

ÖZGEÇMİŞ VE ESERLER LİSTESİ

ÖZGEÇMİŞ

1. Adı ve Soyadı: Mohammad Hossein Keshavarz

2. Doğum Tarihi: 22/05/1949

3. Akademik Unvanı: Prof. Dr.

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4. Öğrenim Durumu

Derece	Bölüm/Program	Üniversite	Yıl
Lisans/BA	English Language	Teacher Training University	1974
Yüksek Lisans/MA	Applied Linguistics and TEFL	Ohio University, USA	1977
Doktora/PhD	Applied Linguistics	University of Wales, UK	1989

Akademik Pozisyonları Ziyaret Etmek (Visiting Scholar Positions)

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

5. Akademik Unvanlar (Academic Titles)

- 2015-Present Professor & Chair, ELT Department, Girne American University, Kyrenia, Northern Cyprus
- 2012-2015 Professor, ELT Department, Near East University, Nicosia, N. 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
- 1990-2004 In-service Teacher Trainer in Different Educational Districts in Tehran and Kermanshah
- 2003-2205 Cambridge University Certified IELTS Examiner
- 1981-1983 UNESCO Translator and Editor

6. Yönetilen Yüksek Lisans ve Doktora Tezleri

6.1 Yüksek Lisans Tezleri/MA Theses Supervised

I have supervised over 100 MA theses at different universities; however, due to shortage of space here I only write details of those I have supervised at Girne American University since 2016.

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|---------------|--|
| Due Feb. 2023 | Suliman, Suada Ahmed. The Perception of University Students and Lecturers on Online Education during Covid-19 Pandemic: The Case of North Cyprus. GAU. (Due defense date: February 2023) |
| June 2022 | Kargılı, Aydin. Sources of Fossilization in Young Second Language Learners' Pronunciation. Graduate School of Social and Applied Sciences, Girne American University (GAU). |
| February 2022 | Bibilik, Ş. Deniz. ELT Students' Reflections on the Use of Media and Information Technologies in Language Learning. Graduate School of Social and Applied Sciences, Girne Amerikan Üniversitesi (GAU). |
| June 2020 | Murani, K. Maureen. The effect of exposure to and education in English on the choice of forms of address and reference terms in English and Kiswahili: The case of Kenya. GAU. |
| June 2019 | Temur, Melina. A Cross-cultural Study of Refusal Speech Act: The Case of Russian Learners of English. GAU. |
| June 2019 | Polat, Meryem. Interactive Teacher Written Feedback Through "Letter to My Teacher": Improving Students' Revision and Self-Correction. GAU. |
| June 2019 | Okot, Sunday. Classroom Code Switching in a multilingual society: The case of Uganda. GAU. |
| June 2019 | Hulus, Aysel. The Effect of Blended-Learning on Motivation, Personality, and Learning Style. GAU. |

- February 2019 Keshavarz, Avishan. The Impact of Instructional Programs on Young Learners' English Pronunciation: The Case of GAU International Prep School. GAU.
- February 2019 Parsa, Mohsen. Investigating the Principles of Critical Pedagogy among Iranian EFL Teachers. GAU.
- June 2018 Ilke, Simge. English language teacher candidates' perceptions of nonverbal communication in an EFL setting. GAU.
- February 2018 Sakka, Celal. The reflection of middle school administrators, teachers, parents, and students on homework in a private school. GAU.
- February 2017 Branch, Paula Ann. Perception of teachers about the role of gender in education: The case of primary school students at the International Prep School of Girne American College. GAU.
- February 2017 Amro, Majed I. M. Attitudes of Muslim Students towards English Idioms and Proverbs. GAU.
- June 2017 Barzani, Sami Hakem Hussein. A Mixed-Method Analysis of Oral Corrective Feedback: The Case of EFL Teachers and learners. GAU.
- June 2016 Alkhusaibi, Juma. The effect of test anxiety on academic performance of EFL undergraduate students. GAU.
- June 2016 Guneyli, Serhan. Foreign language anxiety among high school students. GAU.
- February 2016 Taherian, Parisa. The impact of collocational-based approach on EFL learners' performance in proficiency exams. GAU.
- June 2016 Kilic, Yasmin. Thesis Title: Effective vocabulary teaching through technology: The case of young ESL learners. GAU.
- February 2016 Al-Salih, Mohammad Yousef. Analysis of written grammatical errors of Arabic undergraduate EFL learners and the attitude of EFL teachers towards errors. Girne American University.

