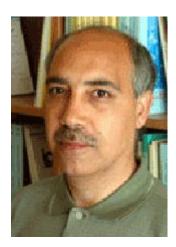# Dr. Hossein Nassaji

Position

Professor
Linguistics

Area of expertise: Applied linguistics

Hossein Nassaji is Professor of Applied Linguistics in the Department of Linguistics at the University of Victoria, Victoria, BC.

His teaching and research interests include second language acquisition, corrective feedback, form-focused instruction, task-based teaching, classroom discourse, and the application of sociocultural theories to second language research and pedagogy. He also maintains active research interests in L2 reading processes, lexical inferencing, and the acquisition of L2 vocabulary. His current research focuses on the role of interactional feedback and focus on form in classroom and laboratory settings, involving both experimental/quantitative and descriptive/qualitative research.

He has published numerous articles in leading journals, including *Applied Linguistics*, *Applied Psycholinguistics*, *Language Learning*, *Modern Language Journal*, *TESOL Quarterly*, *Reading Research Quarterly*, *Annual Review of Applied Linguistics*, *Canadian Modern Language Review*, *Language Awareness*, *Language Teaching Research*, and *Foreign Language Annals*.

His recent books include *Interactional Feedback Dimension in Instructed Second Language Learning* (2015, Bloomsbury Publishing), *Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context* (2010, Routledge, with Sandra Fotos), *Form-Focused Instruction and Teacher Education: Studies in Honour of Rod Ellis* (2007, Oxford University Press, with Sandra Fotos), and *Corrective feedback in second language teaching and learning* (2017, Routledge, with Eva Kartchava). His forthcoming book is *The Cambridge Handbook of Corrective Feedback in Language Learning and Teaching* (Cambridge University Press, with Eva Kartchava).

He is currently Co-Editor of *Language Teaching Research* and Editor of the Grammar Teaching Volume of *The TESOL Encyclopaedia of English Language Teaching* being published by Wiley in partnership with TESOL International. He also co-edited (with Daphnée Simard) the 2010 *Canadian Modern Language Review Special Issue on Current Developments in Form-focused Interaction and Second Language Development,* and edited the 2016 Special Issue of *Studies in Second Language Learning and Teaching* on *Current Advances in Instructed SLA*.

Dr. Nassaji is the winner of the Twenty-First Annual Kenneth W. Mildenberger Prize of Modern Language Association of America (with Gordon Wells of the University of California, Santa Cruz) and the recipient of 2012 Faculty of Humanities Award for Research Excellence, University of Victoria.