

In the Name of God

CURRICULUM VITAE



About Me

NAME: Hamed Barjesteh Father's name: Ruhollah
Nationality: Iranian
Date of Birth: July, 17, 1977
Born: Amol, Mazandaran, Iran
Marital Status: Married, Two children
Office: Islamic Azad University, Ayatollah Amoli Branch Amol, Mazandaran, Iran
Academic/professional affiliation: Associate Professor
Employment status : Definitive official faculty

Education

1995-1999 B.A., in English Translation, Islamic Azad University Tonekabon, Branch, 1999 Concentrations: Learning theory, Translation

2001-2004 M.A., in TEFL, Faculty in Education, Khatam State University, Concentrations: Language learning strategies, Language Skills
Writing Thesis: The Impact of Diary Writing on EFL College Students' Writing improvement and attitudes Advisor: Dr. Ataii

2015-2019 Ph. D. in TEFL, Faculty of literature and education, Science & Research Campus, Tehran Advisors: Dr. Birjandi, Dr Maftoon
2022-2024 MA in Master of Business administrator

Professional Experience

*Instructor, 2005- 2014
*Islamic Azad University, Ayatollah Amoli Branch
*Courses: EFL teaching principles, Tests and Measurements, Practical teaching
*Essay Writing, Paragraph development, Reading comprehension, Research
*Assistant Professor, 2015- present Islamic Azad University, Ayatollah Amoli Branch
*Courses: Second Language Teaching, Language Testing, Psycholinguistics, Research Methods
*Supervisor for Ph.D. Dissertation and MA Theses 2015-present
*Language Editor for Journal of Food Industrial, 2014-2016
*Peer Reviewer for Journals and Conferences
*Workshop lecturer, 2013
*FAZA, Science and applied University
*Course: Business corresponding, Telephone English
*Workshop lecturer, summer 2007- present
*Islamic Azad University, Ayatollah Amoli Branch
*Courses: Principles of Article Writing, Principles of English translation, Head of English *Department, 2006- present Islamic Azad University, Ayatollah Amoli Branch
Workshop lecturer, summer 2006, Islamic Azad University, SAMA Branch
Courses: Speaking Trinity, TOEFL, Oral translation
*Part-time Instructor, 2004-2005
*Courses: English for Management students (ESP)
*Part-time Instructor, 2004-2005
*Petroleum university Courses: Case works in special English, Reading

Language Skills

- English language (Full Command)
- Persian (Mother tongue)
- Arabic (Basic)

<https://www.scopus.com/authid/detail.uri?authorId=55312324900>

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Certificate

* Language-Training for Trainers awarded by Petrel College of Technology Canada.
*Editorial Board Member

*Peer Reviewer and Editor for different International Journals (e.g., *SAGE Open*, *The Asian Pacific education researcher*, *ELT Canada*, *Journal of Modern Education Review*, *JALT*, *Journal of Modern Research in English Language Studies*, *UPM Journal*...)

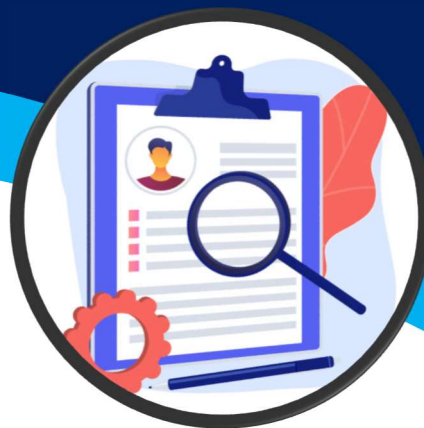
*Keynote Speaker and Plenary Speaker in conferences
*Chairman of conferences
*Distinguished Researcher in ELT Department
*Distinguished Researcher among Faculty Members
*Certified Board of Examiner in IAU Central Organization in Iran
*Certified in Lesson Planning and Materials Development
*Certified in Teaching and Learning