6.2 Doktora Tezleri

a. PhD Theses Supervised

- June 2022 Wilson, T., Intercultural Business Communication: A Conversational Analysis Perspective. GAU. (Supervisor)
- June 2019 Arianejad, A., A metadiscursive investigation of English and Persian academic articles. Eastern Mediterranean University, North Cyprus. (External Examiner)
- February 2017 Hadi, A., Address Terms in academic email communication: A study of student-to-academic staff emails in Australia. Monash University, Melbourne, Australia. (External Examiner)
- June 2012 Zand-Moghaddam, A. Pre-Task, Post-Task, and Scaffolded While-Task Pragmatic Instruction: Effects on EFL Learners' Interlanguage Pragmatic Development. Allame Tabatab'ei University, Tehran, Iran (Co-supervisor)
- March 2008 Dibaj, F., Vocabulary learning: Second and third language learners in comparison. Macquarie University, Sydney, Australia. (External Examiner)
- June 2006 Bahrainy, N. Is bilinguality an advantage or a disadvantage in learning English as a Foreign Language? Tehran University (Supervisor)
- June 2003 Ghahraman, V., The role of language proficiency in pragmatic transfer of refusals by Iranian EFL learners. Tehran University, Iran. (Supervisor)
- June 2002 Marandi, S., EAP Rhetoric: Metadiscourse in Persian and English. Tehran University, Iran. (Advisor)
- June 1977 Yazdani, M., Investigating the existing pragmatic failure of adult EFL students and helping them develop a new pragmatic model. Azad University, Tehran, Iran. (Supervisor)
- June 1977 Lachini, Korush, Second language learning and communication strategies. Azad University, Tehran, Iran. (Supervisor)
- June 1994 Fahim, M. The Development of Persian Language: First Language Acquisition. Islamic Azad University, Tehran, Iran (External Examiner).

7. Yayınlar (Publications)

7.1 Uluslararası hakemli dergilerde yayınlanan makaleler (Indexed in SSCI, ERIC, ULAKBİM, CPCI-SSH & diğerleri) (Articles published in international peer-reviewed journals)

1. Keshavarz, M. H. (2022). What's in a word? The ubiquitous and multidimensional address form *hoca(m)* in Turkish. *WORD: Journal of the International Linguistic Association*, 68(3), 239-252.
2. Wilson, T., Keshavarz, M. H., & Bhatti, F. A. (2022). Will they enjoy equal opportunities? University students' perceptions of employment opportunities in a globalized world. *Pegem Journal of Education and Instruction*, 12(4), 113-127.
3. Keshavarz, M. H. (2022). Impoliteness in power-imbalance and power-neutral relational contexts: Evidence from a Persian TV drama. *Journal of Pragmatic Research*, 4(1), 41-59.
4. Keshavarz, M. H. & Keshavarz, A. (2022). The effect of L2 input on young learners' pronunciation performance in English. *MEXTESOL Journal*, 46(3), 1-15.
5. Keshavarz, M. H. & Polat, M. (2021). A letter to my teacher: Interactive written teacher feedback. *TESOL Journal*, 12(2), 1-15.
6. 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.
7. 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.
8. Keshavarz, M. H., Ceteresi, Y., & Asit, G. (2020). Pragmatic features of compliments in a Turkish TV drama. *Journal of Pragmatic Research*, 2(1), 1-25.
9. Keshavarz, M. H., & Hulus, A. (2019). The effect of students' personality and learning styles on their motivation for using blended learning. *Advances in Language and Literary Studies*, 10(6), 78-88.
10. 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.
11. 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.
12. Keshavarz, M. H. (2017). Syllabification of final consonant clusters: A salient pronunciation problems of EFL learners. *IJLTR*, 5 (2), 1-14.

