

Shiela kheirzadeh

Ph.D. in TEFL

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Personal Profile

Shiela Kheirzadeh is an assistant professor of TEFL in the English Department, Sobhe-Sadegh Institute of Higher Education, Isfahan, Iran. She received her B.A. in TEFL from Azad University of Najafabad (۲۰۰۴) and her M.A. (۲۰۰۸) and Ph.D. (۲۰۱۶) in TEFL from Alzahra University. She has been teaching English in both language schools and universities for the last ۱۶ years. Her main research areas of interest are Issues in Second Language Acquisition (SLA), Language Teaching Methodology, Testing and assessment, and Psycholinguistics. Shiela Kheirzadeh has published a number of articles on language teaching as an author or co-author and she has presented papers in international conferences. She currently resides in Isfahan, Iran, and can be contacted at sh.kheirzadeh@yahoo.com.

Education

- ۲۰۰۴-۲۰۰۴ Azad University of Najafabad, Isfahan, Iran
B. A. in TEFL
- ۲۰۰۵-۲۰۰۷ University of Isfahan, Isfahan, Iran
M.A. in TEFL
- ۲۰۱۱-۲۰۱۶ Alzahra University, Tehran, Iran
Ph.D. in TEFL

Work Experience

- ۲۰۰۳-۲۰۰۵, Pardis Language School, Najafabad, Iran.
Teaching Upper-intermediate and Advanced English Courses, Preparing and Editing Tests for Different Courses
- ۲۰۰۸-now Sobhe Sadegh Institute of Higher Education
- ۲۰۱۷-now ACECR Institute of Higher Education (Isfahan Branch), Isfahan, Iran

Skills

- Well-developed oral and written English skills
- Competent in teaching English as a foreign language
- Capable of doing team work

Publications

1. Kheirzadeh, S., & Pakzadian, S. S. (۲۰۱۵). Depth of Processing and Age Differences. *Journal of psycholinguistic research*, ۱-۱۳. (ISI)
۲. Yahay, M., & Kheirzadeh, S. (۲۰۱۵). The Impact of Oral Presentation on Fluency and Accuracy of Iranian EFL Learners' Speaking. *Journal of Applied Linguistics and Language Research*, ۲(۵), ۱۱۴-۱۲۳. (indexed)
۳. Rajaeizadeh, Z., Biria, R., & Kheirzadeh, S. (۲۰۱۵). Instructional Efficacy of Dynamic Assessment on English Vocabulary Learning of Young Iranian EFL Learners: The Case of Near vs. Far Transcendence Tasks. *Journal of Applied Linguistics and Language Research*, ۲(۸), ۱۵۵-۱۶۸. (indexed)
۴. Amini Asl, Z., & Kheirzadeh, S. (۲۰۱۶). The effect of note-taking and working memory on Iranian EFL learners' listening comprehension performance. *International Journal of Research Studies in Psychology*, ۲(۴). (indexed)
۵. Kheirzadeh, S. & Kassaian, Z. (۲۰۱۱). Field-dependence/independence as a factor affecting performance on listening comprehension sub-skills: The case of Iranian EFL learners. *Journal of Language Teaching and Research*, ۲(۱), ۱۸۸-۱۹۵. (indexed)
۶. Tavakoli, E., & Kheirzadeh, S. (۲۰۱۱). The Effect of Font Size on Reading Comprehension Skills: Scanning for Key Words and Reading for General Idea. *Theory and Practice in Language Studies*, ۱(۷), ۹۱۵-۹۱۹. (indexed)
۷. Kheirzadeh, S., & Tavakoli, E. (۲۰۱۲). The Causes of Reading Difficulty: The Perception of Iranian EFL Post-graduate and Under-graduate Students. *Journal of Language Teaching and Research*, ۲(۱), ۱۴۷-۱۵۲. (indexed)
۸. Kheirzadeh, S., & Hajiabed, M. (۲۰۱۶). Differential Language Functioning of Monolinguals and Bilinguals on Positive–Negative Emotional Expression. *Journal of psycholinguistic research*, ۴۲(۱), ۵۵-۶۹. (ISI)
۹. Kheirzadeh, S., & Marandi, S. S. (۲۰۱۵). Test Administration Conditions of the General English Section of the Iranian National PhD Entrance Exam: Are the PhD Exam Candidates Satisfied? *Iranian Journal of Language Testing*, ۲(۲). (indexed)
۱۰. Kheirzadeh, S., & Marandi, S. S. (۲۰۱۴). Concordancing as a Tool in Learning Collocations: The Case of Iranian EFL Learners. *Procedia-Social and Behavioral Sciences*, ۹۸, ۹۴۰-۹۴۹. (indexed)
۱۱. Ebrahimi, S., Rezvani, E., & Kheirzadeh, S. (۲۰۱۵). Teaching Grammar through FormS Focused and Form Focused Instruction: The Case of Teaching Conditional Sentences to Iranian Intermediate EFL Learners. *Journal of Applied Linguistics and Language Research*, ۲(۱), ۱۰-۲۵. (indexed)

۱۲. خیرزاده شیلا, مرندی سیده سوسن, و توکلی منصور (۱۳۹۴). بررسی مثلثی سازی تجانس بین نیاز دانشجویان مقطع دکتری به مهارت های زبان انگلیسی و مهارت های زبانی اندازه گیری شده در بخش زبان عمومی آزمون دکتری. فصلنامه مطالعات اندازگه گیری و ارزشیابی آموزشی, ۱۱, ۶۷-۹۰. (علمی-پژوهشی)

