

## بسمه تعالی

خلاصه رزومه فارسی و رزومه ی کامل انگلیسی

خلاصه رزومه به فارسی

### سوابق فردی

نام: حسن

نام خانوادگی: سودمند افشار

نام پدر: محمدحسن

تاریخ و محل تولد: 1352 همدان

### سوابق تحصیلی

- دکتری آموزش زبان انگلیسی از دانشگاه اصفهان (سال 1383-1388)
- کارشناسی ارشد آموزش زبان انگلیسی از دانشگاه اصفهان (سال 1376-1378)
- کارشناسی مترجمی زبان انگلیسی همدان (سال 1372-1376)

### فعالیت های پژوهشی

- چاپ بیش از 70 مقاله ISI JCR، Scopus، و علمی پژوهشی در مجلات معتبر بین المللی و داخلی
- پژوهشگر برتر استان همدان در گروه علوم انسانی در سال 1399
- پژوهشگر برتر دانشکده علوم انسانی دانشگاه بوعلی سینا در سال 1401

- 7 بار انتخاب به عنوان پژوهشگر برتر دانشکده علوم انسانی و گروه زبان انگلیسی و فرانسه دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا
- سردبیر مجله آموزش زبان انگلیسی (TEL) وابسته به انجمن آموزش زبان و ادبیات انگلیسی ایران
- برگزاری کارگاه های متعدد تخصصی ژورنال شناسی، مقاله نویسی و نحوه ی چاپ در مجلات معتبر بین المللی در دانشگاه شیراز، آزاد تبریز، بین الملل قشم و ...
- ارائه 80 مقاله در کنفرانس های معتبر بین المللی و داخلی
- تالیف و ترجمه هفت عنوان کتاب تخصصی
- عضویت در هیات تحریریه 5 مجله ی معتبر بین المللی و داخلی
- داور 35 مجله ی معتبر بین المللی و داخلی

### فعالیت های علمی - اجرایی و مدیریتی

- رئیس مرکز نشر دانشگاهی وزارت علوم تحقیقات و فناوری از تاریخ 1401/6/1- ادامه دارد.
- رئیس انجمن آموزش زبان و ادبیات انگلیسی ایران (تلسی) وابسته به وزارت علوم از آذرماه 1401
- استاد تمام دانشگاه بوعلی سینا همدان از سال 1398
- عضو هیات علمی دانشگاه بوعلی سینا همدان از سال 83 تاکنون
- مدیر اداره همکاریهای علمی بین المللی دانشگاه بوعلی سینا از بهمن 1400 تا شهریور 1401.
- دبیر شورای بین المللی سازی دانشگاه بوعلی سینا از اسفند 1400 تا شهریور 1401.
- معاون آموزشی دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا از سال 90 تا 93 (دو دوره)
- مدیر گروه زبان انگلیسی دانشگاه بوعلی سینا از سال 88 تا 90

- نایب رئیس انجمن اساتید آموزش زبان و ادبیات انگلیسی ایران (تلسی) وابسته به وزارت علوم از سال 98 تا آذر 1401
- عضو هیات مدیره انجمن اساتید آموزش زبان و ادبیات انگلیسی ایران (تلسی) وابسته به وزارت علوم از سال 1392 الی 1398 (دو دوره)
- عضو کارگروه بررسی توانائیهای علمی گروه زبان انگلیسی هیات اجرایی جذب دانشگاه بوعلی سینا از سال 88 تاکنون
- رئیس گروه همکاری های علمی دانشگاهی دانشگاه بوعلی سینا از تاریخ 1398 /04/04 تا 20 اسفند 1399
- رئیس کمیته جذب و پذیرش دانشجویان غیرایرانی دانشگاه بوعلی سینا از اسفند 1400 تا شهریور 1401
- عضو کمیسیون بررسی رکود علمی اعضای هیات علمی دانشگاه بوعلی سینا
- عضو کمیته بهره وری دانشگاه بوعلی سینا
- دبیر علمی هفدهمین کنفرانس بین المللی انجمن آموزش زبان و ادبیات انگلیسی ایران (تبریز - آبان 1398)
- دبیر علمی کنفرانس مسائل ترجمه و آموزش زبان انگلیسی (دانشگاه بوعلی سینا-مرکز آموزش عالی نهاوند- شهریور 1400)
- مسئول راه اندازی مرکز ترجمه و زبان های خارجی دانشگاه بوعلی سینا از مورخ 96/12/27 تا 98/04/03

### فعالیت های آموزشی

- تدریس دوره های دکتری و کارشناسی ارشد رشته آموزش زبان انگلیسی گروه زبان انگلیسی، دانشکده علوم انسانی دانشگاه بوعلی سینا از سال 1390 تاکنون
- تدریس دوره دکتری آموزش زبان انگلیسی به عنوان استاد مدعو در دانشگاه های تربیت مدرس، فردوسی مشهد و علامه طباطبائی تهران

- تدریس دوره کارشناسی مترجمی زبان انگلیسی گروه زبان انگلیسی، دانشکده علوم انسانی، دانشگاه بوعلی سینا از سال 1384 تاکنون
- راهنمایی و مشاوره 35 پایان نامه کارشناسی ارشد رشته آموزش زبان انگلیسی، گروه زبان انگلیسی، دانشکده علوم انسانی، دانشگاه بوعلی سینا از سال 91 تاکنون
- راهنمایی 10 دانشجوی دکتری رشته آموزش زبان انگلیسی گروه زبان انگلیسی، دانشکده علوم انسانی، دانشگاه بوعلی سینا از سال 91 تاکنون (راهنمایی 5 پایان نامه اتمام یافته و 5 پایان نامه در حال انجام می باشد).

