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## Curriculum Vitae (CV)



Zohreh Seifoori, Associate Professor of TEFL

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### **Personal Information**

Surname: Seifoori  
First Name: Zohreh  
Date of Birth: 1964  
Nationality: Iranian  
Marital Status: Married  
Present Occupation: Full time Associate Professor  
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### **Educational Background**

- Ph.D. in TEFL, (2009), Science and Research Branch, Islamic Azad University, Tehran, Iran
- Master of Arts in TEFL, IAUT, (1994)
- Bachelor of Arts in English Language & Literature, Shahid Chamran University, (1987)

### **International Certificates**

- Certificate in Teaching English to Speakers of Other Languages, Trinity College of London, Tehran, Iran (2002)
- Certified Examiner, Trinity International Examination Board (2009)

### **Professional Background**

- Assistant Professor at Science and Research Branch, Islamic Azad University, (2019-Now)
- Associate Professor at Tabriz Branch, Islamic Azad University (IAIT), (2017-2019)
- Assistant Professor at IAUT, (2009-2017)
- Lecturer at IAUT, (1997-2009)
- Teacher Trainer at Goldis Educational Institute, Tabriz, Iran, (2013-2015)
- English Teacher at Hekmat Language Institute, Tabriz, Iran, (1989-1995)

### **Membership to Scientific Associations:**

- English Department Research Council Member, IAUT, (2009 – 2019)
- IAUT Research Council Member, (2017-2018)
- Women’s Research Center Member, IAUT, (2010 – 2011)
- Association for Language Awareness Member, England, (2014 – Now)

### **Leadership and Administration**

- Curriculum Development Board Member, (2021), Tehran, Islamic Azad University
- Curriculum Development Board Member, (2020), Tehran, Islamic Azad University
- Ph.D. Interview Board Member, (2021), Tehran, Islamic Azad University
- Ph.D. Interview Board Member, (2020), Tehran, Islamic Azad University
- Research Committee Member at English Language Department, SRB (2021)
- Ph.D. Interview Board Member, (2019), Tehran, Islamic Azad University
- Research Board Member, IAUT (2017-2018).
- Ph.D. Interview Board Member, (2017), Tehran, Islamic Azad University
- Board Member of the International Campus of IAUT, (2015)
- Research & Development Board Director, Goldis Educational Institute, (2013-2015)
- Head of the English Language Department, IAUT (2008-2010)
- Research Committee Member at English Language Department, IAUT (2009-2019)
- Women Research Association Committee Member, IAUT, (2010-2011)

### **Awards**

- The Best Teacher at IAUT (2014)
- The Best Researcher at IAUT (2017)

### **Publications**

#### **Books**

*Post-method Language Pedagogy*, Tabriz, Islamic Azad University Press, 2015.

#### **Translations**

*Language Teaching Methodology: Frameworks and Options*, Tabriz Islamic Azad University Press, 1991.

### Published Book Chapters:

Seifoori, Z., & Fartash, F. (20015). EFL learners and teachers' perceptions versus performances of participatory structures. In C. Kennedy (ed.) *English language teaching in the Islamic Republic of Iran: innovations, trends and challenges* (pp. 83-92). London: British Council.