13. Keshavarz, M. H. & Khamis, M. O. (2016). An investigation into the pronunciation problems of Hausa speakers of English. *IOJET*, 4 (1), 61-72.
14. Keshavarz, M. H. & Ghamoushi, M. (2014). A comparative study of metacognitive awareness of reading strategies among monolingual and bilingual Iranian EFL learners. *ALLS*, 5(4), 1-7.
15. 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.
16. 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.
17. Keshavarz, M. H. (2007). Morphological development in the speech of a Persian-English bilingual child. *Journal of Psycholinguistic Research*, 36(4), 255-272.
18. 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.
19. 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.
20. 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.
21. Keshavarz, M. H. & Ingram, D. (2002). Early phonological acquisition of a Farsi-English bilingual child. *International Journal of Bilingualism*, 6(3), 255-270.
22. Barootchi, N. & Keshavarz, M. H. (2002). Assessment of achievement through Portfolios and teacher-made tests. *Educational Research*, 44(3), 279-88.
23. 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.
24. Keshavarz, M. H. (2001). Halliday's Functional Model revisited. *Communication Disorders Quarterly*, 22(4), 187-196.
25. 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.
26. Keshavarz, M. H. (2001). Phonological development of a bilingual child. *International Journal of Humanities*, 8, 1-12.
27. Keshavarz, M. H. (2000). A sociolinguistic analysis of metathesis in Persian.

International Journal of Humanities, 7(1), 16-22.

28. Keshavarz, M. H. (1993). Relativization in Persian. *International Journal of Humanities*, 5, 39-44.

29. Keshavarz, M. H. (1988). Forms of address in post-revolutionary Iranian Persian: A sociolinguistic analysis. *Language in Society*, 17(4), 565-575.

7.2 Uluslararası bilimsel toplantılarda sunulan ve bildiri kitabında basılan bildiriler (Papers presented at international scientific meetings and published as book chapters or articles)

a. Keynote Speeches, Seminars, and Workshops

- 2018 Keynote speech on *The scope of Applied Linguistics* at the 1st International Conference on Language, Culture and Education, North Cyprus, September 2018.
- 2016 Proofreading and editing workshop, Girne American University, April 2016
- 2018 Seminar on Academic Writing, Girne American University, North Cyprus, December 10, 2015
- 2014 Keynote address on *The role of corrective feedback in ELT* at 3rd Interdisciplinary Conference on English Studies, Near East University, Nicosia, North Cyprus, June 19-20, 2014
- 2013 Seminar on *Language Variation*, Near East University, Nicosia, North Cyprus, December 2013.
- 1997 Seminar and paper presentation at the Department of Language Education, University of British Columbia, Vancouver, Canada.
- 1990-2001 A series of seminars in different educational districts in Tehran during 1990-2001.
- 1991-2004 In-service training workshops for English teachers in Tehran, 1991-2004 .
- 1992 In-service training workshop on pronunciation for English teachers in western provinces of Ilam and Kermanshah, Summer, 1992.

b. Papers Presented at Scientific Conferences

- 2022 GlobELT 8th International Conference. Girne, North Cyprus, April, 2022.
- 2018 1st International Conference on Language, Culture and Education, North Cyprus, September, 2018.

