

## CV

### Mahmood Reza Atai

Professor of Applied linguistics, Kharazmi University, Tehran, Iran

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### Education background

- Ph.D. in applied linguistics from Esfahan University, Iran, 2000. Title of dissertation: ESP revisited: A reappraisal study of discipline-based EAP programs in Iran.
- MA in applied linguistics from Esfahan University, Iran, 1994. Title of thesis: Requestive speech act among Armenian-Farsi bilinguals and Farsi monolinguals: A sociopragmatic cross-study.
- BA in Teaching English from Sistan & Baluchistan University, Zahedan, Iran, 1986.

### Teaching Experience

- Teaching English at junior and senior high schools: September 1984 – September 1990
  - Teaching Undergraduate general English courses, English for Specific courses (English for medicine/business/management students), preparation for TOEFL courses and in-service English programs for engineers and technicians of Water & Electricity Industry: September 1994 – August 2003
  - Teaching English courses for BA students of TEFL (Teaching English as a Foreign Language), English Translation, and English Language & Literature : September 1994 - present

Reading comprehension (Elementary-intermediate-advanced)

Conversation  
Basic writing  
Advanced writing  
Research methodology  
General linguistics  
Contrastive linguistics & error analysis  
Teaching methodology  
Teaching foreign language skills  
Testing & assessment

- Teaching MA courses for graduate students of TEFL and English translation studies: September 2000 - present

Principles of teaching English as a foreign language  
Teaching foreign language skills  
Seminar in ELT Issues  
Seminar on translation issues  
Philosophy of education

- Teaching Ph.D. courses for postgraduate students of TEFL: September 2006 – present  
English for Specific Purposes (ESP)  
A critical review of foreign language teaching methods  
Curriculum planning & materials development

## **Professional experience & administrative responsibilities**

- Full time faculty member (Professor) at Kharazmi University : September 2000- present
- Director of Department of Foreign Languages at Tehran Kharazmi University : January 2004 – March 2011
- Editor & Director of the *Iranian Journal of Applied Linguistics* : April 2006 - present
- Director of English for Specific Purposes (ESP) Department at the Iranian National Center for developing English Materials & Textbooks (SAMT): August 2010 - present
- Director of English Department at Qazvin Azad University (QIAU): February 2006-July 2015
- Director of the Office of International Affairs at Qazvin Azad University (QIAU): September 2010- November 2013

## Membership in editorial boards of refereed national and international journals

- Editor and Director of the *Iranian Journal of Applied Linguistics*
- Member of editorial board of *RELC Journal*
- Member of editorial board of Editorial board: *Journal of Modern Research in English Language Studies*, Iran
- Member of editorial board of *Issues in Language Teaching* (ILT)
- Member of editorial board of *English Language Teaching* (Imam Khomeini International University)
- Member of editorial board of *Sheikhbahaee Journal of Language Studies*

## Membership in academic associations/boards

- Member of Council for Renewing Humanities Disciplines, (Iranian Ministry of Science, Research and Technology): September 2013 – present
- Member of Pan-Pacific Association of Applied Linguistics (PPAAL)
- Member of National Committee for foreign languages curriculum development (Iranian Ministry of Science, Research and Technology): September 2007 – present
- Member of the Board for faculty promotions, Kharazmi university, Tehran, Iran: From February 2017-present
- Member of Board for university publication, Kharazmi university, Tehran, Iran: From February 2015-present
- Member of the organizational board of the Teaching English Language and Literature Society of Iran (TELLSI), Iran: November 2005- November 2008
- Member of the Teaching English Language and Literature Society (TELLSI), Iran: November 2005 - present

## Academic awards

- Award for Distinguished researcher of the Department of Foreign Languages, Tehran Kharazmi University, Tehran, Iran : Dec. 2016
- Award for Distinguished researcher of the Faculty of Humanities, Tehran Kharazmi University, Tehran,

Iran: Dec. 2015

- Award for Distinguished researcher of the Faculty of Humanities, Tehran Kharazmi University, Tehran, Iran : Dec. 2014
- Award for Distinguished researcher of Tehran Kharazmi University, Tehran, Iran : October 2011
- Award for Distinguished professor of Tehran Kharazmi University, Tehran, Iran : May 2009
- Award for Distinguished researcher of Tehran Kharazmi University, Tehran, Iran : May 2003
- Award for Distinguished high school teacher at Khorasan Province, Khorasan, Iran : May 1987, May 1988, May 1989

## Publications

### Papers published in International / national refereed journals:

Atai, M.R. (forthcoming). EFL teachers' role in English: Letting the silent majority voice their words. *EXELL*. (With E. Babaii & A. Parsazadeh).

Atai, M.R. (forthcoming). An investigation into EAP teachers' burnout and its variations in relation to their demographic and organizational characteristics. *Issues in Language Teaching (ILT)*. (With P. Birjandi & O. Nazari).

Atai, M.R. (forthcoming). The effect of learning-based teacher supervision on Iranian EFL learners' English language learning enhancement. *Issues in Language Teaching (ILT)*. (With E. Babaii & H. Alizadeh).

