

Maryam Meshkat

Education

Ph.D. in Teaching English as a Foreign Language, Tehran University, 2002.

Dissertation: The Cultural Impact of EFL Books on Iranian Language Learners

M.A. in Teaching English as a Foreign Language, Tehran University of Teacher Training (Kharazmi University), 1995.

Dissertation: The Relationship between Socio-Economic Status and Foreign Language Learning

BSc. in Biology, Tehran University, 1991.

Academic Appointments

Associate Professor, Department of English, Shahid Rajaee Teacher Training University, 2016 – present.

Assistant Professor, Department of English, Shahid Rajaee Teacher Training University, 2003 – 2016.

Published Articles

Meshkat, M. & Ghasemi, M. (2021). The Effect of Collaborative Writing on Syntactic Complexity and Attitudes towards Writing in a Blended Learning Environment: A Quasi-Experimental Study. *International Journal of English Language & Translation Studies*. 9(3). 46-57.

Morshedian, M., & Meshkat, M. (2020). EFL Learners' Written Lexical Retrieval Ability as Predicted by Cognitive and Metacognitive Strategies of Self-regulation. *Journal of Language Horizons*, 4(1), 9-26.

Hamidi F, Meshkat M, Sayadi Nejad M. (2019). Predicting Students' Test Anxiety Based on Their Spiritual Well-Being and Mindfulness. *Health Education and Health Promotion*, 7(4), 163-168

Meshkat, M., & Mohammadpour, R. (2019). The Effect of a Reading Application on the Reading Comprehension and Reading Self-Efficacy of Language Learners. *Journal of Language Horizons*, 3(1), 93-113.

Meshkat, M., & Nejati, R. (2017). Does emotional intelligence depend on gender? A study on undergraduate English majors of three Iranian universities. *SAGE Open*, 7(3), 2158244017725796.

Meshkat, M., & Karami, M. (2016). Child Directed Speech in SpongeBob SquarePants in its Original English Language and in its Persian-Dubbed Version. *International Journal of Early Childhood Special Education*, 8(1), 83-99.

Meshkat, M., & Hosseini, S. M. (2015). The relationship between academic self-concept and academic achievement in English and general subjects of the students of high school. *International Journal of Language and Applied Linguistics*, 1(1), 1-6.

Meshkat, M. & Hosseini, S. M. (2015). The relationship between academic self-concept and learning English in high school students. *Modern Journal of Language Teaching Methods*, 4(5), 383-389.

Meshkat, M. & Mohammadpour, R. (2015). Exploring the role of CALL as a cognitive strategy in rendering EFL learners to engaged learners in reading comprehension. *International Journal of Language Learning and Applied Linguistics World*, 9(1), 1-9.

Meshkat, M. & Mohammadpoor, R. (2015). Studying the effect of self-efficacy enhancement through strategy instruction on Iranian pre-intermediate learners' success in reading comprehension. *International Journal of Technical Research and Applications*, 29, 147-156.

Hoomanfar, M. H., & Meshkat, M. (2015). Writing on a Computer and Using Paper and Pencil: Is there any Difference in the Internal Cognitive Processes? *GEMA Online Journal of Language Studies*, 15(2).

Meshkat, M., & Ebrahimi, M. (2015) The Sources of Demotivation in Learning English among Non-English Majors. *Quarterly Journal of Research on Issues in Education*, 49, 75-99.

Meshkat, M., & Khanjani, A. (2014). Effects of academic fields on students' language learning strategy use: A case of Iranian university students. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 6(3), 181-193.

Meshkat, M., & Saeb, F. (2014). High-school students' beliefs about learning English and Arabic. *International Journal of Applied Linguistics and English Literature*, 3(3), 211-216.

Meshkat, M., & Hassanzade, A. (2014). Effect of self-Directed learning on the components of reading comprehension. *Journal of Research in Applied Linguistics*, 4(2), 3-15.

