***CV***

***Personal Information***

Name: **Houman**

Surname: **Bijani**

Date of birth: **1363/3/13** \_ **June 3rd, 1984**

Nationality: **Iranian**

Telephone: **(+98) 9122113652**

Address: **English Language Teaching Department, Zanjan Branch, Islamic Azad University, Zanjan, Iran**

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***Educational Background***

Feb, 2010 – Jan, 2017 **Ph.D.** in TEFL (Teaching English as a Foreign Language), Science and Research Branch, Islamic Azad University, Tehran, Iran)

Sep, 2006 – June, 2009 **M.A.** in TEFL (Teaching English as a Foreign Language), Allame Tabataba’i University, Tehran, Iran

Feb, 2002 – June, 2006 **B.A.** in English Literature, Qom University

***Professional Certificates***

Awarded the **TKT (Teaching Knowledge Test)** certificate by Cambridge University in 2009 in three Modules:

1. *Language and background to language learning and teaching*,
2. *Lesson planning and use of resources for language teaching*, and
3. *Managing the teaching and learning process*

Awarded the **CELTA certificate** in 2018 (**PASS B** score) by Cambridge University in 2018.

***MA Thesis***

*“Evaluating the Effectiveness of A Face-to-Face Training Program on L2 Writing Assessment”* Supervised by Fahimeh Marefat, Ph.D.

***PhD Dissertation***

*“Teacher Education Program for Speaking Assessment: A FACETS Analysis of Its Impact on Teachers’ Rating Biasedness”* Supervised by Mona Khabiri, Ph.D., and Massood Yadzanimoghaddam, Ph.D.

***Employment***

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| --- | --- | --- | --- |
| **Job Title** | **Place of Work** | **Date** | **Academic Institution** |
| Assistant Professor | English Department | 2012–present | Islamic Azad University,Zanjan Branch |
| English Language Teacher and Supervisor | English Department (Adults & Young Adults) | 2005–present | ILI (Iran Language Institute, Karaj Branch) |
| Assistant Professor | English Department | 2015–2016 | The School for International Relations of the Ministry of Foreign Affairs |
| News Reporter | Iran Press News Agency | 2018-present  | Overseas Department |

***Honors***

1. Graduated Summa Cum Laude in Master’s studies with the GPA of 18.75 and thesis score of 19.75 (out of 20).
2. Graduated Summa Cum Laude in Bachelor’s studies.

***Courses Taught***

1. **Second Language Research**, an MA course in TEFL *(Zanjan Islamic Azad University)*
2. **Language Testing and Assessment**, an MA course in TEFL *(Zanjan Islamic Azad University)*
3. **Quantitative and Statistical Research,** an MA course in TEFL *(Zanjan Islamic Azad University)*
4. **Technology in Language Teaching**, an MA course in TEFL *(Zanjan Islamic Azad University)*
5. **Research sSoftware-programs in Language Teaching**, an MA course in TEFL *(Zanjan Islamic Azad University)*
6. **Teaching Methodology**, an MA course in TEFL *(Zanjan Islamic Azad University)*
7. **Syllabus Design and Materials Development**, an MA course in TEFL *(Zanjan Islamic Azad University)*
8. **Second Language Skills**, an MA course in TEFL *(Zanjan Islamic Azad University)*
9. **Language Teaching Seminar**, an MA course in TEFL *(Zanjan Islamic Azad University)*
10. **Second Language Advanced Writing**, an MA course in TEFL *(Zanjan Islamic Azad University)*
11. **Practicum**, an MA course in TEFL *(Zanjan Islamic Azad University)*
12. **Discourse Analysis,** an MA course in TEFL *(Zanjan Islamic Azad University)*
13. **Oral Reproduction of Short Stories**, *(Zanjan Islamic Azad University)*
14. **Translation of Simple** **Prose**, *(Zanjan Islamic Azad University)*
15. **Oral Comprehension**, *(Zanjan Islamic Azad University)*
16. **Advanced Reading** **Comprehension**, *(Zanjan Islamic Azad University)*
17. **Reading English Journalistic Tests**, *(Zanjan Islamic Azad University)*
18. **English Grammar**, *(Zanjan Islamic Azad University)*
19. **Letter Writing**, *(Zanjan Islamic Azad University)*
20. **General English**, *(Zanjan Islamic Azad University)*
21. **TOEFL and IELTS Preparation Courses** *(Private tutor)*
22. **English Time Series**, ILI *(Iran Language Institute, Young Adults’ Department)*
23. **ILI Basic English Level Series**, ILI *(Iran Language Institute, Adults’ Department)*
24. **ILI Elementary English Level** **Series**, ILI *(Iran Language Institute, Adults’ Department)*
25. **ILI Pre-Intermediate English Level Series**, ILI *(Iran Language Institute, Adults’ Department)*
26. **ILI Intermediate English Level Series**, ILI *(Iran Language Institute, Adults’ Department)*
27. **ILI High-Intermediate English Level Series**, ILI *(Iran Language Institute, Adults’ Department)*
28. **ILI Advanced English Level Series**, ILI *(Iran Language Institute, Adults’ Department)*
29. **Conversation Course Series**, ILI *(Iran Language Institute, Adults’ Department)*
30. **Free Discussion Course Series**, ILI *(Iran Language Institute, Adults’ Department)*

