**IRANIAN LEARNERS OF ENGLISH: SELECTED REFERENCES**

**(Last updated 6 August 2022)**

Abbasi, A., & Izadpanah, S. (2018). The relationship between critical thinking, its subscales and academic achievement of English language course: The predictability of educational success based on critical thinking. *Academy Journal of Educational Sciences*, *2*(2), 91-105. Retrieved from <http://journal.acjes.com/en/download/article-file/580672>

Afghari, A., & Sadeghi, E. (2012). The effect of EFL learners' gender and second language proficiency on willingness to communicate. *Journal of Foreign Language Teaching and Translation Studies*, *1*(1), 49-66. Retrieved from <http://efl.shbu.ac.ir/article_79161_87645143d9a0943fcfacebec1e09cd9a.pdf>

Afshar, H. S., & Hamzavi, R. (2017). An investigation into the characteristics of Iranian EFL teachers of senior secondary schools and language institutes. *Iranian Journal of Language Teaching Research, 5*(1), 21-36. Retrieved from https://ijltr.urmia.ac.ir/article\_20340\_a37baf17d42686377752d16e32774572.pdf

Afshar, H. S., & Movassagh, H. (2017). On the relationship among critical thinking, language learning strategy use and university achievement of Iranian English as a foreign language majors. *The Language Learning Journal*, *45*(3), 382-398.

Afshar, N., & van Heuven, V. J. (2022). Perceptual assimilation of American English vowels by monolingual and bilingual learners in Iran. *Argumentum*, *18*, 172-191.

Aghagolzadeh, F., & Davari, H. (2017). English education in Iran: From ambivalent policies to paradoxical practices. In R. Kirkpatrick (Ed.), *English language education policy in the Middle East and North Africa* (pp. 47-62). Springer, Cham.

Ahmadian, M. J., Abdolrezapour, P., & Ketabi, S. (2012). Task difficulty and self‐repair behavior in second language oral production. *International Journal of Applied Linguistics*, *22*(3), 310-330.

Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. *Procedia-Social and Behavioral Sciences*, *199*, 394-401.

Akbari, Z., & Tahririan, M. H. (2009). Vocabulary learning strategies in an ESP context: The case of Para/medical English in Iran. *The Asian EFL Journal Quarterly*, *11*(1), 39-61.

Alahdadi, S., & Ghanizadeh, A. (2017). The dynamic interplay among EFL learners' ambiguity tolerance, adaptability, cultural intelligence, learning approach and language achievement. *Iranian Journal of Language Teaching Research, 5*(1), 37-50.

Alavi, S., & Keyvanshekouh, A. (2012). Using the MoodleReader as an extensive reading tool and its effect on Iranian EFL students' incidental vocabulary learning. *English Language Teaching*, *5*(6), 135-145. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1079490.pdf>

Alemi, M., & Tayebi, A. (2011). The influence of incidental and intentional vocabulary acquisition and vocabulary strategy use on learning L2 vocabularies. *Journal of Language Teaching and Research*, *2*(1), 81-98. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.348.3549&rep=rep1&type=pdf#page=85>

Alizadeh, I. (2018). Exploring language learners’ perception of the effectiveness of an English language teaching (ELT) program in Iran. *Cogent Education*, *5*(1), <https://doi.org/10.1080/2331186X.2018.1553652>.

Bagherkazemi, M., & Harati-Asl, M. (2022). Interlanguage pragmatic development: Comparative impacts of cognitive and interpersonal tasks. *Iranian Journal of Language Teaching Research, 10*(2), 37-54.

Barzegar Rahatlou, M., Fazilatfar, A. M., & Allami, H. (2018). English as a lingua franca in Iran: An attitudinal investigation into the in-service teachers. *Cogent Education, 5*(1). DOI: [10.1080/2331186X.2018.1499215](https://doi.org/10.1080/2331186X.2018.1499215)

Behroozi, M., & Amoozegar, A. (2014). Challenges to English language teachers of secondary schools in Iran. *Procedia-Social and Behavioral Sciences*, *136*, 203-207.

Biria, R., Boshrabadi, A. M., & Nikbakht, E. (2014). The relationship between multiple intelligences and Iranian EFL learners’ level of L2 lexical knowledge: The case of gender. *Advances in Language and Literary Studies*, *5*(3), 9-17.

