Mohammad Hassanzadeh

Associate Professor in Applied Linguistics

(Department of English Language & Literature, Vali-e-Asr University of Rafsanjan)

Orcid No.: 0000-0003-1510-1149

Emails: mhassanzadeh@ vru.ac.ir
mhassanzadeh@ sharif.edu

Academic Education

PhD:
Allameh Tabataba'i University, Tehran, Iran (Applied Linguistics)

Master's:
Shahid Bahonar University, Kerman, Iran (Applied Linguistics)

Bachelor's:
Allameh Tabataba'i University, Tehran, Iran (English Literature)

(Selected) Teaching Experience

- 2022 **-** present   Lecturer at Vali-e-Asr University of Rafsanjan (full-time)

- 2018 **-** 2022   Lecturer at Sharif University of Technology (full-time)

- 2018 – 2021   Sessional lecturer (ELT) at Allameh Tabataba'i University (part-time)

- 2014 - 2018:   Lecturer at Vali-e-Asr University of Rafsanjan (full-time)

- 2011 - 2013: Lecturer at Allameh Tabataba'i University (TA)
- 2010 - 2011: Lecturer at Sharif University of Technology (part-time)
- 2005 - 2008: Instructor at Vali-e-Asr University of Rafsanjan (full-time)
- 2003 - 2005: Education supervisor and branch manager at Kish Language School, Kerman, Iran
- 1999 - 2002: TESOL practitioner (beginner to advanced levels) in Kish Language School, Tehran, Iran

Areas of Research Interest:

- **Technology-enhanced Instructed Second Language Acquisition (ISLA)**
  - **L2 writing instruction**
  - **L2 pronunciation instruction**
  - **L2 vocabulary instruction**
- **Implicit and explicit instructional approaches**
- **TEYL (Teaching English to Young Learners)**
- **Language learning strategies**

Courses taught at graduate level (TESOL/ELT):

- Academic Writing
- L2 Research Methodology
- Theories and Principles of Second Language Acquisition (SLA)
- Instructed Second Language Acquisition
- Statistics for L2 Research
- Practicum
- L2 Skills Teaching Methodology

Selected Publications

Articles in refereed international journals:

Hassanzadeh, M. & Ranjbar, M. (2022). A mixed methods approach to exploring grammar learning strategies in self-regulation task phases: Evidence from grounded theory and regression analysis. *Language Teaching Research*. https://doi.org/10.1177/13621688221090825.

Hassanzadeh, M. & Shahbazi, F. (2021). Explicit instruction of English articles: An appraisal of consciousness-raising instruction and processing instruction frameworks. *Journal of Asia TEFL*. *18*(4), 1211-1233.

Hassanzadeh, M., & Fotoohnejad, S. (2021). Applying automated feedback within a process writing framework: A learner-centric study. *Journal of Computer Assisted Learning*. *37*(5), 1494-1507. https://doi.org/10.1111/jcal.12587

Hassanzadeh, M., Safari, E., & Rezaei, S. (2021). The impact of computer aided concept mapping on EFL learners' lexical diversity: A process writing experiment. *ReCall, 33*(3), 214-228. https://doi.org/10.1017/S095834402100001X

Mostafaei, M., Hassanzadeh, M., & Masoodi, N. (2021). Exploring cognitive activation writing strategies among Iranian English language teachers. *Language Related Research*. *12*(5), 433–462.

Hassanzadeh, M. & Salehizadeh, M. J. (2020). Focus on form options in second language pronunciation instruction: The case of lexical stress. *TESOL Journal*, *11*(2), e486. https://doi.org/10.1002/tesj.486

Hassanzadeh, M., Marefat, F., & Ramezani, A. (2019). The impact of single versus multiple recasts on L2 learners' implicit and explicit knowledge. *Heliyon*, *5*(5), 1–9.

Marefat, F., & Hassanzadeh, M. (2016). Applying form-focused approaches to L2 vocabulary instruction through video podcasts. *Language Learning & Technology*, *20*(3), 107–127.

Hassanzadeh, M., Faraji, M. J., & Rezaei, S. (Forthcoming). Acquiring phrasal verbs through implicit and explicit instruction: Insights from eye-tracking and reaction time. *Computer Assisted Language Learning*.

Articles in refereed national (Iranian) journals:

Hassanzadeh M, Tamleh H. (2023). The Use of Lexical Bundles by Native English Authors in Applied Linguistics: A Corpus-Driven Study. *Language Related Research*, *13*(6), 541–569. http://lrr.modares.ac.ir/article-14-50310-en.html

Jamshidi, S., Rezaei, S., Hassanzadeh, M., Dehqan, M. (2019). Development and validation of an authorial identity model and questionnaire: A factor analytic approach. *Issues in Language Teaching*, *8*(2), 243–273. https://doi: 10.22054/ilt.2020.50500.473

Hassanzadeh, M. & Jafari, M. (2018). Investigating factors underlying Iranian high school English teachers' (de)motivation. *Journal of Modern Research in English Language Studies*, *5*(2), 77–100. https://doi: 10.30479/jmrels.2019.10317.1283

Hassanzadeh, M. & Alizadeh, M. (2018). Iranian EFL teachers' cultural identity in the course of their profession. *Issues in Language Teaching*. *7*(1), 111–134. https://doi: 10.22054/ilt.2019.39282.369

Marefat, F., & Hassanzadeh, M. (2015). Vodcast: A breakthrough in developing incidental vocabulary learning. *Iranian Journal of Applied Linguistics*, *17*(2), 27–58.

Conference Papers:

Tamleh, H., & Hassanzadeh, M. (2021, June). Heritage language maintenance from the Kurdish-Persian bilingual children's perspectives. *Paper presented at 23rd Sociolinguistics Symposium, University of Hong Kong, Hong Kong.*

Hassanzadeh, M., Shahbazi, F., & Salandari, M. (2019). Explicit instruction and acquisition of English articles: A comparison of consciousness-raising versus processing instruction. *Paper presented at 5th National ELT Conference, Allameh Tabataba'i University, Tehran, Iran*.

Adloo, M., Rohani, G. R., & Hassanzadeh, H. (2018). The impact of proactive and reactive focus on form in multimodal settings on EFL learners' comprehension and production of modal auxiliaries. *Paper presented at 16th TELLSI Conference, Shiraz University, Shiraz, Iran*.

Hassanzadeh, M., & Sharifinezhad, M. (2018). On the cross-skill effect of one-way and two-way task types: A case study of reading to speaking performance effect among Iranian EFL learners. *Paper presented at 1st International Conference on Issues in English Language Teaching and Literature, Mazandaran University, Babolsar, Iran*.

Hassanzadeh, M., & Ramezani, A. (2017). The impact of single and multiple recasts on the implicit knowledge of L2. *Paper presented at 8th IELTI Conference, Tehran University, Tehran, Iran*.

Hassanzadeh, M. (2016). Experimenting the influence of input modality on involvement load hypothesis. *Paper presented at 4th International Conference on Language Learning (ICLL), Vienna, Austria.*

Hassanzadeh, M. (2015). Task-induced incidental word learning across two input modes. *Paper presented at 1st Sharif English Language Teaching Conference (SELT), Tehran, Iran.*