Atai, M. R. (2019). A call for international recognition of culture-specific words from the Middle East, Asian Englishes, DOI:10.1080/13488678.2019.1667173. (With E. Babaii & A Parsazadeh).

Atai, M.R. (2019). Interlanguage pragmatics: Iranian EFL teachers' cognition. *Alberta Journal of Educational Research*, 65(3), 238-257. (With E. Babaii & M.R. Masroor).

Atai, M.R. (2019). Exploring research-informed practice in English for Academic Purposes: A narrative study. *English for Specific Purposes*, 54, 152-165. (With V. Bahrami & M. Hosseini).

Atai, M.R. (2019). Assessment of academic English language needs of Iranian post-graduate students of psychology. *Ibérica*, 38, 275- 301. (With S. Y. Hejazi).

Atai, M.R. (2019). Classroom interactional teacher language awareness: Expert talk contextualizing pedagogical content knowledge. *Journal of Modern Research in English Language Studies*.6(4), 1-29. (With M. Zolghadri & E. Babaii).

Atai, M.R. (2019). A visual analysis of English language textbooks: Celebrities' role as cultural figures. *Journal of English Language Teaching and Learning, University of Tabriz*, 24, 55-78. (With E. Babaii & A. Parsazadeh).

Atai, M.R. (2019). Plagiarism and academic literacies: The case of Iranian graduate students of agricultural sciences. *Journal of Modern Research in English Language Studies*. DOI:10.30479/JMRELS.2019.11510.1432 (With E. Babaii & E. Fazlollahi).

Atai, M.R. (2018). National Curriculum. In *The TESOL Encyclopedia of English Language Teaching* (1st ed.). Edited by John I. Lontas (Project Editor: Margo DelliCarpini; Volume Editor: Shahid Abrar-ul-Hassan). Hoboken, NJ: Wiley.

Atai, M.R. (2018). Exploring the cognitions and practices of Iranian EAP teachers in teaching the four language skills. *Journal of English for Academic Purposes*, 36, 108-118 (With R. Taaherkhani).

Atai, M.R. (2018). A narrative study of in-service EAP teachers' cognition on language teacher role identities. *Iranian Journal of Language Teaching Research*, 6(2), 97-115. (With E. Babaii & B. Lotfi Gaskaree).

Atai, M.R. (2018). Visual representation of social actors in ELT nursery rhymes. *Applied Research on English Language*, 7(2), 451-478. (With E. Babaii & E. Isavi).

Atai, M.R. (2018). Conceptions of research publication among Iranian doctoral students of applied linguistics: Cherish the wish to publish or rush to perish. *Iranian Journal of Applied Linguistics*, 21(1), 29-65. (With M. N. Karimi & F. Asadnia).

Atai, M.R. (2018). A critical evaluation of Iranian EAP programs: Content analysis of language documents and experts' viewpoints. *JOSTARHAYE ZABANI, Tarbiat Modares University*, 8(6), 161-189. (With A. Iranmehr & E. Babaii).

Atai, M.R. (2018). MOHTAVAYE AMOOZESHI DOUREHAYE AMOOZESH ZABAN BA AHDAF KHAS KANNON ZABAN IRAN: ARZYABI SOTOOH KALAN, MIYANI, VA KHORD. *PAZHUHESH HAYE ZABAN SHENAKHTI DAR ZABAN HAYE KHAREJI*, Tehran University, 8(2), 475-505 (With E. Babaii & Sh. Taghaddomi).

Atai, M.R. (2017). Exploring Iranian ESP teachers' subject-related critical incidents. *Journal of English for Academic Purposes*, 29, 43-54. (With H. Nejadghanbar).

Atai, M.R. (2017). Formulaic focus-on-form episodes in adult EFL communicative interactions. *System*, 68, 72-86. (With L. Gholami & M.N. Karimi).

- Atai, M.R. (2017). Successful Erasmus experience: Analysing perceptions before, during and after Erasmus. *Journal of Research in International Education*, 16(1), 80-97. (With M. Asoodar & L. Baten).
- Atai, M.R. (2017). Pedagogical knowledge base underlying EFL teachers' provision of oral corrective feedback in grammar instruction. *Teacher Development*, 21(4), 580-596. (With Z. Shafiee).
- Atai, M.R. (2017). Exploring Iranian EAP teachers' pedagogical content knowledge and teaching practices, and students' beliefs about EAP teachers' methodology. *Issues in Language Teaching (ILT)*, 6(1), 1-27. (With E. Babaii & R. Taherkhani).
- Atai, M.R. (2017). An investigation into the effects of joint planning on complexity, accuracy, and fluency across task complexity. *Journal of English Language Teaching and Learning*, 20, 49-74. (With M. Nasiri).
- Atai, M.R. (2017). EAP teacher cognition: A qualitative study of Iranian in-service EAP teachers' cognitions. *Language Horizons*, 1(2), 31-56. (With E. Babaii & B. Lotfi Gaskaree).
- Atai, M.R. (2017). Stepping into mindful education: A teacher educator's narrative of contextualizing a SLTE curriculum. *Iranian Journal of Applied Linguistics*, 20(1), 35-79. (With E. Babaii & M. Zolghadri).
- Atai, M.R. (2017). Developing a Questionnaire for Assessing Iranian EFL Teachers' Critical Cultural Awareness (CCA). *Journal of Teaching Language Skills (JTLS)*, 36(2), 153-190. (With E. Babaii & D. Taghipour Bazargani).
- Atai, M.R. (2017). Are scientists objective? An investigation of appraisal resources in English popular science articles. *Iranian Journal of Language Teaching Research*, 5(1), 1-19. (With E. Babaii & M. Saidi).
- Atai, M.R. (2017). Task condition and EFL learners' individual differences: The mediation of tolerance of ambiguity and self-efficacy. *Journal of Teaching Language Skills (JTLS)*, 35(4), 71-102. (With A.R. Zare Alanagh).
- Atai, M.R. (2017). Investigating burnout among Iranian EAP teachers: A comparison of content instructors and ELT Instructors. *Applied Research on English Language*, 6(4), 455-472. (With O. Nazari & P. Birjandi).
- Atai, M.R. (2017). Investigating the processes and means involved in EAP teacher learning: A sociocultural analysis of in-service teachers' experience as they professionally learn. *Iranian Journal of English for Academic Purposes*, 6(1), 103-125. (With E. Babaii & B. Lotfi Gaskaree).
- Atai, M.R. (2016). Unpacking in-service EFL teachers' critical incidents (CIs): the case of Iran. *RELC Journal*, 47(1), 97-110. (With H. Nejadghanbar).