Meshkat, M., & Saeb, F. (2013). The relationship between high school students' beliefs about language learning and their use of language learning strategies. *Issues in Language Teaching*, 1(2), 273-292.

Meshkat, M. & Saeb, F. (2013). High school students' beliefs about language learning. *Roshd FLT*, 28(1), 50-55.

Meshkat, M. & Hassanzadeh, A. (2013). The effect of self-directed learning on reading comprehension. *Hamrah*, 1(1), 161-168.

Meshkat, M., & Goli, A. (2012). Effect of using e-portfolio on the writing proficiency of Iranian EFL. *The Iranian EFL Journal*, 8(5), 337-370.

Meshkat, M. (2012). The Relationship between Reading Comprehension and Emotional Intelligence. *Quarterly Journal of Research on Issues in Education*, 46, 113-123.

Meshkat, M. (2011). The relationship between emotional intelligence and academic success. *Journal of Technology of Education*, 5(3), 201-204.

Meshkat, M. (2010). Teaching and Learning in Close-up: The Writing Skill. *Foreign language Teaching Journal*, 25(1), 6-11.

Meshkat, M. (2008). Speech Acts: How to do things with language. *ILLI Language Teaching Journal*, 4(2), 103-114.

Meshkat, M., & Javidzadeh, D. (2006). Impact of gender on discourse of oral proficiency testing (The Case of IELTS). *Iranian Journal of Applied Linguistics*, 9(1), 39-70.

Birjandi, P. & Meshkat, M. (2003). The cultural impact of EFL books on Iranian Language Learners. *Foreign Language Teaching Journal*, 68(17), 47-54.

Keshavarz, M. H. & Meshkat, M. (2000). The relationship between foreign language achievement and socioeconomic status of the learners. *Language Teaching Quarterly*, 1(2), 1-17.

Books

Academic Writing. 1389. Shahid Rajaee University Publications.

New General English Readings for University Students. (Under publication).
Shahid Rajaee University Publications.

Research Projects

Meshkat, M., (2012). The Relationship between Emotional Intelligence and Academic Success.

Meshkat, M. & Nejati, R. (2017). Validating the Bar-On emotional Inventory in Iranian Learners.

Meshkat, M. & Mohammadpour, R. (2019). The Effect of a Reading Application on the Reading Comprehension and Reading Self-Efficacy of Language Learners, 2019

Conference Papers

Meshkat, M. & Rahnavard, S. (2022). *Technology-mediated written corrective feedback*. The 13th National Conference on Education, Tehran, Iran.

Meshkat, M. & Talebi, S. (2021). *The impact of Covid-19 pandemic on students' anxiety*. The first national conference on culture, Tehran. Iran.

Meshkat, M. & Mehdizadeh, A. (2020). *The effect of MALL on vocabulary learning of Ardebil high school students*. The 12th National Conference on Education, Tehran, Iran.

Meshkat, M. & Mehdizadeh, A. (2020). *The effectiveness of mobile learning; a study on Iranian secondary school students learning qiraat in Arabic*. Islam and Exalted Values, Tehran, Iran.

Soodmand, H. & Meshkat, M. (2019). *Sources of self-efficacy beliefs; it's relationship with perceived responsibility and English self-efficacy*. First International Conference on English Language Studies, Isfahan, Iran.

Soodmand, H. & Meshkat, M. (2019). *A comparison of self-efficacy beliefs of students in learning English and Arabic*. First International Conference on English Language Studies, Isfahan, Iran.

Shariatnia, P. & Meshkat, M. (2019). The effect of two different groups of teachers; educated non-native English-speaking teachers and uneducated native English-speaking teachers on Iranian English learners' perceptions and preferences. First International Conference on English Language Studies, Isfahan, Iran.

Meshkat, M. & Rafei, A. (2017). *The relationship between willingness to communicate and internet use among Iranian EFL learners*. The Eighth Conference on Issues in English Language Teaching in Iran, Tehran, Iran.

