Alireza Barouni Ebrahimi

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I have completed a PhD in Applied Linguistics at Western University, Canada, and I majored in BA and MA in Teaching English as a Foreign Language (TEFL). I am a TESL certified teacher (Standard Level Three) by TESL Canada Federation, and an accredited language instructor by TESL Ontario. I have more than 14 years of teaching experience in post-secondary Academic English teaching environments teaching ESL/EFL/EAP or ESP to adult learners of English at all levels of proficiency (beginner, intermediate and advanced). I am also a certified IELTS/CELPIP/CAEL instructor and an active IELTS speaking and writing examiner.

**RESEARCH Applied Linguistics**

**INTERESTS Vocabulary and Language Assessment**

**Teaching English as a Second Language**

**English for Academic Purposes**

**UNIVERSITY** **PhD in Education**  2017

**EDUCATION** Curriculum & Applied Linguistics Studies

Western University, London, Ontario, Canada

**MA in TEFL**, Teaching English as a Foreign Language 2010

Azad University, Esfahan, Iran

**BA in TEFL**, Teaching English as a Foreign Language 2006

Azad University, Esfahan, Iran

**CERTIFICATION Adult ESL Teacher Certificate of Accreditation (OCELT)** 2016

TESL Ontario 2016

**CELPIP Instructor Training Certificate** 2016

Paragon Testing Enterprises

**IELTS Examiner Certification** 2016

Cambridge English Language Assessment

**IELTS Teacher Training Certificate** 2016

British Council, George Brown College, Toronto

**Western Certificate in University Teaching and Learning** 2015

Western University, London, Canada

**TESL Canada Federation Professional Certificate** 2014

Standard Level Three [Permanent]

**Teaching Certificate**, Teacher Training Course 2003

Kian Farda Institute, Esfahan, Iran

**Advanced English Graduation Certificate** 2001

Pooyesh Language Teaching Center, Esfahan, Iran

**AWARDS AND University of Western Ontario Doctoral Scholarship** 2012 - 2016

**ACHIEVEMENTS TESL Teacher Complimentary Registration Award** 2014

TESL Canada Conference 2014 at the University of Regina

**Explore Program Bursary** 2013

French Language Immersion program

Université de Saint-Boniface, Winnipeg, Manitoba

**WORK Lecturer** Sep 2019-May 2020

**EXPERIENCE** York University, Glendon Campus, Toronto, Canada

GL/ENSL 2400 — English in Performance: Dramatic Arts

* increase students’ English speaking abilities through the medium of drama.
* provide a solid foundation in listening and speaking abilities with particular emphasis on spoken English.

GL/ENSL 3502 — Functional Writing

* develop students’ English language writing skills by having them engage in a variety of writing assignments
* examine the main functions of written English outside literature

GL/ENSL 2700 — ESL: Academic Foundations

* improve students’ English language and academic skill proficiency to enable them to function adequately in academic courses given in English at the university.
* provide a solid foundation in all language skills with particular emphasis on writing and speaking.

**Lecturer** Jan 2019 – May 2019

York University, Toronto, Canada

AP/ESL 1450 6.0 Thinking About Contemporary Canada

* examined issues critical to Canadian society and culture through texts representing a range of voices and genres.
* enhanced English language and critical thinking skills necessary for academic success in university study.

AP/ESL 1000 6.0 Canadian Language and Culture

* fostered language skills which students using English as a second/additional language need to succeed academically in the multicultural, English-medium at York.
* promoted students' awareness of various aspects of Canadian society through the discussion and analysis of a range of texts exploring themes such as language and communication, culture, identity and Canada's diverse communities.

**EAP Instructor** Sep 2018 – Dec 2018

York University English Language Institute, Toronto, Canada

Pre-Destination York

* improved students’ English and academic skills and prepared them for the demands of the Destination York course work and the expectations of the undergraduate studies that follow.

Destination York

* provided customized feedback to improve students’ language skills in the following areas:
  + - Listening to key ideas in lectures and presentations, note-taking, and analyzing academic readings
    - Writing university academic-level research papers
    - Critical thinking, time management, and teamwork

**ESL Instructor** May2017- Aug 2018

George Brown College, Toronto, Canada

ESL 9085: CELPIP General Test Preparation

ESL 9077: IELTS Exam Preparation

ESL IIA: Integrated Skills

* Taught reading, listening, speaking, and writing skills to language learners and

CELPIP/IELTS candidates from a variety of educational and vocational backgrounds

* Provided students with clear explanations and instructions, opportunities for

pair and group activities, effective feedback, and individual consultation

* Met with students during office hours to discuss their achievement,strengths,

weaknesses, and concerns

**IELTS Speaking and Writing Examiner** 2016 - current

IELTS Centre CA278, Precise Solutions, Toronto, Canada

IELTS Centre CA039, ILSC-Toronto, Toronto, Canada

* Examine IELTS candidates’ speaking and writing skills

**Teacher Assistant** 2014-2016

Faculty of Education, Western University, London, Canada

* Diverse Traditions: Approaches to Educational Research, 9678

Teaching Assistantship

* Teaching English as a Second Language, 5413S

Teaching Assistantship

* Understanding Second Language Learning and Teaching, 9300A

Teaching Assistantship

* Facilitated the course coordinator's teaching in the classroom and was a guest speaker for some sessions
  + Assessed students’ improvement through grading in-class and take-home assignments
  + Provided opportunities for individual consultation
  + Taught outlining, paragraph and essay writing
  + Provided constructive feedback on students’ assignments and opportunities for individual consultation