## امتیازات و افتخارات

- پژوهشگر برتر استان همدان در گروه علوم انسانی در سال 1399
- رئیس انجمن آموزش زبان و ادبیات انگلیسی ایران (تلسی) وابسته به وزارت علوم از آذر 1401
- نایب رئیس انجمن آموزش زبان و ادبیات انگلیسی ایران (تلسی) وابسته به وزارت علوم از سال 98 تا آذر ماه 1401
- عضو هیات مدیره انجمن آموزش زبان و ادبیات انگلیسی ایران (تلسی) وابسته به وزارت علوم از سال 91 تا 98 (دو دوره)
- مسئول برگزاری کنفرانس های بین المللی انجمن آموزش زبان و ادبیات انگلیسی ایران (تلسی) وابسته به وزارت علوم از سال 94 تاکنون
- سردبیر مجله آموزش زبان انگلیسی (TEL) وابسته به انجمن آموزش زبان و ادبیات انگلیسی ایران
- مدیر اجرایی (معاون آموزشی) برتر دانشکده های دانشگاه بوعلی سینا اردیبهشت 91
- پژوهشگر برتر دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا-پائیز 1401
- پژوهشگر برتر دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا-پائیز 96
- پژوهشگر برتر دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا-پائیز 94
- پژوهشگر برتر گروه زبان انگلیسی و فرانسه دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا- پائیز 1400

- پژوهشگر برتر گروه زبان انگلیسی و فرانسه دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا- پائیز 98
- پژوهشگر برتر گروه زبان انگلیسی و فرانسه دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا- پائیز 97
- پژوهشگر برتر گروه آموزشی زبان انگلیسی و فرانسه دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا- پائیز 90
- استاد نمونه آموزشی گروه زبان انگلیسی و فرانسه دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا- اردیبهشت 94
- استاد نمونه آموزشی گروه زبان انگلیسی و فرانسه دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا- اردیبهشت 93
- استاد نمونه آموزشی گروه آموزشی زبان انگلیسی و فرانسه دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا- اردیبهشت 90
- استاد نمونه آموزشی گروه آموزشی زبان انگلیسی و فرانسه دانشکده ادبیات و علوم انسانی دانشگاه بوعلی سینا- اردیبهشت 89
- مترجم رسمی زبان انگلیسی قوه قضائیه جمهوری اسلامی ایران به مدت ده سال
- کارشناس رسمی پایه 1 زبان انگلیسی دادگستری جمهوری اسلامی ایران از سال 88 تاکنون

# رزومه ی کامل به انگلیسی

## Curriculum Vitae (CV)

First Name: **Hassan**

Surname: **Soodmand Afshar**

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### **Education:**

**Ph.D.**, University of Isfahan, Isfahan, Iran. 2009. Applied Linguistics and English Language Teaching.

**M.A.**, University of Isfahan, Isfahan, Iran. 1999. Applied Linguistics and English Language Teaching.

**B.A.**, Hamedan. 1997. English Translation Studies.

### **Articles published in Peer-reviewed Refereed Journals:**

**(This list is not exhaustive and is under completion!)**

1. Soodmand Afshar, H., & Ranjbar, N. (2023). Mixed Methods Research in Applied Linguistics: The Status quo of the Current Issues and Practices. *Iranian Journal of Language Teaching Research*, 11(1),49-74. **(Scopus SJR Q1, ISI ESCI).**
2. Soodmand Afshar, H., & Hafez, F. (2023). Research Approach Preferences of Iranian Ph.D. Candidates and Faculty Members of TEFL: The Role of Instructors and the MSRT Curriculum. *Journal of Research in Applied Linguistics (RALS)*. **(Scopus SJR Q2).**
3. **Soodmand Afshar, H., & Doosti, M.** (2022). Implementing and evaluating a peer-coached EFL teacher professional development program. *Evaluation and Program Planning*, 92, doi:10.1016/j.evalprogplan.2022.102096. **(SSCI, JCR Q2, Scopus Q2).**
4. Yenkimaleki, M., van Heuven, VJ., & Soodmand Afshar, H. (2022). The efficacy of segmental/suprasegmental vs. holistic pronunciation instruction on the development of listening comprehension skills by EFL learners. *The Language Learning Journal*, doi:10.1080/09571736.2022.2073382. **(Scopus SJR Q1).**
5. Soodmand Afshar, H., & Zareian, N. (2022). A Mixed-methods Study of the Effects of MALL-Mediated Writing Strategy Awareness-raising on Writing Performance and Anxiety

