

# Mostafa Pourhaji



## EDUCATION

**2013 – 2017:** Doctor of Philosophy in Teaching English as a Foreign Language (TEFL)  
*University of Tehran, Tehran, Iran*

**Thesis Title:** Toward a Conversation Analytic Framework for Sustaining Meaning-Oriented Contexts in EFL Classroom Discourse

**Supervisor:** Prof. Sayyed Mohammad Alavi

**2009 – 2012:** Master of Arts in Teaching English as a Foreign Language (TEFL)  
*University of Mazandaran, Mazandaran, Iran*

**Thesis Title:** Teachers' Wait-Time Practices and Learners' Participation Opportunities in EFL Classroom Interaction

**Supervisor:** Dr. Baqer Yaqubi

**2005 – 2009:** Bachelor of Arts in Teaching English as a Foreign Language (TEFL)  
*University of Mazandaran, Mazandaran, Iran*

## PROFESSIONAL EXPERIENCE

**2019 – Present:** Assistant professor at Shahid Beheshti University of Medical Sciences, Tehran, Iran

**2014 – 2019:** Visiting lecturer at University of Mazandaran, Mazandaran, Iran

**2015 – 2017** Visiting lecturer, Mazandaran University of Science and Technology, Iran

**2015 – 2016** Visiting lecturer, University of Tehran, Tehran, Iran

**2011 – 2017** Teaching adult language learners, Iran Language Institute (ILI), Mazandaran, Iran

## ADMINISTRATIVE POSITIONS

**2021 – Present** Member of the Educational Development Office

**2021 – Present** Language Editor of Archives of Advances in Biosciences

## Contact

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## Date of Birth

11 May 1986

## Languages

Persian – Native speaker

English – C2

## Research Interests

- Classroom discourse
- Task-based language teaching
- Instructed second language acquisition
- Materials use

# RESEARCH PUBLICATIONS

- Sadeghi, M. & Pourhaji, M. (2021). The effects of pre-task explicit instruction on L2 oral self-repair behaviour. *Language Teaching Research*. <https://doi.org/10.1177/13621688211048766>
- Sadeghi, M. & Pourhaji, M. (2021). The contributions of working memory and pre-task explicit instruction to L2 oral perform. *System*, 96, 102409. <https://doi.org/10.1016/j.system.2020.102409>
- Pourhaji, M., & Sadeghi, M. (2021). Teacher talk in EAP classes: Transition to post-liminal understanding. *ELT Journal*, 75(3), 320–329. <https://doi.org/10.1093/elt/ccab009>
- Pourhaji, M., & Sadeghi, M. (2021). Teacher Talk Curbing Learner Participation in L2 Classroom Discourse. *English Teaching & Learning*, 45, 397–414. <https://doi.org/10.1007/s42321-021-00077-3>
- Pourhaji, M., & Sadeghi, M. (In press). Teachers' materials use in L2 classroom discourse: Interface between stated and enacted beliefs. *Iranian Journal of Language Teaching Research*.
- Pourhaji, M., Zahedi, M., and Saadatara, A. (2020). Types and functions of teachers' question during knowledge construction in EFL classroom discourse. *English Teaching & Learning*, 44, 313-319.
- Pourhaji, M. (2019). Collision of centripetal and centrifugal forces in Iranian EFL classroom interaction. In H. Nguyen & T. Malabarba (Eds.), *Conversation analytic perspectives on English language learning and teaching in global contexts: Constraints and possibilities* (pp. 220–243). Bristol, UK: Multilingual Matters.
- Guerrettaz, A. M., Grandon, M., Berwick, A., Lee, S., Mathieu, C., Murray, A. & Pourhaji, M. (2018). Materials use and development: Synergetic processes and research prospects. *Folio*, 18(2), 37–44.
- Pourhaji, R. M. (2017). [Review of the book *Second-language discourse in the digital world*, by I. Vandergriff]. *Discourse Studies*, 19(6), 744-746.
- Pourhaji, M. (2017). Sustaining meaning-oriented contexts in EFL classroom discourse: An experimental study. *Foreign Language Research Journal*, 7(1), 53-78.
- Pourhaji, R. M. (2017). [Review of the book *Theorizing pedagogical interaction: Insights from conversation analysis*, by H. Z. Waring]. *Discourse Studies*, 19(2), 237-239.
- Alavi, S. M., Yaqubi, B. & Pourhaji, M. (2016). Teacher wait-time and learner initiation: A single case analysis. *Journal of English Language Teaching and Learning*, 8(18), 1-18.
- Pourhaji, M., Alavi, S. M., & Karimpour, S. (2016). Built-in learner participation potential of locally- and globally-designed ELT materials. *Journal of Teaching Language Skills*, 35(3), 119-156.
- Pourhaji, M. & Alavi, S. M. (2015). Identification and distribution of interactional contexts in EFL classes: The effect of two contextual factors. *Journal of English Language Teaching and Learning*, 7(15), 93-123.
- Yaqubi, B. & Pourhaji, M. (2012). Teachers' limited wait-time practice and learners' participation opportunities in EFL classroom interaction. *Journal of English Language Teaching and Learning*, 4(10), 127-161.