Atai, M.R. (2016). Blog-integrated writing with blog-buddies: EAP learners' writing performance. *Journal of Educational Computing Research*, 54(2), 225-252. (With M. Asoodar, & S. Vaezi)

Atai, M.R. (2016). The prestigious world universities on its homepage: A move analysis of an introductory genre set. *ESP Across Cultures*, 13, 37- 65. (With F. Asadnia).

Atai, M.R. (2016). The prestigious world university on its homepage: The promotional academic genre of overview. *Iranian Journal of Applied Linguistics*, 19(1), 1-34. (With F. Asadnia).

Atai, M.R. (2016). Tracing metadiscursive stance over time and across disciplines: A comparative study of English research articles. *Issues in Language Teaching (ILT)*, 5(1), 83-106. (With E Babaii & V. Mohammadi).

Atai, M.R. (2016). A comparison of thematic choices and thematic progression patterns in the research articles of well-established and emerging disciplines. *Iranian Journal of Applied Linguistics*, 19(2), 33-60. (With E. Babaii & L. Shoja).

Atai, M.R. (2016). A social semiotic analysis of social actors in English-learning software applications. *Journal of Teaching Language Skills (JTLS)*, 35(3), 1-40. (With E. Babaii & M. Kafshgarsouteh).

Atai, M.R. (2016). Critical pedagogy in the context of Iran: Exploring English teachers' perceptions. *Applied Research on English Language*, 5(2), 121-144. (With H. Moradi)

Atai, M.R. (2016). Exploring standards and developing a measure for evaluating Iranian EFL teachers' professional competence in the private sector. *Iranian Journal of English for Academic Purposes*, 5(2), 25-42. (With M. Mousavi & E. Babaii).

Atai, M.R. (2015). Enhancing Iranian EFL learners' higher order thinking skills through the integration of multiple intelligences and dialogic feedback with portfolio assessment. *Issues in Language Teaching (ILT)*, 4(1), 13-35. (With A. Faravani).

Atai, M.R. (2015). Merging multiple intelligences with dialogic-based portfolio assessment to expedite Iranian EFL learners' higher order thinking skills. *The Journal of Teaching Language Skills (JTLS)* 6(4), 19-44. (With A. Faravani).

Atai, M.R. (2015). Stance in English research articles: Two disciplines of the same science. *TELL*, 9(1), 1-27. (With E Babaii & V. Mohammadi).

Atai, M.R. (2015). An exploratory study of teacher efficacy doubts in English for Specific Academic Purposes (ESAP) and English for General Purpose (EGP) instruction. *Iranian Journal of Applied Linguistics*, 18(1), 29-64. (With M. Karrabi).

Atai, M. R. (2014). Exploring practices and cognitions of Iranian ELT instructors and subject teachers in teaching EAP reading comprehension. *English for Specific Purposes*, 33(1), 27-38.

(With M. Fatahi Majd).

Atai, M. R. (2014). Examining effectiveness of communities of practice in online English for academic purposes (EAP) assessment in virtual classes. *Computers & Education*, 70, 291-300. (With M. Asoodar, S. Vaezi & S.S. Marandi).

Atai, M. R. (2014). Learner reflections in virtual vs. blended EAP classes. *Computers in Human Behavior*, 41, 533-543. (With M. Asoodar, S.S. Marandi & S. Vaezi).

Atai, M. R. (2014). Lexical bundles in Applied Linguistics articles: exploring writer, sub-discipline and subgenre variations. *ESP Across Cultures*, 11, 33-56. (With F. Tabandeh).

Atai, M. R. (2014). ESAP students' comprehension of multiple technical reading texts: Insights from personal epistemological beliefs. *Reading Psychology*, 35 (8), 736-761. (With M. N. Karimi).