***Research Interests***

* Second Language Acquisition
* Second Language Writing
* Language Testing
* Teacher Education
* Qualitative and Quantitative Research

***Published Papers***

**Bijani**, H. (2010). Raters’ perception and expertise in evaluating second language compositions. *The Journal of Applied Linguistics, 3*(2), 69-89.

**Bijani**, H., & Fahim, M. (2011). The effects of rater training on raters’ severity and bias analysis in second language writing. *Iranian Journal of Language Testing, 1*(1), 1-16.

**Bijani**, H., & Fahim, M. (2011). Evaluating the effectiveness of explicit and e-learning instruction on the development of critical thinking ability of Iranian students and teachers. *Modern Journal of Language Teaching Methods, 1*(2), 82-96.

**Bijani**, H. (2012). The development of students and teachers critical thinking ability: A case of explicit and e-learning instruction. *Iranian EFL Journal, 8*(3), 241-258.

Birjandi, P., & **Bijani**, H. (2012). Animal communication and the origin of human language. *Modern Journal of Language Teaching Methods, 2*(1), 118-128.

**Bijani**, H., & Khatib, B. (2012). Evaluating the effectiveness of various types of error feedback on students’ error writing quality. *Iranian EFL Journal, 8*(6), 102-116.

**Bijani**, H., & Nahvi, A. (2012). Modularity of mind and second language acquisition. *Theory and Practice in Language Studies, 2*(8), 1656-1661.

**Bijani**, H., Artishedar, N., & Najafi, F. (2014). Study of perceptions and the role of ESP teachers about effectiveness of ESP courses in language teacher education during pre-and in-service teaching practice. *Journal of Advances in Linguistics, 5*(2), 674-680.

**Bijai**, H., & Nejadian, M. (2014). The effect of adopting an English name at EFL Iranian elementary schools. *English for Specific Purposes World, 15*(3), 1-12.

**Bijani**, H., & Khabiri, M. (2017). Direct and semi-direct validation: Test takers’ perceptions, evaluations and anxiety towards speaking module of an English proficiency test. *Journal of Language and Translation, 7*(3), 25-41.

**Bijani**, H., & Khabiri, M. (2017). Investigating the effect of the training program on raters’ oral performance assessment: A mixed-methods study on raters’ think-aloud verbal protocols. *Iranian Journal of Applied Linguistics, 20*(1), 113-150

**Bijani**, H., & Khabiri, M. (2017). The impact of raters’ and test takers’ gender on oral proficiency assessment: A case of multifaceted Rasch analysis. *Journal of Teaching Language Skills, 36*(3), 1-32.

**Bijani**, H., & Khabiri, M. (2017). Investigating the effect of training on raters’ bias toward test takers in oral proficiency assessment: A FACETS analysis. *The Journal of Asia TEFL, 14*(4), 687-702.

