



■ **Personal info:**

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■ **Affiliations:**

- 1) *Department of English, University of Tabriz, East Azerbaijan, Iran*
- 2) *Visiting Professor (since January 2020), Department of English Language and Literature, Khazar University, Baku, Azerbaijan*
- 3) *Khazar University's Dunya IB School, IB DP Teacher*

■ **Researchgate page:** https://www.researchgate.net/profile/Yaser_Hadidi

■ **Academica.edu page:** <https://tabrizu.academia.edu/YHadidi>

■ **Degrees earned:**

Degree	In:	Year and Institution
BA	English Language and Literature	2002 University of Tabriz, Iran
MA	Teaching English as a Foreign Language (Applied Linguistics)	2005 University of Tabriz, Iran
PhD	Teaching English as a Foreign Language (Applied Linguistics)	2009 University of Tehran, Iran

■ **Title of my MA thesis:**

Elegant Ambiguity in Prose Fiction: A Stylistic Analysis of Joseph Conrad's Lord Jim

■ **Title of my PhD thesis:**

The Contribution of Systemic-functional Linguistics to Discourse Analysis: Evidence from Ideational Metaphor

■ **Areas of Reading and Research Interest:**

- Discourse Analysis (and Critical Discourse Analysis)
- Linguistic Analysis of English Fiction
- Systemic Functional Linguistics
- Theory of Knowledge/Philosophy of Knowledge
- The Good Language Learner (Inductive Learning of Challenging English Syntax for the Advanced Good Language Learner)
- Pedagogical Stylistics
- Conceptual Metaphor Theory

■ **Languages Spoken:**

- 1) Azeri [Azerbaijani] (Mother Tongue: Full Native-speaker command)
- 2) English (Full Native-speaker Command)
- 3) Turkish (intermediate communicative command)
- 4) Arabic (Reading knowledge)
- 5) French (Reading Knowledge)
- 6) Persian (Full Native-speaker Command)

■ My Published Research Articles:

- 1) **Discontinuous Residue and Theme in Higher-order semiotic: a case for interlocking systems.** Farahani, A. A. & Hadidi, Y., *The Journal of Applied Linguistics*. (2008. Volume 1. Number 3)
- 2) **Semogenesis under Scrutiny: Grammatical Metaphor in Science and Modern Prose Fiction.** Farahani, A. A. & Hadidi, Y., *Iranian Journal of Applied Linguistics*. (2008. Volume 10. Number 2)
- 3) **A Comparative Study of Ideational Grammatical Metaphor in Business and Political Texts.** Hadidi, Y. & Raghani, A., *International Journal of Linguistics*. (2012. Volume 4. Number 2)
- 4) **Grammatical Metaphor in Writing Tasks of Narrative and Fiction in Advanced EFL Learners.** 2012. Ferdowsi Review.
- 5) **Multi modal discourse analysis of time and Newsweek extracts from systemic functional linguistics and semiotics perspectives.** (Hadidi, Y. & Rostami, F, 2013). *Global Journal of Foreign Language Teaching*. 2, 13-20.
- 6) **The Role of Simultaneous and Successive Acquisition of Second Language on Reading, Spelling and Mathematics Difficulties of Elementary Students.** Hajipour, T., Mirnasab, M., Badri Gargari, R., Noorazar, S. G., Hadidi, Y., *International Journal of Current Life Sciences*. (2014. Volume 4. Issue 8)
- 7) **Comments on the System of Lexical Cohesion in a Sample of English Fiction.** Hadidi, Y. & Nazerfar, R., *International Journal of Linguistics and Literature*. (2014. Volume 3. Issue 5)
- 8) **The System of Engagement in a Sample of Prose Fiction and the News.** Hadidi, Y. & Mohammad Bagheri, L., *The Journal of Applied Linguistics*. (2014. Volume 5. Number 11)
- 9) **An Interdisciplinary Study of Narrative Structure in Dash Akol as a Short Story and Dash Akol as a Movie.** Dashti, A. & Hadidi, Y., *Kata: a biannual publication on the study of language and literature*. (2015. Volume 17. Number 1)
- 10) **A Comparative Study of Interpretation Strategies Applied by Tabriz Professional Simultaneous Interpreters in Dealing with Culture-bound Terms.** Hossein Pur, F. & Hadidi, Y., *Theory and Practice in Language Studies*. (2016. Volume 6. Number 1)
- 11) **Cohesion and Coherence in Political Newspapers and Discussion Sections of Academic Articles.** Hashemi, S. & Hadidi, Y., *International Journal on Studies in English Language and Literature*. (2015. Volume 3. Issue 3)
- 12) **Investigating Possible Evolutionary Reduction in Subject Nominal Group Complexity in Prose Fiction Text.** Hadidi, Y. & Ghandkaran, S., *Journal for the Study of English Linguistics* (2015. Volume 3. No. 1)
- 13) **Male and Female EFL Teachers' Politeness Strategies in Oral Discourse and their Effects on the Learning Process and Teacher-Student Interaction.** Monsefi, M. & Hadidi, Y., *International Journal on Studies in English Language and Literature*. (2015, Volume 3. Issue 2)