Atai, M. R. (2014). Exploring Iranian EAP Teachers' Pedagogical Content Knowledge and Their Professional Identity. *Issues in Language Teaching (ILT)*, 3(1), 1-35. (With M. Khazaei).

Atai, M.R. (2014). An appraisal study of in-service English teacher education in Iranian mainstream education: Teachers' voices. *TELL*, 8(2), 29-58. (With S. A. Asadi).

Atai, M.R. (2018). ARZESHYABI SALAHIYAT HERFAEE MODARESSAN SATH BOZORGSAL DAR BAKHSH KHOSOUSI AMOOZESH ZABAN IRAN. *PAZHUHESH HAYE ZABANSHENAKHTI DAR ZABAN HAYE KHAREJI*, Tehran University, 4(2), 81-104 (With E. Babaii & M. Mousavi).

Atai, M. R. (2013). Assessing academic and professional English language needs of Iranian railway engineering students: a triangulated evaluation study. *ESP Across Cultures*, 10, 35-54. (With A. Asadi).

Atai, M.R. (2013). ELT Curriculum in Iran: Planning and practice. *The Curriculum Journal*, 24(3), 389-411. (With F. Mazlum).

Atai, M.R. (2013). The representation of Iran's nuclear program in British newspaper editorials: A critical discourse analytic perspective. *International Journal of Society, Culture & Language*, 1(2), 15-33. (With M. A. Mozaheb).

Atai, M. R. (2013). Iranian EAP stakeholders' attitudes towards using the Internet in EAP courses for civil engineering students: Promises and challenges. *Computer Assisted Language Learning*, 26(1), 21-38. (With R. Dashtestani).

Atai, M. R. (2013). Effect of explicit and implicit FFI on EFL learners' implicit and explicit knowledge of simple and difficult morphosyntactic features. *TELL*, 7(1), 33-70. (With M. Ghorbani).

Atai, M.R. (2012). Democracy in computer-mediated communication: communication styles,



amount of participation, and gender in professional listservs. *Computers in Human Behavior*, 28, 881-888. (With F. Chahkandi).

Atai, M. R. (2012). Exploring visual and textual discourse of applied linguistics PowerPoint conference presentations. *ESP Across Cultures*, 9, 7-26. (With H. Talebzadeh).

Atai, M.R. (2012). Genre analysis of applied linguistics research article introductions: Exploring sub-disciplinary variations. *Taiwan International ESP Journal*, 4(1), 25-38. (With P. Habibie).

Atai, M.R. (2012). The effect of the combination of small-group conferencing and portfolio procedure on EFL students' writing accuracy. *Journal of Innovation in Language Teaching and Learning*, 6(2), 97-112. (With M. Alipour).

Atai, M. R. (2012). Exploring genre variations in research article introductions within a single sub-discipline: EOP versus EAP. *Asian ESP Journal*, 8(1), 6-23. (With A. Sahraneshin Samani).

Atai, M. R. (2012). Vocabulary depth, breadth and syntactic knowledge: Which one is a stronger predictor of foreign language reading performance? *Iranian Journal of Applied Linguistics*, 15(1), 1-18. (With F. Nikuinezhad).

Atai, M.R. (2012). Mainstream ELT curriculum implementation in Iran: A micro analysis perspective. *TELL*, 6(2), 1-23. (With E. Babaii & F. Mazlum).

Atai, M.R. (2012). Evaluating the effectiveness of explicit and implicit form-focused instruction on explicit and implicit knowledge of EFL learners. *Issues in Language Teaching*, 1(1), 59-91. (With M. Ghorbani).

Atai, M.R. (2012). Exploring language of psychology in journal articles and popularized online texts: Does audience make a difference? *Journal of Language, Culture, and Translation*, 1(2), 23-34 (With P. Moshtaghi).

Atai, M. R. (2011). Exploring Reading Comprehension Needs of Iranian EAP Students of Health Information Management (HIM): A Triangulated approach. *System*, 39(1), 30-43. (With O. Nazari).

Atai, M. R. (2011). A triangulated study of academic language needs of Iranian students of computer engineering: Are the courses on track? *RELC Journal*, 42(3), 305-323. (With L. Shoja).

Atai, M.R. (2011). Revisiting the dichotomy between qualitative and quantitative research: Mixed-method designs in applied linguistics. *TELL (Journal of Teaching English Language and Literature Society of Iran)*, 5(2), 125-157. (With E. Babaii & S.M.R. Hashemi).

Atai, M.R. (2011). The effect of portfolio approach and genre-based pedagogy on listening comprehension of Iranian EFL learners. *TELL*, 5(1), 1-19. (With S. Ghotbeldin).

Atai, M. R. (2010). The effect of genre-consciousness-raising tasks on Iranian EFL learners'

listening comprehension performance. *The Journal of Asia TEFL*, 7(3), 121-140. (With M. B. Khatibi).

Atai, M. R. (2010). Exploring the role of vocabulary depth and semantic set in EFL learners' vocabulary use in writing. *TELL*, 4(2), 27-49. (With A. Dabbagh)

Atai, M. R. (2010). A gender-based study of informal fallacies of argumentation: The case of Advanced Iranian EFL learners' writing. *Iranian Journal of Applied Linguistics*, 13(2), 19-45. (With M. Nasseri).

