

Resume

Name: Reza Taherkhani

Marital status: Married

Education

- 2016** Received PhD in TEFL from Kharazmi University, Tehran.
- 2006** Received MA in TEFL from Allameh Tabataba'i University, Tehran.
- 2004** Received BA in English Translation from Islamic Azad University, Hamedan Branch.

Teaching experiences

- 2017 to date** Assistant professor of TEFL at Bu Ali Sina University
- 2013** Received scholarship from Bu Ali Sina University, Hamedan
- 2007 – 2011** Faculty member at Bu Ali Sina University, Hamedan
- 2007 to date** Instructor at Bu Ali Sina University, Hamedan
- 2010 to 2012** Instructor at Hamedan University of Technology
- 2011 to 2012** Instructor at Elimi-Karbordi University, Hamedan
- 2006 to 2017** Instructor at Islamic Azad University, Hamedan Branch

Publications

- Taherkhani, R. (2022). The relationships among self-regulation, emotional intelligence, willingness to communicate, and reading comprehension of Persian foreign language learners: Structural equation modeling. *Foreign Language Annals*, 55(3) 742-768. <https://doi.org/10.1111/flan.12610> (Coauthored with R. Moradi).
- Taherkhani, R. (in press). A critical evaluation of the textbook: English for the students of fabric and garment design and sewing technology. *Critical Studies in Texts & Programs of Human Sciences and Council for the Study of Humanities Texts and Books*. (Coauthored with H. Sharafi). [in Persian]
- Taherkhani, R. (2021). A critique of the English book for 8th graders entitled “Prospect 2” in terms of its cultural aspects. *Critical Studies in Texts & Programs of Human Sciences and Council for the Study of Humanities Texts and Books*, 21(10), 307-333. <https://doi.org/10.30465/CRTLS.2021.25761.1561> (Coauthored with F. Mottaghi). [in Persian]
- Taherkhani, R. (2020). Modeling the relationships among emotional intelligence, autonomy, self-regulation, willingness to communicate, and reading comprehension ability of Persian foreign language learners: Structural equation modeling. *Journal of Teaching Persian to Speakers of Other Languages*, 9(2), 137-167. <https://doi.org/10.30479/jtpsol.2021.13588.1486> (Coauthored with R. Moradi). [in Persian]
- Taherkhani, R. (2020). A critical review and evaluation of the textbook: English for the students of science (Biology & Geology). *University Textbooks; Research and Writing*, 24(46), 166-182. <https://doi.org/10.30487/RWAB.2020.121437.1383> (Coauthored with M. Majidikia). [in Persian]
- Taherkhani, R. (2019). A nationwide study of Iranian language teachers’ and content teachers’ cognitions and practices of collaborative EAP teaching. *Iranian Journal of Language Teaching Research*, 7(2), 121-139. <https://doi.org/10.30466/IJLTR.2019.120701>
- Taherkhani, R. (2019). Qualitative and quantitative evaluation of the newly-published English book for year nine students: A nationwide study. *Critical Studies in Texts & Programs of Human Sciences and Council for the Study of Humanities Texts and Books*, 6, 249-272. <https://doi.org/10.30465/crtls.2019.4386> (Coauthored with M. Bayat & Sh. Ghasemi). [in Persian]
- Taherkhani, R. (2018). *English for the students of engineering* (2nd ed.). Tehran: SAMT. (Coauthored with M. R. Atai, A. R. Zare Alanagh, M. Nasiri, and A. Iranmehr).
- Taherkhani, R. (2018). Cultural intelligence, cultural identity, autonomy, self-Efficacy and second language achievement of Iranian EFL learners: A path analysis. *Applied Research on English Language*, 7(4), 345-366. <https://doi.org/10.22108/are.2018.111987.1324> (Coauthored with R. Karbakhsh Ravari).

