

Curriculum Vitae

Personal Information:

Name: Mitra Zeraatpishe

Academic Status: Assistant Professor

Email: mitra.zeraatpishe@yahoo.com



Education:

- 2014 Ph.D in TEFL, Islamic Azad University, Tabriz, Iran.
Ph.D. dissertation: “The Impact of MI-Oriented Task-Supported Instruction and Interactive Feedback on the Accuracy, Fluency, and Organization of Iranian EFL Learners’ Writing”.
- 2006 M.A. in TEFL, Al-zahra University, Tehran, Iran. M.A. Thesis: “Shallow Semantic Processing of the Text: An Investigation of Efficient and Inefficient Readers’ Detection of Anomalous Text”.
- 2004 B.A. in TEFL, Mashhad Branch, Islamic Azad University, Mashhad, Iran.

Employment and Professional Background:

- 2008- present Faculty Member of the English Department, Islamic Azad University, Mashhad, Iran.

2004-2006	English Language Lecturer, Islamic Azad University, Bojnourd Branch.
2004-2007	English Language Lecturer, Payame Nour University, Bojnourd Branch.
2002-2003	English Language Lecturer, Hafez Institute, Mashad.
2002-2004	English Language Instructor, Ferdowsi Institute, Mashad.
2002-2003	Supervisor, Ferdowsi Institute, Mashad.

Courses Taught:

Teaching methodology
 Research Methods 1&2
 Linguistics 1&2
 Phonetics & Phonology
 Letter Writing
 English Conversation 1 & 2 & 3&4
 English Reading 1& 2 & 3&4
 English Grammar 1&2
 General English
 Pre-requisite English
 Language syllabus designing and curriculum development

Publications:

Azarnoosh, M., Zeraatpishe, M., Faravani, A., & Kargozari, H. R., (eds.) (In press), *Issues in materials development*. Rotterdam: Sense Publishers.

Faravani, A. & Zeraatpishe, M. (in press). Selection and gradation in language-centred and learner-centred curriculums. In Azarnoosh, M., Zeraatpishe, M., Faravani, A. & Kargozari, H. R., (Eds.), *Issues in materials development*. Rotterdam: Sense Publishers.

Seifoori, Z., Zeraatpishe, M., & Ahangari, S. (2012). The impact of task-supported interactive feedback on the accuracy, fluency and organization of Iranian EFL learners' writing. *The Journal of Applied Linguistics*, 5(1), 239-270.

Seifoori, Z., Zeraatpishe, M., Hadidi Tamjid. (in Press). The Impact of MI-Oriented Task-Based

Instruction on the Accuracy, Fluency, and Organization of Iranian EFL Learners' Writing Performance. *The Journal of Teaching Language Skills*.

Faravani, A. & Zeraatpish, M. (2014). How Cognitive Psychology Informs the Teaching of Reading. In D. Tafazoli & S. C. Chirimbu (Eds.), *Language Learning and Teaching: Interdisciplinary Research* (pp. 159-168). Santa Monica, California: Josh Jones Publisher.

Faravani, A., Zeraatpish, M., & RashvandSemiari, Sh. (2014). Post-Modernism: The Concept of Method Revisited along the History of Language Teaching. In D. Tafazoli & S. C. Chirimbu (Eds.), *Language Learning and Teaching: Interdisciplinary Research* (pp. 170-179). Santa Monica, California: Josh Jones Publisher.

RashvandSemiari, Sh., Zeraatpish, M., & Faravani, A. (2014). Political Revolution and Linguistic Evolution: Investigating the Post-Revolutionary Discourse of Iranian Media. In D. Tafazoli & S. C. Chirimbu (Eds.), *Triangle of Language: Translation Studies, Discourse Analysis & Linguistics* (pp. 174-180). Santa Monica, California: Josh Jones Publisher.

Zeraatpish, M., & Faravani, A. (2014). A Historical Glance Back at the Salience of Feedback in EFL Process Writing. In D. Tafazoli & S. C. Chirimbu (Eds.), *Language Learning and Teaching: Interdisciplinary Research* (pp. 204-211). Santa Monica, California: Josh Jones Publisher.

Faravani, A. & Zeraatpish, M. (2013). The Impact of Portfolios on EFL Learners' Schema-Based Reading Achievement. *Procedia-Social and Behavioral Sciences* (Published by Elsevier)

Conference Presentations:

Faravani, A. & Zeraatpish, M. (2013). *The Impact of Portfolios on EFL Learners' Schema-Based Reading Achievement*. The 11th TELLSI International Conference on English Language Teacher Education. Mashhad, Iran.