- 2015 GlobELT 2015 Conference, Antalya, Turkey, April 16-19, 2015.
- 2014 The 3rd Interdisciplinary Conference on English Studies, Near East University, Nicosia, North Cyprus, June 19-20, 2014.
- 2006 The Ninth Nordic Conference on Bilingualism, Joensuu, Finland, 2006.
- 2005 The 5th International Symposium on Bilingualism, Barcelona, Spain, March 2005.
- 2002 International Symposium of Bilingualism and Bilingual Education. Vigo, Spain, October 2002.
- 2001 Third International Symposium on Bilingualism. University of the West of England, Bristol, April 2001.
- 2001 5th Conference on Theoretical and Applied Linguistics. Allame Tababa'ee University, Tehran, March 2001.
- 2000 27th International Systemic-Functional Congress. University of Melbourne, Australia, July 2000.
- 1999 AILA World Congress. Tokyo, Japan, July 1999.
- 1997 24th International Systemic-Functional Congress. University of York, Toronto, Canada, July 1997.
- 1996 23rd International Systemic-Functional Congress. Sydney University, Australia, July 1996.
- 1995 22nd International Systemic-Functional Congress. Peking University, Beijing, July 1995.
- 1994 Tabriz-Baku Conference on TEFL. University of Tabriz, Winter 1994.

c. 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 1st 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. Language Education Study Workshop. Gothenburg University, Sweden, May 1995

6. Linguistic Workshop. University of Wales, Bangor, UK, 1988.
7. TESOL Convention. New York, March 1977.

7.3 Yazılan Ulusal/uluslararası kitaplar veya kitaplarda bölümler (National/international books or book chapters)

a. Book Chapters

1. Keshavarz, M. H. & Noshadi, M. (Forthcoming). Towards the Application of Cultural Linguistics in Human-Nature Interaction: Different Layers of Conceptualization. Book Chapter to appear in a Handbook by Springer.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.

b. Books

1. Keshavarz, M. H., Batur, O. & Fatahi, M. (2022). *Most Frequent English Academic Words with Turkish Equivalent*s. (Paperback Edition), UK: Cambridge Scholars Publishers.
2. Keshavarz, M. H. (2022). *Contrastive Analysis, Error Analysis, and Interlanguage Hypothesis*. (5th Revised Edition). Tehran: Rahnama Press.
3. Keshavarz, M. H., Batur, O. & Fatahi, M. (2019). *Most Frequent English Academic Words with Turkish Equivalent*s. UK: Cambridge Scholars Publishers.
4. Keshavarz, M. H., Noshadi & M., Fatahi, M. (2019). *Reading Comprehension Skills for English Proficiency Tests (EPT)*. Terhan: Rahnama Press.
5. Keshavarz, M. H. (2018). *An Introductory Course of English Phonetics and Phonology*. SAMT Publishers. Tehran, Iran.
6. Keshavarz, M. H. & Nushi, M. (2016). *English for Students of Sociology* (Updated version with illustrations). SAMT Publishers. Tehran, Iran.
7. Keshavarz, M. H. & Fatahi, M. (2016). *High-frequency Academic Words*. Terhan: Rahnama Press.
8. Keshavarz, M. H. (2013). *High-frequency GRE Words with Persian Equivalent*s. Tehran: Jungle Publications.
9. Keshavarz, M. H. & Keshavarz, A. (2012). *Dictionary of Most Frequent Words, Vol. 1, Elementary*. Tehran: Marefat Press.
10. Keshavarz, M. H. & Porkar, M. (2012). *A Course of General English*. Tehran: Marefat Press.
11. Keshavarz, M. H. & Mohammadi, V. (2012). *Essential English Vocabulary for Advanced Students*. Tehran: Rahnama Press.
12. Keshavarz, M. H. & Mohammadi, V. (2011). *Essential English Vocabulary for Intermediate Students*. Tehran: Rahnama Press.
13. Keshavarz, M. H. & Mohammadi, V. (2011). *Essential English Vocabulary for Elementary Students*. Tehran: Rahnama Press.
14. Keshavarz, M. H. & Mohammadi, V. (2010). *Academic Vocabulary for university Students*. Tehran: Rahnama Press.
15. Keshavarz, M. H. & Haratian, F. (2010). *The 3500 GRE Essential Words with Persian*

Equivalents. Tehran: Jungle Publications.