- Taherkhani, R. (2018). Exploring the cognitions and practices of Iranian EAP teachers in teaching the four language skills. *Journal of English for Academic Purposes*, 36, 108-118. <https://doi.org/10.1016/j.jeap.2018.09.007> (Coauthored with M. R. Atai).
- Taherkhani, R. (2018). Investigating the cognitions and practices of Iranian language teachers' and content teachers' materials preparation in EAP courses at medical sciences universities: A nationwide study. *Foreign Language Research Journal*, 8(1), 167-186. <https://doi.org/10.22059/jflr.2018.243982.412> [in Persian]
- Taherkhani, R. (2018). Evaluation of the ESP book 'English for the students of sociology'. *Critical Studies in Texts & Programs of Human Sciences and Council for the Study of Humanities Texts and Books*, 8, 231-254. (Coauthored with R. Karbakhsh Ravari & R. Zamani Jamshidi). [in Persian]
- Taherkhani, R. (2017). Exploring Iranian EAP teachers' pedagogic content knowledge and teaching practices, and students' beliefs about EAP teachers' methodology. *Issues in Language Teaching*, 6(1), 1-27. <https://doi.org/10.22054/ILT.2017.8417> (Coauthored with M. R. Atai & E. Babaii).
- Taherkhani, R. (2017). Evaluation of the new book 'English for 10th year students': A nationwide study. *Critical Studies in Texts & Programs of Human Sciences and Council for the Study of Humanities Texts and Books*, 7, 77-91. (Coauthored with A. Afzali Mir, A. Malmir, A. Mosalsal & Z. Montazeri). [in Persian]
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- Taherkhani, R. (2015). The effect of collaborative peer- and teacher-scaffolding on Iranian EFL learners' intentional and incidental grammar learning. *International Journal of Language and Applied Linguistics*, 1(2), 20-27. (Coauthored with M. H. Mahmoodi).
- Taherkhani, R. (2011). *1500 words for the TOEFL* (2nd ed.). Tehran: Rahnama Press. (Coauthored with M. Fahim).
- Taherkhani, R. (2007). Top-down and/or bottom-up processing in Iranian EFL learners' listening comprehension at pre-intermediate level. *Library Text Research*, 32, 65-85. <https://doi.org/10.22054/LTR.2007.6399> (Coauthored with M. Khatib).
- Taherkhani, R. (2007). Applied linguistics, linguistics applied, and language teaching. *Research Journal in Humanities*, 8(21), 245-254.

Conferences

- Taherkhani, R. (2019). *The relationship between Iranian EFL teachers' reflective thinking, self-efficacy, and job performance*. Proceedings of The 17th International TELLSI Conference: New Horizons in Language Studies. Islamic Azad University, Tabriz Branch, Iran. (Coauthored with M. S. Mirebrahim).

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- Taherkhani, R. (2018). *The relationship between reflective thinking, metacognitive strategies and reading comprehension of Iranian advanced EFL learners*. Proceedings of the First International Conference on Issues in English Language Teaching and Literature. Mazandaran University, Iran. (Coauthored with P. Mansoub Bereyhanian).
- Taherkhani, R. (2018). *On the relationship among EFL teachers' emotional intelligence, reflective thinking, teacher motivation and job performance*. Proceedings of the First International Conference on Issues in English Language Teaching and Literature. Mazandaran University, Iran. (Coauthored with M. Bayat).
- Taherkhani, R. (2017). *Investigating Iranian EFL learners' listening comprehension strategies: Bottom-up, top-down strategies, or both?* Proceedings of the First International Conference on Language Focus (Linguistics, Language Teaching, Translation and Literature). Urmia University, Iran.
- Taherkhani, R. (2017). *Evaluation of the ESP book 'English for the students of sociology' published by SAMT*. Proceedings of the First International Conference on Language Focus (Linguistics, Language Teaching, Translation and Literature). Urmia University, Iran. (Coauthored with R. Karbakhsh and R. Zamani Jamshidi).
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- Taherkhani, R. (2015). *Factorial structural analysis of BALLI in the Iranian context*. Proceedings of The Third ELT Conference: Novel Trends & Perspectives. Allameh Tabataba'i University, Iran.
- Taherkhani, R. (2015). *Students' perception of learning/teaching English language compared to learning/teaching other subjects*. Proceedings of The First National Conference on Challenges in Foreign Language Teaching in Iran (pp. 1177-1194). Hakim Sabzevari University, Iran.