Research Interest

*Critical Language Pedagogy, Critical Testing, Teacher Education, Language Learning Skills
TESOL Pedagogy

Dr . Hamed Barjesteh

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Experience

- *Ayatollah Amoli Branch, Islamic Azad University Head of English Department, 2009- present
- *Islamic Azad University, Ayatollah Amoli Branch
- *Chair council of Education, 2007-present
- *Islamic Azad University, Ayatollah Amoli Branch
- * Head of the committee for Academic Staff Employment
- *Islamic Azad University, Ayatollah Amoli Branch
- *Fully authorized representative in university entrance exam
- *Islamic Azad University, Ayatollah Amoli Branch
- *Chairman of academic staff department, 2006-2007
- *Islamic Azad University, Ayatollah Amoli Branch
- *Counselor and Curriculum planner, 2005-2006
- *Principle of Community College, 2002-2005
- *Shevar Art & Cultural institution, Amol

Membership

- *Academic staff of English department in I.A.U., Ayatollah Amoli Branch
- *Curriculum and budget planning committee in I.A.U., Ayatollah Amoli Branch
- *Chair board of examiners in I.A.U., Ayatollah Amoli Branch
- *Executive committee of university, in I.A.U., Ayatollah Amoli Branch
- *Disciplinary committee for students' affair, in I.A.U., Ayatollah Amoli Branch
- *Cultural Council of university, in I.A.U., Ayatollah Amoli Branch
- *Board of vice-chancellors in I.A.U., Ayatollah Amoli Branch
- *Board of Director and President, Community College, an ELT center, Shevar art & Cultural Institution
- * Teaching English Language and Literature Society of Iran

References

- *Birjandi, Parviz, Professor University of Science & Research, Tehran
- *Maftoon, Parviz, Professor University of Science & Research, Tehran, Pmaftoon@gmail.com
- *Ataii, Mahmood Reza, Associated professor University for Teacher Education, Tehran, +98(912)3841164
atai@saba.tmu.ac.ir
- *Keshavarz, Mohammad Hossein, Professor University for Teacher Education, Tehran, mhkeshavarz@yahoo.com

Position

- *University vice chancellor in Educational affair, 2007-2010
- *University vice chancellor in international affair, 2011- 2015
- *University Vice chancellor in Students' affair, 2016-2017
- *University Vice chancellor in Educational affair, 2017-2018
- *Head of PHD English Language Department, 2018- present
- *Counselor of University President for the international Affair 2018-2020
- *Chancellor of the university, 2021-present

Honors and Awards

- *Founder of a Community College, Shevar, Amol, 2001- present
- Top student award, Tonekabon University
- *Ranked third in the "English-Persian Quran translation" among EFL college Students in Iran.

Certification

- *Higher Education Management workshop for new vice chancellors, Central Organization of I.A.U., Tehran, Fall, 2007
- *Principles of learning and teaching, I.A.U., Ayatollah Amoli Branch, Spring, 2007
- *Principle of utilizing software applications, e.g., SPSS, Microsoft Word, Power point, I.A.U., Ayatollah Amoli Branch,

