



## **Mohammad Hossein KESHAVARZ**

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### **Educational Background**

- Ph.D. in Applied Linguistics, University of Wales, UK, 1989.
- M.A. in Applied Linguistics and TEFL, Ohio University, USA, 1977.
- B.A. in English Language and Literature, Teacher Training University, Tehran, Iran, 1974.

### **Employment History**

- Sept. 2015-continues Professor & Chair, ELT Department, Girne American University, Kyrenia, Northern Cyprus
- Feb. 2012-July 2015 Professor of Applied Linguistics, ELT Department, Near East University, Nicosia, Northern Cyprus
- 2009-2011 Professor, English Department, Qazvin Islamic Azad University, Iran
- 2000-2007 Professor, Department of Foreign Languages, Kharazmi University (formerly Teacher Training University), Tehran, Iran
- 1989-2011 Visiting Professor, English Department, Tehran University
- 1989-2008 Visiting Professor, English Department, Islamic Azad University, Tehran, Iran
- 1989-2007 Visiting Professor, English Department, Allameh Tabatabai University, Tehran, Iran
- 1989-2007 Visiting Professor, English Department, Tarbiat Modarres University, Tehran, Iran
- 1995-1999 Associate Professor, Kharazmi University
- 1989-1994 Assistant Professor, Kharazmi University
- 1980-1988 Instructor, Kharazmi University

- 1977-1979 Instructor, Kharazmi University, Zahedan Branch
- 1976-1977 Part-Time Teacher, Language Center, Ohio University, USA
- 1972-1975 English Teacher, National English Institute, Tehran, Iran

### Visiting Scholar Positions

- 2003-2004 Department of Linguistics, University of Southern California, Los Angeles, USA
- 1997-1998 Department of Language Education, University of British Columbia, Canada

## PUBLICATIONS

### (a) Articles and Book Chapters

1. Keshavarz, M. H. & Noshadi, M. (Forthcoming). Towards the Application of Cultural Linguistics in Human-Nature Interaction: Different Layers of Conceptualization.
2. Keshavarz, M. H. & Polat, M. (2021). A letter to my teacher: Interactive written teacher feedback. *TESOL Journal*, 12(2), 1-15.
3. Keshavarz, M. H. & Guneyli, S. (2021). The effect of gender, parents' education, and school type on EFL learners' anxiety. *Eurasian Journal of Educational Research*, 93, 263-278.
4. Keshavarz, M. H. (2020). Self-abasement and other-elevating through Persian Address forms and self-reference terms. In A. Korangy and F. Sharifian (eds.), *Persian Linguistics in Cultural Contexts* (pp.25-43). UK: Routledge.
5. Keshavarz, M. H. (2020). A proposed model for post-pandemic higher education. *Budapest International Research and Critics in Linguistics and Education*, 3(3), 1384-1391.
6. Keshavarz, M. H., Cetereisi, Y, & Asit, G. (2020). Pragmatic features of compliments in a Turkish TV drama. *Journal of Pragmatic Research*, 2(1), 1-25.
7. Keshavarz, M. H., & Hulus, A. (2019). The effect of students' personality and learning styles on their motivation for using blended learning. *ALLS*, 10(6), 78-88.

