Mohamad Reza Farangi

Curriculum Vitae

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PERSONAL PROFILE

Mohamad Reza is assistant professor of Applied linguistics at Kashmar Higher Education Institute. He is a motivated researcher and educator with a proven track record of independent and collaborative work. He is adept at meeting deadlines and thriving in flexible work environments. He is seeking an opportunity to leverage his skills and experience to make a significant contribution. Mohamad Reza has recently published in *System, Ethics and Behavior, Journal of Early Childhood Literacy*, *Frontiers in psychology, ACTA Psychologica*, and *Journal of Academic Ethics*.

EDUCATION

1. 2015 – 2021   **Shiraz University, Shiraz, Iran.**

Ph.D. in Applied linguistics

Thesis Title:

A Study of Early Multilingualism in Iran: The Effects of Mother Tongue literacy, Socio-economic Status and Foreground TV Exposure

Supervisor: Saeed Mehrpour (Ph.D. Istanbul Aydin University)

Graded: Excellent / Score: 18.90

GPA: 17.66 out of 20

2. 2011 – 2014   **Kharazmi University, Tehran, Iran.**

MA in Teaching English as a Foreign Language (Applied linguistics)

Thesis Title:
Exploring the nature of classroom discourse: the case of experienced and inexperienced teachers

Graded: A/Score: 19

GPA: 16:64 out of 20

3. 2007 – 2011   **Sistan and Baluchestan University, Zahedan, Iran.**

BA in English literature

Awards:

* Ranked Number 8 in Ph.D. entrance examination for state Universities, 2015, Iran.

* A member and researcher at Iranian National Elites organization.

Work Experience

Adjunct lecturer (2013 - Present)
- Taught English to students of various ages and levels, utilizing diverse teaching methods (focusing on task-based language teaching) to cater to individual needs.
- Developed engaging lesson plans and activities aligned with curriculum standards, promoting active learning and participation.
- Helped students improve their fluency, grammar, vocabulary, and critical thinking skills, demonstrably increasing their test scores and English proficiency.

Skills
- **Technology:** Adept in using various software tools like SPSS, LISERL, MATLAB and MAXQDA for data analysis and research purposes.
- **Communication:** Possess excellent written and verbal communication skills, honed through experience collaborating with diverse stakeholders and delivering presentations to various audiences.
- **Remote Work:** Experienced and comfortable working independently in a remote setting, managing time effectively and meeting deadlines consistently.

Publications
1. **Farangi, M. R.,** Nejadghanbar, H., & Hu, G. (2024). Use of generative AI in research: ethical considerations and emotional experiences. *Ethics & Behavior*, 1 17.https://doi.org/10.1080/10508422.2024.2420133
2. **Farangi, M. R.,** & Nejadghanbar, H. (2024). Investigating questionable research practices among Iranian applied linguists: Prevalence, severity, and the role of artificial intelligence tools. *System*, *125*, 103427. https://doi.org/10.1016/j.system.2024.103427
3. **Farangi, M. R.,** & Naami, A (2024). A Study of Early Multilingualism in Iran: The Effects of Mother Tongue literacy, Socio-economic Status and Foreground TV Exposure. *ACTA Psychologica, 243,* 104167. https://doi.org/10.1016/j.actpsy.2024.104167
4. **Farangi, M, R.,** Rashidi, N., & Sanjarani, A. (2024). A Functional Analysis of EFL Classroom Talk: The Case of Experience. *MEXTESOL*, 48(1), 1-13.

5. **Farangi, M. R.,** & Zabbah, I. (2023). Intelligent Scoring in an English Reading Comprehension Course Using Artificial Neural Networks and Neuro-fuzzy Systems. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, *42*(4), 1-21. doi: 10.22099/tesl.2023.47604.3194

6. **Farangi, M. R.,** & Khojastemehr, M. (2023). Iranian Applied Linguists (mis) Conceptions of Ethical Issues in Research: A Mixed-Methods study. *Journal of Academic Ethics*, 1-18. https://doi.org/10.1007/s10805-023-09489-1

7. Naami, A., & **Farangi, M. R.** (2023). Attitude Subsystem in Recounts Told by Persian Male and Female Webloggers. *Journal of Foreign Language Teaching and Translation Studies*, (), 1-26. doi: 10.22034/efl.2023.392600.1242

8. **Farangi, M, R.,** & Rashidi, N. (2022). The Relationship Between Iranian EFL Teachers' Conceptions of Assessment and Their Self-efficacy. *International Journal of Language Testing, 12*(2), 59-75. 10.22034/IJLT.2022.157125

9. **Farangi, M. R.,** & Mehrpour, S. (2022). Iranian Preschoolers Vocabulary Development: Background Television and Socio-economic status. *Journal of Early Childhood Literacy*. https://doi.org/10.1177/14687984211073653.