## CONFERENCE PRESENTATIONS

- Pourhaji M., and Sadeghi, M. (2019). Teacher responses to learner initiatives in EAP classroom discourse. Paper presentation at the first international conference at Isfahan University, Iran.
- Sadeghi, M. and Pourhaji, M. (2019). Is guided planning really guiding? Evidence from self-repair behavior. Paper presentation at the 17<sup>th</sup> international TELLSI Conference at Tabriz University, Tabriz, Iran.
- Pourhaji, M. (2018). Teacher responses to learner initiations in EFL classroom discourse. Paper presentation at the first national conference on ELT at Golestan University, Iran.
- Pourhaji, M. (2017). Collision of centripetal and centrifugal forces in Iranian EFL classroom interaction. In T. Malabarba (Organizer), *Conversation analytic perspectives on English language learning and teaching in global contexts: Constraints and possibilities*. Colloquium at the American Association for Applied Linguistics (AAAL) conference, Portland, Oregon, USA. (Discussant: Hanh Nguyen)
- Pourhaji, M. (2017). Sustaining meaning-oriented contexts in EFL classroom discourse: A conversation analytic perspective. Paper presentation at the fifteenth international TELLSI Conference. Tehran, Iran.
- Pourhaji, M. (2017). From liminal to post-liminal enacted understanding of teacher talk in classroom discourse. Paper presentation at the eighth international conference on issues in English language teaching in Iran (IELTI-8). University of Tehran, Iran.
- Pourhaji, M. & Alavi, S. M. (2016). Built-in learner participation potential of locally- and globally-designed materials in Iran. Paper presentation at the American Association for Applied Linguistics (AAAL) Conference. Orlando, Florida, USA.
- Pourhaji, M. & Alavi, S. M. (2015). Identification and distribution of interactional contexts in EFL classes: The effect of two contextual factors. Paper presentation at Task-Based Language Teaching (TBLT) conference. University of Leuven, Belgium.
- Pourhaji, M. (2014). A conversation analytic study of EFL teachers' obstructive practices. Paper presentation at the seventh conference on issues in English language teaching in Iran (IELTI-7). University of Tehran, Iran.
- Pourhaji, M. (2013). Teacher wait-time and learner initiation: A single case analysis. Paper presentation at the international conference on current trends in ELT. University of Urmia, Iran.
- Pourhaji, M. & Yaqubi, B. (2013). Teachers' wait-time practices and learners' participation opportunities in EFL classroom interaction. Paper presentation at the international conference on current trends in ELT. University of Urmia, Iran.
- Pourhaji, M. & Pourmohammad, Z. (2013). Conversation analysis for critical pedagogy. Poster presentation at the 11<sup>th</sup> TELLSI international conference in Mashhad, Iran.

## HONOURS AND AWARDS

- 2017** Top PhD student of TEFL at University of Tehran.
- 2017** Member of the National Elites Foundation.
- 2017** Certified exceptional talent of University of Tehran.
- 2013** Ranking 1<sup>st</sup> and 2<sup>nd</sup> on the PhD admission tests of Tarbiat Modares University and the University of Tehran, respectively.

## COURSES TAUGHT

- Practicum
- Teaching Language Skills
- Listening and Speaking
- Philosophy of Education
- Contrastive Analysis
- Idioms and Expressions
- Materials Development
- General English
- English for specific purposes