8. Keshavarz, M. H. & Amro, M. (2019). Attitude of Muslim students towards English idioms and proverbs. *International Journal of Society, Culture and Language*, 7(1), 40-51.
9. Keshavarz, M. H. & Taherian, P. (2018). The effect of explicit instruction of collocations on EFL learners' language proficiency. *Hacettepe University Journal of Education*, 33(4), 987-1001.
10. Keshavarz, M. H. (2017). Syllabification of final consonant clusters: A salient pronunciation problems of EFL learners. *IJLTR*, 5 (2), 1-14.
11. Keshavarz, M. H. & Khamis, M. O. (2016). An investigation into the pronunciation problems of Hausa speakers of English. *IOJET*, 4 (1), 61-72.
12. Keshavarz, M. H. & Ghamoushi, M. (2014). A comparative study of metacognitive awareness of reading strategies among monolingual and bilingual Iranian EFL learners. *Advances in Language and Literary Studies*, 5 (4), 1-7.
13. Alijani, E. & Keshavarz, M. K. (2014). The effect of types of semantic mapping strategy instruction on the reading comprehension of Iranian intermediate EFL students. *English Language Teaching*, 1(4), 63-76.
14. Keshavarz, M. H. & Bahramvand, A. (2013). The effect of explicit instruction of English stress on listening comprehension ability of Iranian EFL learners. In S. Baleghizadeh & K. Zahedi (Eds.), *The handbook of current research on teaching English language skills* (pp. 3-17). Tehran: Shahid Beheshti University Press.
15. Tajeddin, Z., Keshavarz, M. H. & Zand Moghadam, A. (2012). The effect of task-based language teaching on EFL learners' pragmatic production, metapragmatic awareness, and pragmatic self-assessment. *IJAL(Iranian Journal of Applied Linguistics)*, 15(2), 139-166.
16. Keshavarz, M. H. & Kheirieh, Z. (2011). Metadiscourse elements in research articles written by native and non-native writers in Applied Linguistics and Civil Engineering. *Journal of English Studies*, 1(3), 3-16.
17. Keshavarz, M. H. & Alimadadi, L. (2011). Manipulation of ideology in translation of political texts: A Critical Discourse Analysis perspective. *Journal of Language and Translation*, 2 (1), 1-12.
18. Keshavarz, M. H. & Mirzaei, H. (2011). Transfer of reading attitude from L1 to L2

among Iranian EFL learners with reference to gender and language proficiency. *TELL*, 5 (2), 2011.

19. Keshavarz, M. H. & Ahmadi Safa, M. (2010). Early phonological and lexical development of a Farsi-speaking child: A longitudinal case study. *Journal of Applied Linguistics*, 3(1), 31-62.
21. Keshavarz, M. H. & Rouhi, H. (2009). The effect of text difficulty of reading comprehension tests on cognitive and metacognitive strategy use. In C. R. Dreyer (Ed.), *Language and linguistics: Emerging trends* (pp. 247-265). New York: Nova Science Publishers, Inc.
22. Keshavarz, M. H. & Assar, M. (2009). Reading comprehension ability and metacognitive awareness of reading strategies among high, mid and low ambiguity tolerance EAP students. *Iranian Journal of Applied Language Studies*, 1(2), 71-108.
23. Keshavarz, M. H. & Akbari, L. (2009). Critical Discourse Analysis of ELT textbooks. *Iranian EFL Journal*, 5, 6-19.
24. Keshavarz, M. H. & Mohammadi, V. (2009). The effect of unknown vocabulary density on EFL learners' reading comprehension of nonfiction general English texts. *Journal of English Language Studies*, 1(1), 1-22.
25. Keshavarz, M. H. & Zand Moghadam, A. (2009). A cross-sectional syntactic analysis of children's acquisition of Farsi as their L1. In the *Proceedings of the 7<sup>th</sup> International TELLSI Conference*, Yazd University.
26. Keshavarz, M. H. (2008). On the development of plural morpheme and copula in English and Persian. In A. Nikolaev & J. Niemi (Eds.), *Studies in languages 43: Two or more languages* (pp. 103-115). Finland: University of Joensuu Publications.

27. Keshavarz, M. H. & Bahrainy, N. (2008). Is bilinguality an advantage or a disadvantage in learning English as a Foreign Language? In A. Nikolaev & J. Niemi (Eds.), *Studies in languages 43: Two or more languages* (pp. 116-128). Finland: University of Joensuu Publications.
28. Keshavarz, M. H. & Shirdelpour, S. (2008). A contrastive genre analysis of results, discussion, and conclusion sections of research articles in Applied Linguistics. *ILL Language Teaching Journal*, 4(2), 35-56.
29. Keshavarz, M. H. & Ashtarian, S. (2008). The relationship between Iranian EFL learners' gender and reading comprehension of three different types of text. *IJAL*, 11(1), 95-112.
30. Keshavarz, M. H. & Salimi, H. (2007). Collocational competence and cloze test performance: A study of Iranian EFL learners. *International Journal of Applied Linguistics*, 17(1), 81-92.
31. Keshavarz, M. H. (2007). Morphological development in the speech of a Persian-English bilingual child. *Journal of Psycholinguistic Research*, 36(4), 255-272.
32. Keshavarz, M. H., Atai, M. R. & Barzegar, V. (2007). A contrastive study of generic organization of research article introductions written by Iranian and Non-Iranian writers in Applied Linguistics. *TELL*, 1(2), 13-34.
33. Keshavarz, M. H., Atai, M. R. & H. Ahmadi, H. (2007). The effect of content schemata and linguistic simplification on EFL reading comprehension and recall with reference to language proficiency. *Reading in a Foreign Language*, 19(1), 19-33.
34. Keshavarz, M. H., Eslami, Z. R. & Ghahraman, V. (2006). Pragmatic transfer and Iranian EFL refusals: A cross-cultural perspective of Persian and English. In K. Bardovi-Harlig, J. C. Félix-Brasdefer, & A. S. Omar (Eds.), *Pragmatics and language learning* (pp. 359-402). Honolulu: University of Hawai'i Press.
35. Keshavarz, M. K. & Estaji, M. (2006). The impact of writing strategy instruction on Iranian students' learning of the newly-taught words. *FLTJ*, 21(8), 48-58.
36. Keshavarz, M. H., Atai, M. R. & Mosahebi, S. (2006). The effect of semantic mapping strategy instruction on vocabulary learning of intermediate EFL students. *Journal of Faculty of Letters and Humanities*, 198, 149-176.

