





Sedigheh Karimpour


Curriculum Vitae


 Department of English Language, Mazandaran University of Medical Sciences, Sari, Iran


 +98 9112547794

 ORCID

 LinkedIn

 Sedighehkarimpour1367@yahoo.com

 ResearchGate

 Google Scholar

Research Interests

- Second Language Teacher Education
- English for Academic Purposes

Education

- 2015– 2019
PhD in Applied Linguistics
University of Tehran, Tehran, Iran
Thesis Title: “EAP Students’ Writing Quality: An Implication of Explicit and Implicit Genre-Based Instruction”
Supervisor: Dr. Sayyed Mohammad Alavi
GPA: **18.37/20**
- 2010 – 2012
Master of Arts in Applied Linguistics
University of Mazandaran, Babolsar, Iran
Thesis Title: “A CA Study on the Link between English Language Teachers’ Practice of Checking Comprehension and Learners’ Following Sequences in EFL Classrooms”
Supervisor: Dr. Baqer Yaqubi
GPA = **17.70/20**
- 2006 – 2010
Bachelor of Arts in English Literature
University of Mazandaran, Babolsar, Iran
GPA= **17.79 /20 (Talented Student)**

Selected Publications

- Yaqubi, B., & Karimpour, S. (2013). A conversation analytic study on the teachers' management of understanding-check question sequences in EFL classrooms. *Two Quarterly Journal of English Language Teaching and Learning University of Tabriz*, 5(12), 109-134. https://elt.tabrizu.ac.ir/article_16183_c1e45c10bb38acd8b3f889c2d297ed8a
- Pourhaji, M., Alavi, S. M., & Karimpour, S. (2016). Built-in learner participation potential of locally-and globally-designed ELT materials. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, 35(3), 119-156. <https://doi.org/10.22099/jtls.2016.3924>
- Karimpour, S., & Yaqubi, B. (2017). Teachers' understanding-check practices and learners' following orientations in EFL classroom interaction: A conversation analytic study. <http://hdl.handle.net/20.500.12323/3645>
- Karimpour, S., Zoleikani, Z., & Delavar, K. A. (2020). Teachers' discourse identities and learners' participation opportunities in EFL classroom interaction: A conversation analytic study. *Journal of Asia TEFL*, 17(4), 1178-1192.
- Zare, J., Karimpour, S., & Aqajani Delavar, K. (2021). Classroom concordancing and English academic lecture comprehension: An implication of data-driven learning. *Computer Assisted Language Learning*, 1-21. <https://doi.org/10.1080/09588221.2021.1953081>
- Karimpour, S. (2021). Language Proficiency and EAP Students' Writing Quality: Contributions of Explicit and Implicit Genre-Based Instruction. *Interdisciplinary Studies in English Language Teaching*, 1(1), 199-211. <https://doi.org/10.22080/ISELT.2021.21978.1017>
- Alavi, S. M., Nemati, M., & Karimpour, S. (2021). The impact of genre-based instruction treatments on EAP students' writing quality. *Journal of Modern Research in English Language Studies*, 8(3), 187-210. <https://doi.org/10.30479/jmrels.2019.11620.1446>
- Nazari, M., & Karimpour, S. (2022). The role of emotion labor in English language teacher identity construction: An activity theory perspective. *System*, 107, <https://doi.org/10.1016/j.system.2022.102811>
- Karimpour, S., Moradi, F., & Nazari, M. (2022). Agency in conflict with contextual idiosyncrasies: Implications for second language teacher identity construction. *Innovation in Language Learning and Teaching*, 1-12. <https://doi.org/10.1080/17501229.2022.2112200>
- Karimpour, S., Jafari, R., & Nazari, M. (2022). Exploring the role of religious ideology in English language teachers' identity construction: A community of practice perspective. *The Asia-Pacific Education Researcher*, 1-10. <https://doi.org/10.1007/s40299-022-00710-0>
- Zare, J., Karimpour, S., & Delavar, K. A. (2022). The impact of concordancing on English learners' foreign language anxiety and enjoyment: An application of data-driven learning. *System*, 109, <https://doi.org/10.1016/j.system.2022.102891>
- Zare, J., & Karimpour, S. (2022). Classroom concordancing and second language motivational self-system: A data-driven learning approach. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.841584>
- Xodabande, I., Ebrahimi, H., & Karimpour, S. (2022). How much vocabulary is needed for

