# Amir H. Sarkeshikian

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**Education**:
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PhD in Applied Linguistics (ELT) (applied for **WES accreditation**)          **2010 to 2015**
*Science and Research University, Tehran, Iran*


MA in Applied Linguistics (ELT) (accredited by **WES**)          **2002 to 2005**
*Isfahan Azad University, Isfahan, Iran*


BA in English Translation  (accredited by **WES**)          **2000 to 2002**
*Qom Azad University, Qom, Iran*

**Professional background**
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- Head of International Students Office, Qom IAU, Iran          **2021 to now**
- Coordinator of ELT graduate program, Qom IAU, Iran          **2015 to 2017**
- Deputy of Research, Humanities Collage, Qom IAU, Iran          **2013 to 2015**
- Faculty member at IAU          **2009 to now**
- Visiting lecturer at three universities          **2005 to 2009**

**Teaching Background**
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**Permanent Faculty member at IAU, Qom Branch, Qom, Iran          2005 to now**
- Taught BA and MA courses (e.g., General English, ESP/EAP, Language Teaching Methodologies, Research methods, Linguistics, Reading Comprehension, Language Materials Evaluation, Language Testing)
- Developed tests to measure and evaluate students' achievement and progress

**Visiting Lecturer at Payam Noor University          2005 to now**
- Taught BA and MA courses (e.g., Research in Applied Linguistics, English Idioms and Expression, English Reading Comprehension 2, Language Teaching Methodologies, Language Testing)
- Prepared language tests and evaluated students' achievement summatively

**Visiting Lecturer at Jahad Daneshgahi, Qom, Iran          2007-2021**
- Taught TOEFL and IELTS preparation courses
- Prepared course members for the two international proficiency tests

**Visiting Lecturer at Baqerol-Olum University          2002 to 2006**
- Taught BA courses (i.e., English Conversation for 1200 hours)
- Evaluated language learners' language learning formatively and summatively

**Published Book Chapters:**

1. Sarkeshikian, S.A.H. (2018). Developing/adapting meaning-focused Language materials: An emerging critical-constructivist framework. In M. Bouckaert, M. Konings & M. van Winkelhof (Eds.), *Meaning-focused materials for language learning* (pp. 110-130). Newcastle upon Tyne: Cambridge Scholars Publishing.

2. Sarkeshikian, S.A.H. (2017). Teacher authenticity and emergent classroom needs: The case of EFL in Iran. In A. Maley & B. Tomlinson (Eds.), *Authenticity in materials development for language learning* (pp. 51-71). Newcastle upon Tyne: Cambridge Scholars.

**Peer-reviewed Papers**

1. Movahhedi, T., **Sarkeshikian**, A., & Golshan, M. (2024). A mixed-methods study into the discipline-specific effect of critical EAP on reading comprehension. *Journal of Modern Research in English Language Studies*, *(*), **-**. doi: 10.30479/jmrels.2024.19950.2326
2. **Sarkeshikian**, A., Tabatabaee Lotfi, S. A., & Noroozi, M. (2024). The effect of interventionist dynamic assessment through WhatsApp and Bigbluebutton on learning grammar by Iranian EFL learners. *Quarterly of Iranian Distance Education Journal*, *5*(2), 49-61. doi: 10.30473/idej.2024.68406.1168
3. Shaban, M., **Sarkeshikian**, A., & Tabatabaee Lotfi, S.A. (2024). The effects of input-based and output-based tasks on learning the speech act of suggestion by Iranian EFL Learners. *Journal of Applied Linguistics Studies*, *1*(3), 90-105.
4. **Sarkeshikian**, A., Tabatabaee Lotfi, S.A., & Hosseini, S. (2023). The impacts of drawing, visualization and rote memorization on Iranian EFL students' English vocabulary recall and retention. *Journal of English Language Pedagogy and Practice*, *16*(32), 59-78. doi:10.30495/jal.2023.1965004.1435
5. Heidari, Z., Tabatabaee Lotfi, S. A., & **Sarkeshikian**, A. (2023). The effect of mnemonic technique and digital game-based task on teaching vocabulary to Iranian EFL students through distance education. *Quarterly of Iranian Distance Education Journal*, *5*(1), 85-99. doi: 10.30473/idej.2023.67352.1148
6. Movahhedi, T., **Sarkeshikian**, A., & Golshan, M. (2023). Iranian EAP teachers and students' perceptions of Critical English for Academic Purposes. *Journal of Modern Research in English Language Studies*, 11(1), 77-100. doi: 10.30479/jmrels.2023.18332.2193
7. Saleh, E., Tabatabaee, S.A.M., & **Sarkeshikian**, A.M. (2023). A comparative study of the metadiscourse markers used by Iranian and Chinese EFL university students. *Iranian Journal of Comparative Education, 6*(3), 2546-2563. doi:10.22034/IJCE.2023.363732.1439
8. Abdolhay, S., Ashari tabar, N., **Sarkeshikian**, A. (2023). A critical discourse analysis of vision textbook series within the Faircloughian framework. *Journal of Language Horizons*, 7(2), xx-xx. doi: 10.22051/lghor.2022.38772.1608
9. Moaddab, M., Tabatabaee Lotfi, S. A., Afshari, A., & **Sarkeshikian**, S. A. H. (2022). Effect of distance learning on Iranian EFL students' motivation with a

