Teaching English Language and Literature Society of Iran (TELLSI), 2006-present.

Editorial responsibilities

Manuscript Reviewer, *Teaching and Teacher Education*, Elsevier, 2020.

Manuscript Reviewer, *Journal of Teaching for Education*, Elsevier, 2020.

Manuscript Reviewer, *Issues in Language Teaching*, Allameh Tabataba'i University, 2018- present.

Manuscript Reviewer, *Journal of Language Horizons*, Alzahra University, 2016-present.

Manuscript Reviewer, *Language Research (Zaban Pazhuhi)*, Alzahra University, 2013-present.

Manuscript Reviewer, *Language Inquiry (Jostarhaye zabani)*, Tarbiat Modares University, 2015.

Funded Research Project Reviewer, Birjand University, 2016.

Conference Proceedings Reviewer, The third ELT conference at Allameh Tabataba'i University, 2015.

HONORS/AWARDS/FELLOWSHIPS/GRANTS

Scholarship, 2011: Travel accommodations and conference fees for the 37th annual conference of the Association for Moral Education in Nanjing, China, \$ 1000 award

Member of Iran's National Elites Foundation, 2009-present: Members of the foundation include all who show high intellectual capacity, academic aptitude, creative ability and artistic talents.

The second position in the graduation ranking of the PhD program of the Department of English, Tarbiat Modares University, 2011

Top Student Award, Tarbiat Modares University, 2005: Awarded annually to one student in each major scoring highest in all years together

Top Student Award, Alzahra University, 2001: Awarded annually to one student in each major scoring highest in all years together

Outstanding Student Award across the country, Alzahra University, 2001: Organized by the Ministry of Science, Research and Technology, the Award recognizes students for great academic performance and extra-curricular achievements.

Outstanding Student Award across the university, Alzahra University, 2000 & 2001: The Award recognizes students for great academic performance and extra-curricular achievements.

Outstanding Student Award across the province, Hazrat Fatimah Teacher Training School, 1994: Organized by the Ministry of Education, the Award recognizes students for great academic performance.

‘Nahj al-Balaghah’ Student Contest Award, Tarbiat Modares University, 2003: Second place nation-wide

‘Nahj al-Balaghah’ Student Contest Award, Hazrat Fatimah Teacher Training School, 1995: Fourth place nation-wide

‘Nahj al-Balaghah’ Student Contest Award, Hazrat Fatimah Teacher Training School, 1995: Second place province-wide

‘Dua Kumail’ Student Contest Award, Tarbiat Modares University, 2002: Third place province-wide

LANGUAGES

Farsi-native

English- highly fluent in Speaking, Listening, Reading and Writing

Arabic-Basic competence