**Bijani**, H. (2018). Investigating the validity of oral assessment rater training program: A mixed-methods study of raters’ perceptions and attitudes before and after training, *Cogent Education, 5*(1), 1-20. DOI: [10.1080/2331186X.2018.1460901](https://doi.org/10.1080/2331186X.2018.1460901)

Nikkhah, Z., Izadpanah, S., & **Bijani**, H. (2019). The impact of musical mnemonic on vocabulary recalling of Iranian young learners. *International Journal of Instruction, 12*(1), 977-994.

**Bijani**, H. (2019). Effectiveness of a Face-to-Face Training Program on Oral Performance Assessment: The Analysis of Tasks Using the Multifaceted Rasch Analysis. *Journal of Modern Research in English Language Studies, 5*(4), 27-53. DOI: <10.30479/jmrels.2019.10667.1335>

**Bijani**, H., and Satariyan, A. (2019). Students’ Oral Assessment Considering Various Task Dimensions and Difficulty Factors. *Journal of Language and Translation, 9*(2), xxx-xxx.

***Published Books***

**Bijani**, H., & Yousefieh, Z. (2019). *English for secondary school students* (Vol. 1). Tehran: Taymaz Publishers.

**Bijani**, H., & Yousefieh, Z. (2019). *English for secondary school students* (Vol. 2). Tehran: Taymaz Publishers.

***Conference Presentations***

**Bijani**, H. (2010). *Raters’ perception and expertise in evaluating second language compositions.* Paper presented at the 1st Conference on ELT in the Islamic World in Tehran, Iran.

**Bijani**, H. (2010). *Evaluating the immediate and delayed effect of a face-to-face training program on second language writing assessment.* Paper presented at the 1st Conference on ELT in the Islamic World in Tehran, Iran.

**Bijani**, H. (2010). *A comparison of face-to-face and online rater training program on Teachers’ rating second language compositions.* Paper presented at the 8th International TELLSI conference in Tehran, Iran.

**Bijani**, H. (2012). *The development of students and teachers critical thinking ability: A case of explicit and e-learning instruction.* Paper presented at the 6th International Technology, Education and Development Conference in Valencia, Spain.

***Educational and Administrative Activities***

1. Head of English Language Department, Zanjan Branch, Islamic Azad University, Zanjan, Iran.
2. Educational Supervisor, Children, Young Adult and Adults’ Department, Iran Language Institute.

***Expertise in Educational Software***

1. SPSS (Full Expertise)
2. AMOS (Full Expertise)
3. LISREL (Full Expertise)
4. R (Full Expertise)
5. Mplus (Full Expertise)
6. Winsteps (Full Expertise)
7. STATA (Full Expertise)
8. NVIVO (Full Expertise)
9. Microsoft Office (Full Expertise)

***MA Thesis Supervision Membership***

**Abedini, Hosssein**. (2016). The Relationship among Iranian EFL Learners’ Gender, Major, and Proficiency Levels and Their Type of Motivation.

**Afshari, Arezou**. (2019). The Effect of a Messenger Application on Vocabulary Acquisition of Iranian EFL Learners.

**Arbabi, Maryam**. (2016). Investigating the Effectiveness of Metacognitive Listening Strategy Instruction on the Listening Self-Efficacy of Iranian Female Intermediate EFL Learners.

**Azinmehr, Sepideh**. (2017). The Effect of Pre-planning Time and Type of Task on EFL Learners’ Accuracy and Fluency in Discourse.

**Azizi, Hanieh**. (2015). Investigating the Impact of Task Complexity, Task Type and Task Difficulty on Iranian L2 narrative oral production.

**Hashemi, Zahra**. (2016). Investigating the Effectiveness of Motivation and Vocabulary Learning Strategy Use on Self-Learning Vocabulary of Iranian EFL Learners.

**Jamali, Mansooreh**. (2015). The Relationship between Students’ Beliefs on Foreign Language Learning and Speaking Performance in Rural High-School English Classes.

**Kave Maryan, Solmaz**. (2017). Investigating the Effect of Task Complexity and Task Difficulty on Oral Performance of Iranian EFL Learners.