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Publications Journals

1. Faramarz Kazemainy, **Barjesteh, H.**, Nassim Golaghaei, Atefeh Nasrollahi Mouzirji (2023). Learning styles, Technology Savviness, and Iranian EFL learners' Vocabulary Knowledge: The Mediating Role of Learners' Preferences and Needs during Agile App Development: *Teaching English as a second language quarterly*. علمی پژوهشی وزارتین
2. Hossein Isaeel*, **Barjesteh, H.**, Atefeh Nasrollahi Mouziraji1 (2023). Screening EFL teachers' perception on prospect1: the case of Internal and External Evaluation: *International journal of research in English education (IJREE) ISC*
3. Mohammad Rahimi1, Amin Karimnia and **Barjesteh, H.** (2023). Cause-effect patterns in the discussion sections of articles in language studies journals: The discourse of scientific explanation across language sub-disciplines, *Southern African Linguistics and Applied Language Studies ISI*
4. Mohamad Heidarzadi, **Barjesteh, H.**, Atefeh Nasrollahi Mouziraji (2022). Epistemological Beliefs and Writing Self-Efficacy as Predictors of Second Language Writing Anxiety: A Structural Equation Modeling Approach. *Frontiers in psychology ISI*
5. Faramarz Kazemainy1, **Barjesteh, H.**, Nassim Golaghaei3, Atefeh Nasrollahi Mouziraji (2022). The Impact of a Custom-Made Vocabulary Application on the Vocabulary Recognition of Iranian EFL Learners. *Research in English Language Pedagogy, 10(1)*, 29-5 علمی پژوهشی
6. Mahbobeh Zaremarzoni, Alireza Homayouni, Rajabali Mohammadzadehmollaii, **Barjesteh, H.**, (2022). Predicting of English language anxiety based on social learning strategy and language motivational self-system in students. *Quarterly Journal of Sociological Studies of Youth 13 (47)*, 121-132
7. Mohamad Heidarzadi, **Barjesteh, H.**, Atefeh Nasrollahi Mouziraji (2022). Predictors of Writing Anxiety in English: Testing a Model Based on Self-regulated Learning Skills and Epistemological Beliefs: *Iranian Journal of English for Academic Purposes*, علمی پژوهشی وزارتین
8. Hossein Isaeel*, Hamed Barjesteh1 (2022). Book review: the art of public speaking: *International journal of research in English education (IJREE) ISC*
9. Hamed Barjesteh*, Shaghayegh shirzad (2022). A Structural Model of Learners' Epistemic Beliefs, Self-Efficacy, Motivational Self System, and Language Learning Strategies: Does Gender Make a Difference? *Journal of Studies in Learning and Teaching English آزاد شیراز* 11 (2) 51-73 علمی پژوهشی
10. Faramarz Kazemainy1, Hamed Barjesteh1,*, Nassim Golaghaei, Atefeh Nasrollahi Mouziraji (2022). The Impact of a Custom-Made Vocabulary Application on the Vocabulary Recognition of Iranian EFL Learners. *10(1)*, 29-52
11. Shaghayegh Shirzad1, Hamed Barjesteh1, Mahmood Dehqan and Mahboubeh Zare1 (2022). Epistemic Beliefs and Learners' Self-Efficacy as Predictors of Language Learning Strategies: Toward Testing a Model. *Frontiers in Psychology* doi:10.3389/fpsyg.2022.867560
12. Mohamad Heidarzadi, Hamed Barjesteh* and Atefeh Nasrollahi Mouziraji (2022). Epistemological Beliefs and Writing Self Efficacy as Predictors of Second Language Writing Anxiety: A Structural Equation Modeling Approach: *Frontiers in Psychology* | doi: 10.3389/fpsyg.2022.850243
13. Shaghayegh Shirzad, Hamed Barjesteh*, Mahmood Dehqan and Mahboubeh Zare (2022). Epistemic Beliefs and Learners' Self-Efficacy as Predictors of Language Learning Strategies: Toward Testing a Model. *Frontiers in Psychology*, doi: 10.3389/fpsyg.2022.867560
14. Faramarz Kazemainy1, Hamed Barjesteh1,*, Nassim Golaghaei, Atefeh Nasrollahi Mouziraji (2022). The Impact of a Custom-Made Vocabulary Application on the Vocabulary Recognition of Iranian EFL Learners, *JLTS*
15. Mehrnoosh Abdollahzadeh, Hamed Barjesteh*, Reza Biria (2022). The Impact of Teaching Through ENGAGE Model on L2 Speaking of Iranian EFL Learners. *Journal of Language Horizons, 5(2)*
16. Mohsen Zare, Hamed Barjesteh*, Reza Biria (2021). Enhancing EFL Learners' Reading Comprehension Skill through Critical Thinking-Oriented Dynamic Assessment: *Teaching English Language Journal.15 (1)*, 189-214 علمی پژوهشی وزارتین
17. Mehrnoosh Abdollahzadeh1, Hamed Barjesteh*2, Reza Biria3 (2021). The Impact of Teaching Through ENGAGE Model on L2 Speaking of Iranian EFL Learners. *Journal of Language Horizons, Alzahra University: 5(2)* علمی پژوهشی وزارتین