- 14) **A Look at the Effect of Feminist Movements on the Evolution of Gender-Sensitive and Neutral Forms in OED.** Hadidi, Y., Gharibeh, S., and Alesh Zade, M., *International Journal on Studies in English Language and Literature*. (2015, Volume 3. Issue 1)
- 15) **Systemic Functional Linguistics as Interpersonal Semantics: Appraisal and Attitude in the Stylistic Analysis of an English Novel.** *International Journal of Linguistics*. Hadidi, Y. & Mohammad Bagheri, L., (2015, Vol. 7, No. 1)
- 16) **The Familiarity of EFL Teachers with Post-Method: Considering their Field of Study.** *Journal of Modern Research in English Language Studies*. Aboulalaei, M, Poursalehi, J. and Hadidi, Y. (Vol 3, Issue 1, 2016).
- 17) **Comments on Non-finite Adverbial Patterns in English Prose Fiction: A Simple Model for Analysis and Use.** *Journal of Research in Applied Linguistics* (Volume 7, Issue 2, September, 2016)
- 18) **Metaphorical Realization of Lexical Cohesive Sets in the Opening Page of Anne Bronte’s “The Tenant of Wildfell Hall”.** Hadidi, Y. & Kaashef, P., *Research Journal of English Language and Literature* (Vol.4. Issue 4. 2016)
- 19) **An Applied Linguistics Look at the Linguistic Comparison of Nominal Group Complexity between Two Samples of a Genre.** Hadidi, Y., (University of Tabriz’s) *Journal of English Language Teaching and Learning*. (Volume 10, Issue 21, 2018)
- 20) **The Effectiveness of Integrated Training Programme (ITP) in Decreasing Female Students’ Test Anxiety: Moderating Effect of Mothers’ Perfectionism.** Pour Taleb, N., Mir Nasab, M., and Hadidi, Y., *Educational Psychology in Practice*. (Volume 34, 2018, issue 2)
- 21) **The Dual Meaning Potential of Prepositional Grammatical Metaphor.** *Journal of English Language Pedagogy and Practice*. (volume 11, 2018, issue 22)
- 22) **Bringing the Attitudinal System of Affect to the EFL/ESL Classroom as a Way of Further Critical Education and Reflection: An Analysis of Affectual Language in Two American Presidents’ Inauguration Speeches.** Hadidi, Y. & Khodadadi, G., *International Journal of Education & Literacy Studies*. 6(3): 61-67. July, 2018.
- 23) **Higher Symptoms of Attention-Deficit/Hyperactivity Disorders (ADHD) and younger age were associated with faster visual perception, but not with lower traffic violations.** Zamani Sani, S.H., Sadeghi-Bazargani, H., Fathirezaie, Z., Hadidi, Y. and Brand, S. *Transport Research Part F: Traffic Psychology and Behaviour* (Elsevier’s *Transportation Research: Interdisciplinary Perspectives*). October 2019.
- 24) **Revisiting Common Source and Target Domains in Conceptual Metaphors in a Sample of English Fiction: Implications for Literacy Practices and Advanced EFL Pedagogy.** Layegh, N. & Hadidi, Y. *International Journal of Education & Literacy Studies*. (Vol. 8; Issue. 3. 2020)
- 25) **An Investigation into Metaphor Use in Learner Language: The Interaction of Word Class and L1.** Hadidi, Y. and Behshad, N. *Journal of English Language Teaching Innovations and Materials* (3 (1), 2021).

