

Alireza Barouni Ebrahimi

807-30 Edith Dr
Toronto, ON M4R 1Y8
+1 647 784 9577
abarouni@yorku.ca

RESEARCH

Applied Linguistics

INTERESTS

English for Academic Purposes

Vocabulary and Language Assessment

Teaching English as a Second Language

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

May 2017- 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 Jyväskylä, Jyväskylä, 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, 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 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

Measuring Productive Semantic Associational Knowledge of the Most Frequent Words

Western Libraries: Electronic Thesis and Dissertation Repository.

<https://ir.lib.uwo.ca/edupub/276/>

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

REFEREES

Dr. Brian Morgan

Associate Professor, ESL Director (Retired July 2020)

Glendon College, English Department

E-mail: bmorgan@glendon.yorku.ca

Dr. Ian Martin

Associate Professor,
Glendon College, English Department

E-mail: imartin@yorku.ca

Vineeta Nathan

Manager EAP
York University English Language Institute/School of Continuing Studies
vnath@yorku.ca