

Zahra Shahsavar
Associate Professor
English Language Department
Faculty of Paramedical Sciences
Shiraz University of Medical Sciences
Shiraz, Iran
+98 (713) 2270238-40, Ext, 248
shahsavar@sums.ac.ir; shahsavarzahra@gmail.com
<https://orcid.org/0000-0002-1327-3388>
<https://scholar.google.com/citations?user=uqZydbbsAAAAJ&hl=en>

Education

PhD in English Language, University of Putra Malaysia (UPM), Malaysia, 2008-2012

- Title of Dissertation: Developing Critical Thinking Skills in the Argumentative Writing of Tertiary Level Students in a Blended Learning Environment
- Supervisor: Associate Professor Tan Bee Hoon (UPM, Malaysia)
- Thesis examination committee:
Chairman: Associate Professor Mohd Faiz Sathivellu Bin Abdullah (UPM)
Internal examiners: Professor Chan Swee Heng and Associate Professor Wong Bee Eng (UPM)
External examiner: Professor Timothy James Newby, (Purdue, USA)

MA in Teaching English as a Foreign Language (TEFL), Shiraz Azad University, Iran, 2005-2007

- Title of Thesis: The Effect of a Quiet Environment, Noise and Music on Silent reading
- Supervisor: Professor Hamid Zahedi

BA in Teaching English as a Foreign Language (TEFL), Shiraz Azad University, Iran, 1994-1998

- Concentrations: Teaching English as a Foreign Language, Language Assessment, Linguistics

AA in Electronics, Shiraz State University, Shiraz, Fars, Iran, 1991-1994

- Concentrations: using design software and equipment to do engineering tasks

Employment

- **Associate Professor**, teaching at English Language Department, Faculty of Paramedical Sciences, Shiraz University of Medical Sciences, Shiraz, Iran, September 2012 – present
Faculty member: January 2013- present
Tenure-Track position: November 2017-present

Courses Taught: Academic writing, thesis writing, General English, ESP for medical students relating to different fields such as medicine, dentistry, pharmacology, radiology, anesthesiology, environmental health, occupational health, nutrition, speech therapy, nursing, and midwifery.

- **Assistant Professor**, English Language Department, Zand University, Shiraz, Iran. September 2013-June 2014
Courses Taught: Academic writing and English Language Teaching

- **Assistant Professor**, English Language Department, Marvdasht Azad University, Marvdasht, Iran. September 2012- June 2013
Courses Taught: Academic writing, English language teaching, language assessment, general English
- **English Instructor**, Erican Language Center, Selangor, Malaysia, 2009-2010
Courses Taught: Teaching English to ESL students
- **Lecturer**, Department of Foreign Languages, Shiraz Azad University, Iran, September 2007- June 2008
Courses Taught: ESP to engineering students
- **English Instructor**, Iran Language Institute, Shiraz, Iran, 2000-2008
Courses Taught: Teaching English language skills to both EFL adult and young adult students.

Publication

Pakdel, F., Laleh, K., Kafipour, R., & **Shahsavari, Z.** (2025). Navigating AI writing tools in medical education: A SWOT analysis of L2 academic writing perspectives. *Language Teaching Research*. Advance online publication. <https://doi.org/10.1177/13621688251322953>

Shahsavari, Z., Kafipour, R., Khojasteh, L., & Pakdel, F. (2024). Is artificial intelligence for everyone? Analyzing the role of ChatGPT as a writing assistant for medical students. *Frontiers in Education*, 9, <https://doi.org/10.3389/educ.2024.1457744>

Fathi, M. J., Kafipour, R., Kashefian-Naeeni, S., & **Shahsavari, Z.** (2024). The impact of reflective teaching on EFL learners through implicit and explicit pragmatic competence instructions. *Reflective Practice*, 1–19. <https://doi.org/10.1080/14623943.2024.2432063>

Shahsavari, Z., Kashefian, S., Kafipour, R. (2023). Differential item functioning analysis of BALLI to assess gender diversity: A cross-cultural study. *Forum for Linguistic Studies*, 5(3), 1-13.