- 26) Depth and Breadth of Vocabulary Knowledge as Predictors of Narrative, Descriptive and Argumentative Writing.** Karafkan, M. A., Ansarin, A.A. and Hadidi, Y. *Journal of Modern Research in English Language Studies*. (2021).
- 27) The Effect of Task Type on Iranian EFL Learners' Use of Lexical Diversity and Sophistication.** Karafkan, M. A., Ansarin, A.A. and Hadidi, Y. *Applied Research on English Language* (2021).
- 28) Input modality and working memory capacity: Effects on acquisition of receptive and productive vocabulary knowledge.** Ansarin, A.A., Hadidi, Y. and Kazemipour, S. *The Journal of Asia TEFL* (Vol. 18, no. 1. 2021).
- 29) A Critical Discourse Analysis of Covid-19 in Iranian and American Newspapers.** Dezhkameh, A., Layegh, N. and Hadidi, Y. *GEMA Online® Journal of Language Studies* Volume 21(3), August 2021.
- 30) Applied Linguistics Research Article Introduction Sections: Grammatical Metaphor as a Powerful Membership Status Index.** *Iranian Journal of English for Academic Purposes*. 2021, 10(3). Hadidi, Y. and Alimohammadi, M.
- 31) "I am Well-versed and Skillful in Teaching English": Self-praise Strategies on Instagram Bios of Iranian English Language Teachers.** *International Journal of Linguistics, Literature and Translation*. Vol. 5, No. 3, 2022. Samandar, R., Hadidi, Y. and Yaghoubi-Notash, M.
- 32) Linguistic Devices Used in Newspaper Headlines.** *Khazar Journal of Humanities and Social Sciences* (in press). Special Issue Proceedings of ICPL2021 (The International Conference on the Philosophy of Language, Literature and Linguistics). Hadidi, Y., Taghiyev, I., and Ahmadova, S.
- 33) The Politics-predating Anticipation of Coup d'état in Literature in Shakespeare's Macbeth** (in press). Abdolreza Alishahi, Nozen, S. Z., and Hadidi, Y.

■ Conference Papers and Proceedings:

- 1) **Insider in, Outsider out: Grammatical Metaphor in Science and Prose Fiction.** 2009. TELLSI 6, University of Guilan.
- 2) **A Recapitulation of the Contributions of Literature and Stylistics Research to the EFL/ESL Classroom.** 2009. TELLSI 4, University of Shiraz.
- 3) **Comments on the Contextualization of Clause Complexing in the Farsi-English Translation of Prose Fiction.** 2012. Presented in ICALT 2012.
- 4) **Discontinuous Residue: a case for interlocking systems and pedagogical implications.** 2007. IELTI 4, University of Tehran.
- 5) **The Familiarity of EFL Teachers with Post-Method: Considering their Field of Study.** 2016. Third International Conference on Applied Research in Language Studies.
- 6) **Strategies Adopted by Fitzgerald in Translating Khayyam's Rubaiyat.** 2015. National Conference on New Horizons in Translation Studies and Discourse. Tabriz, Iran.
- 7) **Non-finite adverbial types in English Prose Fiction.** 2016. The First National Conference on Issues in Language Teaching (ELT-SARAB 2016). Sarab, Iran.
- 8) **Comparative-Descriptive Study on Intertextuality in Pygmalion (by Ovidus) and A Doll Behind the Curtain (by Sadegh Hedayat).** 2016. The First National Conference on Issues in Language Teaching (ELT-SARAB 2016). Sarab, Iran.
- 9) **A Survey of Secret Society's Signs in Harry Potter Series.** 2016. National Conference on Translation and Interdisciplinary Studies. Iran. Birjand.
- 10) **The Dual Meaning Potential of Prepositional Grammatical Metaphor in Prose Fiction.** 2017. The National Conference on Language Studies and Economic, Scientific and Cultural Development. Maragheh. Iran.
- 11) **Exploring Areas of Syntactic Challenge for the Advanced Non-native Learner.** ASEAN ELT 2018. Melaka. Malaysia.
- 12) **Areas of Potential Syntactic Challenge for the Advanced Learner: evidence from information structure.** Invited Talk/Workshop to Staff and Post-grad Students, Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). April 2nd, 2018.
- 13) **An Approach to Teaching Challenging Syntax in EFL Classroom: Insights from Information Structure.** The 5th ELT Conference on Advances in ELT/Applied Linguistics. Tehran. Iran. May, 1. 2019.
- 14) **Easy Transition into Universal Cognitive Models in Translating Conceptual Metaphors of Antoine de Saint-Exupéry's Works (Plenary Speech).** The 17th International TELLSI (Teaching English Language and Literature Society of Iran) Conference: New Horizons in Language Studies. Tabriz. Iran.
- 15) **Analyzing Emotion Metaphors in Four Established 19th Century Novels.** Yaser Hadidi & Mobina Bakhshi. Proceedings of The 17th International TELLSI (Teaching English Language and Literature Society of Iran) Conference: New Horizons in Language Studies. Tabriz. Iran.