16. Keshavarz, M. H. & Mohammadi, V. (2009). *Vocabulary Analogy*. Tehran: Jungle Publications.
17. Keshavarz, M. H. & Porkar, M. (2008). *A General English Course for University Students*. Tehran: Teacher Training University.
18. Keshavarz, M. H. et al. (2002). *Dictionary of Lexical Differences between British and American English*. Tehran: Rahnama Press.
19. Keshavarz, M. H. (2000). *Issues in Applied Linguistics*. Tehran: Rahnama Press.
20. Keshavarz, M. H. (1997). *English for Students of Sociology* (1st edition). Tehran: Samt Publications. (8th Edition, 2012).
21. Keshavarz, M. H. & Jafarigohar, M. (1996). *English Conversation*. Tehran: Payame-Noor University Press, 1996.

7.4 Ulusal hakemli dergilerde yayınlanan makaleler (Articles published in national peer-reviewed journals)

1. 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.
2. 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.
3. 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), 3-15.
4. 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.
5. 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.
6. 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.

7. Keshavarz, M. H. & Akbari, L. (2009). Critical Discourse Analysis of ELT textbooks. *Iranian EFL Journal*, 5, 6-19.
8. 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.
9. 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 7th International TELLSI Conference*, Yazd University.
10. Keshavarz, M. H. & Shirdelpour, S. (2008). A contrastive genre analysis of results, discussion, and conclusion sections of research articles in Applied Linguistics. *ILI Language Teaching Journal*, 4(2), 35-56.
11. 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.
12. 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.
13. 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.
14. 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.
15. Keshavarz, M. H. & Cheraghi, A. (2005). On the relationship between impulsivity/reflectivity cognitive style and language proficiency test performance. *IJAL*, 8(1), 71-90.
16. 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.
17. Keshavarz, M. H. & Kasraian, K. (2003). Difficulties of Iranian EFL students in recognizing subject-verb agreement. *FLTJ*, 17(6), 42-51.
18. Keshavarz, M. H. (2002). Universality versus specificity of syntactic development

- in children. *IJAL*, 9(33), 89-102.
19. 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.
 20. 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.
 21. 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.
 22. 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.
 23. Keshavarz, M. H. (2000). Causes of language change. *Journal of Persian Literature and Human Sciences*, 7, 37-60.
 24. Keshavarz, M. H. (2000). Bilingual first-language acquisition: One system or two? *Journal of Language and Literature*, 7, 13-36.
 25. Keshavarz, M. H. & Ghafelzadeh, M. (1999). The use of translation in explaining rhetorical organization of ESP reading comprehension. *IJAL*, 4(1), 20-36.
 26. Keshavarz, M. H. (1999). Norms of correctness in native speaker's usage and EFL situations. *FLTJ*, 14, 34-41.
 27. Keshavarz, M. H. & Hosseini, A. (1996). L1 academic proficiency and socioeconomic status of the learners. *IJAL*, 2(1), 17-33.
 28. Keshavarz, M. H. (1996). The role of the mother tongue revisited. *ELTJ*, 46, 1-5.
 29. Keshavarz, M. H. & Rahimi, A. (1996). A contrastive analysis of reference in English and Persian. *IJAL*, 1(1), 33-53.
 30. Keshavarz, M. H. (1995). Correlation between language and society. *Iranian Journal of Linguistics*, 9(2), 40-50.
 31. Keshavarz, M. H. (1994). Changing attitudes towards errors and error correction. *FLTJ*, 10, 48-53.
 32. 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.

33. Keshavarz, M. H. (1993). Pronunciation differences between British and American English. *FLTJ*, 30, 36-42.
34. Keshavarz, M. H. (1985). Some practical hints for teachers of English in Iran. *FLTJ*, 1(2), 35-37.
35. Keshavarz, M. H. (1984). Techniques and procedures for teaching English pronunciation to Iranian students. *FLTJ*, 1(1), 30-34.

7.5 Ulusal bilimsel toplantılarda sunulan ve bildiri kitabında basılan bildiriler

(Papers presented at national scientific meetings and published in the proceedings book)

As mentioned in Section 7.2, I have published the papers I have presented in conferences in national and international journals)

7.6 Diğer yayınlar (other publications)

(a) 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. *Questions of our time*. The UNESCO Courier, August-September 1982 Issue (co-translator).