Shaabani, N., Parvizi, M.M. , Bagheri, Z., Saki, N., **Shahsavari, Z.**, Heydarirad, G., Tansaz, M. (2023). Psychometric Properties of the Persian Version of the Vulvovaginal Symptoms Questionnaire (VSQ), the Instrument to Measure Vulvovaginal Symptoms in Postmenopausal Women. *The North American Menopause Society*, 30(3), 323-328. doi: 10.1097/GME.0000000000002137

Shahsavari, Z. & Bulut, S. (2022). Investigating the extent of critical thinking in field-dependent and field –independent students’ blog posts. *Journal for Language and Foreign Language Learning*, 11(2), 93-106.

Bagheri, Z. , Noorshargh, P, **Shahsavari, Z.**, & Jafari, P. (2021). Assessing the measurement invariance of the 10-item centre for epidemiological studies depression scale and beck anxiety inventory questionnaires across people living with HIV/AIDS and healthy people. *BMC Psychol*, 9(42), 1-11.

Dastghaib, S., **Shahsavari, Z.**, Karimian, Z., Mokarram, P. (2020). Rapid and cost-effective RNA extraction of rat pancreatic tissue. *Jove Journal of Visualized Experiments*, 163, 1-8. e61255, doi:10.3791/61255.

Shahsavari, Z. & Kourepaz, H. (2020) Postgraduate students' difficulties in writing their theses literature review, *Cogent Education*, 7(1), 1-11.

Khakpour Nia, S., & **Shahsavari, Z.** (2019). Comparing the use of different prewriting strategies on medical students' L2 Writing. *The Asian ESP Journal*, 15(2). 228-255.

Shahsavari, Z. (2019). Diagnosing English learners' writing skills: A cognitive diagnostic modeling study. *Cogent Education*, 6(1), 1-19. <https://doi.org/10.1080/2331186X.2019.1608007>

Shahsavari, Z., Jafari, P. (2018). Examining gender differences in students' attitude toward blogs using measurement invariance. *The International Journal of Diversity in Education*, 18(2), 13-25.

Nourinezhad, S., Shokrpour, N., **Shahsavari, Z.** (2017). The relationship between intrinsic/extrinsic motivation and medical students' L2 writing. *Khazar Journal of Humanities and Social Sciences*, 20(4), 71-81.

Kashefiyan Naeini, S., Khojasteh, L., **Shahsavari, Z.**, Shokrpour, N. (2017). *English for the students of midwifery*. Shiraz: Shiraz University of Medical Sciences.

Kashefiyan Naeini, S., Khojasteh, L., Mahboudi, A., **Shahsavari, Z.**, Shokrpour, N. (2017). *English for the students of nursing*. Shiraz: Shiraz University of Medical Sciences.

Zekri, A., & **Shahsavari, Z.** (2016). Quality Assessment of Persian translation of English pharmaceutical leaflets based on House's model. *International Journal of English Language & Translation Studies*.

Shahsavari, Z., & Shokrpour, N. (2016). The effects of applying critical thinking skills on EFL medical students' argumentative writing. *Global e-learning journal*, 5(2).

Aryadoust, V., & **Shahsavari, Z.** (2016). Validity of the Persian blog attitude questionnaire: An evidence-based approach. *Journal of Modern Applied Statistical Methods*, 15(1), 417-451.

Shahsavari, Z. & Jamalzadeh, M. (2016). Iranian English novice and expert teachers' contextual beliefs and their classroom performance. *The Iranian EFL Journal*, 12(3), 6-25.

Jamalzadeh, M., & **Shahsavari, Z.** (2015). The effects of contextual factors on teacher's beliefs and practices. *Procedia - Social and Behavioral Sciences*, 192, 166 – 171.

Shahsavari, Z. & Naderi, M. S. (2015). Investigating the influence of ideology on translation: A critical discourse analysis of "A Tale of Two Cities" and its Persian translations. *International Journal of English Language & Translation Studies*. 3(1), 35-48.

Shahsavari, Z. (2014). The impact of culture on using CT skills through the blog. *Journal of International Scientific Publications*, 3, 99-105.