Meshkat, M. (2016). *Translation in learning English*. The 14th International TELLSI Conference, Kerman, Iran.

Meshkat, M. & Nejati, P. (2016). The effect of dialogue memorization on Iranian EFL secondary students' fluency in speaking. *The Practical Side of Language Teaching: current trends, issues and solutions*, Tehran, Iran.

Samadi, E., Meshkat, M. & Asgari, S. (2016). *The effect of three different methods of vocabulary presentation on high school students' vocabulary learning*. The 8th National Conference on Education, Tehran, Iran.

Meshkat, M. & Alipoor, Z. (2016). *The cultural impact of EFL books on Iranian language learners' Islamic values*. *Islam and Exalted Values Concentrating on Culture*, Tehran, Iran.

Meshkat, M. (2016). *Improving Iranian EFL learners' reading comprehension through reading and writing tasks*. First National Conference on Issues in Teaching English, Sarab, Iran.

Meshkat, M. & Mohammadpour, R. (2015). *Studying the effect of self-efficacy enhancement through strategy instruction on Iranian pre-intermediate learners' success in reading comprehension*. 4th Conference on Teaching, Education and Learning, Istanbul, Turkey.

Meshkat, M. & Asgari, B. (2014). *Teacher's Use of Motivational Strategies in EFL instruction*. The 6th National Conference on Education.

Meshkat, M. & Hassanzadeh, A. (2014). Self-directed learning and self-efficacy of learners. 3rd International Conference on Behavioral Sciences, Kish, Iran.

Rahimzadeh, G., Meshkat, M. & Naeimi, A. (2013). *A Study of emotional intelligence and Academic Achievement in Iranian EFL learners: Does emotion outdo learning?* 11th TELLSI International Conference, Mashhad, Iran.

Meshkat, M. & Hassanzadeh, A. (2013). *The effect of self-directed learning on the components of reading comprehension*. 1st International Conference on TESOL, Tehran, Iran.

Meshkat, M. & Tayefi, M. (2013). *A comparative study of learning objectives in textbooks by native and non-native authors*. The Second ELT Conference, Tehran, Iran.

Meshkat, M. & Sobhani Nejad, E. (2012). *The relationship between self-regulation and reflective teaching in English teachers*. Interdisciplinary Conference on Art, Language and Technology, Mashhad, Iran.

Meshkat, M. & Shabaani, M. (2012). *Self-regulated learning and academic achievement*. The 4th National Conference on Education, Tehran, Iran.

Meshkat, M. & Piryaeei. (2011). *Mobile learning in high school education, motivation, pressure and learning performance*. The 3rd National Conference on Education, Tehran, Iran.

Meshkat, M. (2011). *The relationship between reading comprehension and emotional intelligence*. The 3rd National Conference on Education, Tehran, Iran.

Meshkat, M. & Miri, F. (2011). *The relationship between learning strategies and demotivation*. The 3rd National Conference on Education, Tehran, Iran.

Meshkat, M. & Jalilzadeh, S. (2011). *Direct and indirect corrective feedback in writing*. The 3rd National Conference on Education, Tehran, Iran.

Meshkat, M. & Hassani, M. (2011). *Demotivating Factors in learning English: the case of Iran*. 2nd World Conference on Learning, Teaching and Educational Leadership, Istanbul, Turkey.

Hassani, M., Meshkat, M. & Yadollahi, S. (2010). *An investigation of politeness in formal and informal emails*. 8th International TELLSI conference, Tehran, Iran.

Meshkat, M. (2010). *The Writing Skill: How to Teach it in the classroom*. The National Conference on Modern Instructional Methods, Tehran, Iran.

Meshkat, M. & Hassani, M. (2010). *Demotivation in learning English*. The National Conference on Modern Instructional Methods, Tehran, Iran.