Atai, M. R. (2010). The contribution of perceptual, linguistic, and cognitive processing skills to early EFL reading development. *The Iranian EFL Journal*, 6(1), 7-26 (With M. Saberi).

Atai, M.R. (2010). *Argumentative writing and gender: Selection of evidence types by Iranian advanced learners*. Proceedings of The First Conference on ELT in the Islamic World. ILI, Tehran, Iran. (With M. Nasseri)

Atai, M. R. (2009). Iranian EFL Teachers' attitudes towards teaching methods and materials of high school English textbooks. *Journal of Education*, 4(4), 115-131. (With M. Gheitanchian).

Atai, M. R. (2009). On the representation of Iran's post-resolution nuclear issues in American news editorials: A critical discourse analytic perspective. *The Iranian EFL Journal*, 5(1), 20-45. (With H. Rezaie Adriani).

Atai, M. R. (2009). On the effect of text authenticity and genre on EFL learners' performance in C-tests. *Pajouhesh-e zabanha-ye Khareji Journal, University of Tehran*, 49 (Special Issue), 109-123. (With M. Soleimany)

Atai, M.R.(2008). Task-based strategy assessment : The effect of task difficulty on listening strategy use of advanced EFL learners. *The Journal of Asia TEFL*, 5(3), 199-223. (With S.M.R. Reza Hashemi)

Atai, M.R. (2008). A cross-cultural genre study of hedging devices in discussion section of applied linguistics research articles. *TELL*, 2(7), 1-22 . (With L. Sadr).

Atai, M.R.(2007). *Genre analysis : An investigation of the structure of research article results & discussion and collocational frameworks in medical research Articles*. Proceedings of the 6<sup>th</sup> International AELFE Conference : Teaching and Learning LSP : Blurring the Boundaries. ISCAL, Lisboa, Portugal. ( With A. Dianatdoust)

Atai, M.R.(2007). *A needs analysis study of Iranian graduate ESAP students of Humanities: A triangulated perspective*. Proceedings of the 6<sup>th</sup> International AELFE Conference : Teaching and Learning LSP : Blurring the Boundaries. ISCAL, Lisboa, Portugal. (With A. Mohammadzadeh)

Atai, M.R. (2007). The effect of semantic mapping strategy instruction on vocabulary learning of Iranian Intermediate EFL students. *Journal of the Faculty of Letters and Humanities of Tabriz*

University. (With M.H. Keshavarz and S. Mosahabi)

Atai, M.R. (2007). Content schemata, linguistic simplification, and EFL learners' comprehension and recall. *Reading in a Foreign Language*, 19(1), 19-33. (With M.H. Keshavarz, & H. Ahmadi)

Atai, M.R. (2007). A contrastive study of generic organization of research article introductions written by Iranian and English writers in applied linguistics. *TELL*,1(2), 13-35. (With M.H. Keshavarz & V. Barzagar)

Atai, M. R. (2006). The role of EFL learners' heterogeneity in terms of age in their use of communication strategies. *Special Issue of Pajouhesh Journal, University of Tehran*, 27, 107-221. (With Y. Ghelichli)

Atai, M. (2006). The effect of portfolio assessment on metacognitive reading strategy awareness of Iranian EFL students. *Iranian Journal of Applied Linguistics*, 9(2), 1-25. (With F Nikuinezhad)

Atai, M.R.(2006 ). Iranian EFL teachers' perceptions of the efficiency of short-term in-service teacher education programs. *Roshd Foreign Language Teaching Journal*, 79, 33-40 . (With N. Khaki).

Atai, M.R. (2006 ). EAP teacher education : Searching for an effective model integrating content and language teachers' schemes. *Proceedings of PAAL Conference*. Kangwong National University, Chuncheon, Korea.

Atai, M. R. (2005 ). *The effect of direct and metacognitive Instruction for vocabulary memorization strategies on vocabulary learning and recall of intermediate EFL learners : Exploring CALL and vocabulary learning*. Proceedings of JALTCALL 2005 Conference, pp. 161-165. Ritsumeikan University, Shiga, Japan ( With M.R. Yaghubi).

Atai M. R. (2005). *The impact of self, peer, and teacher evaluation on EFL students' writing performance*. *Proceedings of PAAL Conference*, pp. 31-39. *Edinburgh, UK, August 2005* (With B. Meratzadeh)

Atai, M.R. ( 2005). A contrastive genre analysis of results and discussion sections of applied linguistics articles written by native and non-native English speakers. *Proceedings of PAAL Conference*, 2005, Edinburgh, UK( With S. Fallah ).

Atai, M. R., (2004). The effect of sentence writing versus multiple exposures in different contexts on EFL learners' acquisition of idioms. *Iranian Journal of Applied Linguistics* 7(1), 45-62. (With I Akbarian & M. Afzali Shahri)

Atai, M. R. (2004). The effect of short and extended contexts in different genres (news & conversation) on the EFL learners' listening comprehension performance. *Roshd Foreign Language Teaching Journal*, 70, 37-46. (With M. Amiri ).