Publications Journals

18. Mohsen Zare, M., & Barjesteh, H. (2021). The Effect of Critical Thinking-Oriented Dynamic Assessment on Iranian EFL Learners' Learning Potential: A Study of Reading Comprehension Skill. *Journal of Teaching Language Skills* (JTLS) علمی پژوهشی وزارتین 40(2), 193-227
19. Simindokht Khorambin, Hamed Barjesteh*, Shaghayegh Shirzad (2021). The Relationship between Shyness and Young Language Learners' Language Achievement: Quarterly *Journal of Sociological Studies of Youth* . علمی پژوهشی 12 (41), 23-40
20. Afsaneh Alijani Tori¹, Hamed Barjesteh², Reza Biria (2021). Effect of Bias Tasks through Cooperative Learning on EFL Learners' Reading Comprehension Achievement: Gender in focus. *Iranian Journal of Educational Sociology* 4(3)
21. Mehrnoosh Abdollahzadeh¹ Hamed Barjesteh*²Reza Biria³ (2021). The Impact of Teaching Through ENGAGE Model on L2 Speaking of Iranian EFL Learners. *Journal of Language Horizons*, 5(2)
22. Zare¹, M., & Hamed Barjesteh, H. (2021). The Effect of Critical Thinking-Oriented Dynamic Assessment on Iranian EFL Learners' Learning Potential: A Study of Reading Comprehension Skill. *Journal of Teaching Language Skills* 40(2), 193-227DOI:10.22099/jtls.2021.39475.2935
23. Mohsen Zare, Hamed Barjesteh¹, Reza Biria (2021). Enhancing EFL Learners' Reading Comprehension Skill through Critical Thinking-Oriented Dynamic Assessment. *Teaching English Language Journal* 15(1) 189-214
24. Simindokht Khorambin, Hamed Barjesteh*, Shaghayegh Shirzad (2021). The Relationship between Shyness and Young Language Learners' Language Achievement: The Relationship between Shyness and Young Language Learners' Language Achievement
25. Shirzad, Sh., Barjesteh, H., Dehqan, M. & Mahboubbeh, Z. (2020). The Interplay among EFL Students' Epistemic Beliefs, Language Learning Strategies, and L2 Motivational Self-System: A Structural Equation Modeling Approach. *Journal of Modern Research in English Language Studies*, 8(1)169-195.
26. Barjesteh, H., Niknezhad, F. (2020). Fostering Critical Writing through Dialogic Teaching: A Critical Thinking Practice among Teachers and Students. *Iranian Journal of English for Academic Purposes*, 9(1). **ELmi Pazhoheshi vezatatein**
27. Barjesteh, H., Movafagh, E. , & Modaberi, A. (2020). Margaret Cargill and Sally Burgess (Eds.), *Publishing Research in English as an Additional Language: Practices, Pathways and Potentials*. *Journal of Language & Education*, 6(2)190-192. **ISI**