- 16) **A Comparative Study on Emotion Metaphors in English and Persian.** Yaser Hadidi & Nasim Layegh. Proceedings of The 17th International TELLISI (Teaching English Language and Literature Society of Iran) Conference: New Horizons in Language Studies. Tabriz. Iran.
- 17) **Culturally Motivated Alterations and Adjustments in Subtitled Translations of Hollywood Movies into Turkish.** Yaser Hadidi & Roya Saadatmand. Proceedings of The 17th International TELLISI (Teaching English Language and Literature Society of Iran) Conference: New Horizons in Language Studies. Tabriz. Iran.
- 18) **Cultural Near-universality or Variation in the Translation of Emotion Metaphors in Literature.** Yaser Hadidi & Ali Jahangiri. Proceedings of The 17th International TELLISI (Teaching English Language and Literature Society of Iran) Conference: New Horizons in Language Studies. Tabriz. Iran.
- 19) **Inter-cultural Adjustments in the Translation of Conceptual Metaphors from Modern English Fiction into Turkish.** Yaser Hadidi & Parya Naeimi. Proceedings of The 17th International TELLISI (Teaching English Language and Literature Society of Iran) Conference: New Horizons in Language Studies. Tabriz. Iran.
- 20) **Cognitive Universality in Translating Animated English Movies into Turkish.** Yaser Hadidi & Ayda Saghafiasl. Proceedings of The 17th International TELLISI (Teaching English Language and Literature Society of Iran) Conference: New Horizons in Language Studies. Tabriz. Iran.
- 21) **A Psycholinguistic Analysis of content or form retention in the Reading Comprehension of Intermediate to advanced students: the effects of text length on subsequent form/meaning retention.** Yaser Hadidi, Mahin Kohneh Poushi & Ali Dezhkameh. Proceedings of The 17th International TELLISI (Teaching English Language and Literature Society of Iran) Conference: New Horizons in Language Studies. Tabriz. Iran.
- 22) **Exploring the Metaphors of Loyalty, Courage and Friendship in Harry Potter Novels and their Turkish Translations.** Yaser Hadidi and Fatemeh Zare. International Online Conference: The Philosophy of Language, Literature and Linguistics - ICPL 2020. Baku, Azerbaijan.
- 23) **Metaphors of Pain in Translation of Prose Fiction: New Moon and its Persian Translation.** Yaser Hadidi and Mohaddeseh Hashemi Aghdam. International Online Conference: The Philosophy of Language, Literature and Linguistics - ICPL 2020. Baku, Azerbaijan.
- 24) **A Critical Metaphor Analysis of Global Media Discourse about Karabakh War.** Invited keynote speaker: The 2nd International Webinar on 'Global Discourses in 2020', December 16, 2020. Host: Department of English Linguistics, The Islamia University of Bahawalpur, Pakistan.
- 25) **Discourse Analysis of Teacher Talk During Online English Classes of Iranian EFL Teachers.** Yaser Hadidi and Nastaran Behshad. The Englishers' First International Conference on English Language, Linguistics and Literature. January 20-21, 2021, ANKARA/ TURKEY.
- 26) **The Effect of Non-literal L1-L2 Translation as a Classroom Technique on Speaking Skill of EFL Learners.** Yaser Hadidi and Khoshnam Ebrahimian. The Englishers' First International Conference on English Language, Linguistics and Literature. January 20-21, 2021, ANKARA/ TURKEY.