- of IELTS Candidates. *Computer-Assisted Language Learning (CALL-EJ)*, 23 (2), 152-177. (Scopus SJR Q1).
6. Soodmand Afshar, H., & Jamshidi, B. (2022). EFL Learners' Language Learning Strategy Use, Instrumental Motivation, Self-efficacy, Self-regulation, Autonomy, and L2 Achievement: A SEM Analysis. *Applied Research on English Language*, 11(4), 133-160. DOI: 10.22108/ARE.2022.133123.1880 (Scopus SJR Q2).
  7. Soodmand Afshar, H., & Donyaie, Sh. (2022). Criticality in EAP Education in Iran: A Missing Link. *Journal of English Language Teaching and Learning*, 14(30), 333-350. DOI:10.22034/ELT.2021.52073.2497
  8. Soodmand Afshar, H. (2021). Task-related focus-on-forms foreign language vocabulary development: Focus on spoken form and word parts. *System*, 96, <https://doi.org/10.1016/j.system.2020.102406> (SSCI, JCR Q1, Scopus Q1).
  9. Soodmand Afshar, H., & Ranjbar, N. (2021). A survey of EAP needs in Iran from the viewpoints of teachers and students. *Studies in Educational Evaluation*, 10(1), 54-74. (SSCI, JCR Q2, Scopus Q1).
  10. Soodmand Afshar, H., & Moradifar, M. (2021). The structural interplay between critical cultural awareness, institutional identity, self-efficacy, reflective teaching and job performance of EFL teachers. *International Journal of Culture, Society and Language* (Scopus). [http://www.ijscs.net/article\\_241110.html](http://www.ijscs.net/article_241110.html)
  11. Soodmand Afshar, H., & Bayat, M. (2021). An Investigation into the Impact of Language Learning Strategy Instruction on the Less Successful Iranian EFL Learners' L2 Achievement. *Language Related Research*, 12(3), 1-23. (Scopus).
  12. Soodmand Afshar, H., & Hafez, F. (2021). A Mixed-Methods Investigation of TEFL Graduate Students' Perspectives of Qualitative Research: Challenges and Solutions in the Spotlight. *The Qualitative Report*, 26(5), 1444- 1475. (Scopus Q1).
  13. Soodmand Afshar, H., & Tofighi, S. (2021). The Role of Task Complexity and Working Memory Capacity in L2 Accuracy and Fluency. *Journal of English Language Teaching and Learning* 13 (27), 389-416
  14. Soodmand Afshar, H., & Ahmadi, M. (2020). Students' needs or teachers' wishes? a triangulated survey of medical EAP in Iranian context. *Iranian Journal of Applied Language Studies*. (Scientific-Research, ISC).

15. Soodmand Afshar, H., & Movassagh, H. (2021). Towards a Critical Language Teacher Identity: Contributions of a Critical Teacher Education Course. *Applied Research on English Language*, 10(2), 89-110. (Scopus)
16. Soodmand Afshar, H. (2020). Test-takers' perceptions of paired speaking tests and the role of interlocutor variables in pairing. *Journal of Research in Applied Linguistics*, 11(1), 89- 123 (Scopus, ESCI).
17. Soodmand Afshar, H., & Ghasemi, S. (2020). Investigating the barriers to teachers' professional development in an EFL context. *Journal of Modern Research in English Language Studies*, 7(2),101-122. (Scientific-Research, ISC).
18. Soodmand Afshar, H., & Yousefi, M. (2019). Do EFL teachers 'critically' engage in cultural awareness? A mixed-method investigation. *Journal of Intercultural Communication Research*, (Scopus SJR Q1) <https://doi.org/10.1080/17475759.2019.1629331>.
19. Soodmand Afshar, H., & Donyaie, Sh. (2019). EFL teachers' identity construction through a reflection consciousness-raising interactive workshop. *International Journal of Society Culture and Language*, 7(2), 80-93. (Scopus).
20. Soodmand Afshar, H., & Donyaie, Sh. (2019). English teachers' perception of critical pedagogy: Any discrepancy between perception and actual classroom implementation? *Applied Research on English Language*, 8(1), 78-114. (Scientific-Research, ISC).
21. Donyaie, Sh., & Soodmand Afshar, H. (2019). Iranian EFL teachers' reflective journal writing: Barriers and boosters. *Iranian Journal of Language Teaching Research*, 7(3), 71-90. (ISI ESCI, Scopus, ISC).
22. Soodmand Afshar, H., & Hosseini Yar, Sh. (2019). Investigating the relationship between attitude towards professional development, reflective teaching, self-efficacy, and job performance of Iranian EFL teachers. *Teaching English Language*, 13(2), 147-179. (Scientific-Research, ISC).
23. Soodmand Afshar, H., & Ghasemi, Sh. (2019). Developing and validating a model for exploring Iranian EFL teachers' perception of professional development. *Journal of Teaching Language Skills*, 37(3), 169-210. doi: 10.22099/jtls.2019.32064.2629 (Scientific-Research, ISC).
24. Soodmand Afshar, H., & Khasemi, D. (2019). Ambiguity Tolerance, Learner Beliefs, Learning Styles and Listening Comprehension of Senior EFL Students. *Iranian Journal of English for Academic Purposes*, 8(4), 102-120.
25. Soodmand Afshar, H., & Farahani, M. (2018). Inhibitors to EFL teachers' reflective teaching and EFL learners' reflective thinking and the role of teaching experience and academic degree in reflection perception. *Reflective Practice*, 19(1), 46-67. doi:10.1080/14623943.2017.1351353. (ISI ESCI, SCOPUS Q1).



