



اطلاعات تماس

داخلی ۴۰۵۳



atahrii@guilan.ac.ir



<https://guilan.ac.ir/~atahrii>



دانشگاه گیلان، رشت، ایران



دکتر عبدالرضا تحریری

دانشیار گروه زبان و ادبیات انگلیسی

دانشکده ادبیات و علوم انسانی، دانشگاه گیلان

سوابق تحصیلی

- دکتری تخصصی آموزش زبان انگلیسی، دانشگاه شیراز
- کارشناسی ارشد آموزش زبان انگلیسی، دانشگاه شیراز
- کارشناسی آموزش زبان انگلیسی، دانشگاه گیلان

مسئولیت‌ها

- سرپرست سابق معاونت مدیر نظارت، ارزیابی و تضمین کیفیت دانشگاه
- مدیر اسبق گروه زبان و ادبیات انگلیسی

زمینه‌های کاری

- آموزش زبان دوم
- اصول و روش تدریس زبان
- هوش‌های چندگانه

ORCID: <https://orcid.org/0000-0001-8631-7938>

Google Scholar:

<https://scholar.google.com/citations?user=3QrmUTkAAAAJ&hl=en&oi=ao>

- از نیمسال اول سال تحصیلی ۱۳۸۹-۱۳۹۰ تا کنون
عضو هیات علمی گروه زبان و ادبیات انگلیسی، دانشگاه گیلان، رشت.

- **دروس** تحقیق در آموزش زبان - نقد و بررسی مسائل آموزش زبان
دوره دکتری آموزش زبان انگلیسی

- **دروس** اصول و روش تدریس زبان، روش تحقیق کمی و کیفی در آموزش زبان، انگلیسی برای اهداف ویژه،
درآمدی بر تحلیل گفتمان، نگارش متون علمی دانشگاهی و سمینار در مسائل آموزش زبان
دوره کارشناسی ارشد آموزش زبان انگلیسی

- **دروس** روش تدریس، آزمون سازی، روش تحقیق، خواندن متون مطبوعاتی و نمونه‌های نثر ساده
دوره کارشناسی زبان و ادبیات انگلیسی

- **مدرّس** دوره‌های تربیت مدرّس زبان انگلیسی

- **مدرّس** دوره‌های آموزش زبان فارسی به غیرفارسی زبانان

تعدادی از پایان نامه‌های تحت راهنمایی کارشناسی ارشد و دکتری

نام دانشجو	سال دفاع	عنوان پایان نامه/رساله
۱	۱۴۰۴	The Comparative Effects of Three Online Training Programs on the Listening Performance, Metacognitive Awareness, Working Memory Capacity, and Anxiety of Intermediate EFL Learners
۲	۱۴۰۴	Educational and Contextual Dimensions of the Applicability of Critical Pedagogy in the Iraqi Kurdistan: A Mixed-Methods Approach
۳	۱۴۰۴	Foreign Language Anxiety, Enjoyment, and Peace of Mind: A Case Study of English-Major Undergraduate Students of University of Guilan
۴	۱۴۰۴	The Impact of Teacher Trust in Colleagues on their Professional Development: Exploring the Role of Trust-building Strategies
۵	۱۴۰۴	Undergraduate EFL Learners' Academic Boredom: Learners' and Teachers' Perceptions
۶	۱۴۰۴	The Interplay among Iranian EFL Teachers' Enthusiasm, Mindfulness, and Foreign Language Teaching Enjoyment across Teaching Experience
۷	۱۴۰۴	The Impact of EFL Instructors' Misbehaviors and Face-threatening Acts on EFL Learners' Willingness to Communicate
۸	۱۴۰۴	Unraveling the Effects of AI: A Study on the Impact of Summative AI Tools on EFL Learners' Reading Comprehension
۹	۱۴۰۴	The Effect of Gamification in an Online Collaborative Writing Platform on Feedback Engagement and EFL Learners' Writing Skill
۱۰	۱۴۰۳	The Relationship between Online Self-Efficacy, Social Presence and Online Student Engagement: A Predictive Study
۱۱	۱۴۰۳	An Analysis of English Language Teaching Instagram Pages: A Multimodal Critical Discourse Analysis
۱۲	۱۴۰۲	The Effect of Educational Gamification by Memrise on Iranian EIL Learners' Vocabulary Retention and Motivation
۱۳	۱۴۰۲	The Effect of Narrow Listening on Intermediate EFL Learners' Listening Comprehension in E-Learning and their Attitudes towards Narrow Listening
۱۴	۱۴۰۲	An Evaluation of Iranian EFL University Instructors' Attitudes toward Critical Pedagogy in Online Education
۱۵	۱۴۰۱	Exploring Critical Pedagogy in Online EFL Courses: EFL Teachers' Perceptions and Practice

مقاله‌ها

الف. مقاله‌های چاپ شده فارسی

- طراحی و اجرای مقدماتی آزمون تعیین سطح درک خواننداری بزرگسالان: شواهدی از دانشجویان کارشناسی ارشد دانشگاه گیلان (مشارکت با سارانا قوامی لاهیج، مریم دانای طوس و علی ربیع)، نشریه زبان‌پژوهی، پیاپی ۳۳، زمستان ۱۳۹۸

- سطوح مختلف آگاهی واج شناختی و رابطه آن‌ها با درک متن نوشتاری نوجوانان: شواهدی از دانش آموزان پایه دهم متوسطه (مشارکت با سارانا قوامی لاهیج، مریم دانای طوس و علی ربیع)، نوآوری‌های آموزشی، سال ۱۷، شماره ۶۸، زمستان ۱۳۹۷

ب. مقاله‌های چاپ شده انگلیسی (مشارکت)