Atai, M. R. (2003 ).The effect of exposure on EFL learners' acquisition of idioms with reference to proficiency levels. *Indian Journal of Applied Linguistics*, 29(1), 21 – 34. (With I Akbarian ).

Atai, M.R.(2003 ). The impact of explicit instruction of the frequent grammatical patterns of ESM written discourse on ESP students' reading comprehension. *Iranian Journal of Applied Linguistics*, 6(1), 57-69. (With S. Anbarshahi )

Atai, M.R. (2003). Assessment of the status of ESP in the current Iranian higher educational system. *Proceedings of the 14<sup>th</sup> European Symposium on Language for Special Purposes : Communication, culture, and knowledge*. University of Surrey, Guildford, UK. ( With M.H. Tahririan ).

Atai, M.R. (2002a ). ESP methodology revisited: A genre-based reading comprehension course for the students of dentistry. *Indian Journal of Applied Linguistics*, 28(1), 77-90.

Atai, M.R. (2002b ). ESAP curriculum planning in Iran: An incoherent educational experience. *Special Issue of the Journal of Persian Literature and Human Sciences of Tehran Teacher Training University*, 1, 17-34.

Atai, M.R. (2002c). Iranian EAP programs in practice: A study of key methodological aspects. *Sheikhbahee Research Bulletin*, 1(2), 1 – 15.

Atai, M.R.(2000).The effect of explicit instruction of discourse structure on EAP learners' reading comprehension performance. *Iranian Journal of Applied Linguistics*, 4(2), 19-35. (With A Afghari ).

Atai, M.R. (1999). The role of discourse elements in determining the readability of texts. *TESL Reporter*, 32(1), 6-27. ( With R. Akbari & H. Marefat).

## **Books & Book Chapters**

Atai, M.R. (In press). *English for the Students of Social Sciences*. Tehran: SAMT Publications. (With L. Shoja).

Atai, M.R. (2016). *English for the Students of Science*. Tehran: SAMT Publications. (With M. Mousavi, M. Nili, M. Saeidi, & O.R. Rajabi).

Atai, M.R. (2016). *English for the Students of Engineering*. Tehran: SAMT Publications. (With A. Iranmanesh, M. Nasiri, R. Taherkhani, & A.R. Zare).

Atai, M.R. (2013). *English for the Students of Medicine*. Tehran: SAMT Publications. (With L. Shoja, M. Kafshgar, & M. Zolghadri).

Atai, M.R. (2013). English for Specific Purposes: International trends and Middle East concerns. In R. Akbari & C. Coombe (Eds.), *Middle East handbook of applied linguistics* (pp. 150-184). Dubai: TESOL Arabia Publications.

Atai, M.R. (2013). The relationship between Iranian English teachers' sense of self-efficacy in teaching grammar and their personality types, gender, and experience. In S. Baleghizadeh & K. Zahedi (Eds.). *The handbook of current research on teaching language skills* (pp. 213-226). Tehran: Shahid Beheshti University Press (With M. Karrabi ).

Atai, M.R. (2009). *Reading Through Skills. (RTS)* . Tehran: Rahnama Press. (With H.R. Moini Asl & M. Tasnimi ).

Atai, M.R. (2008). *English for the Students of Military Health*. Tehran: The Center for Curriculum Planning and Materials Development.

Atai, M.R. (2002). *English for the Students of Theology and Islamic Sciences*. Tehran: SAMT Publications. (With H. Vahid ).

### **Papers presented at international / national conferences**

Atai, M.R. (2018). *Where policy does not meet practice: An evaluation of Iranian EAP programs from language-in-education planning perspective*. Paper presented at LPP2018: Multidisciplinary Approaches in Language Policy & Planning Conference, OISE, Toronto, Canada. (With A. Iranmehr).

Atai, M.R. (2018). *A top-down approach to contrastive rhetoric move analysis of agricultural engineering research articles: English native speakers versus Persian native speakers*. Paper presented at LACUS 2018, Campion 139, Boston College, Boston, Massachusetts, USA. (With N. Sadeghi Hariri).

Atai, M.R. (2018). *A triangulated study of English needs of cabin crew in the context of Iran*. Paper presented at the First National Conference on New Trends in English Language Teaching and Applied Linguistics, February 15, Golestan University, Gorgan, Iran (With A.A. Lashkari).

Atai, M.R. (2017). *Incorporating reflective language teaching into an in-service EFL teacher education program*. Paper presented at The Tenth International Conference on Language Teacher Education, 2-4 February, UCLA, Los Angeles, USA. (With M. Sh. Taghaddomi).

Atai, M.R. (2017). *EFL teachers' reflections on critical incidents: Promoting reflectivity in the blog environment*. Paper presented at The Tenth International Conference on Language Teacher Education, 2-4 February, UCLA, Los Angeles, USA. (With H. Nejadghanbar).

Atai, M.R. (2014). *EFL teachers' readiness for practicing and promoting autonomy*. Paper presented at LACUS Conference, August 6-9, the University of British Columbia, Vancouver, Canada (With M. Farahani).