10. **Farangi, M. R.,** & Mehrpour, S. (2022). Preschool Minority Children's Persian Vocabulary Development: A Language Sample Analysis. *Frontiers in psychology.* https://doi.org/10.3389/fpsyg.2022.761228

11. **Farangi, M. R.,** & Ghodrat, N. (2022). Honing English as a foreign language learners' language abilities through critical pedagogy. *International Journal of Education and Applied Sciences, 3*(3), 140-150. https://doi.org/10.22034/injoeas.2022.160680

12. **Farangi, M. R.,** Kamyab, J., Izanlu, M., & Ghodrat, N. (2017). The Effect of Using SMS as a Post Task Activity on Iranian EFL Learners' Grammar Knowledge. *Journal of Language Teaching and Research, 8(2),* 392-403. DOI:10.17507/JLTR.0802.24

13. **Farangi, M. R.,** & Kheradmand, Z. (2017). Dynamic assessment or schema theory: The case of listening comprehension. *Cogent education, 4*(1), 1312078. (ISI)

14. Sahragard, R. & **Farangi, M. R.** (2017). An investigation of curriculum genre using Rose (2014) pedagogic exchange role model. *Research in applied linguistics*, Special issue.

15. Ramezani, F., Taki, G., Yousefian, P., & **Farangi. M. R.** (2017). The Effects of Physicians' Gender and Experience on Persian Medical Interactions. *Discourse and interaction, 9*(1). https://doi.org/10.5817/DI2017-1-89

16. **Farangi, M. R.**, & Izanlu, M. (2015). The Effects of Symmetrical and Asymmetrical Scaffolding on University Students' Grammar Learning. *English Language Teaching, 2*(3), 87-103.

17. **Farangi, M. R.,** Nejadghanbar, H. Askary, F. & Ghorbani, A. (2015). The effects of podcasting on EFL Upper-intermediate learners' speaking skills. *Call-EJ, 16(2),* 1-18.

18. **فرنگی, محمدرضا** & ,سنجرانی, ابولفضل. (1402). کاربرد تئوری انتخاب ویلیام گلسر در سرعت بخشیدن به شکل‌گیری هویت معلمان زبان انگلیسی ایرانی .*پویش در آموزش علوم تربیتی و مشاوره, 1402(18)، 233-261.*

Conference presentations

1. Nejadghanbar, H., & **Farangi, M. R.** (2024, May). Questionable research practices in applied linguistics: An examination of frequency, severity, and AI-related issues. *International Symposium on Language Sciences (ISLS): Interdisciplinary Research and the Legacy of Yuen Ren Chao*, The Hong Kong Polytechnic University, Hong Kong.

2. Farangi, M. R. (2017). A functional analysis of the nature of classroom discourse: The case of

experience. *Fourth International Conference on Language, Discourse and Pragmatics*, Ahvaz, Iran.

3. **Farangi, M. R.** (2017). An investigation of curriculum genre using Rose (2014) pedagogic exchange role model. *Fourth International Conference on Language, Discourse and Pragmatics*, Ahvaz, Iran.

4. **Farangi, M. R.** (2017). Doctor-patient's abidance and violations of Grice cooperative maxims in Persian medical consultations. *Fourth International Conference on Language, Discourse and Pragmatics*, Ahvaz, Iran.

5. **Farangi, M. R.,** Izanlu, M., & Houshmand, A. (2016). The effects of symmetrical and asymmetrical scaffolding on university students' grammar learning. *Third International Conference on Applied Research in Language Studies*, University of Tehran, Tehran, Iran.

6. Kheradmand, Z., & **Farangi, M. R.** (2016). Iranian EFL learners' listening skills: Schema theory vs. dynamic assessment. *Third International Conference on Applied Research in Language Studies*, University of Tehran, Tehran, Iran.

7. **Farangi, M. R.** (2016). Podcasting as a tool for honing Iranian EFL learners' stress pattern recognition. *First International English-French Conference on Applied Linguistics and Literature*, University of Kurdistan, Sanandaj, Iran.

8. Shahabi, B., & **Farangi, M. R.** (2016). On the effects of age and gender on EFL learners' cultural attachment. *Third International Conference on Applied Research in Language Studies*, University of Tehran, Tehran, Iran.

9. Motallebzadeh, K., Kamyab, E., **Farangi, M. R.,** & Askary, F. (2016). On the effects of employing mobile apps on Iranian upper-intermediate EFL learners' vocabulary achievement. *Third National Conference on Linguistics and Persian Language Teaching*, Ferdowsi University, Mashhad, Iran. https://lingconf3.um.ac.ir/

10. **Farangi, M. R.** (2016). On Vygotsky and Piaget's approaches towards scaffolding: The case of teaching writing abilities. *TELLSI 14th Conference*, Kerman, Iran.