- 27) Investigating the Relationship Between Adult Iranian EFL Learners' Online Reading Strategies and Their Reading Motivation.** Yaser Hadidi and Mohaddeseh Hashemi-aghdam. The Englishers' First International Conference on English Language, Linguistics and Literature. January 20-21, 2021, ANKARA/ TURKEY.
- 28) The Interconnection of Patterns and Feelings and its Effects on the Conceptualization of Emotional Experience.** Yaser Hadidi and Ali Jahangiri. The Englishers' First International Conference on English Language, Linguistics and Literature. January 20-21, 2021, ANKARA/ TURKEY.
- 29) A Conceptual Metaphor Investigation of the Impact of Covid-19 on People's Lives in Three French Magazines.** Yaser Hadidi and Mahsa Golmohammad Gharedaghi. INTERNATIONAL CONFERENCE ON COVID-19 STUDIES April 17-19, 2021 İstanbul, TURKEY.
- 30) Conceptualization of Emotion Metaphors in Folk Expressions of Covid-related Life Problems.** Yaser Hadidi and Surayya Ibrahimova. INTERNATIONAL CONFERENCE ON COVID-19 STUDIES April 17-19, 2021 İstanbul, TURKEY.
- 31) Gendered Metaphorical Conceptualization in Men and Women's Feedback to Covid-related Articles in Three Russian Magazines.** Yaser Hadidi and Nastassia Kalasouskaya. INTERNATIONAL CONFERENCE ON COVID-19 STUDIES April 17-19, 2021 İstanbul, TURKEY.
- 32) Cross-linguistic Metaphorical Variation in Les Miserables and its English Translation.** Yaser Hadidi and Mahsa Golmohammad Gharedaghi. International Conference on The Philosophy of Language, Literature and Linguistics (ICPL2021). 24-25 September, 202. Baku, Azerbaijan.
- 33) Metaphor as a Feature of Style in Sylvia Plath's Love Poetry: A Three-Dimensional Approach to Metaphor in Language Use.** Mobina Bakhshi and Yaser Hadidi. International Conference on The Philosophy of Language, Literature and Linguistics (ICPL2021). 24-25 September, 202. Baku, Azerbaijan.
- 34) Investigating Conceptual Metaphors in Literary Translation: Twilight and its Azerbaijani Translation.** Yaser Hadidi and Fatima Kerimova. International Conference on The Philosophy of Language, Literature and Linguistics (ICPL2021). 24-25 September, 202. Baku, Azerbaijan.
- 35) Linguistic Devices Used in Newspaper Headlines.** Yaser Hadidi, Ilham Taghiyev, Saadat Ahmadova. International Conference on The Philosophy of Language, Literature and Linguistics (ICPL2021). 24-25 September, 2021. Baku, Azerbaijan.
- 36) An Investigation of the Contribution of Distance Learning to the Enhancement of Language Skills in Azerbaijan.** Gulshan Mikayilova and Yaser Hadidi. International Conference on The Philosophy of Language, Literature and Linguistics (ICPL2021). 24-25 September, 2021. Baku, Azerbaijan.
- 37) Computer and Mobile Assisted Focus on Literary Text for the Advanced EFL Classroom: A New-age Pedagogical Stylistics.** Yaser Hadidi and Mahsa Golmohammad Gharedaghi. 1st National Conference on Modern Technology & English Language Teaching. Tabaran Institute of Higher Education, Mashhad, Iran 11-12 November 2021.

■ A Sample of the Graduate Dissertations I have Supervised

(For reasons of space, only a sample is provided, since all the work I have supervised or advised cannot be listed here):