۱۳. Kheirzadeh, S., & Saddatnia, M. (۲۰۱۳). Corpora and Language Teaching: Implications for Language Teachers and Learners. *Iranian EFL Journal*, ۶ (۹), ۲۵۸-۲۷۵. (indexed)
۱۴. Kheirzadeh, S., & Vafaparvar, S. (۲۰۱۷). The acquisition of the English future tense by Iranian EFL learners: Processing instruction vs. meaningful output-based instruction. *International Journal of Research Studies in Language Learning*, ۷ (۳), ۴۵-۵۶. (indexed)
۱۵. Kheirzadeh, S., Marandi, S.S., & Tavakoli, M. (۲۰۱۷). The Relationship among Academic Discipline, Gender and Total Exam Score on Test-Taking Strategies: The Case of the General English Section of the National Iranian PhD Entrance Exam. *International Journal of Language Testing*, ۷ (۲), ۹۹-۱۱۵. (indexed)
۱۶. Kheirzadeh, S., & Sistani, N. (۲۰۱۸). The Effect of Reflective Teaching on Iranian EFL Students achievement: The Case of Teaching Experience and Level of Education. *Australian Journal of Teacher Education*, ۴۳ (۲), ۱۴۳-۱۵۶. (ISI)
۱۷. Soltani, A., & Kheirzadeh, S. (۲۰۱۷). Exploring EFL students' use of writing strategies and their attitudes towards reading-to-write and writing-only tasks. *Journal of Language and Linguistic Studies*, ۱۳ (۲), ۵۳۵-۵۶۰. (indexed)
۱۸. Madani, B.S., & Kheirzadeh, S. (۲۰۱۸). The impact of pre-listening activities on EFL learners' listening comprehension. *International Journal of Listening*, ۱-۱۵. (indexed)

Books published:

- Study skills for EFL learners (۱۳۹۳)
- Testing for language teachers (۱۳۹۶)
- عصب روانشناختی کودک: ارزیابی و مداخلات اختلالات عصب رشدی (۱۳۹۵)

Working as a Reviewer for:

- *Applied Research on English Language*
- *Reading & Writing Quarterly: Overcoming Learning Difficulties*
- *Research in English Language Pedagogy (peer reviewer)*

The Master's Theses I have supervised:

N. Sistani (۲۰۱۵). The effect of reflective teaching on Iranian EFL students' achievement, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

M. Yahay (۲۰۱۵). An Investigation into the Impact of Oral Presentation and Group Discussion on Fluency and Accuracy of Iranian EFL Learners' Speaking, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

A.Soltani (۲۰۱۶). Exploring EFL Student's Use of Writing Strategies and Their Attitudes towards Reading-to-Write and Writing-only Tasks, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

F. Jafari (۲۰۱۶). The Relationship of Assertiveness, Self-consciousness and L^۲ Oral Ability: The Case of Iranian intermediate Senior Students of English Translation, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

Y. Bahrami (۲۰۱۶). Second Language Listening Instruction: Comparing a Strategies-Based Approach with an Integrated Strategies/Bottom-Up Skills Approach in Iranian Lower Intermediate EFL Learners, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

Z. Amini (۲۰۱۶). The Effect of Note-taking and Working Memory on EFL Learners' Listening Comprehension Performance, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

M. Nafar (۲۰۱۷). Effect of Learning from Picture-Word Pairing and Semantic Mapping Visual Strategies on Vocabulary Learning and Retention of Adolescent Iranian EFL Learners, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

S. Razzazadeh (۲۰۱۷). On-line Instruction (Paused Task versus Cloze Activity) in Listening Task-based Instruction of Intermediate EFL Learners: a Focus on Learners' Metacognitive Awareness, unpublished thesis in ACECR Institute of Higher Education (Isfahan Branch)

S. Ramezani (۲۰۱۷). Vocabulary Learning Strategy Use by Undergraduate Translation Students: Focus on Measuring Self-regulating Capacities, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

S. Afraz (۲۰۱۷). The Impact of Planning on Anxiety and Quality of Iranian EFL Learners' Written Production: Pretask Planning Vs. On-Line Planning, unpublished thesis in ACECR Institute of Higher Education (Isfahan Branch)

S. Vafaparvar (۲۰۱۷). The Acquisition of the English Future Tense by Iranian Intermediate EFL Learners: Comparing Processing Instruction and Meaningful Output-Based instruction, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

B. Madani (۲۰۱۷). The Essential Role of Planning Listening in Better Comprehension for advanced and elementary students by focusing on pre-listening activities, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

Z. Ziaei (۲۰۱۷). Beliefs about English reading instruction: Language institute teachers vs. secondary school teachers, unpublished thesis in ACECR Institute of Higher Education (Isfahan Branch)

N. Naderi (۲۰۱۷). Effect of Task Complexity on Iranian EFL Learners' Written Narrative Task Performance in Case of Complexity, Accuracy, and Fluency, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

M. Malakootikhah (۲۰۱۸). The Role of Content and Procedural Repetition in Reading Fluency: The Case of Reading Instruction in Iranian EFL Context, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

M. Yousefi (۲۰۱۸). Students and teachers' perception of the appropriateness of accounting major ESP textbook, unpublished thesis in ACECR Institute of Higher Education (Isfahan Branch)

S. Azimiyan (۲۰۱۸). Relationship between Foreign Language Anxiety and Students' English Reading Comprehension Test Performance, Self-efficacy, and Self-taken Anxiety-reducing Strategies: The Case of Medical School Students, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

T. Sharifzad (۲۰۱۸). The impact of voice recording technique vs. simultaneous scoring on inter-rater reliability of IELTS speaking test, unpublished thesis in ACECR Institute of Higher Education (Isfahan Branch)

N. Bahramian (۲۰۱۸). Improving Iranian EFL Learners' Writing Skills Through Written and Oral Peer Feedback, unpublished thesis in Sobhe Sadegh Institute of Higher Education, Esfahan, Iran

References

References available upon request.