Shahsavani, S, **Shahsavari, Z.**, & Sahragard, R. (2014). On the relationship between willingness to communicate and identity processing styles of the Iranian advanced EFL learners. *International Journal of Language Learning and Applied Linguistics World*, 5(1), 57-67.

Shahsavari, Z., Tan, B. H., Yap, N. T., & Abu Samah, B. (2013). Promoting tertiary level students' critical thinking through the use of Socratic questioning on the blog. *Pertanika Journal of Social Sciences and Humanities*, 21(S), 57-70. ISSN: 0128-7702.

Shahsavari, Z. (2013). Practicing Socratic questioning in a blended learning environment: An innovative strategy to promote critical thinking. *Int. J. of Social Media and Interactive Learning Environments*, 1(2), 184-198.

Shahsavari, Z., & Tan, B. H. (2013). Pedagogical blogging: Promoting tertiary students' critical thinking by using Socratic questions. *English Language Teaching World Online*, 5, Retrieved from <http://blog.nus.edu.sg/eltwo/2013/01/14/pedagogical-blogging-promoting-tertiary-level-students-critical-thinking-by-using-socratic-questions/>

Shahsavari, Z., & Tan, B. H. (2012). Developing a questionnaire to measure students' attitudes toward the course blog. *Turkish Online Journal of Distance Education*, 13(1), 200-210. Retrieved from https://tojde.anadolu.edu.tr/tojde46/pdf/article_13.pdf

Shahsavari, Z., & Tan, Hoon, B. (2011). Does cognitive style affect bloggers' attitude in an online learning environment? *GEMA Online TM Journal of Language Studies*, 11(1), 159-171. Retrieved from <http://journalarticle.ukm.my/996/>

Shahsavari, Z., & Tan, B. H. (2010). Effects of different strategies on the quality of thinking of tertiary ESL students in online discussions. In B. H. Tan, M. F., Yong & N. T. Yap, *Language learning: Challenges, approaches and collaboration* (pp. 277-302). Germany: VDM Verlag Dr. Müller GmbH & Co. KG.

Shahsavari, Z., Tan, B. H., & Aryadoust, S.V. (2010). Investigating the Factor Structure of the Blog Attitude Scale. *Turkish Online Journal of Distance Education*, 11(4), 12-24.

Shahsavari, Z., & Tan, B. H. (2010). Using weblog to promoting critical thinking through the asynchronous online discussion. *The journal of Asia TEFL*, 7(1), 309-331.

Shahsavari, Z. (2008). The effect of Mozart music on silent reading. *ILI Language Teaching Journal*, 4(1), 45-52.

Bagheri, M.S., Nikpoor, S., & **Shahsavari, Z. (2007).** *Crack IELTS in a flash (Letter Writing)*. Shiraz: Sandbad Publication.

Paper in Progress

Shahsavari, Z. & Nourinezhad, S. (in press). Integrating critical thinking skills in teaching reading comprehension to Iranian medical students. *Journal of New Approaches in Educational Administration*.

Shahsavari, Z. (2024, January). Assessing Medical Students' Attitudes towards Using ChatGPT in their Writing Course. Paper presented at International Conference on Psychology, Language and Teaching (ICPLT), Muscat, Oman.

Shahsavari, Z. (2020, September). *Using elements of thoughts to teach students analytical writing*. Paper presented on virtual international conference on Education in the Era of Post Covid-19 Pandemic. Semarang, Indonesia.

Shahsavari, Z. (2019, July). *How can M.A. students write their theses literature review section effectively?* Paper presented at International Conference on Language, Literature and Culture (ICLLC), Canada, Toronto.

Shahsavari, Z. (2018, September). *Postgraduates' problems in writing their theses literature review section*. Paper presented at the International Conference on Education and Social Science, Turkey, Istanbul.

Shahsavari, Z., Jafari, P. (2017, July). *Investigating gender differences in students' attitudes toward blogs*. Paper presented at the 17th International Conference on Diversity in Organizations, Communities & Nations, Canada, Toronto.