Bozorgian, H., & Fallahpour, S. (2015). Teachers’ and students’ amount and purpose of L1 use: English as foreign language (EFL) classrooms in Iran. *Iranian Journal of Language Teaching Research*, *3*(2), 67-81.

Chalak, A., & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *GEMA Online Journal of Language Studies*, *10*(2), 37-56.

Cheraghpour Samvati, G., & Golaghaei, N. (2017). Iranian EFL learners' willingness to communicate, self-perceived communication competence, and communication apprehension in L1 and L2: A comparative study. *Journal of English Language Pedagogy and Practice*, *10*(20), 50-71.

Chermahini, S. A., Ghanbari, A., & Talab, M. G. (2013). Learning styles and academic performance of students in English as a second-Language class in Iran. *Bulgarian Journal of Science and Education Policy*, *7*(2), 322-333.

Cortazzi, M., Jin, L., Kaivanpanah, S., & Nemati, M. (2015). Candles lighting up the journey of learning: Teachers of English in Iran. In C. Kennedy (Ed.), *English language teaching in the Islamic Republic of Iran: Innovations, trends and challenges* (pp. 123-138). British Council.

Daneshdoust, B. (2012). The advantages and disadvantages of Internet-based language learning in Iran. *Procedia-Social and Behavioral Sciences*, *31*, 607-611.

Dashtestani, R. (2016). Moving bravely towards mobile learning: Iranian students' use of mobile devices for learning English as a foreign language. *Computer Assisted Language Learning*, *29*(4), 815-832.

Dashtestani, R., & Hojatpanah, S. (2022). Digital literacy of EFL students in a junior high school in Iran: Voices of teachers, students and ministry directors. *Computer Assisted Language Learning*, *35*(4), 635-665.

Davari, H., & Iranmehr, A. (2021). Culture as an unsolved problem in ELT program in post-revolutionary Iran: A comparative survey of the attitudes of teachers at schools and language institutes. *Iranian Journal of Comparative Education*, *4*(1), 986-1009.

Ebrahimi, N. (2015). Validation and application of the Constructivist Learning Environment Survey in English language teacher education classrooms in Iran. *Learning Environments Research*, *18*(1), 69-93.

Ekstam, J. M., & Sarvandy, E. (2017). English language teaching in Iran: Tradition versus modernity. *Chinese Journal of Applied Linguistics*, *40*(1), 112-119.

Emrani, F., & Hooshmand, M. (2019). A conversation analysis of self-initiated self-repair structures in advanced Iranian EFL learners. *International Journal of Language Studies, 13*(1), 57-76. Retrieved from https://files.eric.ed.gov/fulltext/ED591531.pdf

Eslamdoost, S., King, K. A., & Tajeddin, Z. (2020). Professional identity conflict and (re) construction among English teachers in Iran. *Journal of Language, Identity & Education*, *19*(5), 327-341.

Eslami, Z. R., & Fatahi, A. (2008). Teachers' sense of self-efficacy, English proficiency, and instructional strategies: A study of nonnative EFL teachers in Iran. *Tesl-Ej*, *11*(4), 1-19.

Estaji, M., & Rajabi, M. (2019). The use of self-repair strategies in classroom conversations: Does the teacher’s level of reflection make a difference?. *Applied Research on English Language*, *8*(3), 423-448.

Fardin, A., Fatehi Rad, N., & Tajaddini, M. (2022). Flipped learning on reading and grammar achievement at a language institute in Kerman-Iran (2021). *Critical Literary Studies*, *4*(1), 183-199.

Faruji, L. F. (2012). Teachers' teaching styles at English language institutes in Iran. *International Journal of Social Sciences and Education*, *2*(1), 364-373.

Fatehi Rad, N., & Sahragad, R. (2019). The impact of the participatory approach on EFL learners’ language proficiency: Focus on teachers’ perspective. *Iranian Journal of English for Academic Purposes*, *8*(3), 48-64. Retrieved from <http://journalscmu.sinaweb.net/article_92983.html>

Fathali, S., Marandi, S. S., & Okada, T. (2022). ICT beyond the language classroom in technologically advanced and advancing countries: The case of Japan and Iran. *Iranian Journal of Language Teaching Research, 10*(2), 55-75Ghanizadeh, A., & Mirzaee, S. (2012). EFL learners' self-regulation, critical thinking and language achievement. *International Journal of Linguistics*, *4*(3), 451-468.

