

In His Name

Curriculum Vitae Mohammad Amini Farsani

2025

Personal Details

Date of Birth 23 September 1983
Citizenship Iranian.
Present Position PhD in Applied Linguistics
Work Address Department of Foreign Languages, Iran University of Science and Technology
Tell (+98)9133815195
Electronic Mail mohammad_farsani@iust.ac.ir

Education and Qualifications

2017- the present Assistant Professor in Applied Linguistics
2017, PhD in TEFL, Kharazmi University, Karaj, Iran GPA:17.78
2012, PhD student in TEFL, Kharazmi University, Karaj, Iran.
2011, MA In TEFL Kharazmi University Tehran, Iran.GPA:19.09
2009, BA in English Language and Literature, University of Sistan & Balouchestan, Zahedan, Iran.GPA:17.26

Current Research Interests

- Issues in Research Methodology with specific concentrations on Mixed Methods Research, Research Synthesis, and bibliometric in Applied Linguistics;
- Combining corpus linguistics and research rhetoric notably for MMR studies
- Combining academic argumentation and methodological orientations notably for Mixed Methods research
- Academic Writing and its correlate notably Argumentative Writing and Authorial voice in L2 writing
- NLP-based/informed pedagogy in L2 writing and research
- Research-teaching nexus and bridging the gaps between the two through MMR and research synthesis

Achievements, Awards & Appreciations

2005: University of Sistan and Baluchestan Award: Top student in a year of the BA Degree

2010-2011: Kharazmi University Award: Top student in each year of MA degree

2010-2011: Kharazmi University Award: Elite Active Cultural and Scientific Student

2010-2011: Kharazmi University Award: University Center for Talented Students

2010-2011: Kharazmi University Award: Jihad Daneshgahi

2011-2012: Kharazmi University Award: Elite Active Cultural and Scientific Student

2012-2013 : Being selected as the **Typical** AND **the Best student** in TEFL in Iran (an award offered by President Ahmadi Nejad)

2013-2014: Being selected as the Iranian **Top Youth** in Science and Technology Festival (an award offered by the Iranian Ministry of Science, Research, and Technology)

2013-2014: Being selected as the **Top Researcher** in Islamic Azad University, Youth and Elite Club Annual Festival

2014-2015: Being selected as an Elite Active Cultural and Scientific Student at Kharazmi University

2015-2016: Being selected as the typical and best researcher, Harkat Festival at Kharazmi University

2015-2016: Being selected as the **elite student** (an award offered by Iran's National Elites Foundation)

2016-2017: Being selected as the best researcher, Harkat Festival in Kharazmi University

2016-2017: Being selected as the **Typical** AND **the Best student** in TEFL in Iran (an award offered by President Hasan Rouhani)

2017-2018: The recipient of the best Iranian thesis award in Humanities

2019-2021: The recipient of the award by Iran's National Elites Foundation

2021-present: The recipient of the award for university professors by Iran's National Elites Foundation

Employment and Professional Background

2011-2013: Lecturer at Payamnoor University, Farsan, Iran

2012-2013: Lecturer at Islamic Azad University, Tehran North Branch

2013-2014: Lecturer at Shahrekord State University

2014-2015: Lecturer at Iran University of Science and Technology

2014-2018: Lecturer at Shahid Beheshti University

2016-2018: Lecturer at Kharazmi University

2017-2018: Lecturer at Tehran University

2017-2018 Lecturer at Iran University of Science and Technology (IUST)

2018-present Assistant Professor in Applied Linguistics at IUST

Courses Taught

MA Courses

Research-focused modules

- ✓ Mixed methods research
- ✓ Research Synthesis
- ✓ Research Methods in Applied Linguistics
- ✓ Statistical Literacy

Others

- ✓ Advanced Academic writing
- ✓ Corpus Linguistics
- ✓ Advanced Academic writing
- ✓ Issues in Linguistics
- ✓ Practical Teaching
- ✓ Discourse Analysis
- ✓ Materials Development

University Evaluation Score (out of 20) in five years: 19.90

BA Courses

- ✓ Research Methodology
- ✓ Letter Writing

English for Specific and General Purposes Courses:

- ✓ English for Students of Management and Economics
- ✓ English for Students of Industrial Business
- ✓ English for Students of Mechanical Engineering
- ✓ English for Students of Engineering
- ✓ General English Courses

University Evaluation Score (out of 20) in five years: 19.70

✓

Reviewers and Editorial Board

2013: Secretary of English Sig. of International Congress of Psychological Issues.