### Published Articles

1. Savojbolaghchilar, S., Seifoori, Z., & Ghafoori, N. (2020). The effect of multiple intelligence-oriented clustering on advanced EFL learners' vocabulary learning. *Journal of Teaching Language Skills*, 39(2), 169-201. doi: 10.22099/jtls.2020.38332.2877.
2. Seifoori, Z. (2020). Negotiated strategic awareness-raising at postgraduate level: Contributions to reading comprehension and content retention. *Iranian Journal of Language Teaching Research*, 8(2), 115-132.
3. Mohseni, F., Seifoori, Z., & Ahangari, S. (2020). The impact of metacognitive strategy training and critical thinking awareness-raising on reading comprehension. *Cogent Education*, 7(1), doi.org/10.1080/2331186X.2020.1720946.
4. Tasouji Azar, M., Ahangari, S., & Seifoori, Z. (2020). Holistic Identity of Language Teachers: A grounded theory Study. *Issues in Language Teaching*, 9(1). 321-356. doi:org/10.22054/ilt.2020.48986.452.
5. Ahangaran, F., Seifoori, Z., & Behnam, B. (2019). A probe into teacher self-efficacy as a tractable variable in EFL teacher training course. *Journal of Modern Research in English Langue Studies*, 6(1), doi: 10.30479/JMRELS.2019.10506.1312.
6. Fartash, F., & Seifoori, Z. (2018). Group/pair-work activities: Learners' vs. teachers' beliefs and classroom practices. *Foreign Language Research Journal*, 9(1), 147-176.
7. Zarei, M., Ahour, T., & Seifoori, Z. (2019). The effects of implicit, explicit and emergent oral feedback on Iranian EFL learners' accuracy, fluency and attitude. *Journal of Language Horizons*, 2(2). DOI: [10.1080/2331186X.2020.1727130](https://doi.org/10.1080/2331186X.2020.1727130).
8. Zarei, M., Ahour, T., & Seifoori, Z. (2019). Impacts of implicit, explicit, and emergent feedback strategies on EFL learners' motivation, attitude and perception. *Cogent Education*, 7(1). 75-102.
9. Abbasi Dogolsara, S., Ahangari, S., & Seifoori, Z. (2019). The effects of task variation on the accuracy and complexity of Iranian EFL learners' oral performance. *Iranian Journal of English for Academic Purposes*, 8(3). 15-33.
10. Ahmadianzadeh, B., Seifoori, Z., & Hadidi Tamjid, N. (2018). Exploring EFL teachers' beliefs about and practices of learner autonomy across experience and licensure. *Innovation in Language Learning and Teaching*. doi.org/10.1080/17501229.2018.1501694.

11. Akbari, M. Seifoori, Z. & Ahour, T. (2017). Enhancing comprehension and production of argumentation through critical thinking awareness-raising. *Linguae & Rivista di lingue e culture modern*, doi.org/10.7358/ling-2017-002.
12. Azimi, F., Seifoori, Z. & Behnam, B. (2017). Moni and bilingual Iranian university students' attitude, motivation and test anxiety towards learning English language. *Iranian Journal of Educational Sociology*, 1(3), 130-137.
13. Babapoor, M., Seifoori, Z., & Chehreh, M. (2018). Intermediate EFL learners' shyness, communication apprehension and the accuracy/fluency of their oral performance. *Research in English Language Pedagogy*, 6(2), 205-222.
14. Bashiri, S., Hadidi Tamjid, N., & Seifoori, Z. (2016). Iranian EFL Experienced vs. Novice teachings' beliefs regarding learner autonomy. *The Journal of Applied Linguistics*. 15, 24-41.
15. Fatahi, J., & Seifoori, Z. (2014). The comparison of the method section of applied linguistics article written by native and Iranian writers in terms of grammatical complexity and clause type. *Procedia-Social and Behavioral Sciences*, 98, 17621698-1705.
16. Goudarzi, S., & Seifoori, Z. (2012). The effect of oral output on accuracy and fluency of Iranian EFL learners' task-based oral performance. *Quarterly Journal of Educational Sciences*, 5(18), 53-66.
17. Hamidi, A., & Seifoori, Z. (2014). The impact of MI-oriented tasks on the accuracy of Iranian intermediate EFL learners' speaking. *International Journal on Studies in English Language and Literature*, 2(11), 112-118.
18. Hassanzadeh, Z., & Seifoori, Z. (2015). Learning and teaching styles in the focus: The case of Iranian EFL learners and teachers. *The Journal of Applied Linguistics*. 17, 98-111.
19. Jahanban, H., Hadidi Tamjid, N. & Seifoori, Z. (2017). Educational Technology in Iranian high schools: EFL teachers' attitudes, perceived competence and actual use. *Hindawi Educational Research International*, doi: org /10.1155/2017/9738264.
20. Khoshlahn Hosseini, F. & Seifoori, Z. (2018). The relationship between Iranian EFL learners' ambiguity tolerance and the accuracy of their task-based oral speech. *The Journal of English Language Pedagogy and Practice*, 11(23), 85-102.
21. Mohseni, F., Seifoori, Z., & Ahangari, S. (2017). Investigation of the relationship between metacognitive reading strategies and motivation: the case of Iranian EFL learners. *Journal of Teaching English Language Studies*, 5(4), 116-128.
22. Mozaheb, M. A., Seifoori, Z., & Biglar Beigi, A. (2012). A profile of an effective EFL writing teacher (A technology-based Approach). *English Language Teaching*, 5(5), 107-117.

