Name: Mousavi

[Mousavi-399217@2freemail.com](mailto:Mousavi-399217@2freemail.com)

Mob: +971504753686

-----------------------------------------------------------------------------------------------------------

**Personal Information**

Name: Mousavi, Iran

Marital status: married

Children: two daughters 15 and 11, respectively. My wife has got a bachelor degree in sport sciences

Language skills: Arabic as my first language, Persian as my national language and English as my professional/study language.

Teaching English for more than 20 in different levels of general modules.

Nine years of teaching in different local Iranian universities: Teaching courses like:

reading/grammar/ research/testing

Teaching in the private language institutes

Teaching TOEFL/IELTS

Teaching English for especial purposes (ESP)

Published articles in the domain of applied linguistics, teaching methodology and discourse analysis

Conference participation as an author and co-author

A lot of citations of mine and my colleagues’ articles in the prestigious universities as a reviewer: I am a reviewer in some journals. as an article reviewer

1

I was a language Teacher by duty in Iran

Teaching: ILETS, TOFEL, ESP

**Education**

PhD in Applied linguistics and TEFL, University of Tehran, Iran (2016)

MA in applied linguistics and TEFL, Tehran Payame Noor university-main campus

T.T.C (Teacher training center) Tarbiat Moallem, Ahvaz,Iran

BA in English language teaching Dezful Azad University,Iran

Diploma of **CELTA** (certificate in teaching English to speakers of other languages),

Cambridge university, Istanbul branch,Turkey

Frisby’s College Teaching Diploma, London, England

**PhD dissertation**

The Effect of Materials Authenticity and Topic Familiarity on the Listening

Comprehension of Iranian Advanced EFL Learners.

Two articles extracted and published from this dissertation in two blind review journals.

**MA thesis:** The Effect Authentic Vs Non-Authentic tasks and on the Listening

Comprehension of Iranian Advanced EFL Learners.

**Publications**

**Articles in Refereed Journals**

**2016**

Working Memory Capacity in L1and L2 and Iranian Advanced Learners’ Performance on Rhetorically-different Listening Tasks. Iranian EFL Journal

**2016** The Effect of Cognitive Factors of Listening Tasks on L2 Listening comprehension of Iranian Advanced EFL Learners Journal of English Language Teaching and Learning. Tabriz University. **Accepted**

2

2014 The Effect of Test Preparation on the Test Performance-The Case of the

IELTS and TOEFL iBT Reading Tests. International Journal of English and Education.3, (2).p10-22

2014 How Can Conflicting Policies Influence Culture Learning and Teaching in EFL Context? Asian Research Consortium. *Asian Journal of Research in Social Sciences and* *Humanities. Vol. 4(5).p453-468*

2014 An Investigation of the Linguistic, Paralinguistic and Sociocultural Effects of Input on the Perception and Translation of Gerunds by Persian Speakers of English. International Journal of Society, Culture & Language, 2(1).p, 1-12

2014 Metacognitive strategy awareness and its effect on the learners’ reading comprehension ability: Revisited Under publishing by International Journal of English and Education.

2013A Cross-Disciplinary Analysis of Thematic Structure of Dissertation Abstracts. The Iranian EFL Journal**.** 9 (4).p, 94-112

2013 A Cross-Disciplinary Analysis of Rhetorical Structure of Dissertation Abstracts. The Iranian EFL Journal 9(5).

2012 A Content Analysis of Textbooks: Investigating Gender Bias as a Social Prominence in Iranian High School English Textbooks. English Linguistics Research

.1(1).p, 42-49

2012 The Effect of Authentic Versus Non-authentic Aural Materials on EFL Learners’ Listening Comprehension English Language and Literature Studies. 2(1).p, 21-27

2012The Application of Functional Linguistics in Exposing Gender Bias in Iranian High School English Textbooks. English Language and Literature Studies.

2(1).p, 85-93

3

2012 Do Language Proficiency Levels Correspond to Language Learning Strategy Adoption? English Language Teaching. 5, (7).p, 110-122

**Seminars**

**2019 International** Conference on Psychology, Language and Paper Title: Flipped versusTraditional Learning Environment: Does It Work in Iranian EFL Classes? Vienna, Austria 25th - 26th October, 2019

**Author’s Name:**

**2017** a paper in Applied linguistics presented in Shiraz, Iran.

**2016** a paper in educational management presented in Mashhad, Iran.

**August 2015** 14th TESOL Asia / Asian EFL Journal International ConferenceInvestigating Iranian EFL teachers’ Ethical identity through the eyes of learners, parents and the institutional staffs

**January 2015** United States of America Texas University 22nd Annual UT ArlingtonStudent Conference in Linguistics and TESOL: The relationship between cooperative learning techniques and learners’ autonomy level in the reading class

**March 2015** iicll2015 The IAFOR International Conference on Language Learning:

International, Intercultural, and Interdisciplinary-Dubai, United Arab Emirates

**January 2015** The third international conference on discourse and pragmatics (LPD),Ahwaz, Iran: 1ertical/Horizontal Comparison of Nominalization in Rhetorical 3o-es of 4ocal/0nternational Applied 4inguistics Articles, poster

**January 2015** The third international conference on discourse and pragmatics (LPD),Ahwaz, Iran- Comparative Analysis of Nominalization /in Abstracts and Research Articles **June 2014** the ISLPR Global International Conference on TESOL***–*** *Developing and**Measuring Real Language***.**

To what extend can using authentic language motivate EFL learners to try cooperative learning in the listening class?”

4

**April 2014** The fourth annual Asian conference on language learning, Osaka, Japan.Learners’ Autonomy levels and its Contribution to solve Listening Comprehension Problems

July2014 ECLL(London) Presentation Title: The Effect of Cooperative Learning

Techniques on Students' Academic Writing Skills Development: Accepted

**August 2014** (Turkey)The ISLPR Global International Conference on TESOL***–***

***Developing and Measuring Real Language*.**

Research: To What Extent Can Using Authentic Language Motivate EFL Learners to Try

Cooperative Learning in the Listening class?

**August** (2014) The ISLPR Global International Conference on TESOL–enveloping andMeasuring Real Language.

Research: Relationship between the learners’ autonomy levels and their perception and attitudes toward using authentic language” at the ISLPR Global International Conference on TESOL– Developing and Measuring Real Language.

**January 2013** Systemic-Functional Linguistics: An Innovative Approach toLanguage and Gender Study Second National conference on language, discourse and pragmatics. Ahvaz, Iran

**September 2012** The state of ESP Program in relation to the aims of GeneralEnglish in Iranian context. The 8th international language for specific purposes (LSP) seminar. Malaysia

**September 2013** A gender study to see: How using authentic aural materials effectmale and female listening comprehension. 1th international conference on TESOL-Improving TESOL-Pedagogies, Learning, and Assessment, Certified by Queensland, Australia

**September 2013** The effect of vocabulary presentation fashion on the learners’vocabulary retention and recall. 1th international conference on TESOL-Improving TESOL-Pedagogies, Learning, and Assessment, Certified by Queensland, Australia

5

**November2013** Tellsi11 international conference, Mashhad, Iran: professionalDevelopment in language teacher Education. Conflicting policies and teacher Education Issues

**November2013** Tellsi11 international conference: professional Development inlanguage teacher Education, Mashhad, Iran. Huge gap Between Global and Local teaching /Learning

6