focus on gender. *Quarterly of Iranian Distance Education Journal*, *4*(1), 83-97. doi: 10.30473/idej.2022.63977.1108

10. Roudgar, F., Tabatabaee Lotfi, S. A., Ashari Tabar, N., & **Sarkeshikian**, S. A. H. (2022). Effects of WhatsApp, Adobe Connect, and Face-to-face classes on learning collocations by Iranian EFL learners. *Journal of New Trends in English Language Learning*, *1*(2), 1-17. doi: 10.30495/jntell.2022.697323

11. **Sarkeshikian**, A. (2020). Authenticity of language teacher: A Cinderella concept in ELT. *Humanizing Language Teaching*, *22*(6). Retrievable at https://www.hltmag.co.uk/dec20/authenticity-of-language-teacher

12. Tabatabaee Lotfi, S.A.M., **Sarkeshikian**, A.H., & Daryaei, H. (2020). A corpus-based comparative evaluation of internationally published vs. locally designed EFL textbooks regarding politeness strategy teaching: Interchange vs. Prospect. *Journal of Social Sciences and Humanities Research*, *8*(3), 1-6.

13. **Sarkeshikian**, S.A.H., Parvaneh, F., & Beyranvand, Z. (2020). An analysis into metalanguage of English morphosyntax in English-Persian translation process: A mixed-methods study. *Iranian Journal of Translation Studies*, *18*, 29-46.

14. **Sarkeshikian**, A.H., Tabatabaee Lotfi, S.A.M., & Hayali, F. (2020). Written corrective feedback across disciplines: A case of PhD candidates' perceptions and preferences. *Applied Linguistics Research Journal*, x(x), xx-xx.

15. **Sarkeshikian**, S.A.H., Aliasgharzadeh, A., & Banayazdi, F. (2020). The effect of false correction strategy and inference strategy on the Iranian paramedical students' reading comprehension and the attitudes *Journal of English Language Pedagogy and Practice*, *12*(2), 127-150.

16. Tabatabaee, S.A.M., **Sarkeshikian**, S. A. H., & Hamedi, F. (2020). The effect of concept mapping and anticipation guides on Iranian EFL learners' reading comprehension. *Applied Linguistics Research Journal*, *4*(4), 57-69.

17. Tabatabaee, S, A.M., **Sarkeshikian**, S. A. H., & Asayesh, Z. (2020). Evaluating speech acts in English language teaching software: The case of Tell Me More. *Journal of Modern Research in English Language Studies*, *7*(2), 29-50.

18. Tabatabee, S.A.M., **Sarkeshikian**, A.M., & Saleh, E. (2019). A cross-cultural study of the use of metadiscourse markers in argumentative essays by Iranian and Chinese EFL students. *Cogent Arts and Humanities*, 6(1), doi: 10.1080/23311983.2019.1601540

19. **Sarkeshikian**, A.H., Tabatabaee Lotfi, S.A.M., & Asghari, M. (2018). An Analysis of the Self-Regulatory Strategies Used by Iranian English-Persian Translators in Translation Process A Mixed- Method Study. *Iranian Journal of Translation Studies*, 16(63), 55-70.

20. **Sarkeshikian**, A.M., Tabatabaee Lotfi, S.A.M, & Memarian, M. (2018). Self-Regulatory Listening Strategies in EFL: the Development and Validation of a Questionnaire. *Journal of Foreign Language Research*, 8(2), 603-626.

21. **Sarkeshikian**, S. A.M., Tabatabaee Lotfi, S.A.M, & Doaee, M. (2018). Unidimensionality and Construct validity of the Self-regulating Capacity in Vocabulary Learning (SRCvoc) in Iranian EFL Context: Item-level responses versus Item parcels. *Psychology of Language and Communication*, *22*(1), 21-38.