Shahsavari, Z. (2016, April). *How to assess tertiary level students' critical thinking*. Paper presented at the 6th International Conference on Business, Economics, Social Science & Humanities, Hong Kong: Hong Kong. <http://academicfora.com/bessh-hongkong-4-5-april-2016/>

Shahsavari, Z. (2016, February). *The effects of applying critical thinking skills on EFL medical students' argumentative writing*. Paper presented at the first International Conference on Educational Theory and Research, Izmir: Turkey. <http://www.ieu.edu.tr/icetr2016/>

Zekri, A., & **Shahsavari, Z.** (2016, December). *Quality assessment of Persian translation of English pharmaceutical leaflets*. Paper presented at the 2nd national Conference on Innovations in English Language Teaching, Learning, and Assessment, Iran: Shiraz.

Korehpaz, H., & **Shahsavari, Z.** (2016, December). *Comparing the extent of criticalness of the literature review chapter of M.A. students' theses*. Paper presented at the 2nd national Conference on Innovations in English Language Teaching, Learning, and Assessment, Iran: Shiraz.

Shahsavari, S., & **Shahsavari, Z.** (2016, December). *The use of critical thinking skills in students' argumentative writing*. Paper presented at the 2nd national Conference on Innovations in English Language Teaching, Learning, and Assessment, Iran: Shiraz.

Khapour, S., & **Shahsavari, Z.** (2016, December). *The role of gender in using prewriting on EFL students' L2 writing*. Paper presented at the 2nd national Conference on Innovations in English Language Teaching, Learning, and Assessment, Iran: Shiraz.

Yeganeh Jo, M., & **Shahsavari, Z.** (2015, Jan). *L1 transfer and production of L2 idioms*. Paper presented at the Third International Conference on Language, Discourse, and Pragmatics (Ldp), Ahwaz: Iran. <http://www.ldp2015.ir/announcements.htm>

- Shahsavari, Z., & Yeganehjo, M.** (2015, Jan). *Critical analysis of the literature review chapter in postgraduate theses*. Paper presented at the Third International Conference on Language, Discourse, and Pragmatics (Ldp), Ahwaz: Iran. <http://www.ldp2015.ir/announcements.htm>
- Jamalzadeh, M., & **Shahsavari, Z.** (2014, Dec). *The effects of contextual factors on teachers' beliefs and practices*. Paper presented at 2nd Global Conference on Linguistics and Foreign Language Teaching: United Arab Emirates.
- Shahsavari, Z.** (2014, Sep). *The influence of culture on teaching critical thinking skills to students through the blog*. Paper Presented at the Media & Mass Communication Conference, Elenite: Bulgaria. <http://www.sciencebg.net/>
- Shahsavari, Z.** (2013, October). *The effect of blogging on field-dependent and field independent students' critical thinking*. *The Proceedings of World Conference on TEL Conference*, Singapore: Singapore. Retrieved from <http://cdtl.nus.edu.sg/tel2013/programme-tracks.htm>
- Shahsavari, Z., & Tan, B. H.** (2012, July). Applying Socratic questioning on blog: Does it enhance students' critical thinking? *Proceedings of the 7th Malaysia International Conference on Languages, Literatures, and Cultures, MICOLLAC*. (pp. 1-5). Malaysia: Kula Lumpur.
- Shahsavari, Z., & Tan, B. H.** (2011, October). *Questioning Socratic questioning: Does it improve students' critical thinking and their attitudes toward blogs?* Paper Presented at LANCOMM Conference, Kula Lumpur, Malaysia.
- Tan, B. H., & **Shahsavari, Z.** (2011). Using Socratic questioning to improve tertiary students' argumentative writing through blogs. *The Proceedings of 20th MELTA International Conference on English Language Education and Global Learning: Policy, Practice, Performance*. (pp.58-62). Malaysia: Kuala Terengganu.
- Tan, B. H., & **Shahsavari, Z.** (2010, December). *Comparing two argumentative topics in eliciting critical thinking on weblog discussions*. Paper Presented at My_CASELT Conference, Kula Lumpur, Malaysia.
- Shahsavari, Z. & Tan, B.H.** (2010). The Influence of Students' Cognitive Styles on their Attitudes toward Using Blogs. In J. Sanchez & K. Zhang (Eds.), *The Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*, AACE. (pp. 2158-2164). USA: Florida Retrieved from <http://www.editlib.org/p/35869>.
- Shahsavari, Z. & Tan, B.H.** (2010). Promoting Critical Thinking through Asynchronous Weblog Forum. In Z. Abas et al. (Eds.), *The Proceedings of Global Learn Asia Pacific*, AACE. (pp. 361-367). Malaysia: Penang. Retrieved from <http://www.editlib.org/p/34199>.
- Shahsavari, Z., & Tan, B. H.** (2010, May). *Investigating the quality of thinking in an online discussion environment*. Paper Presented at the LSP Conference, Kula Lumpur, Malaysia.
- Shahsavari, Z., & Tan, B. H.** (2009, November). *The Impact of different blogging strategies on students' critical thinking*. Paper Presented at the ICELT Conference, Melaka, Malaysia.
- Shahsavari, Z. & Tan, B.H.** (2009). The role of weblogs in tertiary EFL learners' writing improvement. *The Proceedings of 6th International Conference on Languages, Literatures, and Cultures* (pp. 887-896). MICOLLAC. Malaysia: KL.
- Aryadoust, S.V., & **Shahsavari, Z.** (2007, September). *Validation of the writing section of TOEFL iBT: Task 2*. Paper Presented at the IELTI Conference, Tehran, Iran.