26. Soodmand Afshar, H., Tofighi, S., Asoodeh, M., & Ranjbar, N. (2018). The impact of alternative assessment knowledge, teaching experience, gender, and academic degree on EAP teachers' assessment literacy. *Iranian Journal of English for Academic Purposes*, 7(2), 1-15. (Scientific-Research, ISC).
27. Soodmand Afshar, H. & Bayat, M. (2018). Strategy use, learning styles and L2 achievement of Iranian students of English for academic purposes. *Issues in Educational Research*, 28(4), 1039-1059. (SCOPUS Q2).
28. Soodmand Afshar, H., Doosti, M., & Movassagh, H. (2018). A genre analysis of the Introduction section of Applied Linguistics and Chemistry research articles. *Iranian Journal of Applied Linguistics (IJAL)*, 21(1), 163-214. (Scientific-Research, ISC).
29. Soodmand Afshar, H., Doosti, M., & Movassagh, H. (2018). A comparative study of generic structure of applied linguistics and chemistry research articles: The case of discussions. *Journal of Research in Applied Linguistics*, 9(1), 28-56. (SCOPUS, Scientific-Research, ISC).
30. Soodmand Afshar, H., & Movassagh, H. (2017). The interrelationship among critical thinking, writing an argumentative essay in L2, and their subskills, *The Language Learning Journal*, 45(4), 419-433, DOI: 10.1080/09571736.2017.132042. (ISI ESCI, SCOPUS Q1).
31. Soodmand Afshar, H., & Ranjbar, A. (2017). A comparative study of the rhetorical moves adopted in the research question and method sections of local Iranian and international applied linguistics research articles. *Journal of Research in Applied Linguistics*, 8(1), 46-71. (SCOPUS, Scientific-Research ISC).
32. Soodmand Afshar, H., Fazeli Mania, A., & Doosti, M. (2017). Developing an Inventory to Investigate Current Professional Development Needs of Iranian EFL Teachers. *Teaching English Language*, 11(2), 161-194. (Scientific-Research, ISC).
33. Soodmand Afshar, H., & Hamzavi, R. (2017). An Investigation into the characteristics of Iranian EFL teachers of senior secondary schools and language institutes, *IJLTR*, 5(1), 21-36. (ISI ESCI, SCOPUS, Scientific-Research, ISC).

34. Soodmand Afshar, H., & Movassagh, H. (2016). EAP education in Iran. Where does the problem lie? Where are we heading? *Journal of English for Academic Purposes*, 22, 132-151. (SSCI, **JCR Q1**, SCOPUS Q1).
35. Soodmand Afshar, H., & Rahimi, M. (2016). Reflective thinking, emotional intelligence, and speaking ability of EFL learners: Is there a relation? *Thinking Skills and Creativity*, 19, 97-111. (SSCI, **JCR Q1**, SCOPUS Q1).
36. Soodmand Afshar, H., & Doosti, M. (2016). An investigation into factors contributing to Iranian secondary school English teachers' job satisfaction and dissatisfaction. *Research Papers in Education*, 31(3), 274-298. (SSCI, **JCR Q2**, SCOPUS Q1).
37. Soodmand Afshar, H., & Asakereh A. (2016). Speaking skills problems encountered by Iranian EFL freshmen and seniors from their own and their English instructors' perspectives. *Electronic Journal of Foreign Language Teaching*, 13(1), 112-130. (SCOPUS).
38. Soodmand Afshar, H., Tofighi, S., & Hamzavi, R. (2016). Iranian EFL learners' emotional intelligence, learning styles, strategy use, and their L2 achievement. *Issues in Educational Research* 26(4), 635-652. (SCOPUS Q2).
39. Soodmand Afshar, H., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. *Iranian Journal of Language Teaching Research* 4(1), 97-115. (ISI ESCI, SCOPUS, Scientific-Research, ISC).
40. Soodmand Afshar, H., & Ghasemi, Z. (2015). Reading strategies adopted by Iranian EAP students of various fields. *RALS*, 6(1), 381-390. (SCOPUS).
41. Soodmand Afshar, H., & Movassagh, H. (2014). On the relationship among critical thinking, language learning strategy use and university achievement of Iranian English as a foreign language majors. *The Language Learning Journal*, doi:10.1080/09571736.2014.914238. (ISI ESCI, SCOPUS Q1).
42. Soodmand Afshar, H., Rahimi, A., & Rahimi, M. (2014). Instrumental motivation, critical thinking, autonomy and academic achievement of Iranian EFL learners. *Issues in Educational Research*, 24(3), 281-298. (SCOPUS).
43. Soodmand Afshar, H., Moazzam, I. & RadiArbabi H. (2014). Engineering and Humanities Students' Strategies for Vocabulary Acquisition: An Iranian Experience. *Linguistik Online*, 65 (3/14), 45-63. (EBSCO).