2013-present Member of Editorial Board, *Asian EFL Journal*

2013-present Member of Editorial Board, *TESL-EJ*

2013-present Member of Editorial Board, *TESOL Journal*

2017-present *Journal of Language and Translation*

2018-present Invited reviewer for *Mixed Methods Research*, *Modern Language Journal*; *International Journal of Applied Linguistics*; *Quality and Quantity*, *System*, *Language, Culture and Curriculum*, *Language Teaching Research*, *Language Assessment Quarterly*, *Language Testing in Asia*; *SAGE Open*, and national journals.

2019-Present An invited reviewer for **MMR sig** of the American Educational Research Association

2023-2024 An invited reviewer for evaluating books on Language and Linguistics Sig of Springer Nature

Memberships:

2016-Present: Mixed Methods International Research Association (MMIRA)

2017-PRESENT: American Association of Applied Linguistics (AAAL)

2019-Present: Modern Language Association (MLA)

2022-Present: Asia TEFL

Publications

Amini Farsani, M. (in press). Enriching Quantitative Phase in Mixed Methods Research. In C. Chappel, *The Encyclopedia of Applied Linguistics*. John Wiley.

Amini Farsani, M., Stapleton, P., Jamali, H. (2025). Charting L2 argumentative writing: A systematic review. *Journal of Second Language Writing*, 68, 101208. <https://doi.org/10.1016/j.jslw.2025.101208>

Amini Farsani, M. & Barzegar, R. (in press). Tracing sampling in quantitative studies in Applied Linguistics Journals. *Quality & Quantity*.

Amini Farsani, M. & Daneshvar, B. (in press). Research Motivation, Research Self-Efficacy, and Research Anxiety among L2 Graduate Learners: A Structural Equation Modelling Approach. *Research in Post-Compulsory Education*.

Abdollahzadeh, E., Amini Farsani, M., & Aminpour, N. (in press). Perspectives on English for publication Purposes among Iranian scholars: A Mixed Methods study. *Review of Education (BERA)*

Amini Farsani, M., & Jamali, H. R. (2024). Topical trends and research frontiers of applied linguistics research articles with different methodological orientations: A Bibliometric-Synthetic Review. In *A Scientometrics Research Perspective in Applied Linguistics* (pp. 83–111). https://doi.org/10.1007/978-3-031-51726-6_4

Amini Farsani, M., & Asaie, M. (2024). Exploring TEFL research methods courses in Iran: a path to research synthesis pedagogy. *The Qualitative Report*, 29(1), 206-228.

Amini Farsani, M., Soleimani, L., Ghorbani, B. D. (2024). A Retrospective-Prospective Mapping of Roshd FLT: What Research Synthesis and Bibliometric Analysis say to us over the Past 35 years. *Rosh FLT*.

Anani Sarab, M. R., & Amini Farsani, M. (2024). Second-order synthesis of meta-analytic studies

in applied linguistics (1998–2021). *Quality & Quantity*, 58 (2), 1517-1543.
<https://doi.org/10.1007/s11135-023-01692-x>

Amini Farsani, M. A., & Jamali, H. R. (2023). Collaboration network of applied linguistics research articles with different methodological orientations. *Studies in Second Language Learning and Teaching*, 13(4), 727–754. <https://doi.org/10.14746/ssllt.40214>

Amini Farsani, M. A., & Rahimi, F. (2023). Neoliberalism for young learners in an EFL context: a mixed-methods approach. *Language, Culture and Curriculum*, 36(2), 177–204. <https://doi.org/10.1080/07908318.2022.2110890>

Amini Farsani, M., Abdollahzadeh, E., & Minaye Hashemi, B. S. (2023) A Premier on authorial voice-promoting pedagogy in an academic argumentative EFL Context: An Innovative Mixed-Methods Research Approach. *Asia TEFL*, 20 (2), 261-285.

Riazi, A. M., & Farsani, M. A. (2023). Mixed-methods research in applied linguistics: Charting the progress through the second decade of the twenty-first century. *Language Teaching*, 1–40. <https://doi.org/10.1017/s0261444823000332>

Asaie, M., & Farsani, M. A. (2023). Surveying TEFL MA students' attitude towards research and research methodology course: a mixed research approach. *Research in Post-Compulsory Education*, 28(3), 460-484.

Yaghoobi, A., Amini Farsani, M., Minaei-Bidgoli, B., & Taghizadeh, A. A. (2023). Unveiling the Argumentative Nature of Meta-Analysis in Applied Linguistics: An Argument Mining Approach. *Journal of Modern Research in English Language Studies*, 10(4), 135-162.