22. Tabatabaee Lotfi, S.A.T., Alidoost, M., & **Sarkeshikian**, S. A.M. (2018). The effect of interventionist and cumulative group dynamic assessments on EFL learners' writing accuracy. *Applied Linguistics Research Journal*, *2*(1), 1-13.

23. Alisaraee, A., Tabatabaee Lotfi, S.A.T., & **Sarkeshikian**, S. A.M. (2018). The Effect of Story-based, L1 Translation, and Whatsapp Emoticon Puzzle-Solving Techniques on Iranian Intermediate EFL Learners' Proverb Learning. *Journal of English Language Pedagogy and Practice*, *11*(22), 1-22.

24. Doaee, M., **Sarkeshikian**, A.M., & Tabatabaee Lotfi, S.A.M. (2017). Investigating the Reliability and Factor Structure of the Self-Regulating Capacity in Vocabulary Learning (SRCvoc) in Iranian EFL Context. *Journal of Applied linguistics*, *10*, 169-186.

25. Movahedi, T., Tabatabaee Lotfi, S.A.T., & **Sarkeshikian**, A.M. (2017). Iranian EFL Learners' Attitudes toward Using British Council Video Clips and Podcasts for Listening Comprehension. *Modern Research in English Language Studies*, *4*(1), 109-123.

26. Javanbakhsh M, Shafiei-Moghadam P, **Sarkeshikian** S A., & Jahangiri, K. (2017). Comparative study of curriculum for physical assistance management training in Iran and the United States from a glocal perspective. *Quarterly Scientific Journal of Rescue and Relief*, *8*(3), 1-21.

27. **Sarkeshikian**, A.H., & Alavi, M. (2016). Investigating the relatedness of five different operationalizations of explicit knowledge of English morphosyntax: A levels of processing approach. *TPLS, 6*(11), 2124-2133.

28. **Sarkeshikian**, S.A.H., & Alavi, S.M. (2015). Relatedness of operationalizations of explicit knowledge of English morphosyntax. *International Journal of Academic Research, 7*(2), 631-633.

29. Abdolhay, H., & **Sarkeshikian**, S.A.H. (2015). Motivational Facets of Self-Regulated Learning: Self-efficacy as a Predictor of Resource Management Strategies in Iranian TEFL Students. *Journal of Scientific Research and Development*, *2*(1), 203-210.

30. Vaezi, M.N., **Sarkeshikian**, S.A.H., & Shah-Ahmadi, M.R. (2013). The Impact of Pre-Modified Input on Iranian EFL Learners' Listening Comprehension. *Iranian EFL Journal*, 9(3), 222-232.

**Papers Accepted/Presented at Conferences**

1. Sarkeshikian, A. (2023, June). The Representations of Cultural Items in Two International Language Coursebooks from A Global Perspective. A Paper accepted at Bridging Global Citizenship and Multilingual Competences, the University of Graz, Graz, Austria.

2. Sarkeshikian, A. (2022). Revision and Validation of a Model of Language Teacher: The Case of KARDS Model. A Paper accepted at First International Conference on Language Teachers Psychology (LTPC). Cag University, Mersin, Turkey.

3. Sarkeshikian, A. (2021). Global Demands of In-service Teacher Education: The Case of Iran. A Paper Presented at First International Conference on Narratives on Teaching/Learning Language (NTLL). Farhangian Univeristy, Ahvaz, Iran.

4. Ashari-tabar, N., Sarkeshikian, S. A.M., & Abdolhay, S. (2020). A Critical Discourse Analysis into Vision English Textbooks Series. A Paper Presented at the third national conference on PCK in TEFL, Mazandaran, Iran.

5. Parvanevar, Z., Sarkeshikian, S. A.M., & Tabatabaee Lotfi, S.A.M. (Feb, 2019)*.* The Effect of Semantic Mapping and Imagery Strategies on Intermediate EFL

Learners' Reading Comprehension. A Paper Presented at the Third International Conference on Current Issues of Languages, Dialects and Linguistics. Ahwaz, Iran.

6. Tabatabaee Lotfi, S.A.T., Sarkeshikian, S. A.M., & Alisaraee, A. (2018). Teaching proverbs to Iranian Intermediate EFL Learners through Story-based, L1 Translation, and Whatsapp Emoticon Puzzle-Solving Techniques. A Paper Presented at 6$^{th}$ International Conference on Applied Linguistics Issues. Moscow, Russia.