37. Keshavarz, M. H. & Rashnavadi, N. (2006). The effect of language proficiency and test methods on the recognition of English collocations by Iranian EFL learners. *FLTJ*, 20, 39-47.
38. Keshavarz, M. H. & Cheraghi, A. (2005). On the relationship between impulsivity/reflectivity cognitive style and language proficiency test performance. *IJAL*, 8(1), 71-90.
39. Keshavarz, M. H. & Astaneh, H. (2004). The impact of bilinguality on the learning of English vocabulary as a foreign language (L3). *International Journal of Bilingual Education and Bilingualism*, 7(4), 295-302.
40. Keshavarz, M. H. & Mobarra, M. K. (2003). The effect of simplification and elaboration on reading comprehension of Iranian EFL learners. *IJAL*, 6(1), 101-117.
41. Keshavarz, M. H. & Kasraian, K. (2003). Difficulties of Iranian EFL students in recognizing subject-verb agreement. *FLTJ*, 17(6), 42-51.
42. Keshavarz, M. H. & Ingram, D. (2002). Early phonological acquisition of a Farsi-English bilingual child. *International Journal of Bilingualism*, 6(3), 255-270.
43. Keshavarz, M. H. (2002). Universality versus specificity of syntactic development in children. *IJAL*, 9(33), 89-102.
44. Barootchi, N. & Keshavarz, M. H. (2002). Assessment of achievement through portfolios and teacher-made tests. *Educational Research*, 44(3), 279-88.
45. Keshavarz, M. H. (2001). The role of social context, intimacy and distance in the choice of forms of address. *International Journal of the Sociology of Language*, 148, 5-18.
46. Keshavarz, M. H. (2001). Halliday's Functional Model revisited. *Communication Disorders Quarterly*, 22(4), 187-196.
47. Keshavarz, M. H. & Babai, E. (2001). On the incompatibility of schema with input in listening comprehension. *Indian Journal of Applied Linguistics*, 27(1), 57-83.
48. Keshavarz, M. H. (2001). Phonological development of a bilingual child. *International Journal of Humanities*, 8, 1-12.

49. Keshavarz, M. H. & Ebrahimian, M. (2001). The effect of abbreviation as a note-taking aid on the reproduction/reconstruction of class lectures. *Journal of Language and Literature*, 12(3), 120-144.
50. Keshavarz, M. H. & Shirban, A. (2001). A contrastive study of politeness in L1 and L2 with specific reference to gender differences in speech. *Language Teaching Quarterly*, 2(3), 41-52.
51. Keshavarz, M. H. (2000). The impact of parental discourse strategy on the development of one versus two linguistic systems: A case study. *IJAL*, 4(2), 57-79.
52. 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.
53. Keshavarz, M. H. (2000). A sociolinguistic analysis of metathesis in Persian. *International Journal of Humanities*, 7(1), 16-22.
54. Keshavarz, M. H. (2000). Causes of language change. *Journal of Persian Literature and Human Sciences*, 7, 37-60.
55. Keshavarz, M. H. (2000). Bilingual first-language acquisition: One system or two? *Journal of Language and Literature*, 7, 13-36.
56. Keshavarz, M. H. & Ghafelzadeh, M. (1999). The use of translation in explaining rhetorical organization of ESP reading comprehension. *IJAL*, 4(1), 20-36.
57. Keshavarz, M. H. (1999). Norms of correctness in native speaker's usage and EFL situations. *FLTJ*, 14, 34-41.
58. Keshavarz, M. H. (1996). National profile of language education in Iran. In A. Cummins (Ed.), *Profiles of Language Education Studies in 25 Countries*. London: National Foundation for Educational Research (NFER) Publication.
59. Keshavarz, M. H. & Hosseini, A. (1996). L1 academic proficiency and socioeconomic status of the learners. *IJAL*, 2(1), 17-33.
60. Keshavarz, M. H. (1996). The role of the mother tongue revisited. *ELTJ*, 46, 1-5.