**Khalaji, Somayeh**. (2019). Investigating the Use of an Analytic and a Holistic Rating Scale in Test Takers’ Bias and Consistency and Its Relation with Age, Gender and Education of Raters.

**Modiri, Faranak**. (2016). Investigating the Relationship between Pictorial and Written Foreign Language Vocabulary Recognition Skill: A Case of Effective Factors in Early Childhood between Different Genders.

**Mokhtari, Zohreh**. (2016). The Relationship between Emotional Intelligence and Intermediate EFL Learners’ Vocabulary Learning Strategies.

**Nejadian, Mahya**. (2015). The Relationship among Critical Thinking, Learning Style and Academic Achievement of Female High School Learners in Iran.

**Rafiei, Maryam**. (2016). Comparing the Effect of Face-To-Face, Online and Blended Teaching on Learning English Grammar of Male and Female Iranian Intermediate Learners.

**Sedaghat, Ali**. (2015). The Application of Communication Strategies by Students with Different Levels of Communication Apprehension in EFL Context.

**Taheri, Zinat**. (2015). The Effect of Input Simplification and Input Elaboration on Listening Comprehension.

**Torabi, Monireh**. (2018). The Relationship between Iranian Intermediate EFL Learners’ Speaking Skill and Their Self-Actualization As Well As Creativity.

**Vahidi, Sanaz**. (2016). An Investigation of the Relationship between Critical Thinking Autonomy, Motivation and Academic Achievement of Iranian EFL Learners.

**Yousefieh, Zahra**. (2016). Investigating the Influence of Narrow Reading on Lexical Enhancement of English Language Learners: A Case of EFL Learners in Zanjan.

***Attended Workshops and training programs***

**Syllabus Design and Curriculum Development** in 2013 at Zanjan Islamic Azad University.

**Teaching and Learning Principles** in 2014 at Zanjan Islamic Azad University.

**Language Assessment** in 2013 at Zanjan Islamic Azad University.

**Psychology of Teaching and Learning** in 2014 at Zanjan Islamic Azad University.

**Principles and Philosophy of Training and Education** in 2013 at Zanjan Islamic Azad University.

**Information Technology in Education and Training** in 2014 at Zanjan Islamic Azad University.

**Motivation and Effective Learning** in 2014 at Zanjan Islamic Azad University.

**Training Psychology** in 2013 at Zanjan Islamic Azad University.

**Educational Technology for Writing Research Papers and Professional Presentation using Prezi Software** in 2017 held at Iran Language Institute by TELLSI.

**Getting Familiar with R Software for Research Statistics** in 2017 held at Iran Language Institute by TELLSI.

**Fundamentals of Data Analysis in Qualitative Research Studies** in 2017 held at Iran Language Institute by TELLSI.

**Techniphobia and the Coping Strategies Any EFL Teacher Needs to Deal With** in 2017 held at Iran Language Institute by TELLSI.

**Qualitative, Quantitative and Mixed-methods Research in Applied Linguistics** in 2015 held at Iran Language Institute by TELLSI.

**How to Become a Reflective Teacher** in 2008 in Allameh Tabatabai University.

**Weblogs in Writing Class: Transforming the Ordinary** in 2007 held at Iran Language Institute.

**Class-based Assessment: Planning and Implementations** in 2008 held at Iran Language Institute.

**Student Evaluation by Classroom Teachers: Designing and Developing Rating Scales** in 2007 held at Iran Language Institute.

**Effective Behaviour with Children and Teenagers in Language Classes** in 2016 held at Iran Language Institute.

**Class Management** in 2008 held at Iran Language Institute.

**Novel Teaching Techniques: Educational Neuroscience and Brain-Based Language Learning** in 2016 held at Iran Language Institute by TELLSI.

 **Computer Assisted Language Learning (CALL): Articulate Storyline Software, Hotpotatoes and Smartsurveys, Voxopop, Flipped Learning and LMS** in 2016 held at Iran Language Institute by TELLSI.

**The Statistical Method of Data Analysis: Structural Equation Modeling (SEM)** in 2016 held at Iran Language Institute by TELLSI.