Atai, M.R. (2014). *Introductory promotional genre set on the formal website of world universities*. Paper presented at The 7<sup>th</sup> Biennial Conference on Issues in English Language Teaching in Iran (IELTI-7), University of Tehran, Tehran, Iran. (With F. Asadnia).

Atai, M.R. (2014). *The prestigious world university in its homepage: The promotional academic genre of overview*. Paper presented at LACUS Conference, August 6-9, the University of British Columbia, Vancouver, Canada (With F. Asadnia).

Atai, M.R. (2014). *The contribution of reflective practices to transformation of pedagogical knowledge base underlying EFL teachers' oral corrective feedback*. Paper presented at The 7<sup>th</sup> Biennial Conference on Issues in English Language Teaching in Iran (IELTI-7), University of Tehran, Tehran, Iran. (With Z. Shafiee).

Atai, M. R. (2012). *Iranian teachers' views on educational philosophies of Dewey, Rousseau, and Aristotle*. Paper presented at The 1<sup>st</sup> Conference on Language Learning & Teaching (An Interdisciplinary Approach), Ferdowsi University of Mashhad, Mashhad, Iran. (With F. Mazlum).

Atai, M. R. (2012). *Evaluation, personnel, and method policies in Iran's English language-in-education policy*. Paper presented at The 10<sup>th</sup> International TELLSI Conference, Shahid Beheshti University, Tehran, Iran (With F. Mazlum).

Atai, M. R. (2012). *Lexical bundles in linguistics articles: Exploring writer, subgenre and subdiscipline variations*. Paper presented at CTAL-2012 Conference, Xian Jiatong Liverpool University, Suzhou, China (With F. Tabandeh).

Atai, M. R. (2011). *EAP instructional system in Iran: Towards a national reform in materials development*. Paper presented at Innovative Approaches to Second Language Teaching (IASLT), University of Western Ontario, London, Canada.

Atai, M. R. (2011). *The effect of genre-based pedagogy and portfolio assessment on listening comprehension of Iranian EFL learners*. Paper presented at The Conference on Innovative Approaches to Second Language Teaching (IASLT), University of Western Ontario, London, Canada.(With S. Ghotbeldin).

Atai, M. R. (2011). *Exploring Iranian EAP teachers' practices and cognitions regarding teaching reading comprehension and vocabulary*. Paper presented at The TELLSI Conference, University of Ilam, Iran (With M. Fatahi Majd).

Atai, M. R. (2011). *Exploring the role of vocabulary depth and semantic set in EFL learners' vocabulary use in writing*. Paper presented at The TELLSI Conference, University of Ilam, Iran (With A. Dabbagh)

Atai, M.R. (2010). *A discourse analysis of gender-related communication style and participation patterns in two professional English listservs*. Paper presented at The First Conference on ELT in the Islamic World. ILI, Tehran, Iran.( With F. Chahkandi)

Atai, M.R. (2010). *A Genre-based letter writing course for Iranian students of business*. Paper presented at The Second Conference of the Asia-Pacific Rim: Languages for Specific Purposes and Professional Communication. University of Malaya, Kuala Lumpur, Malaysia.

Atai, M.R. (2010). *An operational profile of the present and target needs of Iranian ESAP students of science*. Paper presented at The Second Conference of the Asia-Pacific Rim: Languages for Specific Purposes and Professional Communication. University of Malaya, Kuala Lumpur, Malaysia. (With A. Khanjani )

Atai, M.R. (2009). *Revisiting the Status of CALL and ESAP in Iran : Potentials and Obstacles*. Paper presented at XVII Symposium on Languages for Specific Purposes : Methods and Aims. University of Aarhus, Denmark.

Atai, M.R.. (2009). *Academic language needs of Iranian undergraduate students of computer engineering : A triangulated perspective*. Paper presented at XVII Symposium on Languages for Specific Purposes : Methods and Aims. University of Aarhus, Denmark, August 2009 (With L. Shoja).

Atai, M.R..(2009). *A Genre Analysis of ESP Research Article Introductions (EOP Versus EAP)*. Paper presented at International Conference on grammar and text, Lisboa, Portugal, July 2009 (With A. Sahraneshin Samani).

Atai, M.R. (2009). *Designing a coherent vocational course based on systematic needs assessment : A triangulated perspective*. Paper presented at Congress of Vocational and Technical Education in the Islamic Countries, June 2009, Istanbul, Turkey.

Atai, M.R. (2008). *A critical discourse (CDA) study of the Iranian reading courses for students of media studies*. Paper presented at GlobE 2008 : Critical Discourse Analysis and Global Media. Warsaw, September 2008.

Atai, M.R. (2008). *On the representation of Iran's post-resolution nuclear issues in American news editorials*. Paper presented at GlobE 2008 : Critical Discourse Analysis and Global Media. Warsaw, September 2008 ( With H. Rezaie Adriani ).

Atai, M.R. (2008). *Genre analysis of research article introductions across ESP, psycholinguistics, and sociolinguistics*. Paper presented at International Conference on Literature, Languages, & Linguistics, July , 2008, Athens, Greece ( With P. Habibie ).

Atai, M.R. (2007). *Critical thinking, CDA, and the current Iranian ESAP curriculum : Where is the missing link ?* Paper presented at TELLSI Conference , July 2007, Tehran University, Tehran, Iran.