- 1- **Multi-modal Discourse Analysis of Time and Newsweek from Systemic Functional and Semiotics Perspectives.** Islamic Azad University: Tabriz Branch. 2011
- 2- **A Comparative Study of Ideational Grammatical Metaphor in Business and Political Texts.** Islamic Azad University: Tabriz Branch. 2012.
- 3- **The Intertextual Role of Resultative Adjectives from a Systemic Functional Perspective.** Islamic Azad University: Tabriz Branch. 2012.
- 4- **Systemic Functional Linguistics as Interpersonal Semantics: Appraisal and the System of Attitude in Text Analysis.** University of Tabriz. 2014.
- 5- **A Move Analysis of Research Articles Introductions in Applied Linguistics and Mechanical Engineering.** University of Tabriz. 2014.
- 6- **A Comparative Study of Fiction and Non-fiction Genres: Cohesion in the Novel and Newspaper Articles.** University of Tabriz. 2014.
- 7- **Cohesion and Coherence in Discussion Sections of Academic Articles and Political Newspapers.** Islamic Azad University: Tabriz Branch. 2014.
- 8- **Male and Female EFL Teachers' Politeness Strategies in Oral Discourse and their Effects on the Learning Process and Teacher-student Interaction.** Islamic Azad University: Tabriz Branch. 2014.
- 9- **The Study of Gender Stereotyping in Iranian Magazines Advertisements.** University of Tabriz. 2015.
- 10- **Reaction Time in Iranian Bilingual and Monolingual EFL Learners to Oral and Visual Stimuli.** University of Tabriz. 2015.
- 11- **Strategies Adopted by Fitzgerald in Translating Khayyam's Rubaiyat.** University College of Nabi Akram. 2015.
- 12- **Strategies and Procedures Applied in Translation of Culture-Specific Items: A Case Study of Tabriz Azerbaijan Museum Texts.** University College of Nabi Akram. 2015.
- 13- **Identity-reflecting items in Persian-English Translation of Tourism Texts: A Case Study of East Azerbaijan.** University College of Nabi Akram. 2016.
- 14- **Grammatical Metaphor in the Appraisal system of Affect within a Corpus of the English Novel.** University of Tabriz. 2016.
- 15- **An Analysis of the Metaphorical Language used in Marry Shelly's Frankenstein: An Appraisal Perspective.** University of Tabriz. 2016.
- 16- **Translation of Metaphors in Commercial Advertisements in the Time, The Economist, and The Readers' Digest Magazines into Persian.** University College of Nabi Akram. 2016.
- 17- **The Comparative Investigation of Speaking Skill in Conventional EFL Books of Institutes and Coursebooks of English in Iranian Schools.** Islamic Azad University. Tabriz Branch. 2016.

- 18- **A Case Study of Different Strategies in the Persian Translation of Idioms in Subtitles Animated Movies.** University College of Nabi Akram. 2016.
- 19- **Exploring the Play of Emotion in the Attitudinal System of Affect in Modern Prose Fiction and Political Discourse.** University of Tabriz. 2017.
- 20- **The Contrastive Analysis of Iran Daily and the US Today in terms of Meta-Discourse Elements.** University of Tabriz. 2017.
- 21- **A Cross-Disciplinary Comparative Study of Appraisal among Male and Female, Native and Non-native Writers of Academic Research Articles.** University of Tabriz. 2017.
- 22- **The Relationship between Iranian High School Students' English Scores and Their Motivation in Different Fields of Study.** University of Tabriz. 2018.
- 23- **The Comparison of Metaphorical Language Use in Modern Prose Fiction and Modern Political Discourse.** Sarab Islamic Azad University. 2019.
- 24- **A Comparative Analysis of President Obama and President Trump's Press Conferences on Health Care: An Information Structure Analysis.** University of Tabriz. 2019.
- 25- **An Analysis of Conventional and Creative Conceptual Metaphors in Detective Crime Fiction in Two English Novels.** University of Tabriz. 2019.
- 26- **Reading Texts in Conversational Courses as Discourse: Gender and Power from CDA Perspective.** University of Tabriz. 2020.
- 27- **An Investigation into the Effect of Using Jigsaw-Based Cooperative Learning Method on Learning Request and Apology Speech Acts.** University of Tabriz. 2020.
- 28- **Realization of hegemony in ELT textbooks: a CDA Perspective.** University of Tabriz. 2021.
- 29- **Culture in Iranian Non-native High School English Textbooks versus Native Institutes.** University of Tabriz. 2020.
- 30- **Analyzing Characterization and Narrative Development through Foregrounded Presupposition within inter-character Interactions in Thriller Novels.** University of Tabriz. 2018.
- 31- **The Relationship between Teacher's Power and Students' Language Learning.** University of Tabriz. 2021.
- 32- **The Role of Breadth, Depth of Vocabulary Knowledge and Related Learning Strategy Preferences in Predicting Writing Performance of Iranian EFL Learners.** University of Tabriz. 2021.
- 33- **A Comparative Analysis of Sports Media Discourse in English and Farsi.** University of Tabriz. 2021.
- 34- **Non-native English Teachers' Classroom Discourse Analysis: Teachers with Different Levels of Experience and Learners with Different Levels of Proficiency.** University of Tabriz. 2021.
- 35- **Recasts and Metalinguistic Clues in EFL Classrooms: Exploring the Pragmatic Aspects of Feedback Provision.** University of Tabriz. 2021.