44. Soodmand Afshar, H. & Rahimi, M. (2014). The relationship among emotional intelligence, critical thinking and speaking ability of Iranian EFL learners. *TELL*, 8(1), 31-58. (Scientific-Research, ISC).
45. Soodmand Afshar, H. & Hamzavi, R. (2014). Listening strategy use, test anxiety and test performance of intermediate and advanced Iranian EFL learners. *Applied Research on English Language*, 3(2), 101-116. (Scientific-Research, ISC).
46. Soodmand Afshar, H. & Doosti, M. (2014). Exploring the characteristics of effective Iranian EFL teachers from students' and teachers' perspectives. *Iranian Journal of Applied Language Studies*. 6(1), 205-230. (Scientific-Research, ISC).
47. Soodmand Afshar, H., & Bastami, T. (2012). The effect of portfolio assessment on Iranian pre-intermediate EFL learners' autonomy, *TELL*, 6(17), 71-102. (Scientific-Research, ISC).
48. Soodmand Afshar, H., & Jafari, M. (2012). Teachers' and students' evaluation of the Iranian pre-university English book with regard to the presentation and practice of reading skills and strategies. *Journal of Teaching English Language Studies*, 1(2), 117-144.
49. Soodmand Afshar, H., Ketabi, S., & Tavakoli, M. (2009). An investigation into good and poor Iranian EFL majors' vocabulary learning strategies. *TELL*, 3(10), 45-74. (Scientific-Research, ISC).
50. Soodmand Afshar, H. (2010). Iranian EFL Learners' Most and Least-frequently used Vocabulary Learning Strategies: The Relationship to Success and Gender. *Iranian EFL Journal* 6(1), 72-100.
51. Soodmand Afshar, H., Fazeli, A., & Ja'fari, M. (2013). An Analytical Review of the Application of Skill/Strategy-based Approach to Teaching L2 Reading in Iran. *Research Journal in Humanities*, 13(31), 51-72.
52. Soodmand Afshar, H. & Talebinezhad, M. (2008). Type of Exposure and EFL Vocabulary Learning. *Sheikh Bahae Bulletin*, 5(1).
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55. سودمند افشار، حسن (1394). بررسی کتاب زبان انگلیسی پایه اول دوره متوسطه با تکیه بر جنبه های تحلیل گفتمان انتقادی: جنسیت و قدرت. *پژوهشنامه انتقادی متون و برنامه های علوم انسانی*، شماره سوم، صص 105-132.
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57. سودمند افشار حسن و حافظ، فاطمه (1397). ارزیابی کتاب درسی انگلیسی تخصصی برای دانشجویان رشته ی کامپیوتر (انتشارات سمت): دیدگاه دانشجویان و مدرسان زبان تخصصی رشته ی کامپیوتر. *فصلنامه مطالعات زبان و ترجمه (دانشگاه فردوسی مشهد)*. دوره 51 شماره 37، صص 33-74.
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### Book Chapters

1. Soodmand Afshar, H. (2020). TEFL post-graduate students' perception of critical thinking: Conceptualizations, obstacles and solutions. In L. Li (Ed.), *Thinking Skills and Creativity in Second Language Education* (pp. 172-194). London: Routledge.

2. Soodmand Afshar, H. (2022). Chewing reflection over: What is the status quo? What shall we do for the future? In Z. Tajeddin, & B. Mahmoodi Bakhtiari (Eds.), *Key Issues in Second Language Teacher Education*. Tehran: Allameh Tabataba'i University Press.

#### **Books Compiled**

- Soodmand Afshar, H. (2005). *Vocabulary Booster: Increase your vocabulary through prefixes, roots and suffixes*. (2<sup>nd</sup> Edition, 2010). Tehran: Marefat Publications.

#### **Conference Proceedings (This list is not exhaustive!)**

1. Soodmand Afshar, H., & Mehrshad (2019). Metacognitive language learning strategy use and autonomy of introvert and extrovert Iranian EAP students. *Proceedings of the 17<sup>th</sup> International TELLSI Conference: New Horizons in Language Studies*. Tabriz, Islamic Azad University Tabriz Branch.
2. Soodmand Afshar, H., & Hafez, F. (2019). An investigation of EAP teachers' characteristics from students' and professors' points of view. *Proceedings of the 17<sup>th</sup> International TELLSI Conference: New Horizons in Language Studies*. Tabriz, Islamic Azad University Tabriz Branch.
3. Soodmand Afshar, H., & Zamani Jamshidi, Robabeh (2018). The relation among intercultural communicative competence, autonomy, willingness to communicate, and vocabulary acquisition of Iranian EFL learners. *Proceedings of the 10<sup>th</sup> International Iranian Conference on Linguistics*. Tehran, Allameh Tabataba'i University.
4. Soodmand Afshar, H., & Karbakhsh, R. (2017). An investigation into the relationship among Iranian EFL learners' emotional intelligence, cultural intelligence, strategy use and second language achievement. *Proceedings of the 15<sup>th</sup> International TELLSI Conference. Roudehen*, Islamic Azad University, Roudehen Branch.
5. Soodmand Afshar, H., Rahimi, A., Ghonchepour, A., & Saedpanah, E. (2015). The impact of teaching experience on Iranian EFL teachers' sense of efficacy and their perception of English teacher distinctive characteristics. *Procedia Social and Behavioral Sciences*, 192, 714-719. (*Scopus-indexed*).
6. Soodmand Afshar, H., Sohrabi, S., & Malekmohammadi, R. (2015). On the relationship among Iranian ESP learners' learning strategy use, learning styles and their English language achievement. *Procedia Social and Behavioral Sciences*, 192, 724-729. (*Scopus-indexed*).
7. Soodmand Afshar, H., & Farahani, M. (2015). Reflective thinking and reflective teaching among Iranian EFL teachers: Do gender and teaching experience make a difference? *Procedia Social and Behavioral Sciences*, 192, 615-620. (*Scopus-indexed*)
8. Soodmand Afshar, H., Ghonchepour, A., & Saedpanah, E. (2015) Metacognitive reading strategies used by Iranian ESP learners: Do English background knowledge and gender

make a difference? *Journal of Research in Applied Linguistics*. Proceedings of the third international conference on Language, Discourse and Pragmatics (LDP, 2015).