23. Nosratzadegan, N., Seifoori, Z., & Maftoon, P. (2016). Persian Speakers' recognition of English relative clauses: the effects of enhanced input vs. explicit feedback types. *Issues in Language Teaching (ILT)*, 5(2), 211-232.
24. Nosratzadegan, N., Seifoori, Z., & Maftoon, P. (2017). The impact of feedback types on Farsi speaking EFL learners' recognition and production of relative clauses. *Linguae & Rivista di lingue e culture modern*, doi.org/10.7358/ling-2017-001.
25. Seifoori, Z. (2017). The impact of portfolio assessment on the accuracy and complexity of TEFL postgraduate students' writing. *Journal of Instruction and Evaluation*, 34, 127-144.
26. Seifoori, Z. (2016). The impact of three feedback types on postgraduate TEFL student teachers' writing accuracy and organization. *The Journal of Applied Linguistics*, 19, 119-140.
27. Seifoori, Z. (2016). Metacognitive wariness and the fluency of task-based oral output across planning conditions: The case of Iranian TEFL students. *Iranian Journal of Language Teaching Research*, 4(1), 11-29.
28. Seifoori, Z. (2015). Postgraduate English students' metacognitive awareness of reading strategies and their reading comprehension: A comparative study. *The Journal of Applied Linguistics and Discourse Analysis*, 3(1), 117-134.
29. Seifoori, Z. (2015). Metalinguistic awareness and the accuracy of postgraduate TEFL students' writing: Teacher's focus vs. Learners' focus. *The Journal of Applied Linguistics*. 13,146-166.
30. Seifoori, Z. (2014). Discipline and gender variation in ESP learners' use of metacognitive strategies. *Iranian Journal of Language Teaching Research*, 2(2), 13-34.
31. Seifoori, Z. (2014). Enhancing reading comprehension via metacognitive strategy training: gender and discipline variation. *The Journal of Applied Linguistics*. 11, 134-157.
32. Seifoori, Z. & Ahmadi, H. (2017). EFL learners' learning and retention of phrasal verbs and lexical collocations: Contributions from formative assessment, *Journal of Modern Research in English Language Studies*, 4(2), 47-62.
33. Seifoori, Z., & Babapour, M. (2015). The effect of meta-disclosure awareness on EFL learners' listening comprehension performance. *Modern Journal Language Teaching Methods*, 5(3), 69-74.
34. Seifoori, Z., & Ramezani, M. (2015). The effect of MI-oriented language teaching on reading comprehension of Iranian technical and vocational college students. *Modern Journal of Language Teaching Methods* 5(2), 586-594.
35. Seifoori, Z. & Rezaeian, M. (2017). The effect of bottom-up/top-down techniques on lower vs. upper intermediate EFL learners' listening comprehension. *Iranian Journal of Applied Language Studies*, 9(1), 155-180.

36. Seifoori, Z., & Vahidi, Z. (2012). The impact of fluency strategy training on Iranian EFL learners' speech under online planning conditions. *Language Awareness*, 21, 101-112.
37. Shoar, N., & Seifoori, Z. (2014), The impact of divergent tasks on the accuracy and complexity of intermediate Iranian EFL learners' task-based speech. *Procedia-Social and Behavioral Sciences*, 98, 1762-1770.
38. Vahidfar, S. & Seifoori, Z. (2015). Emotionality and formality in postgraduate ELT students' use of diction in Farsi and English Writing. *The Journal of Applied Linguistics*. 14, 170-187.
39. Vahidfar, S., & Seifoori, Z. (2014). Comparison of voice features in adult bilinguals' writing: The case of Iranian Azeri speakers. *International Journal of Current Life Sciences*, 12, 184-189.
40. Yeganepoor, P. & Seifoori, Z. (2016). The impact of code-switching on bilingual EFL learners' reading comprehension. *The Journal of Applied Linguistics*. 13, 167-179.
41. Zarei, M., & Seifoori, Z. (2011). The relationship between Iranian EFL learners' perceptual learning styles and their multiple intelligences. *Procedia-Social Behavioral Sciences* 29, 1606-1613.
42. Zeraatpishe, M., Seifoori, Z. & Ahangari, S. (2014). The impact of task-supported interactive feedback on the accuracy, fluency and organization of Iranian EFL learners' writing. (2014). *The Journal of Applied Linguistics*, 10, 239-270.
43. Birjandi, P., & Seifoori, Z., (2009). The effect of training and task planning on the complexity of Iranian EFL learners' speech. *The Journal of Applied Linguistics*, 2(4), 57-80.
44. Seifoori, Z., & Birjandi, P. (2009). The impact of mixed planning on the accuracy of Iranian learners' oral performance. *The Journal of Applied Linguistics*, 1(3), 175-203.