Gholami Pasand, P., & Ghasemi, A. A. (2018). An intercultural analysis of English language textbooks in Iran: The case of English Prospect Series. *Apples: Journal of Applied Language Studies*, *12*(1), 55-70.

Goodrich, N. H. (2020). English in Iran. *World Englishes*, *39*(3), 482-499.

Gorjian, B. (2014). The effect of movie subtitling on incidental vocabulary learning among EFL learners. *International Journal of Asian Social Science*, *4*(9), 1013-1026. Retrieved from <https://archive.aessweb.com/index.php/5007/article/download/2695/4094>

Hamid, R. M., & Farzane, J. (2012). The teaching of English in Iran: The place of culture. *Journal of Languages and Culture*, *3*(5), 87-95.

Hashemian, M., & Adibpour, M. (2012). Relationship between Iranian L2 learners’ multiple intelligences and language learning strategies. *Research in Applied Linguistics*, *3*(1), 25-43.

Hayati, A. M. (2008). Teaching English for special purposes in Iran: Problems and suggestions. *Arts and Humanities in Higher Education*, *7*(2), 149-164.

Hayati, A., Jalilifar, A., & Mashhadi, A. (2013). Using Short Message Service (SMS) to teach English idioms to EFL students. *British Journal of Educational Technology*, *44*(1), 66-81.

Heidari-Shahreza, M. A., & Tavakoli, M. (2016). The effects of repetition and L1 lexicalization on incidental vocabulary acquisition by Iranian EFL Learners. *The Language Learning Journal*, *44*(1), 17-32.

Hojat, A., & Afghari, A. (2013). An investigation of speaking-associated problems from studentsand instructor perspectives. *Iranian EFL Journal, 9*(4), 9–31.

Iranmehr, A., & Davari, H. (2018). English language education in Iran: A site of struggle between globalized and localized versions of English. *Iranian Journal of Comparative Education*, *1*(2), 94-109.

Jamaleddin, Z. (2014). A comparison between male and female in their willingness to communicate and use of socio-affective strategies. *International Journal of Educational Investigations*, *2*(4), 70-81. Retrieved from <http://www.ijeionline.com/attachments/article/41/IJEIonline_Vol.2_No.4_2015-4-06.pdf>

Kamdideh, Z., & Barjesteh, H. (2019). The effect of extended wait-time on promoting Iranian EFL learners' willingness to communicate. *International Journal of Instruction*, *12*(3), 183-200.

Kezerlou, E. (2017). Professional self-esteem as a predictor of teacher burnout across Iranian and Turkish EFL teachers. *Iranian Journal of Language Teaching Research, 5*(1), 113-130.

Khaghaninejad, M. S., & Fahandejsaadi, R. (2018). Intelligibility of language learners to native speakers: Evidence from Iranian ESL learners conversing with Canadians. *International Journal of English Language and Translation Studies*, *6*(1), 93-104.

Khatib, M., & Alizadeh, I. (2012). Critical thinking skills through literary and non-literary texts in English classes. *International Journal of Linguistics*, *4*(4), 563-580. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.984.6485&rep=rep1&type=pdf>

Khazaei, Z. M., Zadeh, A. M., & Ketabi, S. (2012). Willingness to communicate in Iranian EFL learners: The effect of class size. *English Language Teaching*, *5*(11), 181-187.

Maghsoudi, M., Khodamoradi, A., & Talebi, S. H. (2020). An investigation into the critical attitudes of Iranian EFL students toward English language learning in Iran: An introspective longitudinal study. *Critical Studies in Texts & Programs of Human Sciences*, *20*(8), 369-395.

Mahdavy, B. (2011). The role of topic familiarity and rhetorical organization of texts in L2 incidental vocabulary acquisition. *Procedia-Social and Behavioral Sciences*, *29*, 208-217.

Mahmoudi, L., & Amirkhiz, S. Y. Y. (2011). The use of Persian in the EFL classroom: The case of English teaching and learning at pre-university level in Iran. *English Language Teaching*, *4*(1), 135-140.

Marashi, H., & Khatami, H. (2017). Using cooperative learning to boost creativity and motivation in language learning. *Journal of Language and Translation*, *7*(1), 43-58. Retrieved from <https://ttlt.stb.iau.ir/article_529573_7dcf06f1f8f0f9222e44bc6e5cb4b653.pdf>

Mardian, F., & Nafissi, Z. (2022). Synchronous computer-mediated corrective feedback and EFL learners’ grammatical knowledge development: A sociocultural perspective. *Iranian Journal of Language Teaching Research, 10*(2), 115-136.