7. Sarkeshikian, S.A.H. (2018, September). Critical awareness of Freirean themes in language materials. A Paper Accepted for Oral Presentation at BAAL conference, York St John University, York, the UK

8. Sarkeshikian, S.A.H. (2018, September). The Underlying Construct of Error Correction. A Paper Accepted for Oral Presentation at Applied Cognitive Linguistics, German Cognitive Linguistics Association, Koblenz University, Germany.

9. Sarkeshikian, A.M., Tabatabaee Lotfi, S.A.M, & Asghari, M. (2018, October). An Analysis into Translators' Perception and Use of self-regulatory strategies in Translation Process. A Paper Presented at 5$^{th}$ International Conference on Applied Linguistics Issues. Istanbul, Turkey.

10. Sarkeshikian, S.A.H., Asghari, M., & Tabatabaei, S.A.M. (2017, November). Developing an Inventory of Translators' Self-Regulatory Strategies in Translation. A Paper Presented at 3rd Conference on Interdisciplinary Approaches to Language Teaching, Literature and Translation Studies. Ferdowsi University, Mashhad, Iran.

11. Sarkeshikian, S.A.H., & Memarian, M. (2017, May). Developing and validating the self-regulatory strategies in EFL listening. A Paper Accepted for Oral Presentation at ACLA/CAAL conference, Ryerson University, Toronto, Canada.

12. Sarkeshikian, S.A.H. (2017, May). The effect of Metalinguistic and coded written corrective feedback on writing accuracy of Intermediate EFL learners. A Paper Presented at 2$^{nd}$ National Conference on Challenges of Teaching English in Iran. Hakim Sabsevari University, Sabzevar, Iran

13. Sarkeshikian, S.A.H. (2016). An analysis into the emergent needs in EFL classrooms: The case of Iranian EFL teachers. A Paper Presented at MATSDA. Liverpool University, Liverpool, the UK.

14. Sarkeshikian, S.A.H., Movahedi, T., & Tabatabaei, S.A.M. (2016). The Impact of British Council video clips and podcasts on Iranian Pre- intermediate EFL learner's listening Comprehension. A Paper Presented at 14th TELLSI international conference. Kerman, Kerman Azad University, Iran

15. Sarkeshikian, S.A.H., & Mohseni, M. (2015). Test anxiety, task value, and control of learning beliefs as predictors of affective language learning strategies: The case of Iranian EFL students. A Paper Presented at 13th TELLSI international conference. Lorestan, Lorestan University, Iran

16. Sarkeshikian, S.A.H. (2015). The application of levels of processing framework: the case of operationalizations of explicit knowledge of English morphosyntax. A Paper Presented at 2nd Conference on Interdisciplinary Approaches to Language Teaching, Literature and Translation Studies. Ferdowsi University, Mashhad, Iran.

17. Sarkeshikian, S.A.H. (2015). Challenges facing the reliability and validity of the writing section of the TOEFL iBT. A Paper Presented at Challenges of Teaching English in Iran. Hakim Sabsevari University, Sabzevar, Iran
18. Sarkeshikian, S.A.H. (2014). Motivational Facets of Self-Regulated Learning: Self-efficacy as a Predictor of Resource Management Strategies in Iranian TEFL Students. A Paper Presented at 2nd international conference. Tehran University, Tehran, Iran.
19. Sarkeshikian, S.A.H. (2012). E-learning as a current trend in language teaching: The case of Dubai. A Paper Accepted for Oral Presentation at The Fifth International Conference on ICT. Florence, Italy.

## Symposium Chair

Sarkeshikian, A. (2023, Summer). Critical Language Materials Development and Evaluation: The Case of Gender, Identity, and Power. BAAL 2023 Conference, the University of York, York, England.

## Workshop Certificates

- Qualitative Data Analysis with MAXQDA 10.          **2016**
- Structural Equation Modeling with AMOS             **2014**
- Effective Motivation and Learning.                 **2014**
- Teaching and Learning Models.                      **2014**
- An Introduction to Developmental Psychology.       **2014**
- Phycology of Learning and Teaching.                **2014**
- Evaluation and Measurement of Educational Attainment. **2014**
- An Introduction to Philosophy of Education.        **2013**
- Language Materials Development.                     **2012**
- Language Teacher Development.                       **2012**

## Webinar Attendances

- Widdowson, H. On the Subject of English and Applied Linguistics.   **2021**
- Tomlinson, B. Bringing the Course book to Life.                    **2021**
- Rachel Keogh. Managing interaction and feedback in the virtual classroom. **2020**
- Herbert, M. The challenges of remote learning and pupil assessment.  **2020**

## Language Background:
- English (advanced)
- French (elementary)
- Persian (first language)