### **Papers Presented at International Conferences**

1. Mohamadi Bazargani, S., & Seifoori, Z. (2018). Undergraduate English Students' Metacognitive Awareness of Tripartite Reading Strategies and Reading Anxiety across Gender. *ALA 2018: Towards Language Aware Citizenship*. Amsterdam, Netherlands.
2. Amani, S., Seifoori, Z. (2018). The relationship between Iranian Undergraduate ELT students' awareness of metacognitive strategies and fluency of their task-based speech. *ALA 2018: Towards Language Aware Citizenship*. Amsterdam, Netherlands.
3. Salimi, N., & Seifoori, Z., The Relationship between teachers' emotional intelligence and their students' willingness to communicate, 2<sup>nd</sup> Conference on New Trends in ELT and Testing, Ahar, Iran.

4. Safaei Asl, N., & Seifoori, Z. (2017). The effect of discussion-based vocabulary instruction on advanced-level EFL learners' vocabulary learning. 3<sup>rd</sup> International Conference on Applied Researches in language Studies, Qazvin, Iran.
5. Behnam, B., Seifoori, Z., & Ahmadi, H. (2017). Improving EFL Learners' Reading Comprehension and Vocabulary by using Retelling and One-Question-One Comment Formative Assessment technique. 5<sup>th</sup> International Conference on Applied Research in Language Studies.
6. Seifoori, Z. (2016). The Impact of Metalinguistic, Interactive, and Peer-feedback on Accuracy and Organization of Writing; The Case of Post-graduate ELT Student Teachers, *ALA 2016 Conference*, Austria, Vienna.
7. Nosratzadegan, N., & Seifoori, Z. (2016). Comparing the Impact of Three Feedback Types on Recognition and Use of Relative Clauses: The case of Iranian Learners. Austria, Vienna.
8. Seifoori, Z. (2014). Metalinguistic Awareness and Accuracy of EFL Learners' Writing: Teacher-focus vs. Learner-focus" *ALA 2014: 12<sup>th</sup> International Conference of the Association for Language Awareness*, Hamar, Norway.
9. Seifoori, Z. (2014). The effect of portfolio assessment on the accuracy and complexity of Iranian EFL learners' writing. *The 7<sup>th</sup> Biennial Conference on Issues in English language teaching in Iran*, September 9-10.
10. Seifoori, Z., Rafieyan, H., & Hamed Barghi, A. (2014). The Impact of Pre-service Reflective Teaching Training on Iranian Teacher Applicants' Attitudes towards Major ELT Components, *EDULEARN: 6<sup>th</sup> International Conference on Education and New Learning Technologies*, Barcelona, Spain, 7-9 July.
11. Hamed Barghi, A., Seifoori, Z., & Rafieyan, H. (2014). The effect of delayed self- vs. Teacher correction on the EFL learners' retention of correct grammatical forms. ELT Components, *EDULEARN: 6<sup>th</sup> International Conference on Education and New Learning Technologies*, Barcelona, Spain, 7-9 July.
12. Seifoori, Z. (2013). The Impact of Metacognitive Training on Iranian EFL Learners' Ability to Plan Their Task-based Speech," *4<sup>th</sup> International Conference on Education, Economy, and Society*, Paris, France.
13. Mozaheb, M. A., Seifoori, Z., & Biglar Beigi, A. (2012). Effective Iranian EFL Writing Teachers (A Technology-based Framework), *Akdiniz Language Studies Conference*, Istanbul, Turkey.
14. The Effect of Oral Output on Accuracy and Fluency of Iranian EFL Learners' Task-based Oral Performance, *International Conference on Education & Educational Psychology*, (Istanbul, Turkey, 19-22 October.
15. The Relationship between Iranian EFL Learners' Perceptual Learning Styles & Multiple Intelligences, *International Conference on Education & Educational Psychology*, (Istanbul, Turkey, 19-22 October, 2011.