61. Keshavarz, M. H. & Rahimi, A. (1996). A contrastive analysis of reference in English and Persian. *IJAL*, 1(1), 33-53.
62. Keshavarz, M. H. (1995). Correlation between language and society. *Iranian Journal of Linguistics*, 9(2), 40-50.
63. Keshavarz, M. H. (1994). Changing attitudes towards errors and error correction. *FLTJ*, 10, 48-53.
64. Keshavarz, M. H. (1993). Zamaer-e shakhsi va soorathay-e khetab (Persian personal pronoun and forms of address). *Journal of Persian Literature and Human Sciences*, 74 (1), 71-84.
65. Keshavarz, M. H. (1993). Pronunciation differences between British and American English. *FLTJ*, 30, 36-42.
66. Keshavarz, M. H. (1993). Relativization in Persian. *International Journal of Humanities*, 5, 39-44.
67. Keshavarz, M. H. (1988). Forms of address in post-revolutionary Iranian Persian: A sociolinguistic analysis. *Language in Society*, 17(4), 565-575.
68. Keshavarz, M. H. (1985). Some practical hints for teachers of English in Iran. *FLTJ*, 1(2), 35-37.
69. Keshavarz, M. H. (1984). Techniques and procedures for teaching English pronunciation to Iranian students. *FLTJ*, 1(1), 30-34.

## **(B) Books**

1. Keshavarz, M. H. (2022). *Contrastive Analysis, Error Analysis, and Interlanguage Hypothesis*. (5<sup>th</sup> Revised Edition). Tehran: Rahnama Press.
2. Keshavarz, M. H., Batur, O. & Fatahi, M. (2019). *Most Frequent English Academic Words with Turkish Equivalents*. UK: Cambridge Scholars Publishers.
3. Keshavarz, M. H., Noshadi & M., Fatahi, M. (2019). *Reading Comprehension Skills for English Proficiency Tests (EPT)*. Terhan: Rahnama Press.



4. Keshavarz, M. H. (2018). *An Introductory Course of English Phonetics and Phonology*. SAMT Publishers. Tehran, Iran.
5. Keshavarz, M. H. & Nushi, M. (2016). *English for Students of Sociology* (Updated version with illustrations). SAMT Publishers. Tehran, Iran.
6. Keshavarz, M. H. & Fatahi, M. (2016). *High-frequency Academic Words*. Terhan: Rahnama Press.
7. Keshavarz, M. H. (2013). *High-frequency GRE Words with Persian Equivalentents*. Tehran: Jungle Publications.
8. Keshavarz, M. H. & Keshavarz, A. (2012). *Dictionary of Most Frequent Words, Vol. 1, Elementary*. Tehran: Marefat Press.
9. Keshavarz, M. H. & Porkar, M. (2012). *A Course of General English*. Tehran: Marefat Press.
10. Keshavarz, M. H. & Mohammadi, V. (2012). *Essential English Vocabulary for Advanced Students*. Tehran: Rahnama Press.
11. Keshavarz, M. H. & Mohammadi, V. (2011). *Essential English Vocabulary for Intermediate Students*. Tehran: Rahnama Press.
12. Keshavarz, M. H. & Mohammadi, V. (2011). *Essential English Vocabulary for Elementary Students*. Tehran: Rahnama Press.
13. Keshavarz, M. H. & Mohammadi, V. (2010). *Academic Vocabulary for university Students*. Tehran: Rahnama Press.
14. Keshavarz, M. H. & Haratian, F. (2010). *The 3500 GRE Essential Words with Persian Equivalentents*. Tehran: Jungle Publications.
15. Keshavarz, M. H. & Mohammadi, V. (2009). *Vocabulary Analogy*. Tehran: Jungle Publications.
16. Keshavarz, M. H. & Porkar, M. (2008). *A General English Course for University Students*. Tehran: Teacher Training University.

