MAEDEH GHAVAMNIA

ghavamniam@yahoo.com
m.ghavamnia@aui.ac.ir

At the moment, I am an assistant professor at the Art University of Isfahan. I have over 15 years of experience teaching English to Iranian foreign language learners. I believe that learning a second/foreign language can be an exciting experience for learners if the instructor is both knowledgeable and committed. Students who enroll in my EAP and ESP classes take part in various activities and tasks which aid them in learning English. Even though I am a strict teacher, at the same time my classes are stress-free because I believe that stress and tension prevents learning. My number one priority in my career as an English teacher is to make learning a new language for students motivating and at the same time satisfying.

EXPERIENCE

JUNE 2000 – JUNE 2008
ENGLISH LANGUAGE INSTRUCTOR, GOOYESH LANGUAGE INSTITUTE
I used to teach English to Iranian EFL learners. The book I used to teach were Interchange and Four Corners.

SEPTMBER 2010 – DECEMBER 2014
TEACHER ASSISTANT, UNIVERSITY OF ISFAHAN
I used to teach undergraduate students majoring in Applied Linguistics. The courses I taught were: L2 reading comprehension, Oral translation, Oral reproduction, Translation of expressions and idioms, EAP, ESP, Effective presentation skills, Audio-video translation.

SEPTMBER 2016 – PRESENT
ASSISTANT PROFESSOR, ART UNIVERSITY OF ISFAHAN
I teach EAP and ESP courses to undergraduate and graduate students majoring in Architecture, Urbanism, Industrial Design, Handicrafts, Visual arts, and Calligraphy.

EDUCATION

DEC. 2014
PHD IN APPLIED LINGUISTICS, UNIVERSITY OF ISFAHAN
After receiving my MA degree in Applied Linguistics from the University of Isfahan, I ranked first in the PhD entrance exam at the aforementioned university. I was able to defend my PhD dissertation with the highest mark, that is 19.85 out of 20 at the Department of English at the University of Isfahan. My GPA was 18.61 out of 20. During my post-graduate years, I took part in courses including: Syntax, Sociolinguistics, Teaching Methodology, Research Methodology, Testing in SLA, and Contrastive Analysis.

AUGUST 2010

MASTER'S DEGREE, UNIVERSITY OF ISFAHAN

I took part in the national entrance exam for entering into a graduate program in 2008 and received a score of 16 from among hundreds of participants. I was the first student from among my classmates (23 to be exact) to defend my MA thesis after four semesters and the only student from among my classmates to be able to get accepted in the PhD entrance exam immediately after the completion of my MA degree. I defended my MA thesis with a score of 19.50 out of 20. My GPA was 18.45 out of 20.

SKILLS

- Band score of 8.5 on General IELTS Test (November 2017)
- Native-like accent in English (lived in Canada from 1990-1998)
- Teach language learning strategies to my students in class
- Apply communicative approaches in my classes

- High classroom management skills
- Published articles in journals under Taylor & Francis Publication
- Have over 15 years of experience teaching English courses to EFL graduate and undergraduate students at language institutions and universities in Iran

PUBLICATIONS

L2 reading strategies used by Iranian EFL learners: A think-aloud study Reading Psychology (Taylor & Francis Publication), Volume 34,

Hypermedia reading strategies used by Persian graduate students in TEFL: A think-aloud study Reading Matrix: An International Online Journal

The effects of input-enhanced instruction on Iranian EFL learners' production of appropriate and accurate suggestions The Language Learning Journal (Taylor & Francis Publications)

Voices from the voiceless: Iranian EFL students' attitudes toward English Innovation in Language Learning and Teaching (Taylor & Francis Publications), Volume 9, Issue 2, 2015

The effects of pre-task and online planning conditions on complexity, accuracy, and fluency in EFL learners' written production Porta Linguarum (ISI - Thomson Reuters)

The effect of pragmatic instruction on the syntactic complexity of Iranian EFL learners' suggestions and requests Journal of Applied Linguistics and Language Research

A comparative study of requests among L2 English, L1 Persian, and L1 English speakers RAEL: revista electrónica de lingüística aplicada

A qualitative investigation into the effects of pragmatic instruction on Iranian EFL learners' production of suggestions and requests International Journal of Research Studies in Education

Don't judge a book by its cover: Textbook evaluation in the EFL setting The Journal of International Social Research

Evaluation in media discourse: Contrasts among journalists in reporting an event Procedia – Social and Behavioral Sciences

Thing /Chiz/: Investigating the pragmatic functions of a frequently used expression in Persian Procedia – Social and Behavioral Sciences

Exploring the effects of input-based instruction on the development of EFL learners' pragmatic proficiency International Journal of Research Studies in Language Learning

The relationship between language learning strategies, language learning beliefs, motivation, and proficiency: A study of EFL learners in Iran Journal of Language Teaching and Research

ACTIVITIES

I enjoy teaching and feel good about myself when I see my students eagerly trying to learn English as a foreign language. I think what makes me a good English teacher is the fact that I use various methods in order to motivate my students to learn a foreign language. My English classes are somewhat different from my colleagues' classes in that I incorporate explicit strategy instruction into my classes. At the same time, my classes are student-centered. In other words, students who enroll in my classes take part in activities such as asking and answering questions related to the text, writing summaries for the text, and drawing pictures to represent the main idea of each paragraph. I am also a creative teacher. I use my skills and abilities to make learning English a once in a lifetime opportunity. My classes are stress-free because I believe that when I teach in a friendly environment and lower my students' anxiety, this facilitates learning. Luckily, based on the feedbacks I have received from my students through evaluation reports, students are satisfied with my classes. The average mark on the evaluation results of my classes completed by my students from the last four semesters up to now is 19.12 out of 20 which is a pretty high score.