28. Barjesteh, H., Movafagh, E. , & Modaberi, A. (2020). COVID-19's impact on digitalization of education: incorporating visual vocabulary learning application to foster vocabulary knowledge. *Asian education and Development studies*. **ISI**
29. Barjesteh, H., & Alinia, S. (2019). The Comparative Effects of L1 Equivalent versus Contextualized Vocabulary Instruction: EFL Learners' Vocabulary Retention in Focus. *The Asian Journal of English Language & Pedagogy*, 7(1), 38-48.
30. Vaziri, A., & Barjesteh, H. (2019). The Relationship between teaching reading strategies to hotel staff and its effects on their attitudes: Learners' Autonomy, Reading Strategies, and Reading Comprehension. *Journal of Tourism & Hospitality Research Islamic Azad University, Garmsar Branch*
31. Barjesteh, H., & Manoochehzadeh, M. (2019). Exploring the Interplay between Iranian EFL Teachers' Perceptions of Research and their Academic Degrees. *Language Teaching Research Quarterly*, 13, 1-17.
32. Ahmadi livani , F., & Barjesteh, H. (2018). Book review: teaching English to speakers of other language: an introduction. *International journal of research in English education*, 3(4), 81-84.
33. Barjesteh, H., Farsi, L. (2018). Investigating the Interplay between Age Range and Vocabulary Learning among EFL Learners. *Theory and Practice in Language Studies*, 8, (2)238-243. DOI: <http://dx.doi.org/10.17507/tpls.0802.09>
34. Alijani. A., & Barjesteh, H. (2018). The Impact of Using L1 for Teaching Grammar among Iranian EFL Learners. *English Literature and Language Review*, 4(3), 26-31.
35. Alijani. A., & Barjesteh, H. (2018). The Impact of Using L1 for Teaching Grammar among Iranian EFL Learners. *English Literature and Language Review*, 4(3), 26-31.
36. Abaspour, F., & Barjesteh, H. (2018). The effect of monologue memorization tasks on Iranian EFL learners' fluency. *International Journal of Research Studies in Education*, 7(4), 15-26
37. Barjesteh, H., Asadpour, S. A., & Manoochehzadeh, M. (2018). The Relationship between Iranian EFL Teachers' Creativity and Time Management Skills. *International Journal of Applied Linguistics & English Literature*, 7(2), 207-2013. <http://dx.doi.org/10.7575/aiac.ijalel.v.7n.2p.207>
38. Barjesteh, H., & Harare, S. (2017). A Comparative study of Young Learners in their Willingness to Communicate from Socio-cultural Perspective. *Sociological Studies of Youth Journal*, 7 (23), 19-34.
39. Alijani, A., & Barjesteh, H. (2017). Book Review: The Mind Body Problem. *Advances in English Language Teaching*, 5(1), 11-12