17. Keshavarz, M. H. et al. (2002). *Dictionary of Lexical Differences between British and American English*. Tehran: Rahnama Press.
18. Keshavarz, M. H. (2000). *Issues in Applied Linguistics*. Tehran: Rahnama Press.
19. Keshavarz, M. H. (1997). *English for Students of Sociology* (1<sup>st</sup> edition). Tehran: Samt Publications. (8<sup>th</sup> Edition, 2012).
20. Keshavarz, M. H. & Jafarigohar, M. (1996). *English Conversation*. Tehran: Payame-Noor University Press, 1996.

### **(c) Translated Works**

1. *A treasury of tongues*. The UNESCO Courier, July 1983 Issue.
2. *The changing face of China*. The UNESCO Courier, December 1982 Issue.
3. *War on war*. The UNESCO Courier, November 1982 Issue (co-translator).
4. *The fullness of time*. The UNESCO Courier, October 1982 Issue.
5. *The drug dilemma*. The UNESCO Courier, January 1982 Issue.
6. *Questions of our time*. The UNESCO Courier, August-September 1982 Issue (co-translator).

### **(d) Edited Periodicals**

1. *The Prospects* (A publication of UNESCO on Education), Vol. 1, No. 1, 1991.
2. *The Prospects*, Vol. 1, No. 2, 1991.
3. *A Course for the Future*. The UNESCO Courier, January 1983.
4. *Borobudur rescued: A masterpiece of the world heritage*. The UNESCO Courier, February, 1983.

### **Editorial Experiences**

1. Founding Editor-in-Chief, Iranian Journal of Applied Linguistics, 1996-2011.
2. Member of Editorial Board, Eurasian Journal of Applied Linguistics, 2021-continues.
3. Journal of English Language Research, 2020-continues.
4. Member of Editorial Board, Advances in Language and Literary Studies, 2014-continues.
5. Member of International Advisory Board, IJLTR, 2013-continues.

6. Member of Editorial Board, JTELS, 2012-Present
7. Editor, Ilam Culture: A Quarterly Journal of Culture & Research, 2010-2013.
8. Member of Editorial Board, Journal of Language and Translation, 2010-continues
9. Member of Editorial Board, Journal of English Language Studies, 2010-continues
10. Member of Editorial Board, ILI Language Teaching Journal, 2005-continues
11. Member of Editorial Board, TELLSI, 2005-continues
12. Member of Editorial Board, Indian Journal of Applied Linguistics, January 2001-2004
13. Member of Editorial Board, Journal of Persian Language and Human Sciences, 2000-2004
14. Member of Editorial Board, Language and Literature Journal, 1998-2004
15. Member of Editorial Board, FLT Journal in Iran, 1995-2002

**Book Reviews for the following publishers:**

1. Springer
2. Lexington Books

**Research articles reviewed for the following Journals:**

1. Journal of Pragmatics and Society
2. Journal of Intercultural Pragmatics
3. Reading in a Foreign Language
4. Bilingual Education Journal
5. Journal of Pragmatics and Cognition
6. International Journal of Language and Culture
7. Language in Society
8. Multilingual Journal
9. Journal of Pragmatics
10. MexTESOL Journal
11. Educational Research
12. Journal of Teaching Language Skills
13. International Journal of Bilingual Education and Bilingualism