Behboudi, S., Nazari Bagha, K., & Amini Farsani, M. (2023). Towards Validating an Already-proposed Pluralistic Curriculum Model for ESP in Iran. *Journal of New Trends in English Language Learning*, 2(2), 31-44.

Amini Farsani, M., & Babaii, E., Beikmohammadi, M., & Babaii Farsani, M. (2022). Mixed-methods research proficiency for applied linguists: A PLS-path modeling approach. *Quality & Quantity*, 56, 3337–3362. <https://doi.org/10.1007/s11135-021-01268-7>

Abdollahzadeh, E., Farsani, M. A., & Zandi, M. (2022). The relationship between L2 motivation and transformative engagement in academic reading among EAP learners: Implications for reading self-regulation. *Frontiers in Psychology*, 13.

Mohammadi, V., Amini Farsani, M., & Nazmi, R. (2022). Peer Reviewing in Applied Linguistics: Reviewers' Perceptions. *Interdisciplinary Studies in English Language Teaching*, 1(1), 56-67.

Behboudi, S., Nazari Bagha, K., & Amini Farsani, M. (2022). Developing a pluralistic curriculum

model for ESP in Iran. *Journal of Language and Translation*, 12(4), 197-208.

Amini Farsani, M., Jamali, H. R., Beikmohammadi, M., Ghorbani, B. D., & Soleimani, L. (2021). Methodological orientations, academic citations, and scientific collaboration in applied linguistics: What do research synthesis and bibliometrics indicate? *System*, 100, 102547. <https://doi.org/10.1016/j.system.2021.102547>

Amini Farsani, M., & Mohammadi, V. (2021). Mixed Methods Research in an EFL Context: A Quality Assessment Perspective. *Journal of Modern Research in English Language Studies*. <https://doi.org/10.30479/jmrels.2021.14436.1771>

Amini Farsani, M., & Aghamohammadi, N. (2021). Exploring Students' Engagement with Peer-And Teacher Written Feedback in an EFL Writing Course: A Multiple Case Study of Iranian Graduate Learners. *MEXTESOL Journal*, 45(4), n4.

Amini Farsani, M. (2021). Aek Phakiti, Peter De Costa, Luke Plonsky, and Sue Starfield (eds): THE PALGRAVE HANDBOOK OF APPLIED LINGUISTICS RESEARCH METHODOLOGY. *Applied Linguistics*, 42 (4), 817-821.

Amini Farsani, M., Zafarpour, S. & Ostadzadeh, F. (2021). Hidden neoliberalism in language teaching textbooks: A study of the New Headway Series. *ROSHD FLT*, 35 (3), 16-22.

Amini Farsani, M. (2020). Using Toulmin's elements of argumentative writing in an Iranian EFL context: Gender differences and age variations. *ROSHD FLT*, 34 (3), 10-19.

Amini Farsani, M., & Babaii, E. (2020). Applied linguistics research in three decades: A methodological synthesis of graduate theses in an EFL context. *Quality & Quantity*, 54, 1257-1283.

Nayernia, A., Taghizadeh, M., & Farsani, M. A. (2020). EFL teachers' credibility, nonverbal immediacy, and perceived success: A structural equation modelling approach. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186x.2020.1774099>

Amini Farsani, M., & Babaii, E. (2019). Mapping past, current and future TEFL research trends in Iran: a synthetic review of topics and paradigms in three decades. *Journal of Modern Research in English Language Studies*, 5(4), 81-108.

Amini Farsani, M., & Babaii, E. (2019). EFL faculty members' research engagement: Voices from Iran. *Research in Post-Compulsory Education*, 24(1), 37-59.

Amini Farsani, M., Abdollahzadeh, E., & Beikmohammadi, M. (2019). Self-regulated learning, metacognitive awareness, and argumentative writing: A structural equation modeling approach. *Writing & Pedagogy*, 11(2), 195-222.

Anani Sarab, M.R. & Amini Farsani, M. (2019). Using mixed methods research synthesis for literature reviews. *International Journal of Multiple Research Approaches*, 11 (2), 203-205.

Abdollahzadeh, E., Amini Farsani, M., & Beikmohammadi, M. (2017). Argumentative writing behavior of graduate EFL learners. *Argumentation*, 31, 641-661.

Mohammadi, V. & Amini Farsani, M. (2017). Washback in action: The case study of Iranian EFL teachers and learners, *Roshd FLT*, 32(2), 9-23.

Babaii, E., Hashemi, M. R., & Amini Farsani, M. (2016). Exploring EFL applied linguists' conceptions of research: A mixed methods study. *Journal of Foreign Language Research*, 6(2), 501-533.