- "Modelling the Interrelationships Between Multilingualism and Self-efficacy, Resilience, Professional Development and Motivation by PLS-SEM" *Journal of Critical Applied Linguistics Studies*, 2026
- "The Impact of Using Grammarly on Complexity, Accuracy, Fluency, and Self-Efficacy in Iranian EFL Learners' Argumentative Essay Writing" *Iranian Journal of Applied Language Studies*, 2026
- "The Role of Peer-Based Feedback in Basic Psychological Needs Satisfaction and Willingness to Communicate in EFL Classrooms: A Self-Determination Theory Perspective" *Journal of Modern Research in English Language Studies*, 2026
- "Kurdish EFL Teachers' Expertise and their Students' Achievement: The Mediating Role of Academic Degree, Gender, School Type, and Experience" *Iranian Journal of English for Academic Purposes*, 2026
- "On Cultural Diversity in the BBC Learning English Podcast Series: A Critical Discourse Analysis" *Interdisciplinary Studies in English Language Teaching (ISELT)*, 2025
- "Bolstering the EFL Listening Comprehension through Working Memory Training Embedded in Metacognitive Intervention" *Language and Translation Studies (LTS)*, 2025
- "Critical Pedagogy in Iraqi Kurdistan: The Role of Gender, Academic and Contextual Differences in EFL Teachers' Awareness" *Journal of Applied Linguistics and Applied Literature (JALDA)*, 2025
- "The Effect of Task-Specific Anxiety vs. Task-Specific Enjoyment on Language Mindset in L2 Listening Tasks" *Applied Linguistics Inquiry*, 2025
- "Taking the Edge Off Foreign Language Listening Anxiety: Online Game-Based Working Memory Training Embedded in Metacognitive Intervention" *Journal of Computer Assisted Learning*, 2025

- "The Effect of Metacognitive Intervention on the Listening Performance and Metacognitive Awareness of High- and Low-Working Memory Capacity EFL Learners" *Journal of Psycholinguistic Research*, 2024
- "A Phenomenological study of online EFL Classrooms during Covid-19 Pandemic: Learners' Perspectives" *Journal of Critical Applied Linguistics Studies*, 2024
- "Cultural Representation in Three English Language Teaching Pages on Instagram: A Content Analysis" *Iranian Journal of English for Academic Purposes*, 2024
- "Interactional Metadiscourse Markers in the Discussion and Conclusion Sections of the Research Papers in the Disciplines of Political Sciences and Religious Studies" *Journal of Language Research (Zabanpazhuhi)*, 2024
- "Enhancing Young EFL Learners' Metacognitive Awareness of Speaking Skill and Developing Their Speaking Fluency After the COVID-19 Pandemic" *Interdisciplinary Studies in English Language Teaching (ISELT)*, 2024
- "The Effect of Metacognitive Intervention on the Listening Performance and Metacognitive Awareness of High- and Low-Working Memory Capacity EFL Learners" *Journal of Psycholinguistic Research*, 2024
- "The Interplay of Gender, L2 Grit and Academic Buoyancy Among Iranian Junior High School Students: A Positive Psychology and Control Value Theory Perspective" *Journal of applied linguistics and applied literature: Dynamics and Advances*, 2023
- "The Effect of Blended Online Automated Feedback and Teacher Feedback on EFL Learners' Essay Writing Ability and Perception" *Journal of Teaching Language Skills*, 2021
- "The Impact of Participatory Action Research on EFL Teachers' Professional Development" *Iranian Journal of English for Academic Purposes*, 2018
- "The Impact of Teaching Chunks on Speaking Fluency of Iranian EFL Learners" *Iranian Journal of English for Academic Purposes (IJEAP)*, 2017
- "Peer Scaffolding in an EFL Writing Classroom: An Investigation of Writing Accuracy and Scaffolding Behaviors" *Research in English Language Pedagogy (RELP)*, 2017
- "The Effect of Critical Language Awareness on EFL Learners' Writing Ability" *Iranian Journal of English for Academic Purposes*, 2017
- "Impact of Synchronous Computer-Mediated Communication on EFL Learners' Collaboration: A Quantitative Analysis" *Journal of Teaching Language Skills*, 2016
- "The Effect of Instructing Critical Thinking through Debate on Male and Female EFL Learners' Reading Comprehension" *Journal of the Scholarship of Teaching and Learning*, 2015
- "Low-achievement Factors from Language Teachers' Perspective: Evidence from an EFL Context" *Acta Scientiarum. Human and Social Sciences*, 2015
- "A Survey of EFL Instructors' Meditative Knowledge across Contexts of Teaching" *Journal of Pan-Pacific Association of Applied Linguistics*, 2014

ارائه مقاله در همایش‌های بین‌المللی

Divsar, H., & **Tahriri**, A. (2011, October). *Invoking body-kinesthetic intelligence in teaching drama in EFL context*. Paper presented at the 9th International TELLSI Conference, Ilam University, Iran.

Sadighi, F. & **Tahriri**, A. (2007, February). *Differentiated instruction: Empowering learners through their multiple intelligences*. Paper presented at the 4th International TELLSI (Teaching English Language and Literature Society of Iran) Conference, Shiraz University, Iran.

Tahriri, A. (2011, May). *Second language acquisition of English relative clauses: An analysis of structure, hypotheses and syntactic strategies*. Paper presented at the 11th Annual Conference of the University of Guilan, Iran.

Tahriri, A. (2008, September). *Examining Vygotsky's sociocultural theory and Vygotskian perspective of language acquisition*. Paper presented at the 6th International TELLSI Conference, University of Guilan, Iran.

Yamini, M. & **Tahriri**, A. (2005, November). *Relationship between foreign language classroom anxiety and global self-esteem among male and female students at different educational levels in Shiraz*. Paper presented at the 3rd Asia TEFL International Conference, Beijing, China.