16. Seifoori, Z., & Shokri, A. (2011). The Effect of Formal Instruction of Conjunctions and Lexical Ties on the Cohesion of Iranian EFL Learners' Written Discourse, *38<sup>th</sup> International Functional Systemic Conference, Lisbon, Portugal, 25-29 July*.
17. Seifoori, Z., & Vahidi, Z. (2010). The impact of fluency strategy training on Iranian EFL learners under online planning condition, *Awareness Matters: Language, Culture, Literacy*. Kassel, Germany, 25-28 July 2010.
18. Seifoori, Z., & Yeganepoor, P. (2010). The effect of code-switching on Iranian Bilingual EFL learners' reading comprehension. *The 8<sup>th</sup> International TELLSI Conference: Call for change in our language teaching*, Tehran, Iran.
19. Seifoori, Z. (2009). The impact of metacognitive training and levels of planning on the accuracy of task-based oral performance, *3<sup>rd</sup> International langscape Conference*, Feshta, Germany, 3-5 December.
20. Seifoori, Z. (2008). The significance of peer-editing in teaching writing to TEFL students, *English and Asia: First International Conference*, Malaysia, 24-27 November 2008.
21. Learner-centeredness: A Task-based Approach to Strategies-based Instruction, *5<sup>th</sup> Asia TEFL International Conference*, Kuala Lumpur, Malaysia, 8-10 June 2007.

### **Research Projects**

1. Seifoori, Z. (2007). The Significance of Peer-editing as a Remedial Technique in Teaching Writing to TEFL Students at Islamic Azad University of Tabriz, Funded by Tabriz Branch, Islamic Azad University.
2. Seifoori, Z. (2014). The Impact of Metacognitive Strategy Training on Iranian Male and Female Non-English Majors' Learning in General English Courses. Funded by Tabriz Branch, Islamic Azad University.
3. Seifoori, Z. (2015). The Impact of Genre-based Metalinguistic Knowledge, Teacher Scaffolding Feedback, and Peer Feedback on the Grammatical Accuracy and Organization of Iranian MA TEFL Students' Writing. Funded by Tabriz Branch, Islamic Azad University.
4. Seifoori, Z. (2020). The Impact of Metacognitive Awareness-raising on General Reading Comprehension, Content-Based Retention, and Metacognitive Reading Strategy Use of Postgraduate ELT and EL Students. Funded by Tabriz Branch, Islamic Azad University.



## **Workshops Held**

1. IELTS Reading Teacher Training Workshop, (2021). Irsafam. Tehran, Iran.
2. IELTS Writing Teacher Training Workshop, (2021). Irsafam. Tehran, Iran.
3. IELTS Reading Teacher Training Workshop, (2020). Irsafam. Tehran, Iran.
4. IELTS Writing Teacher Training Workshop, (2020). Irsafam. Tehran, Iran.
5. Teacher Training Course Workshop, (2020). Vancouver Teacher Training Center, Tehran, Iran.
6. Teacher Training Course Workshop, (2019). TELLSI, Tabriz, Iran.
7. Teaching Reading: Frameworks and Creative Options, (2018). Association of English Teachers in East Azerbaijani.
8. Classroom Management Skills Workshop, (2017). Pegah Language Institute.
9. English Teaching Methodology Workshop, (2017). IAIT.
10. English Academic Research Paper Writing Workshop, (2017). Association of English Teachers in East Azerbaijani.
11. English Teacher Training for pre-service teachers at Goldis Language Institute, February 2013, June 2013, September 2013, December 2013, February 2014, June 2014, September 2014, December 2014, February 2015, June 2015
12. English Teacher Training for pre-service teachers at Pardis Language Institute, 2010.
13. TOEFL Preparation Workshop for staff members of the Islamic Azad University – Tabriz Branch, 2011.
14. Academic Writing Workshop for staff members of Tabriz University – Medical Sciences. October 2009, December 2009, April 2010, September 2010, December 2010.
15. English Teacher Training for pre-service teachers at Pardis Language Institute, 2009.