Anani Sarab, M. R. & Farsani, M. A. (2016). Book Review: Mixed methods research for TESOL. *Journal of Mixed Methods Research*, 10(2), 205-207. <https://doi.org/10.1177/1558689815592787>

Amini Farsani, M. & Beikmohammadi, M. (2016). Iranian EFL learners' noticing of morpho-syntactic corrective feedback: recast types and uptake. *Iranian EFL Journal*, 12(2), 76-98.

Amini Farsani, M. A. (2015). Do EFL Teachers' Gender, Age and Years of Teaching Experience Interact with Emotional Intelligence and Self-Efficacy?. *ROSHD FLT*, 36, 552-569.

Sarabchian, E., Farsani, M. A., & Nosratinia, M. (2015). One step beyond language learning strategies: The strategic self-regulation model of language learning. *Best Practice in ELT: Voices from the Classroom*, 157-164.

Amini Farsani, M., Beikmohammadi, M., & Mohebbi, A. (2014). Self-Regulated Learning, Goal-Oriented Learning, and Academic Writing Performance of Undergraduate Iranian EFL Learners. *Tesl-Ej*, 18(2), n2.

Anani Sarab, M. R., & Amini Farsani, M. (2014). The relationship between writing strategies and personality types of graduate Iranian EFL learners. *Applied Research on English Language*, 3(2), 69-84.

Safdarian, Z., Ghyasi, M., & Farsani, M. A. (2014). How reading strategy use and personality types are related. *Reading*, 14(1), 121-135.

Publications During my MA studies:

Nikoopour, J., Farsani, M. A. (2012) Teaching reading strategies in EFL classrooms: A classroom-centered research. *Educational Research Journal of Kharazmi University*, 28(2), 149-184.

Nikoopour, J., Farsani, M. A., Tajbakhsh, M., & Kiyae, S. H. S. (2012). The relationship between trait emotional intelligence and self-efficacy among Iranian EFL teachers. *Journal of Language Teaching and Research*, 3(6), 1165.

Nikoopour, J., Farsani, M. A. (2012). The impact of vocabulary previewing on EFL learners' reading comprehension, receptive and productive vocabulary. *Roshd Quarterly*, 26(3), 46-53.

Nikoopour, J. & Farsani, M.A. (2011). English language teaching material development. *Journal of Language and Translation*, 2(2), 1-12.

Nikpour, J., Farsani, M., & Nasiri, M. (2011). The Relationship Between Critical Thinking and Language Learning Strategies Among Iranian EFL Learners. *Journal of Technology and Education*, 5(3), 195-200.

Nikoopour, J., & Amini Farsani, M. (2010). On the relationship between language learning strategies and personality types among Iranian EFL learners. *Journal of English Studies*, 1(1), 81-101.

Nikoopour, J., Amini Farsani, M., & Mahmoodi, F. (2010). The impact of observer ring technique on the writing achievement: A case of Iranian EFL learners. *Journal of English Language Pedagogy and Practice*, 3(7), 163-18.

Book Chapters and Entries

2024: Boosting quantitative studies in MMR in Applied Linguistics. *The Encyclopedia of Applied Linguistics* (John Wiley Publication House)

2024: Research frontiers and topical issues in AL journals with different methodological orientations: A synthetic-bibliometric review. *Handbook of Scientometrics in Applied Linguistics* (Springer)

Papers in preparation and under-reviewing

- ✓ Developing academic wordlist for MMR studies published in the *Journal of mixed methods research* (research-in-progress)
- ✓ Questionable mixed methods research practices (research-in-progress)
- ✓ Meta-inference in MMR studies: Conceptualization and Implementation (research-in-progress)
- ✓ Argumentation and mixed methods research (research-in-progress)

- ✓ How does limitation function in different methodological orientations? (research-in-progress)
- ✓ Surveying book reviews published in AL journals: A sentiment approach (research-in-progress)
- ✓ Charting the Landscape of Applied Linguistics Research (2016-2022): A Synthetic-Bibliometric Review of Research Articles with Different Methodological Orientations in Iran (under review)
- ✓ Towards a Pedagogical Alternative to Neoliberalism in L2 Education: What Does a Conversion Mixed-Methods Research Indicate? (Under Review)
- ✓ Synthesizing L2 argumentative writing in L2 studies (under review)
- ✓ Exploring TEFL Students' Conceptions of Research: What Does Cognitive Neuroscience Approach Indicate? (under review)
- ✓ Argumentative writing, authorial voice, and sentiment analysis: Any interrelationship (under review)
- ✓ Tracing emotional regulation in argumentative writing (under review)
- ✓ Bibliometric analysis of L2 argumentative writing in L2 studies (under review)