Publications Journals

40. Dehqan, M., Barjesteh, H., & Faraji, M. (2017). Coming to Terms with Technology: Iranian High School Teachers' Perceived Barriers and Proposed Solutions. *Teaching English Language*, 11(2), 77-101.
46. Talatifard, S. & Barjesteh, H. (2017). Book Review: Second language teacher education: A sociocultural perspective. *Journal of Applied Linguistics and Language Research*, 4 (6), 309-312
47. Abaspour, F., & Barjesteh, H. (2018). The effect of monologue memorization tasks on Iranian EFL learners' fluency. *International Journal of Research Studies in Education*, 7(4), 15-26
48. Barjesteh, H. (2017). Navigating the Hindrances arising at Macro and Micro- level from practicality of Transformative Pedagogy. *The Journal of English language pedagogy and practice*, 10(20), 29-49.
49. Safari Kumleh, F., & BarjeteH, H. (2017) The Effect of Metacognitive Listening Instruction on EFL Young Language Learners' Acquisition of Simple Past Tense. *Journal of Applied Linguistics and Language Research*. 4 (5), 1-19.
50. Zare Toofan, Z., & Batjesteh, H. (2017). Book review: Advancing quantitative methods in second language research. *Journal of Applied Linguistics and Language Research*, 4(5), 254-263.
51. Saboukroh, M. & Barjesteh, H. (2016). A microanalysis of hindrances in writing at high schools: Looking through the lens EFL teachers and learners. *Modern Journal of Language Teaching Methods*, 6(6)381-392. ISI
52. Barjesteh, H., Vaseghi, R., Yousefi Azarfam., A. (2016). Exploring Parental Motivations, Attitudes, and Home Literacy Practices Towards Bilingualism. *The Journal of Applied Linguistics*, 9 (18), 99-117. *Elmipazhoheshi*
53. Barjesteh, H., Kotamjani, S., & Vaseghi, R. (2016). Effects of Critical Thinking Strategies: Seeking Self-Efficacy in Vocabulary Performance and Oral Proficiency in Lower-Intermediate Iranian Learners. *Iranian Journal of Social Sciences and Humanities Research* 4(4), 1-8.
54. Mortazavi, M. A., Barjesteh, H. (2016). Exploring EFL Learners' Preferences, Perceived Needs, and Perceptions about Language Learning Strategies. *Journal of Language Teaching and Research*, 7(6), 1128-1135. DOI: <http://dx.doi.org/10.17507/jltr.0706.10>. ISC
55. Mozafari, A., & Barjesteh, H. (2016). Utilizing Reflective Journal to Raise Critical Language Awareness: A Critical Literacy Practice in a Reading Classroom. *Modern Journal of Language Teaching Methods*, 6(6)109-118.
56. Mozafari, A., & Barjesteh, H. (2016). Enhancing Literary Competence Through Critical Oriented Reading Strategies. *International Journal of Applied Linguistics & English Literature*, 5(7), 168-177. Doi: 0.7575/aiac.ijalel.v.5n.7p.168
57. Bakhshi, M., & Barjesteh, H. (2016). The Effects of Levels of Spiritual Intelligence on the Performance of EFL Learners Reading Comprehension. *Modern Journal of Language Teaching Methods*, 6(7)25-33.
58. Barjesteh, H. Nasrololahi, A., Esmaili, M. R. (2016). Incorporating Principles of CP in an ESP writing classroom: Exploring writing Quality and Learners' Attitudes. *Modern Journal of Language Teaching Methods*, 6(7)17-23.
59. Nasrololahi, A., Barjesteh, H., & Esmaili, M. R. (2016). The efficacy of English Diary Writing on ESP Learners' Writing Fluency and Intrinsic Motivation. *Modern Journal of Language Teaching Methods*, 6(7)33-41.
60. Yamini, A. & Barjesteh, H. (2016). EFL Teachers' and Students' Attitudes Toward Localized Materials: Looking through the lens of WTC in Iran. *International Journal of Research in Linguistics, Language Teaching and Testing*, 1(2), 51-59.
61. Farsi, L. The Effect of Reformulation Task Types on Grammatical Accuracy of EFL Learners Writing Performance. *International Journal of Research in Linguistics, Language Teaching and Testing*, 1(2), 34-44.
62. Mahbobeh, J. & Barjesteh, H. (2016). The Effect of Preemptive Focus on Form Instruction on ESP Learners' Vocabulary Knowledge across Different Proficiency Level. *International Journal of Modern Language Teaching and Learning* 1(2), 36-43.
63. Alijani, A. & Barjesteh, H. (2016). The Impact of Collaborative Reflective Journals on Writing Fluency of Iranian EFL Learners. *Journal of Modern Language Teaching and Learning* 1(2), 44-53.
64. Rahimi, M., Barjesteh, H., & Dehqan, M. (2016). Teaching E-content based Pre-Reading Strategies to Iranian Thior-Grade High School EFL Learners. *International Journal of Language and Applied Linguistics*, 2(1), 1-19.
65. Delmasalehi, A., Barjesteh, H., & Vaseghi, R. (2015). Anchoring effects of English vocabulary Instruction: The case of Pre-University Students. *Advances in Language and Literacy Studies*, 6(3), 138-143. Doi: 10.7575/aiac.all.v.6n.3p.138
66. Barjesteh, H., & Birjandi, P. (2015). Toward postulating a transformative L2 materials preparation (TLMP) model in Iranian universities. *Indian Journal of Fundamental and Applied Life Science*, 5 (S2), 1016-1027