Meshkat, M. (2010). *The relationship between emotional intelligence and academic success*. The National Conference on Modern Instructional Methods, Tehran, Iran.

Meshkat, M. & Nasiri Firuz, A. (2009). *The effect of self-assessment on the development of grammatical knowledge*. English as an International Language, Izmir, Turkey.

Teaching Experience

Shahid Rajae Teacher Training University

- Scientific Writing (MA program)
- Psycholinguistics (MA program)
- Contrastive and Error Analysis (MA program)
- Issues in Linguistics (MA program)
- Methodology - Theories (MA program)
- Methodology – Skills (MA program)
- Discourse Analysis (MA program)
- Article Writing (BA program)
- Advanced Writing (BA program)
- Bilingualism (BA program)
- Reading (BA program)
- Philosophy of Education (BA program)
- Psychology of Education (BA program)
- Sociology of Education (BA program)
- General Linguistics (BA program)
- Research Methods (BA program)
- Speaking and Listening Skills (BA program)
- Oral Presentation of Stories (BA program)

Payame Noor University

- Psycholinguistics (PhD program)

Khatam University

Advanced Writing (MA program)

Psycholinguistics (MA program)

Contrastive and Error Analysis (MA program)

Issues in Linguistics (MA program)

Kharazmi University

General English

Azad University

General English

Iran Language Institute

General English

Graduate Advising

Present

Supervisor, Soheila Shekhzade, The effect of social media especially Instagram on facilitating vocabulary learning, Shahid Rajaei University, 2019 – present.

Supervisor, Marzieh Goodarzi, A comparison of the effectiveness of peer feedback and using automated written corrective feedback (AWCF) as an error correction tools on Iranian EFL learners' writing accuracy with different learning style, Shahid Rajaei University, 2020 – present.

Supervisor, Maryam Astanizadeh, An Investigation of English Language Teachers' Views and Experiences of E-learning Technology, 2021-present.

Supervisor, Sanaz Rahnavard, The Effect of Corrective Feedback on Vocabulary, Grammar and Mechanics in Writing English as a Foreign Language, 2021-present.

Supervisor, Fardin Fotuhi, The effect of gamification enhanced flipped learning on writing development, 2021-present.

Supervisor, Zahra Hashemipour, The impact of future selves and corrective feedback on writing achievement, 2021-present.

Past

Supervisor, Mohammad Dehghani, The difference between individual learning preferences based on personality traits of math and science high school EFL students, 2022.

Supervisor, Samira Qadiri, An Investigation Into The Usage Of Interactional Metadiscourse By Native And Non-native English News Writers In Two Kinds Of Social Media: Instagram And Websites, 2022.

Supervisor, Ramin Teymouri, The Role of Self-Regulation on Students' Language Achievement in Flipped Classroom Model, 2022.

Supervisor, Parisa Shariatnia, The Effect of two Different Groups of Teachers; Educated Non-Native English-Speaking Teachers (NNESTs) and Uneducated Native English-Speaking Teachers (NESTs); on Iranian English Learners' Perceptions and Preferences, 2021.

Supervisor, Ghazale Sabiza, The Effect of Recall, Reproduction, and Restudy on Vocabulary Learning: the Role of Time and Retrieval Experience, 2021.

Supervisor, Masoud Afrasiyabi, The Effect of a Language Learning Application in Blended classes on the Academic Achievement and Classroom Engagement of Iranian High School Students, 2021.

Supervisor, Zahra Alipour, The Effect of Technology-Enhanced Task-Based Instruction on Listening Comprehension of Iranian EFL Learners, 2021.

Supervisor, Said Talebi, The Impact of Digital Bilingual Multimodal Composition on L2 Writing and Writing Anxiety, 2021.

Supervisor, Hamid Soodmand, The Difference between Medical and Engineering Students' Perceived Responsibility for Learning, Self-efficacy, and Sources of Self-efficacy in English, 2020.

Supervisor, Ali Attary, Learners' Needs in English Language Institutes: A Case Study, 2020.