Conference (Proceedings) and Workshops

2024: Fostering Methodological Awareness: The Mixed Methods Research Affordances. *Invited Symposium with Professor Riazi* for 21st AILA (International Association of Applied Linguistics) World Congress, Malaysia

2024: Mapping the Quality of Mixed-Methods Research in Applied Linguistics for 21st AILA (International Association of Applied Linguistics) World Congress, Malaysia

2024: The implementation of mixed methods research in argumentative writing. An invited Workshop for PhD students in Argumentation at IALS (Institute of Argumentation, Linguistics, and Semiotics, University of Lugano, Switzerland

2023: Mixed methods research in TEFL. A semester-long workshop for TEFL students in Iran

2021: Research Synthesis in Applied Linguistics: Facilitating Research-pedagogy, The British Association of Applied Linguistics with Cambridge University Press Seminar

2022: To What Extent are You Proficient in Mixed-Methods Research: The Voices of Applied Linguists. **2022 MMIRA Global Conference**

2022: Exploring the Status Quo of Mixed-Methods Research in Applied Linguistics: Its place, Collaboration, and Citation. **2022 MMIRA Global Conference**

2021: Argument Mining in Applied linguistics. **2021 American Association of Applied Linguistics**

2013: *Pragmatic issues in ELT*. Shahrekord University (Workshop)

2011: The relationship between trait emotional intelligence and self-efficacy among Iranian EFL teachers. ? Proceedings of the International Conference on language, literature, and linguistics (ICLLL).Dubai, UAE.

2011: Do EFL Teachers' Gender, Age and Years of Teaching Experience interact with Emotional Intelligence & Self-efficacy? Proceedings of the International Conference on language, literature, and linguistics (ICLLL).Dubai, UAE.

2011: Metacognitive Awareness of Reading Strategies: A Triangulated Study of Iranian EFL learners. Proceedings of the International Conference on language, literature, and linguistics (ICLLL).Dubai, UAE.

2011: On the relationship between Iranian EFL learners ' goal oriented and self-regulated learning and their writing performance. ? Proceedings of the International Conference on language, literature, and linguistics (ICLLL).Dubai, UAE.

2011: Digitized and non-Digitized Language Assessment: A Comparative Study of Iranian EFL Language Learners. Proceedings of the International Conference on language, literature, and linguistics (ICLLL).Dubai, UAE.

2011: Language Learning Strategy Preferences of Iranian EFL Students. Proceedings of the International Conference on Social Science and Humanity – ICSSH.

2011: *Vocabulary previewing on EFL learners' reading comprehension, receptive and productive vocabulary.* The 4th postgraduate conference on language and literature. University of Tehran.

2011: *Reading strategy use and personality type: a survey study among Iranian EFL learners.* International Conference on English Language Teaching: Teaching English as a Performing Art (ICELT 2011). Malaysia.

2011: *The Wash back effects of UEE on Iranian EFL learners & teachers.* Workshop held in the third International Symposium on autonomy and assessment. University of Bremen, Germany.

2011: *The relationship between self-regulated learning strategies and personality types.* International Conference on English Language Teaching: Teaching English as a Performing Art (ICELT 2011). Malaysia.

2010: *On the relationship between cognitive styles and language learning strategies among EFL Iranian learners.* Paper presented at the CALL (Computer Assisted Language Learning) Conference. University of Antwerp, Belgium.

2010: *Wash back in EFL Classrooms in Iran: A Study of the Wash back Effect in the Iranian Junior High Schools.* Applied Linguistics Association of Australia (ALAA) Congress, 4-7 July 2010, The University of Queensland, Brisbane, Australia.

2010: *Reading Comprehension Skill in EFL Classrooms: The Impact of Teaching Reading Strategies on the Iranian EFL Learners' Reading Comprehension.* Applied Linguistics Association of Australia (ALAA) Congress, 4-7 July 2010, The University of Queensland, Brisbane, Australia.

2010: *Assessing Wash back Effect in the University Entrance Exam in Iran.* Proceedings of the 19th MELTA International Conference 2010, ISBN 978-983-9411-01-0.

Thesis and dissertations supervised

I have served supervising for 65 theses at IUST.

Books

2018: English through Reading. University of Sistan & Balouchestan Publication.

2016: Academic Writing in Humanities. Academic Publication.

2011: Exploring washback in language assessment: theory and practice. Lambert Academic Publishing, Germany.