Marzban, A., & Barati, Z. (2016). On the relationship between critical thinking ability, language learning strategies, and reading comprehension of male and female intermediate EFL university students. *Theory and Practice in Language Studies*, *6*(6), 1241-1247. Retrieved from <https://www.academypublication.com/issues2/tpls/vol06/06/14.pdf>

Meshkat, M., & Hassani, M. (2012). Demotivating factors in learning English: The case of Iran. *Procedia-Social and Behavioral Sciences*, *31*, 745-749.

Mirdehghan, M. (2022). Creative usage of cognitive approach in facilitating English language teaching for Persian-speaking children at intermediate level. *Language Related Research*, *13*(1), 629-669.

Mohammadi, H., & Izadpanah, S. (2019). A study of the relationship between Iranian learners' sociocultural identity and English as a Foreign Language (EFL) learning proficiency. *International Journal of Instruction*, *12*(1), 53-68.

Mohammadi, J., Barati, H., & Youhanaee, M. (2019). The effectiveness of using flipped classroom model on Iranian EFL learners' English achievements and their willingness to communicate. *English Language Teaching*, *12*(5), 101-115.

Mojavezi, A., & Ahmadian, M. J. (2014). Working memory capacity and self-repair behavior in first and second language oral production. *Journal of Psycholinguistic Research*, *43*(3), 289-297.

Mousavi, F., & Gholami, J. (2014). Effects of watching flash stories with or without subtitle and reading subtitles on incidental vocabulary acquisition. *Procedia-Social and Behavioral Sciences*, *98*, 1273-1281.

Nadafian, M., & Mehrdad, A. G. (2015). The relationship between EFL students’ gender and their willingness to communicate in same-sex classrooms. *International Journal of Educational Investigations*, *2*(1), 93-102. Retrieved from <http://www.ijeionline.com/attachments/article/35/IJEIonline_Vol.2_No.1_2015-1-09.pdf>

Namaziandost, E., Nasri, M., & Ahmadi, S. (2019). The impact of Swain’s pushed output hypothesis on enhancing Iranian EFL learners’ reading comprehension. *International Journal on Studies in English Language and Literature*, *7*(10), 11-20.

Namaziandost, E., Neisi, L., Kheryadi, & Nasri, M. (2019). Enhancing oral proficiency through cooperative learning among intermediate EFL learners: English learning motivation in focus. *Cogent Education*, *6*(1), <https://doi.org/10.1080/2331186X.2019.1683933>.

Namaziandost, E., Shatalebi, V., & Nasiri, M. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of Language and Education, 5*(3), 83-101.

Nikoopour, J., Amini, F. M., & Nasri, M. (2011). On the relationship between critical thinking and language learning strategies among Iranian EFL learners. *Journal of Technology & Education, 5*(3), 195-200.

Noroozi, I., & Salehi, H. (2013). The effect of the etymological elaboration and rote memorization on learning idioms by Iranian EFL learners. *Journal of Language Teaching and Research*, *4*(4), 845-851. Retrieved from <https://www.academypublication.com/issues/past/jltr/vol04/04/26.pdf>

Noroozloo, N., Ahmadi, S. D., & Gholami Mehrdad, A. (2015). The effect of using a digital computer game (SIMS) on children’s incidental English vocabulary learning*. Cumhuriyet Science Journal (CSJ)*, *36*(3), 1991–2000. <http://dergipark.org.tr/en/pub/cumuscij/issue/45132/564512>

Papi, M., & Teimouri, Y. (2012). Dynamics of selves and motivation: A cross‐sectional study in the EFL context of Iran. *International Journal ofAapplied Linguistics*, *22*(3), 287-309.

Ranjbar, N., & Soodmand Afshar, H. (2021). A survey of EAP needs in Iran from the viewpoints of teachers and students. *Iranian Journal of English for Academic Purposes*, *10*(1), 54-74.

Sadeghi, A., & Sadeghi, A. (2012). Relevance of Mastery Learning (ML) in teaching of English: Case study of the University of Guilan, Iran. *Creative Education*, *3*(1), 41-44.