(b) Edited Works

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.

8. Projeler (I have published my projects in the form of articles and book chapters)

9. İdari Görevler (Administrative Positions)

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, Kharazmi University, 1992-2007.
6. Head, Department of Foreign Languages, Kharazmi University, Tehran, 1993-2004.
7. Coordinator, MA Programme in TEFL, Khatam University, Tehran, 2000-2010.
8. Member of the Research Council, Kharazmi University, 1993-2007.
9. Member of Kharazmi 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, Kharazmi University, 1980-1985.

10. Bilimsel Kuruluşlara Üyelikler / Membership in Scientific Organizations

a. Profesyonel üyelik (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.

b. Bilimsel Komite Üyesi (Scientific Committee Member)

1. Honorary Chair, 4th Online International Conference on Language, Education, and Culture, 21-23 May 2021.
2. 18th 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.
3. Honorary Chair, 4th Online International Conference on Language, Education, and Culture, 21-23 May 2021.
4. 9th Intercultural Pragmatics and Communication Conference, University of Queensland, Brisbane, Australia, June 12-14, 2020

5. 2nd International Conference on Language, Culture and Education, North Cyprus, September 2018
6. 7th Intercultural Pragmatics and Communication Conference, University of Split, Croatia, June 10-12, 2016
7. 2nd Conference of the American Pragmatics Association, University of California in Los Angeles, October 17-19, 2014
8. 6th Intercultural Pragmatics and Communication Conference, University of Malta, May 2014
9. 11th International TELLSI Conference, Meshad, October 2013
10. International Conference of Current Trends in ELT: Putting the Learner in the Spotlight, Urmia University, Iran, May 21-22, 2013
11. Uses of Narrative in English Language Studies: International Interdisciplinary Conference Kyrenia, North Cyprus, September 26-27, 2013
12. The 1st Pragmatics Conference of the Americas and the 5th Intercultural Pragmatics Conference, Charlotte, North Carolina, USA, October, 2012
13. The 10th International TELLSI Conference, Shahid Beheshti University, Iran, 16-19 October, 2012
14. The 4th International Conference on Intercultural Pragmatics and Communication, Madrid, Spain, November 15-17, 2010
15. 1st Conference on ELT in the Islamic World, Tehran, Iran, December, 2010
16. The 7th International TELLSI Conference: New Horizons in Language Education, Yazd, Iran, October 20-22, 2009

11 Ödüller (Honorary Awards)

1. Scholar Award, 2nd 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.

12 Son iki yılda verdiğiniz lisans ve lisansüstü düzeydeki dersler için aşağıdaki tabloyu doldurunuz. (Courses taught during the last tw years)

YIL	Dönem	Dersin Adı	Haftalık Ders Saati	Öğrenci Sayısı
2022-23	Fall	Pragmatics and Language Teaching	2	34
		Linguistics I	2	63
		Second Foreign Language I	2	25
		Oral Communication I	2	51
		Second Language Acquisition (MA)	3	5
2021-2022	Güz	Oral Communication I	2	70
		Linguistics I	2	35
		Pragmatics in Language Teaching	2	45
		Second Foreign Language I	2	35
		Second Foreign Language III	2	12
		Second Language Acquisition (MA)	3	4
2020-2021	Bahar	Linguistics II	2	45
		Language Acquisition	2	40
		Sociolinguistics	2	37
		Second Foreign Language II	2	40
		Applied Linguistics	2	36
		Research Methodology (MA)	3	3
2020-2021	Güz	Pragmatics in Language Teaching	2	14
		French I	2	28
		Linguistics I	2	47
		French III	2	17
		Second Language Acquisition-MA	2	7
2019-2020	Bahar	Linguistics II	2	38
		French II	2	38
		Language Acquisition	2	38
		Applied Linguistics	2	30
		Research Methods (MA)	3	7

Diğer Profesyonel Faaliyetler (Other Professional Activities)

Editorial Deneyimler (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
14. Journal of Pragmatic Research