A Snapshot at my Teaching Career:

■ **Years of Experience** in Teaching English as a Second or Foreign Language

(up till 2021):

22 years (these lecturing and teaching achievements and experiences have been in two strands):

From 1998 up to now, working with well-established Language Schools in various capacities including:

- Extensive and long-standing teaching experience in various levels, from beginner to advanced proficiency, accomplishing many certificates of excellence and quality
- Accomplishing successful and acclaimed teaching to many age levels and ethnic/socio-cultural backgrounds,
- Ability and experience of successful instruction in diverse multicultural and instructional contexts,
- Ability and experience of successful instruction to classes with many individual differences in the students and with probably difficult/problematic students
- Advanced in-service workshops for teachers on teaching theories and methods,
- Advanced workshops on advanced reading and writing for higher-level BA and MA candidates for English degrees,
- Various successful workshops and teaching spells on IELTS and TOEFL,
- Technical counsel on the syllabus used, and on teacher selection and training,
- Self-devised and freelance programs in training advanced teachers, advanced reading and writing through the stylistic awareness and analysis of the English novel,
- Extended success in teaching advanced reading and writing (various complex structures) aimed at native and near-native speakers of English, coming back from their English-speaking contexts but inclined to maintain their English ability

■ **Courses in various top universities in Iran, from 2005 up to now in BA, MA and PhD programs:**

- Advanced Reading 1 and 2 (BA)
- Basic and advanced Writing (BA and MA)
- The English Novel (BA and MA)
- Discourse Analysis (MA and PhD)
- Literary Linguistics and Stylistics of Prose Fiction (MA)
- Advanced Linguistic Analysis of the English Novel (MA)
- Advanced Creative Writing (BA and MA)
- Oral Reproduction of Short Stories (BA)
- Study Skills (BA)
- Syllabus Design (MA)
- Issues in Linguistics (MA)
- ESP (English for Specific Purposes) (MA and PhD)
- EAP (English for Academic Purposes) (MA and PhD)
- Assessment (MA and PhD)
- Linguistics 1 and 2 (BA)

■ **Various strands of cooperation with Khazar University, Baku, Azerbaijan, since Jan, 2020, till now, including:**

- Many MA theses supervised
- Conferences organized
- Research articles reviewed and refereed
- Books of Abstracts organized and reviewed and edited
- Many meetings attended for different purposes,
- **And one main strand of cooperation has of course been various courses offered online in:**
- Theory of Knowledge (IB),
- Introduction to TESL (BA),
- Methods of TESL (BA),
- Stylistics (MA),
- Phonology (MA),
- Phonetics (MA),
- Methods of Translation (MA),
- Translation Criticism (MA)
- Philosophy of Language (MA),
- SLA (MA),
- SLA (BA),
- History of English Language (BA),
- Academic Writing (BA),
- Creative Writing (BA),
- Advanced Vocabulary (BA)

■ What do I think my long years of teaching have achieved?

- I **trained significantly more advanced students** in possession of **desirable proficiency** than similar teaching careers by other teachers can claim: by keeping students' motivation alive and using a syllabus that was unflaggingly lively, theoretically tenable, optimally miscellaneous and duly engaging, I tried and managed to keep students on promising learning paths and ended up driving more students to advanced levels of proficiency than other similar rates and teaching careers suggest.
- Most of the time, the **advanced language abilities** of the students I managed to train appeared to **stand out** in terms of being **more creative**, **more accurate** and **more nativelike**, in comparison to their peers trained by other teachers towards the same target levels: by introducing and taking literature-text to the classroom, I used the many scenarios of profound cognitive engagement, untapped but continuous motivation, and rewarding task-based activity that literature-text triggered in the classroom and ended up raising students whose language abilities at the end of their advanced levels in the language school were markedly and wonderfully different from their similar peers taught largely by other teachers. One of my great areas of interest is **syllabi built around literature-text** and how to use different modes of literature in the L2 classroom. As my MA and PhD touched on this area in places, I have always used this knowledge and experience par excellence in my own teaching and am confident that it will leave a similarly strong and transformative imprint wherever and whoever else I teach as well.
- I **trained many advanced students** who later became my own students in the BA program, and even later down the line did an MA in ELT and then managed to be **admitted into PhD programs in top universities** around the world in the US, Canada, Australia, and the UK: by keeping them on a path of proper reading, and having already turned their language abilities into nativelike competencies, I gradually walked them through the stepping stones of Applied Linguistics and theory, from which they used my help to find their own research. They all secured funded PhD programs in these top universities, of course not without the many headaches they gave me along the way!
- I came to develop and hone **a personalized model of teaching** I call **Variable Attention Allocation (VAA)**, for advanced reading and writing, using the wealth of ideas I concretely dealt with in **the English Novel and real-time reading of modern non-fiction text**: these ideas have been with me for the best part of the last 20 years and have seen honing and furtherance continually.
- As important an achievement has been the fact that all this passion, these innovative ways and means of teaching over the years, have breathed educative life and professional spirit into many **top-of-the-line teachers of unique calibers** equal to very effective and advanced teaching not otherwise conceivable: some of these went on to set up their teaching careers abroad, far and wide, some in their home country.