9. Soodmand Afshar, H., Moazzam, E., & Radi Arbabi, H. (2014). A comparison of Iranian EAP students and EFL majors on the use of vocabulary learning strategies. *Procedia Social and Behavioural Sciences*, 98, 1828-1835. (*Scopus-indexed*)
10. Soodmand Afshar, H., & Bagherieh, M. (2014). The use of hedging devices in English and Persian abstracts of Persian literature and civil Engineering MA/MS theses of Iranian writers. *Procedia Social and Behavioral Sciences*, 98, 1820-1827. (*Scopus-indexed*)
11. Soodmand Afshar, H., Asakereh, A. & Rahimi, M. (2014). The impact of discipline and being native/non-native on the use of hedging devices. *Procedia Social and Behavioral Sciences*, 136, 260-264. (*Scopus-indexed*)
12. Soodmand Afshar, H., & Bagherieh M. (2014). An evaluation of grammar and vocabulary consciousness-raising activities in current ELT materials. *Procedia Social and Behavioral Sciences*, 136, 109-113. (*Scopus-indexed*)
13. Soodmand Afshar, H., Moradi, M., & Hamzavi, R. (2014). Frequency and type of hedging devices used in the research articles of Humanities, Basic Sciences and Agriculture. *Procedia Social and Behavioral Sciences*, 136, 70-74. (*Scopus-indexed*)

#### **Conference Presentations (This list is not exhaustive!)**

- Soodmand Afshar, H., Tofighi, S., & Asoudeh, M. (2016). “The impact of ESP teachers’ assessment literacy on their use of alternative assessment: Do teaching experience, academic degree and gender make a difference?” A paper presented at the First International English-French Conference on Applied Linguistics and Literature. University of Kurdistan, Sanandaj, Iran.
- Soodmand Afshar, H., & Donyaie, Sh. (2016). “Iranian EFL teachers’ perception of critical pedagogy and reflective teaching: The role of teaching experience, academic degree and gender?” A paper presented at the First International English-French Conference on Applied Linguistics and Literature. University of Kurdistan, Sanandaj, Iran.
- Soodmand Afshar, H., & Ghasemi, Z. (2016). “EFL teachers’ beliefs and their actual classroom practices: Is there a mismatch?” A paper presented at the 3<sup>rd</sup> International Conference on Applied Research in Language Studies, Tehran, Iran.
- Soodmand Afshar, H., & Sarlak, F. (2016). “An investigation into generic structure of Psychology and Physics research articles with respect to tense and voice.” A paper presented at the First International English-French Conference on Applied Linguistics and Literature. University of Kurdistan, Sanandaj, Iran.
- Soodmand Afshar, H., & Tofighi, S. (2015). The relationship among learning styles, emotional intelligence, language learning strategy use and L2 achievement of Iranian EFL learners. A paper presented at the 13<sup>th</sup> Annual International TELLSI Conference, Lorestan University, Khorramabad, Iran.
- Soodmand Afshar, H., & Asoudeh, M. (2015). On the relationship among Iranian EFL learners’ self-efficacy, self-regulation, academic motivation and academic achievement. A paper presented at the 13<sup>th</sup> Annual International TELLSI Conference, Lorestan University, Khorramabad, Iran.

- Soodmand Afshar, H., & Farahani M. (2015). Inhibitors to EFL teachers' reflective teaching and EFL students' reflective thinking: An investigation into Iranian EFL teachers' perspectives. A paper presented at the 13<sup>th</sup> Annual International TELLSI Conference, Lorestan University, Khorramabad, Iran.
- Soodmand Afshar, H., & Seifi, Z. (2015). On the relationship among emotional intelligence, learning styles, and English language achievement of Iranian EFL learners. A paper presented at the 12<sup>th</sup> Annual International TELLSI Conference, Zahedan, Iran.
- Soodmand Afshar, H., & Sohrabi, Sh. (2015). On the relationship among foreign language classroom anxiety, reflective thinking and self-efficacy of Iranian EFL learners. A paper presented at the 12<sup>th</sup> Annual International TELLSI Conference, Zahedan, Iran.
- Soodmand Afshar, H., & Zekrati, S. (2015). An investigation into grammar learning strategy use and language achievement of Iranian EFL learners. A paper presented at the 12<sup>th</sup> Annual International TELLSI Conference, Zahedan, Iran.
- Soodmand Afshar, H., Farahani, M. & Donyaie, Sh. (2015). EFL teachers' beliefs towards teaching and learning a foreign language: Do teaching experience, teacher training course, number of languages known, gender and academic degree make a difference? A paper presented at the 12<sup>th</sup> Annual International TELLSI Conference, Zahedan, Iran.
- Soodmand Afshar, H., & Movassagh, H. (2015) Metacognitive Reading Strategies used by Iranian ESP learners: Do English Background Knowledge and Gender make a difference? A paper presented at the third International Conference on Language, Discourse and Pragmatics (LDP 2015). Shahid Chamran University, Ahvaz, Iran.
- Soodmand Afshar, H. & Ebadi Jalal, M. (2015). "The frequency and type of hedging devices adopted in the discussion section of Chemistry research articles of Persian and English native writers". A poster presented at the 3<sup>rd</sup> ELT Conference, Allameh Tabatabaie University, Tehran, Iran.
- Soodmand Afshar, H., Tofighi, T., & Asoudeh, M. (2015). "Exploring vocabulary teaching and learning beliefs of Iranian novice and experienced EFL teachers". A paper presented at the Sharif ELT (SELT) Conference, Sharif University of Technology, Tehran, Iran.
- Soodmand Afshar, H., & Ebadi Jalal, M. (2015). "The frequency and type of hedging devices adopted in the discussion section of Chemistry research articles of Persian and English native writers. A poster presented at the 3<sup>rd</sup> ELT conference, Allameh Tabataba'i University, Tehran, Iran.
- Soodmand Afshar, H. & Bagherieh M. (2013). "*Hedging Devices in Persian and English Abstracts of Persian Literature and Civil Engineering MA Theses*". A paper presented at the International Conference on Current Trends in English Language Teaching, Urmia University, Urmia, Iran.
- Soodmand Afshar, H. & Moazzam, I. (2013). "A Comparison of Vocabulary Learning Strategy of Iranian ESP and EFL Students". A paper presented at the International Conference on Current Trends in English Language Teaching, Urmia University, Urmia, Iran.