Supervisor, Milad Ghasemi, The Difference between Collaborative Group Products and Collaborative Individual Products on Syntactic Complexity and Attitude of Learners in a Blended Learning Environment over a Course of Writing, 2020.

Supervisor, Vahid Khajeh-Bahrami, The impact of synchronous mobile video call communication (What's App) on employing communication strategies of Iranian introvert and extrovert EFL learners, 2020.

Supervisor, Faezeh Abdollahi, Iranian EFL Teachers as Moral Agents, 2019.

Supervisor, Lotfpour, The effect of CALL on Iranian talented high school students' vocabulary breadth and depth, 2019.

Supervisor, Morteza Mahmoodzadeh, The relationship between MALL and reading comprehension of Iranian EFL learners, 2020.

Supervisor, Azam Mehdizadeh, Self-Directed and Collaborative Way of Vocabulary Development through Mobile Assisted Language Learning, 2020.

Supervisor, Mostafa Mohammadi Hosseini, Does Using Social Networking Services (Telegram) in a Flipped Classroom Significantly Enhance Students' English Achievement in Iranian Public Schools, 2019

Supervisor, Mohammad Hashemi, Motivation, MOOCs, and Learning Styles on English Language Learning, 2018.

Supervisor, Vahid Mohagheghpour, The Relationship between L2 Motivational Self-System and Self-Regulated Learning, 2018.

Supervisor, The effects of watching video clips on vocabulary learning of EFL learners, 2016.

Supervisor, Parivash Nejati, The effect of dialogue memorization on Iranian EFL primary students' fluency in speaking, 2016.

Supervisor, Adnan Rafei, The relationship between willingness to communicate and internet use among Iranian EFL learners, 2017.

Supervisor, Mehdi Mir Ahmadi, EFL Learners' Beliefs about and Strategy Use of Translation in English Learning, 2016.

Supervisor, Roghayeh Mohammadpour, Metacognitive Strategy Instruction and Reading Technology, 2016.

Supervisor, Babak Asgari Givi, Teachers' Use of Motivational Strategies in Iranian EFL Instruction, 2014.

Supervisor, Mansoureh Ebrahimi, Demotivation: The Sources of Demotivation in Learning English among non-English Majors, 2014.

Supervisor, Seyed Mostafa Hosseini, The Relationship between Academic Self-concept and Achievement, 2015.

Supervisor, Masoud Pir Bodaqi, How affective performing tasks in a children's class would be on learners reading skills, 2017.

Supervisor, Masoud Bahrami, : The Impact of Semantic and Thematic Clustering on Enhancing Iranian EFL Learners' Vocabulary Learning: Examining "Interference Theory" and Distinctiveness Hypothesis", 2017.

Supervisor, Ali Hassanzadeh, The effect of self-directed learning on reading comprehension, 2013.

Supervisor, Mohammad Shabaani, The Effect of Self-Regulatory Resource Management Strategies on Learning English as a Foreign Language, 2013.

Supervisor, Fatemeh Saeb, Investigating the relationship between Iranian high school students' beliefs about language learning and their use of learning strategies with regard to the difference between monolingual and bilingual, and Tehranian and non-Tehranian students' beliefs and strategy use, 2012.

Supervisor, Somayeh Forouzeshnia, : The Effect of CALL Programs on Vocabulary Knowledge and Reading Comprehension of Iranian EFL Intermediate Learners, 2012.

Supervisor, Fatemeh Miri, The relationship between the learners' optimism, background knowledge and duration of learning with demotivation in learning a foreign language, 2011.

Supervisor, Masoumeh Hassani, Demotivating Factors of Learning English as a Foreign Language among Iranian Female High School Students, 2009.

Supervisor, Amir Valadi, Exploring Iranian EFL Teachers' Sense of Efficacy, 2010.

Languages

Persian: native

English: native-like

French: elementary