11. **Farangi, M. R.,** Nejadghanbar, H., Ghorbani, F., & Askary, F. (2015). The effects of podcasting on EFL upper-intermediate learners' speaking skills. *TELLSI 13th Conference*, Khorram Abad, Iran.

12. **Farangi, M. R.,** & Ramezani, F. (2014). Exploring the nature of classroom discourse in grammar classes: The case of experienced/inexperienced teachers. *TELLSI 12th Conference*, Zahedan, Iran. https://seminars.usb.ac.ir/tellsi/En-Us/Page1963/

13. **Farangi, M. R.,** & Askari, F. (2013). The impact of critical community practice on teaching effectiveness: A triangular study. *TELLSI 11th Conference*, Mashhad, Iran. http://tellsi11.cnf.ir/en/

Works Under Review

1. Hosseini, A., Rashidi, N, & Farangi, M, R. (2023). Interactive Learning in Higher Education: A Case of Iranian Classes at University Level. [Manuscript submitted for publication].

2. Rashidi, N., Farangi, M, R., & Nejadghanbar, H. (2023). A Comparative Study of Online and Offline Interactive Practices in Iranian Higher Education System through the Lenses of Technology-enhanced Learning Approach. [Manuscript submitted for publication].

3. Jokar, M., Rashidi, N., & Farangi, M. R. (2023). Written Corrective Feedback Preferences: Field-Dependent/Independent Learners. [Manuscript submitted for publication].

4. Farangi, M. R., & Nejadghanbar, H. (2023). Critical friend groups as a tool for honing

teachers' practice: a mixed-methods study. [Manuscript submitted for publication].

Books
1. Farangi, M. R. (2014). *Exploring the Nature of classroom discourse in Grammar class.* Lambert Academic Publisher, Germany. Available at Amazon, https://www.amazon.com/Exploring-nature-classroom-discourse-grammar/dp/3659678791
2. Nazemi, R, Eghbali, E., & Farangi, M, R. (2015). *Counseling therapy*, a Translated Book. Morvarid Parse Publication, Mashhad, Iran.

References

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A summary of Top Four publications:

- **Investigating Questionable Research Practices among Iranian Applied Linguists: Prevalence, Severity, and the Role of Artificial Intelligence Tools**

This mixed-methods study explores the prevalence and severity of questionable research practices (QRPs) among Iranian applied linguists, particularly those involving artificial intelligence (AI) tools. With data from 160 questionnaire respondents and 15 scenario-based interviews, the study finds common QRPs like variable selection for convenience and P-hacking, as well as severe issues

such as plagiarism. Key AI-related concerns include lack of regulations, overreliance on AI, and the ethical challenges AI introduces. The findings underscore the need for ethics training, statistical knowledge, and AI guidelines within the field.

- **Iranian Preschoolers' Vocabulary Development: Background Television and Socio Economic Status**

This quasi-experimental study investigates how background television exposure and socio-economic status affect vocabulary development in Iranian preschoolers. Sixty children were divided into groups based on TV exposure and socio-economic status and tested using the TOLD-3 tool. Results reveal that low TV exposure in high socio-economic families' correlates with higher vocabulary development, while high TV exposure impacts children differently depending on their socio-economic background. The study provides insights for language development practices in early childhood and suggests considerations for second-language acquisition research.

- **Iranian Applied Linguists' (Mis)Conceptions of Ethical Issues in Research: A Mixed-Methods Study**

Combining quantitative and qualitative analyses, this study explores ethical misconceptions among Iranian applied linguists. A sample of 112 linguists completed a research ethics questionnaire, followed by interviews with 15 faculty members. Results highlight prevalent issues such as data handling practices and conflicts between ethical guidelines and real-world research pressures. Factors contributing to these misconceptions include limited ethics training, a product-focused educational approach, and the 'publish or perish' mentality, emphasizing the need for comprehensive ethics education in the field.

- **Use of Generative AI in Research: Ethical Considerations and Emotional Experiences**

This qualitative study examines the ethical concerns and emotional responses of 22 researchers regarding the use of generative AI in research. Through narrative frames and thematic analysis, the study identifies ethical concerns such as human agency, the cognitive effects of overreliance on AI, and issues of access and privacy. Researchers expressed mixed, positive and negative emotions, in response to these ethical challenges, suggesting that emotional responses may significantly influence future AI adoption. The study advocates for further research into the ethical and emotional dimensions of AI in academic work.