- Soodmand Afshar, H., & Ahmadi, M. (2013). "Students' Needs or Teachers' Wishes?! A Survey of Medical ESP in Iran". A paper presented at the 11<sup>th</sup> Annual International TELLSI Conference, Mashhad, Iran.
- Soodmand Afshar, H., & Rahimi, M. (2013). "Relationship among Learners' Thinking Styles, Autonomy, Critical Thinking and strategy Use". A paper presented at the 11<sup>th</sup> Annual International TELLSI Conference, Mashhad, Iran.
- Soodmand Afshar, H., Moazzam, I., & Hamzavi, R. (2013). "Characteristics of Iranian EFL Teachers of High School and Language Institutes". A paper presented at the 11<sup>th</sup> Annual International TELLSI Conference, Mashhad, Iran.
- Soodmand Afshar, H., Rahimi, M. (2013). "The Relationship among Critical Thinking, Instrumental Motivation, Autonomy, and Academic Achievement of Iranian EFL Learners". A paper presented at the 2<sup>nd</sup> ELT Conference, Allame Tabatabaei University, Tehran, Iran.
- Soodmand Afshar, H., Hamzavi, R. (2013). "Critical Thinking, Foreign Language Classroom Anxiety, and Academic Achievement: The Case of Iranian EFL Learners". A paper presented at the 2<sup>nd</sup> ELT Conference, Allame Tabatabaei University, Tehran, Iran.
- Soodmand Afshar, H., Asakereh, A., & Rahimi, M. (2013). "The Impact of Discipline and being Native/ Non-native". A paper presented at LINELT Global Conference on Linguistics and Foreign Language Teaching, Kemer, Turkey.
- Soodmand Afshar, H., & Rahimi, R. (2013). "The Relationship among Critical Thinking, Emotional Intelligence, and Speaking Abilities of Iranian EFL Learners". A paper presented at LINELT Global Conference on Linguistics and Foreign Language Teaching, Kemer, Turkey.
- Soodmand Afshar, H., Moradi, M., & Hamzavi, R. (2013). "Frequency and Type of Hedging Devices used in the Research Articles of Humanities, Basic Sciences and Agriculture: Any Difference?" A paper presented at LINELT Global Conference on Linguistics and Foreign Language Teaching, Kemer, Turkey.
- Soodmand Afshar, H., & Bagherieh, M. (2013). "A Synthesis of Vocabulary Research in Iran: Where are we heading?" A paper presented at LINELT Global Conference on Linguistics and Foreign Language Teaching, Kemer, Turkey.
- Soodmand Afshar, H., & Hamzavi, R. (2013). "Listening Strategy Use, Test Anxiety and Test Performance of Intermediate and Advanced Iranian EFL Learners". A paper presented at LINELT Global Conference on Linguistics and Foreign Language Teaching, Kemer, Turkey.
- Soodmand Afshar, H., & Bagherieh, M. (2013). "An Evaluation of Grammar and vocabulary Consciousness-raising activities in Current ELT Material". A paper presented at LINELT Global Conference on Linguistics and Foreign Language Teaching, Antalya, Turkey.
- Soodmand Afshar, H. & Movassagh, H. (2012). "An Investigation of the Relationship among Critical Thinking Language Learning Strategy Use and University Achievement of Iranian Students Majoring in English". A paper presented at the 10<sup>th</sup> Annual International TELLSI Conference, Tehran, Iran.



- SoodmandAfshar, H. Moazzam, I., &Radi Arbabi, H. (2012). “Patterns of Vocabulary Strategy Choice and Use by ESP Students of Engineering and Humanities”. A paper presented at the 10<sup>th</sup> Annual International TELLSI Conference, Tehran, Iran.
- Soodmand Afshar, H. (2011). “Relaxing in Pairs: A Comparison between Paired-format Speaking Tests and Singleton Interviews”. A paper presented at the 9<sup>th</sup> Annual International TELLSI Conference, Tehran, Iran.
- Soodmand Afshar, H. (2010). “Foreign Language Vocabulary Development: The Effect of Focus on Phonological Form and Consciousness-raising”. A paper presented at the 8<sup>th</sup> Annual International TELLSI Conference, Tehran, Iran.
- SoodmandAfshar, H. (2010). Good and Poor EFL Learners’ Vocabulary Strategy Use. A paper presented at the 7<sup>th</sup> Annual International TELLSI Conference, Tehran, Iran.
- SoodmandAfshar, H. (2009). A Comparison of IELTS and FCE Speaking Tests with a Focus on Test Fairness. A paper presented at the first International ELT Conference in the Islamic World, Tehran, Iran.
- SoodmandAfshar, H. (2008). Interchange series Weighed against Materials Evaluation Checklists. A paper presented at the 7<sup>th</sup> Annual International TELLSI Conference, Guilan, Iran.

