



Mohammad Hassanzadeh

Assistant Professor of Applied Linguistics

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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

- 2018 - present Lecturer at Sharif University of Technology (full-time)
- 2018 - present Sessional lecturer (ELT) at Allameh Tabataba'i University

- 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 categories
- Teacher education
- Language learning strategies

Instructed subjects at the graduate program (TESOL/ELT):

- Academic Writing
- L2 Research Methodology
- Theories and Principles of Second Language Acquisition (SLA)
- Applied Linguistics
- Statistics for L2 Research
- Practicum

Selected Publications

Articles in peer-reviewed international journals:

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), xxx-xxx.

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>

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

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

Articles in peer-reviewed national (aka *Research-scholarly*) journals:

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

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>

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

Hassanzadeh, M. & Tamleh, H. (2022, forthcoming). The use of lexical bundles by native English authors in applied linguistics: A corpus-driven study. *Language Related Research*.

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.*