Atai, M.R. (2007). *Educational value systems and the Iranian ELT curriculum renewal : Reexamining the case of undergraduate reading comprehension courses*. Paper presented at TELLSI Conference , February 2007, Shiraz University, Shiraz, Iran.

Atai , M.R. (2007). *The impact of diary writing on EFL college students' writing improvements and attitudes*. Paper presented at TELLSI Conference , February 2007, Shiraz University, Shiraz, Iran (With H. Barjasteh ).

Atai, M.R. (2006). *EAP teacher education : Searching for an effective model integrating Content & language teachers' schemes*. Paper presented at PAAL Conference, 2006, Kangwong National University, Chuncheon, Korea.

Atai, M.R. (2005). *A cross-cultural sociopragmatic study of requests among Armenian-Persian bilinguals and Persian native speakers*. Paper presented at Towards Intercultural Communication Competence in Europe and Beyond Conference. Kopper, Slovenia.

Atai, M.R. (2005). *The impact of self, peer, and teacher evaluation on EFL students' writing performance*. Paper presented at PAAL 2005, Edinburgh, UK (With B. Meratzadeh ).

Atai, M.R. (2005). *Revisiting ESAP methodology in Iran : Challenges and suggestions*. Paper presented at The First International ESP Conference, SAMT, Tehran, Iran.

Atai, M.R. (2005). *An evaluation of writing courses for tourism in Iran*. Paper presented at The First International ESP Conference, SAMT, Tehran, Iran. (With M. Hosseini ).

Atai, M.R. (2004). *EFL learners' test-wiseness strategies, reading strategies, and test performance*. Paper Presented at PAC5 FEELTA : Sharing Challenges, Sharing Solutions : Teaching Languages in Diverse Contexts. Far Eastern University, Vladivostok, Russia. (With N. Ghafournia ).

Atai, M.R. (2004). *Transfer of reading strategies from L1(Persian) to L2 (English)*. Paper presented at PAC5 FEELTA : Sharing Challenges, Sharing Solutions : Teaching Languages in Diverse Contexts. Far Eastern University, Vladivostok, Russia. (With H. Talebi ).

Atai ,M.R. (2003). *Revisiting ESAP textbooks in Iran: A genre-based approach to EAP reading instruction*. Paper presented at the Second Conference on Issues in English Language Teaching in Iran. University of Tehran, Tehran, Iran.

## **Keynote/Featured Lectures and Talks**

Atai, M. R. (2018). *Current challenges in teaching English for Academic Purposes (EAP)*. Talk presented to the Center for Educational Research on Languages and Literacies (CERLL). University of Toronto, Toronto, Canada.

Atai, M. R. (2018). *From language education policies to planning and practice of local, native, and foreign language courses in Iran: A macro level analysis of national curriculum*. Talk presented to Roshan Institute for Persian Studies, University of Maryland, College Park, USA.

Atai, M.R. (2018). *Current challenges in teaching English for Academic Purposes (EAP)*. Talk presented to the Center for Educational Research on Languages and Literacies (CERLL). University of Toronto, Toronto, Canada.

Atai, M. R. (2013). *Renewing EAP materials and methodologies: Insights from discourse*



*analysis, genre analysis and corpus linguistics*. Keynote speech presented at Second National Conference on Language, Discourse and Pragmatics (LDP) January 2013, Shahid Chamran University of Ahvaz, Iran.

Atai, M. R. (2012). *Towards a coherent national academic literacy curriculum: The missing links between literacy education in Farsi and academic literacy education in English*. Keynote speech presented at The 1<sup>st</sup> Conference on Language Learning & Teaching (An Interdisciplinary Approach) October, 2012, Ferdowsi University of Mashhad, Mashhad, Iran.

Atai, M. R. (2012). *Academic literacy education in an EFL context: Theoretical background, future prospects and unresolved issues*. Invited lecture presented at TESOL Persia Conference, Tehran Millad Tower, Tehran, Iran.

### **Academic Symposiums**

Atai, M.R. (2012). *EAP instruction in Iran: Ripe time for reforms in materials and methodologies*. Symposium held at The 10<sup>th</sup> International TELLSI Conference, Shahid Beheshti University, Tehran, Iran. (Co-presented with L. Shoja, M. Kafshgar, & M. Nili).

### **Research Projects conducted**

Two nationwide research projects on "Needs assessment of EFL education at Iranian secondary schools : A multiple perspective involving students, educational planners, employers, social Institutes, industry, etc. sponsored by the Iranian Ministry of Education .

### **Theses/Dissertations Supervised/Advised**

- I have supervised 24 Ph.D. dissertations in the field of applied linguistics including ELT/ESP/EAP/discourse analysis and ELT teacher education.
- I have advised 10 Ph.D. dissertations in the field of applied linguistics including ELT/ESP/EAP/discourse analysis and ELT teacher education.
- I have supervised 95 MA theses in the field of applied linguistics including ELT/ESP/EAP/discourse analysis and ELT teacher education.
- I have advised 55 MA theses in the field of applied linguistics including ELT, ESP, EAP, discourse analysis and ELT teacher education.