**Reviewed articles for the following peer-reviewed, refereed journals (The list is not exhaustive):**

- *Journal of Intercultural Relations* (indexed in ISI JCR and Scopus)
- *Journal of College Reading and Learning* (indexed in ESCI and Scopus)
- *The Teacher Educator* (indexed in ISI and Scopus, published by Tailor and Francis on behalf of Ball State University, USA)
- *Reflective Practice Journal* (ISI, Scopus)
- *Euro-Asian Journal of Educational Research* (ISI, Scopus)
- *International Journal of Applied Linguistics* (ISI)
- *International Journal of Teaching in Business* (ISI JCR, Scopus)
- *Journal of Intercultural Communication Research* (Scopus)
- Electronic Journal of Foreign Language teaching (e-FLT)
- *Issues in Educational Research* (Scopus)
- *English Teaching and Learning* (Scopus)
- *TELL* (Journal of Teaching English Language and Literature Society of Iran),
- *Issues in Language Teaching*, (Allameh Tabataba’i University)
- *Iranian EFL Journal*
- *IJLTR Journal* (ISI, Scopus, ISC)
- *Research in Applied Linguistics* (Scopus, ISC)
- *Iranian Journal of Applied Language Studies* (ISC)
- *Journal of Second Language Teacher Education* (ISC)
- Paper editor for *Sage Open*
- ...

### Keynote and Featured Speeches

- “Academic Publishing: Dos and Don’ts”. A webinar held on Feb. 2, 2021 at Tarbiat Modares University, Tehran, Iran.
- “Giving Reflection a Second Thought” (Nov. 2017). 15<sup>th</sup> International TELL SI Conference, Islamic Azad University, Roudehen Branch.
- “Post-method Era and Foreign Language Teaching”, (2006) Islamic Azad University, Malayer, Iran. 2006.
- “Foreign Language Teaching in the World and in Iran: The Problems and Solutions” (2011). Bu-Ali Sina University, Hamedan, Iran.

### Workshops Run

- **“How not to fall Prey to Predatory Journals”**. 17<sup>th</sup> International TELL SI Conference, Islamic Azad University, Tabriz, Iran, Nov. 2019 (Aban 28, 1398).
- **“How to select and Publish in the right Applied Linguistics Journals”**. 16<sup>th</sup> International TELL SI Conference, Shiraz University, Shiraz, Iran, Nov., 2018 (Aban 23, 1397).
- **“Journal Selection and Publication in International Journals in Applied Linguistics”**. Gheshm Payam-e Noor University, International Branch, May, 2018 (Ordibehesht, 1397).

### Teaching and Supervision Experiences:

1. Teaching Ph.D. and MA programs of English Language Teaching at Bu-Ali Sina University, Hamedan Since 2010.
2. Teaching Ph.D. courses as visiting professor at Tarbiat Modares University Tehran, Ferdowsi University of Mashhad and Allameh Tabataba’i University, Tehran
3. Teaching BA courses of English Language Translation at Bu-Ali Sina University, Hamedan Since 2004.
4. Supervising 35 MA theses and 10 PhD dissertations since 2011.

### Scientific-Administrative and Executive Affairs Experiences:

1. **Chairman of Iran University Press (IUP)** (appointed by Iranian Minister of Science, Research and Technology). IUP is affiliated with the Iranian Ministry of Science, Research and Technology. August 2022-
2. **President of TELL SI** (Teaching English Language and Literature Society of Iran). Nov. 2022-
3. **Editor-in-chief of TEL Journal** ([www.teljournal.org](http://www.teljournal.org)). 2020-
4. **Director of International Scientific Cooperations Office (ISCO)**, Bu-Ali Sina University, Hamedan. Feb. 2022-Sept. 2022
5. **Vice-president of TELL SI** (Teaching English Language and Literature Society of Iran). Nov. 2019- Nov. 2022.

6. TELLSI Board Member in charge of TELLSI International Conferences. 2015-
7. Chair of the University Scientific Cooperations Group, Bu-Ali Sina University, Hamedan (2018-2021).
8. Vice-Dean for Academic Affairs of the Faculty of Humanities, Bu-Ali Sina University, Hamedan (2011-2014).
9. Head of the English Department, Bu-Ali Sina University, Hamedan (2009-2011).
10. Scientific Chair of the 17<sup>th</sup> International TELLSI Conference, IAU Tabriz, Tabriz, Iran, 2019.
11. Scientific Chair of the Conference on Teaching English Language and Translation Issues, Nahavand Higher Education Complex, Bu-Ali Sina University, Hamedan, Iran, 2021.

#### **Honours and Distinctions:**

1. Selected as the **Distinguished Researcher of Hamedan Province in Humanities** in 2021.
2. Selected as the **Distinguished Researcher of the Faculty of Humanities**, Bu-Ali Sina University, Hamedan for **THREE** years.
3. Selected as the **Distinguished Teacher of the Department of English Language**, Faculty of Humanities, Bu-Ali Sina University, Hamedan for **THREE** years.
4. Selected as the **Distinguished Researcher of the Department of English Language**, Faculty of Humanities, Bu-Ali Sina University, Hamedan for **FOUR** years.
5. Officially-certified Translator of English Language