Zahedi, H., **Shahsavar, Z.**, & Aryadoust, S.V. (2007, September). *The effect of quietness, music and noise on educational performance*. Paper Presented at the IELTI Conference, Tehran, Iran.

Award and Grant

Motahari Award on “Using Different Pre-Writing Strategies”, Shiraz University of Medical Sciences, Iran, 2019.

Motahari Award on “Independent Language Learning”, Shiraz University of Medical Sciences, Iran, 2019.

Motahari Award on “Critical Thinking Research”, Shiraz University of Medical Sciences, Iran, 2018.

Research University Grant Scheme Program on “Pre-Writing Strategies”, Shiraz University of Medical Sciences, Iran, 2017, 9589

Research University Grant Scheme Program on “Motivation and Writing”, Shiraz University of Medical Sciences, Iran, 2016

Research University Grant Scheme Program on “Critical Thinking and Writing”, Shiraz University of Medical Sciences, Iran, 2015, 5260

Certificate of completion on “How to infuse critical thinking into instruction”, foundation for critical thinking, USA, 2015

Award –Research University Grant Scheme (RUGS) Program – one award per year nationwide; Ministry of Higher Education, Malaysia. 2009

Honored student award, Faculty of English Language, Shiraz Azad University, Shiraz, Fars, Iran. 2007

Professional and Academic Contribution

Head of Students’ Research Committee in Paramedical School, Jan 31, 2019- present

Reviewer for Discover Education Journal, 2025- present

Reviewer for Springer-Nature Journal, 2024- present

Reviewer for Springer-Nature Journal, 2024- present

Reviewer for BMC Medical Education Journal, 2024- present

Reviewer for Frontiers in Medicine Journal, 2024- present

Reviewer for the Asian EFL Journal, 2013-present

Reviewer for Higher Education Studies Journal, Canada, 2013-present

Reviewer for US-China Foreign Language Journal, 2012-2013

Reviewer for Cogent Journal, 2020

Reviewer for Arab World English Journal (AWEJ), 2014

Reviewer for Clark conference in Philippines, 2015

Reviewer for English Language International Journal (EFLIJ), 2023

Member of Teaching English Language & Literature Society of Iran, 2008-present

Member of foundation for critical thinking, 2014- present

Referee of Books (written in English) for Shiraz Medical School of Sciences, 2014-present

Reviewer for Greener Journal, 2014

Reviewer for ICCE conference, 2019-2020

Reviewer for Inderscience Journal, 2013

Reviewer for Iranian EFL Journal, 2015

Certificate

Certificate of Online course: Critical thinking Online Course - Winter 2015

CT 700: Critical Thinking for Instruction & Learning, USA, California. Available at <http://moodle.criticalthinking.org/mod/forum/post.php?reply=1611&forum=0&edit=0&delete=0&prune=0&name&confirm=0&groupid>

Areas of interest

academic writing, critical thinking, developing and validating questionnaire, online learning, Using AI in research, Cognitive style