## **Scientific Committee Member**

- 1. 18<sup>th</sup> TELLSI International Conference:** Enacting English as an International Language (EIL) in Teacher Education and Language Instruction. Tarbiat Modares University, Tehran, Iran, December 8-9, 2021.
- 2. 9<sup>th</sup> Intercultural Pragmatics and Communication Conference,** University of Queensland, Brisbane, Australia, June 12-14, 2020
- 3. 2<sup>nd</sup> International Conference on Language, Culture and Education,** North Cyprus, September 2018
- 4. 7<sup>th</sup> Intercultural Pragmatics and Communication Conference,** University of Split, Croatia, June 10-12, 2016
- 5. 2<sup>nd</sup> Conference of the American Pragmatics Association,** University of California in Los Angeles, October 17-19, 2014
- 6. 6<sup>th</sup> Intercultural Pragmatics and Communication Conference,** University of Malta, May 2014
- 7. 11<sup>th</sup> International TELLSI Conference,** Meshad, October 2013
- 8. International Conference of Current Trends in ELT: Putting the Learner in the Spotlight,** Urmia University, Iran, May 21-22, 2013
- 9. Uses of Narrative in English Language Studies: International Interdisciplinary Conference** Kyrenia, North Cyprus, September 26-27, 2013
- 10. The 1<sup>st</sup> Pragmatics Conference of the Americas and the 5<sup>th</sup> Intercultural Pragmatics Conference,** Charlotte, North Carolina, USA, October, 2012
- 11. The 10<sup>th</sup> International TELLSI Conference,** Shahid Beheshti University, Iran, 16-19 October, 2012
- 12. The 4<sup>th</sup> International Conference on Intercultural Pragmatics and Communication,** Madrid, Spain, November 15-17, 2010
- 13. 1<sup>st</sup> Conference on ELT in the Islamic World,** Tehran, Iran, December, 2010

**14. The 7<sup>th</sup> International TELLSI Conference: New Horizons in Language Education,**  
Yazd, Iran, October 20-22, 2009

**Seminars, Workshops, and Keynote Speeches**

1. Keynote speech on *The scope of Applied Linguistics* at the 1<sup>st</sup> International Conference on Language, Culture and Education, North Cyprus, September 2018
2. Proofreading and editing workshop, Girne American University, April 2016
3. Seminar on Academic Writing, Girne American University, North Cyprus, December 10, 2015
4. Keynote address on *The role of corrective feedback in ELT* at 3<sup>rd</sup> Interdisciplinary Conference on English Studies, Near East University, Nicosia, North Cyprus, June 19-20, 2014
5. Seminar on *Language Variation*, Near East University, Nicosia, North Cyprus, December 2013
6. A series of seminars in different educational districts in Tehran during 1990-2001
7. In-service training workshops for English teachers in Tehran, 1991-2004
8. In-service training workshop on pronunciation for English teachers in western provinces of Ilam and Kermanshah, Summer, 1992

**Research Interests**

1. Cultural Linguistics
2. Sociolinguistics
3. Pragmatics and Discourse Analysis
4. Contrastive Analysis & Error Analysis
5. Phonetics and Phonology

6. First and Second Language Acquisition
7. Bilingualism and Bilingual Education
8. Vocabulary Teaching

### **Paper Presentations at International Conferences**

1. 1<sup>st</sup> International Conference on Language, Culture and Education, North Cyprus, September, 2018.
2. GlobELT 2015 Conference, Antalya, Turkey, April 16-19, 2015.
3. The 3<sup>rd</sup> Interdisciplinary Conference on English Studies, Near East University, Nicosia, North Cyprus, June 19-20, 2014.
4. The Ninth Nordic Conference on Bilingualism, Joensuu, Finland, 2006.
5. The 5<sup>th</sup> International Symposium on Bilingualism, Barcelona, Spain, March 2005.
6. International Symposium of Bilingualism and Bilingual Education. Vigo, Spain, October 2002.
7. Third International Symposium on Bilingualism. University of the West of England, Bristol, April 2001.
8. 5th Conference on Theoretical and Applied Linguistics. Allame Tababa'ee University, Tehran, March 2001.
9. 27<sup>th</sup> International Systemic-Functional Congress. University of Melbourne, Australia, July 2000.
10. AILA World Congress. Tokyo, Japan, July 1999.
11. 24th International Systemic-Functional Congress. University of York, Toronto, Canada, July 1997.
12. 23rd International Systemic-Functional Congress. Sydney University, Australia, July 1996.
13. 22nd International Systemic-Functional Congress. Peking University, Beijing, July 1995.
14. Language Education Study Workshop. Gothenburg University, Sweden, May 1995

15. Tabriz-Baku Conference on TEFL. University of Tabriz, Winter 1994.

### **Attendance in Workshops and Conferences**

1. Pronunciation Workshop, Girne American University, February 3-4, 2016.
2. Celebrating Diversity-METU International ELT Convention, Ankara, Turkey, May 25-26, 2015.
3. The 1<sup>st</sup> Oxford ELT Conference in North Cyprus, Middle East Technical University, Northern Cyprus Campus, April 26-27, 2013.
4. UCLA Conference on Theories and Models of Language, Interaction, and Culture. California, U.S.A., February 2004.
5. Linguistic Workshop. University of Wales, Bangor, UK, 1988.
6. TESOL Convention. New York, March 1977.