- comprehension of video lectures in MOOCs: A corpus-based study. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.992638>
- Nazari, M., Karimpour, S., & Ranjbar, M. (2023). Emotion Labor as Professional Development Work: Insights from Teachers Doing Action Research. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3226>
- Nazari, M., Karimpour, S., & Xodabande, I. (2023). English language teachers' emotion labor in response to online teaching: An interpretative phenomenological approach. *Journal of Education*, <https://doi.org/10.1177/00220574221150000>
- Nazari, M., De Costa, P. I., & Karimpour, S. (2023). Novice language teacher identity construction: Similarities, differences, and beyond. *Educational Linguistics*. <https://doi.org/10.1515/eduling-2022-0013>
- Boroughani, T., Xodabande, I., & Karimpour, S. (2023). Self-regulated learning with mobile devices for university students: Exploring the impacts on academic vocabulary development. *Discover Education*, 2(1), 1-10. <https://doi.org/10.1007/s44217-023-00028-z>
- Nazari, M., De Costa, P. I., & Karimpour, S. (2023). The role of institutional policy in English language teacher autonomy, agency, and identity: A poststructural perspective. *Language Teaching Research*, <https://doi.org/10.1177/13621688221143476>
- Nazari, M., & Karimpour, S. (2023). "Teacher, Man Mitoonam...?": Translanguaging and English language teacher emotion labor. *Journal of Language, Identity & Education*, 1-15. <https://doi.org/10.1080/15348458.2023.2167206>
- Zare, J., & Karimpour, S. (2023). Self-concept of ability and parental/teachers' beliefs in reading and dictation. *Language Related Research*, 14(1), 399-427. <http://lrr.modares.ac.ir/article-14-62825-en.html>
- Derakhshan, A., Karimpour, S., & Nazari, M. (2023). Interactional features in second language classroom discourse: variations across novice and experienced language teachers. *Applied Linguistics Review*, <https://doi.org/10.1515/applirev-2023-0001>
- Nazari, M., Karimpour, S., & Ranjbar, M. (2023). The ecology of language teacher assessment literacy: Insights from emotional critical incidents. *Studies in Educational Evaluation*, 78, 101285. <https://doi.org/10.1016/j.stueduc.2023.101285>
- Derakhshan, A., Karimpour, S., & Nazari, M. (2023). "Most of us are not feeling well": exploring Iranian EAP practitioners' emotions and identities. *ibérica*, (45), 317-344. <https://doi.org/10.17398/2340-2784.45.317>
- Nazari, M., & Karimpour, S. (2023). Emotions, perspectives, and English language teacher identity construction: A phenomenographic-narrative study. *International Journal of Applied Linguistics*. <https://doi.org/10.1111/ijal.12455>
- Nazari, M., Seyri, H., & Karimpour, S. (2023). Novice language teacher emotion labor and identity construction: A community of practice perspective. *Teaching and Teacher Education*, 127, <https://doi.org/10.1016/j.tate.2023.104110>
- Nazari, M., Karimpour, S., & Xodabande, I. (2023). English language teachers' maxims in evaluating materials: A case study from Iran. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 27(2). <https://doi.org/10.55593/ej.27106s4>
- Nazari, M., Karimpour, S., & De Costa, P. I. (2023). English language teachers' emotion-bearing

situations in a professional development course: a critical-ecological perspective. *Journal of Multilingual and Multicultural Development*, <https://doi.org/10.1080/01434632.2023.2240750>

De Costa, P. I., Karimpour, S., & Nazari, M. (2023). Developing a taxonomy of teacher emotion labor through metaphor: Personal, interpersonal, and sociocultural angles. *Applied Linguistics Review*, <https://doi.org/10.1515/applirev-2022-0191>

Nazari, M., Karimpour, S., & Ranjbar, M. (2023). “To promote justice is to care”: Pedagogy of care and socially-just instruction among Iranian English language teachers. *System*, <https://doi.org/10.1016/j.system.2023.103128>

Zare, J., & Karimpour, S. (2023). The Role of working memory in the impact of data-driven learning on academic English lecture comprehension, *Language Related Research*. https://lrr.modares.ac.ir/browse.php?a_id=70300&sid=14&slc_lang=fa

Professional Experience

- 2010-2012: English language instructor at Oxford Language Institution, Sari, Iran
- 2010-2012: English language instructor at Cambridge Language Institution, Sari, Iran
- 2012-2013: Lecturer at University of Mazandaran, Babolsar, Iran
- 2012-2013: Lecturer at Adib Institute of Higher Education, Sari, Iran
- 2015-2019: Research assistant at University of Tehran, Tehran, Iran
- 2012-2022: Lecturer at Mazandaran University of Medical Sciences, Sari, Iran
- 2012-2022: Research assistant at Mazandaran University of Medical Sciences, Sari, Iran
- 2012-2022: Lecturer at Sana Institute of Higher Education, Sari, Iran
- 2021-2022: Research assistant at Kosar University of Bojnourd, Bojnourd, Iran
- 2022-present: Assistant Professor at Mazandaran University of Medical Sciences, Sari, Iran
- 2022-present: Reviewer for TESOL Quarterly
- 2022-present: Reviewer for TESOL Journal
- 2020-present: Reviewer for MEXTESOL Journal
- 2021-present: Reviewer for Interdisciplinary studies in English Language Teaching

Awards

- Ranked as the talented BA student in 2010
- Ranked as the talented MA student in 2012
- Presently working as, a reviewer for *Applied Linguistics Research Journal*, *MEXTESOL*, and *Interdisciplinary Studies in English Language Teaching*
- Awarded full scholarship to study at University of Mazandaran for BA program
- Awarded full scholarship to study at University of Mazandaran for MA program

Computer Skills

- Microsoft Office
- Partly SPSS
- NVIVO
- END NOTE
- MENDELAY

Languages

- Persian Native
- English
- French