■ A comment on what I consider to be the key to my teaching success and achievement:

My teaching and lecturing experience amounts to around 21 successful and accredited years, achieving many cornerstones of transformation and excellence as acknowledged by the students I trained and the institutions I worked with. From 1998 to 2011, this involved teaching advanced students of English as a second or foreign language who almost always came from patchworks of different social and cultural backgrounds. By 2002, I began, in tandem with the above, my career as a lecturer of the university, presenting courses to students of English Language and Literature and MA Candidates of TEFL (Teaching English as a Foreign Language).

In both strands of instructional activity, my teaching was always more successful than I personally expected, eclipsing and outshining the teaching performance of any other instructor, even the best ones, in the cities I worked. This claim I make with the understanding that it can be easily backed up in practice. The factors of variation among the students and their individual differences were always the paramount forces driving my teaching, rendering me ubiquitously sensitive to the nuanced play of varied cognitive, cultural, ideological and interpersonal undercurrents modulating among the students at all times. Looking back, this multi-faceted attention and sensitivity was what turned my teaching into a fruitful and effective experience, with which my students were always deeply satisfied.

I have also long proposed and espoused a personalized model I call Variable Attention Allocation (VAA), for advanced reading and writing, using the wealth of ideas I have understood concretely in the English Novel and real-time reading of modern non-fiction text. These ideas I cherish have been with me for the best part of the last 20 years and have seen honing and furtherance continually; that is, they evolve significantly through time. But, over the years, they have fed into training outstanding teachers of topnotch calibres capable of engaging in very advanced teaching not otherwise conceivable.

■ Finally:

A brief account of my teaching philosophy:

As early as the September of 2002, I embarked on a dedicated, advanced, and creative reading/writing enterprise, with myself at the helm but also at the passionate receiving end of its profound joy. Comprising competent students of English Language and Literature at the university, the program sought the deliverance of multiple goals. These enjoyed a core that blissfully remained unchanged over the years, withering the test of time, the callous inroads of circumstances and the stormy gloom of oblivion. It received burnishing touches and brilliant strokes, honed and molded as it were with such thorough grace as to transcend my wildest estimations, set on the unflagging course of perfection and en route to the inscrutable eventuality of celebrated achievement, with many a new goal added on to the pre-existing body along its judiciously-navigated path.

Lasting to the present time, this fortunate turn of events has been owed, in large part, to the uncanny mental investment put in place with conviction by some of the highest-caliber students I teamed up with, joining me on a profound journey into the advanced text of English, exploring and bringing to light the deep operations, organization and functioning of English writing and text. Their untiring dedication, their ocean of motivation, and their radiance of passion were always the only paraphernalia that kept this path visible and tangible before our eyes, in the ever-rising trepidation about the lumbering task at hand and the monumental nature of it.

When I face a new group of students, my default assumption is to find all of them likewise characterized. It is in tribute to what I assume to be their strength of character and their fortress of passion that I endeavor to lift my best investment of mental and creative dedication off the ground, on each and every occasion of lecturing to a group of students. In my experience, such a scheme always works and contributes fast to the progress and vibrancy of the institution as well.

Benefiting all parties involved, a constructive presupposition constituting the backdrop to the mind of a lecturer and course-presenter would involve creating and leaving the impression on the students that he and them are one people now whose unquestioning and unquestioned readiness to join in the tricky steering of this ship in the rough waters of language and the rough-and-tumble of its ebbing nuances and flowing intricacies could only be a tribute to our professionalism.

When we are talking about different groups of learners, things change slightly, assuming a different air, given the different objectives of the course or program, but the mental and spiritual caveats of collectivity that I mapped out above are, I believe, invariably at work.