### **Administrative Responsibilities**

1. Head, ELT Department, Girne American University, North Cyprus, September 2015-continues.
2. Director, Academic Writing Center, GAU, North Cyprus, 2015-2017.
3. Member, Board of Trustees, Azad University, Ilam Province, 2010-12.
4. Member, Board of Directors, Elmgostar Higher Institute, Tehran, Iran, 1995-2014.
5. Director, Research Institute of Foreign Languages, Teacher Training University, 1992-2007.
6. Head, Department of Foreign Languages, Teacher Training University, Tehran, 1993-2004.
7. Coordinator, MA Programme in TEFL, Khatam University, Tehran, 2000-2010.
8. Member of the Research Council, Teacher Training University, 1993-2007.
9. Member of Teacher Training University Council, 2006-2007.
10. Member of the Central Board of Academic Auditors, Ministry of Science, Research and

Technology, 2005-2007.

11. National Research Coordinator of Language Education Study (An international project conducted under the auspices of IEA), 1994-1996.
12. Director, Scholarship Program and International Relations, Teacher Training University, 1980-1985.

### **Honorary Awards**

1. Scholar Award, International Conference on Language, Education, and Culture, September, 2018
2. Distinguished Researcher Award, Teacher Training University, 2006.
3. Distinguished Academic Award, Teacher Training University, 2003.
4. Distinguished Researcher Award, Teacher Training University, 2001.
5. Outstanding Academic Award, Teacher Training University, 2000.
6. Distinguished Academic Award, Tehran Teacher Training University, 1995.
7. Distinguished Academic Administrator Award, Teacher Training University, 1994.
8. Ph.D. Grant from Tehran Teacher Training University, 1985-88.
9. Graduate Scholarship from Ohio University, 1976-77.
10. Top Graduate Scholarship from Tehran Teacher Training University, 1975-77.

### **Professional Membership**

1. Asia TEFL, 2010-present.
2. TELLSI, 2006-present.
3. TESOL Organization, 2004-2005.
4. Member of the Sociolinguistics Research Committee of the International Sociological Association, 2003-2005.
5. TESOL Organization, 1975-1977.
6. American Association for Applied Linguistics, 1994-1998.
7. Ohio University Linguistic Circle, 1976-1977.



## **Thesis Supervision**

Over 120 MA theses and several PhD dissertations

## **External Examiner of PhD Theses**

1. Macquarie University, Australia, 2008.  
Student: Farzad Dibaj  
Supervisor: Professor Ingrid Pillar  
Thesis Title: Vocabulary learning: Second and third language learners in comparison.
2. Monash University, Australia, 2017.  
Student: Attefeh Hadi  
Supervisor: Professor Farzad Sharifian  
Thesis Topic: Address Terms in academic email communication: A study of student-to-academic staff emails in Australia.
3. Eastern Mediterranean University, North Cyprus, 2019.  
Student: Aida Ariannejad  
Supervisor: Professor Ülker Vancı Osam  
Thesis Title: A metadiscursive investigation of English and Persian academic articles.

(In addition to several PhD theses in Iranian Universities)

## **Other Professional Activities**

2. Cambridge University Certified Examiner, 2003-2005.
3. UNESCO Translator, 1981-1984.

## **Courses Taught**

### **(a) MA and PhD Courses**

1. Sociolinguistics
2. L1 and L2 Acquisition
3. Research Methodology
4. Phonetics and Phonology

5. Pragmatics and Discourse Analysis
6. Contrastive Linguistics and Error Analysis

**(b) Undergraduate Courses**

1. Applied Linguistics
2. Pragmatics and Language Teaching
3. Second Language Acquisition
4. Listening and Pronunciation
5. Introduction to Linguistics I & II
6. Oral Communication Skills
7. Effective Oral Communication
8. Reading
9. Writing
10. Advanced Conversation
11. French as a Second Foreign Language I-III