Sadeghi, K., & Richards, J. C. (2016). The idea of English in Iran: An example from Urmia. *Journal of Multilingual and Multicultural Development*, *37*(4), 419-434.

Sadeghi, M., & Pourhaji, M. (2021). The effects of pre-task explicit instruction on L2 oral self-repair behaviour. *Language Teaching Research*, 13621688211048766. [https://doi.org/10.1177/13621688211048766](https://doi.org/10.1177%2F13621688211048766)

Saif, S., Ma, J., May, L., & Cheng, L. (2019). Test preparation across three contexts: Case studies from Australia, Iran and China. Assessment in Education. <https://doi-org.proxy.queensu.ca/10.1080/0969594X.2019.1700211>

Sanei, T. (2022). Globalization, linguistic markets, and nuanced identity performances: Farsi-English code-switching in Iran. *International Multilingual Research Journal, 16*(2), 163-180.

Shakibaei, G., Namaziandost, E., & Shahamat, F. (2019). The effect of using authentic texts on Iranian EFL learners' incidental vocabulary learning: The case of English newspaper. *International Journal of Linguistics, Literature and Translation (IJLLT), 2*(5), 422-432. Retrieved from <https://www.al-kindipublisher.com/index.php/ijllt/article/download/618/543>

Soleimani, H., & Akbari, M. (2013). The effect of storytelling on children's learning English vocabulary: A case in Iran. *International Research Journal of Applied and Basic Sciences*, *4*(11), 4005-4014.

Tabatabaei, O., & Goojani, A. H. (2012). The impact of text-messaging on vocabulary learning of Iranian EFL learners. *Cross-Cultural Communication*, *8*(2), 47-55. Retrieved from <http://www.flr-journal.org/index.php/ccc/article/viewFile/j.ccc.1923670020120802.1689/2498>

Tabatabaei, O., & Pourakbari, A. A. (2012). An investigation into the problems of teaching and learning English in the Isfahan province high schools, Iran. *Journal of Language Teaching & Research*, *3*(1), 102-111.

Talebzadeh, H., & Pourhanifeh, M. (2022). Investigating Practical Knowledge-Base (PKB) of special-education teachers: The case of teaching Individuals with Down Syndrome (IDS) in the English as a Foreign Language (EFL) context of Iran. *Applied Research on English Language*, *11*(2), 25-50.

Vahdat, S., & Behbahani, A. R. (2013). The effect of video games on Iranian EFL learners’ vocabulary learning. *The Reading Matrix*, *13*(1), 61–71. <https://www.researchgate.net/publication/>

Watmani, R., Asadollahfam, H., & Behin, B. (2020). Demystifying language assessment literacy among high school teachers of English as a foreign language in Iran: Implications for teacher education reforms. *International Journal of Language Testing*, *10*(2), 129-144.

Yenkimaleki, M., & van Heuven, V. J. (2020). Relative contribution of explicit teaching of segmentals vs. prosody to the quality of consecutive interpreting by Farsi-to-English interpreting trainees. *Interactive Learning Environments*, 1-17.

Younesi, M. (2021). Virtual teaching of English language during COVID-19 pandemic in Iran: Views and attitudes. *NOVYI MIR Research Journal*, *6*(2), 15-21.

Zand-Moghadam, A., Meihami, H., & Ghiasvand, F. (2018). Exploring the English language needs of EAP students of humanities and social sciences in Iran: A triangulated approach. *Issues in Language Teaching*, *7*(1), 135-164.

Zarrabi, F., & Brown, J. R. (2017). English language teaching and learning analysis in Iran. *International Journal of Educational and Pedagogical Sciences*, *9*(10), 3485-3493.

Zarrinabadi, N., & Abdi, R. (2011). Willingness to communicate and language learning orientations in Iranian EFL context. *International Education Studies*, *4*(4), 206-214. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1066566.pdf>

Zarrinabadi, N., & Mahmoudi-Gahrouei, V. (2018). English in contemporary Iran. *Asian Englishes*, *20*(1), 81-94.

Zarrinabadi, N., & Tavakoli, M. (2017). Exploring motivational surges among Iranian EFL teacher trainees: Directed motivational currents in focus. *TESOL Quarterly, 51*(1), 155-166.

Zohrabi, M., Torabi, M. A., & Baybourdiani, P. (2012). Teacher-centered and/or student-centered learning: English language in Iran. *English language and literature studies*, *2*(3), 18-30.