**ESL Writing Professor** 2014

Fanshawe College, London, Ontario, Canada

WRIT 1034: Reason and Writing

* Developed international college students’ writing skills, e.g. essay writing, prompt writing, proofreading, etc.
* Taught writing techniques to international first and second-year college students with a variety of educational and vocational backgrounds
* Taught APA documentation styles for in-text citations, end-of-text citations, and essay formats
* Lectured on writing challenges: spelling, grammar, word choice, parallelism, run-on sentences, sentence fragments, punctuation, etc.
* Provided students with clear explanations and instructions, opportunities for pair/group activities, effective feedback, and individual consultation
* Met with students during office hours to discuss their achievement,strengths,

weaknesses, and concerns

**Research Assistant** 2012- 2014

Faculty of Education, Western University, London, Canada

* Subject-specific Vocabulary and Expressions of Academic Subjects: A Corpus-based Study of Mathematics and Geography Research Assistantship
  + Annotated the 1, 2, 3 and 4 word bundles with annotation software and reported how the annotation went through the process and what problems existed

**EAP Educator and EFL Teacher Trainer** 2010-2012

Paya Language Institute, Esfahan, Iran

* IELTS and TOEFL instructor and undergraduate and graduate student ESL teacher
* Provided individual consultation to further assist new students in taking

courses that addressed their specific needs or weaknesses

* Taught grammar, reading, listening, speaking, and writing to adult learners from

a variety of educational and vocational backgrounds

* Designed and developed a teacher training course for English as a Foreign Language (EFL) teachers who wished to have more innovative teaching ideas for the four language skills (Listening, Speaking, Reading and Writing)

**EAP Educator and ESL Teacher** 2006-2012

Sadr Institute of Higher Education, Esfahan, Iran

* IELTS/TOEFL/ESL instructor
* Taught grammar, reading, listening, speaking, and writing to adult learners from

a variety of educational and vocational backgrounds

* Developed long range and daily lesson plans
* Created, adopted, and adapted student-centred communicative activities on

a variety of topics

* Assessed students’ improvement through developing, administering, and grading quizzes, tests, and in-class and take-home assignments
* Provided constructive feedback on students’ assignments and opportunities for individual consultation
* Provided students with clear explanations and instructions, opportunities for group activities, effective feedback, and individual consultation

**ESL Teacher** 2001-2003

Kian Farda Institute, Esfahan, Iran

* Taught grammar, reading, listening, speaking, and writing to adult learners

from a variety of educational and vocational backgrounds

* Developed long range and daily lesson plans
* Created, adopted, and adapted student-centred communicative activities

on a variety of topics

* Assessed students’ improvement through developing, administering, and grading quizzes, tests, in-class and take-home assignments
* Provided constructive feedback on students’ assignments and opportunities for individual consultation
* Provided students with clear explanations and instructions, opportunities for

group activities, effective feedback, and individual consultation

**CONFERENCES TESL Ontario Approved Professional Development Credit**

TESL Ontario Conference 2016

The Sheraton Center, Toronto, Ontario, Canada, November 2016

**Measuring Productive Depth of Vocabulary Knowledge of the Most Frequent Words**

EUROSLA 26

University of Jyvaskyla, Jyvaskyla, Finland, August 24-26, 2016

**Measuring Productive Depth of Vocabulary Knowledge**

TESL Ontario Conference 2015

The Sheraton Center, Toronto, Ontario, Canada, November 12-13, 2015

**National Interdisciplinary Conference on Current Issues of English Language Teaching and Learning**

Ahwaz, Iran, March 4-6, 2015

**Measuring Depth of Vocabulary Knowledge**

TESL Canada Conference 2014

The University of Regina, Regina, Saskatchewan, Canada, May 8-10, 2014

**TESL Ontario Approved Professional Development Credit**

TESL London, Spring Conference

London, Ontario, Canada, May 3, 2014

**Beliefs and Their Effects on Performances**

5th International Conference of Cognitive Science

Tehran, Iran, May 7-9, 2013

**Depth of Vocabulary Knowledge and Effects on Reading Comprehension**

Innovative Approaches to Second Language Teaching (IASLT),

Western University, London, Ontario, Canada, April 19, 2013

**Vocabulary Knowledge Performances**

Western University Research Day

Western University, March 2013

**Synforms Perception by Persian-speaking Learners of English**

2nd International Conference on Philology, Literature, and Linguistics

[Athens Institute for Education and Research](http://www.atiner.gr/docs/Literature.htm), Athens, Greece, July 13-16, 2009

**Learning Styles and Modality of Input Presentation**

EUROSLA 17, University of Newcastle, UK, September 13, 2007

**PUBLICATIONS** **Measuring Productive Semantic Associational Knowledge of the Most Frequent Words**

*Instructed Second Language Acquisition*. (Submitted in June 2020)

**Measuring Productive Derivational Knowledge of the Most Frequent Words**

*International Journal of English Studies*, 21 (1) (To be published in June 2021)

**Measuring productive collocational knowledge of the most frequent words**

*International Journal of Applied Linguistics*, July 2018, 1-14, DOI: 10.1111/ijal.12234

**Word knowledge: Aspects, viewpoints and performances**

*Asian EFL*, *14*(3) September 2012, 265-298

**Aspects of word knowledge: Receptive versus productive performances**

*Iranian EFL Journal*, *8*(1), February 2012, 333-358

**Perception and word recognition in listening and reading comprehension** *Research Week Proceedings of Islamic Azad University*, Iran, October 2009

**The design of the basic beginner course**

*Language Forum*, 32(1-2), Jan-Dec 2006

**SERVICE Guest Reviewer**

*Studies in Second Language Acquisition*, May 2020

*Language Teaching Research*, August 2020