Publications Journals

67. Barjesteh, H., Nasrollahi, A., & Esmaili, M. R. (2014). Reformulating short stories through the lens of critical pedagogy: a critical literacy practice in essay-writing classrooms. *International Journal of Language Learning and Applied Linguistics World*, 7(3), 531-542
68. Esmaili, M. R. & Barjesteh, H. (2014). Alternative assessment: Using think-aloud in testing EFL reading comprehension. *International journal of current life sciences* 4(11), 9043-9048
69. Barjesteh, H., Mukandun, J., & Vaseghi, R. (2014). A synthesis of language learning strategies: Current issue, problems and claims made in learner strategy research. *Advances in Language and Literacy Studies*, 5(6), 68-74. Doi: 107575/aiac.v5n.6p.68
70. Vaseghi, R., Mukandun, J., & Barjesteh, H. (2014). Diary writing: A tool to enhance second language writing. *The Social Sciences*, 9(2), 124-128.
71. Barjesteh, H., & Alipour, B. (2013). The effects of teachers' written feedback on the improvement of Iranian EFL learners' writing ability. *Indian Journal of Fundamental and Applied Life Sciences*, 3(4), 347-357.
72. Esmaili, M. R., & Barjesteh, H. (2013). The relationship between Iranian EFL teachers' awareness of critical pedagogy and their professional success. *Indian Journal of Fundamental and Applied Life Sciences*, 3(2), 259-267.
73. Nasrollahi, A., & Barjesteh, H. (2013). Iranian Students' self-efficacy and their language achievements. *Theory and Practice in Language Study*, 3(10), 1837-1843
74. Barjesteh, H., Alipour, B., & Vaseghi, R. (2013). Critical pedagogy: improving Iranian EFL learner's reading comprehension ability through cp strategies. *Indian Journal of Fundamental and Applied Life Sciences* 3 (3), 335-341.
75. Barjesteh, H., & Niknezhad, F. (2013). A paradigm shift toward a new philosophy of assessment: dynamic assessment from a critical perspective. *Indian Journal of Fundamental and Applied Life Sciences* 3 (3), 526-535.
76. Barjesteh, H., & Shakeri, F. (2013). Considering the issues of language for specific purposes at Iranian university: Its genesis/problems and suggestions. *Indian Journal of Fundamental and Applied Life Sciences* 3 (3), 540-552
77. Vaseghi, R., Barjesteh, H., & Shakib, S. (2013). Learning style preferences of Iranian EFL High school students. *International Journal of Applied Linguistics & English Literature*. 2(4), 84-88. (EBESCO & ISC INDEXED)
78. Barjesteh, H., & Vaseghi, H. (2012). Language awareness within the context of changing perspectives on grammar pedagogy. 6(2), 1-7. *Leksika* 6(2), 1-7.
79. Barjesteh, H. (2012). The Effect of Critical Thinking Strategy Training on Male and Female EFL Learners' Reading Comprehension. *Journal of English Language Teaching Canadian Center for Science and Education* 5(1), 140-145. (Scopus indexed). (Coauthored with Vaseghi, R., & Pourshahian, B.
80. Barjesteh, H. (2012). Acculturation Model for L2 Acquisition: Review and Evaluation. *Advanced in Asian social Science* 2(4), 579-584.. (Coauthored with Vaseghi, R.).
81. Barjesteh, H. (2012). Gender Differences in the Employment of Various Stereotypes on Iranian English Weblogs. *The Journal of Language India* 6 (12). (EBESCO & DOAJ Indexed)). (Coauthored with Vaseghi, R., & Hashemi, H., Pourshahian, B.
82. Barjesteh, H. (2012). Critical Thinking: An Influential Factor in Developing English reading Comprehension Performance. *Advances in Asian Social Science*, 12(1), 401-409. (Coauthored with Vaseghi, R. and Gholami, R.).
83. Barjesteh, H. (2012). Iranian EFL Learners' Willingness to Communicate Across Different Context- and Receiver-Types. *International Journal of English Linguistics*, 2 (1), 47-54. (EBESCO & DOAJ Indexed)). (Coauthored with Vaseghi, R. and Neissi, S.)
84. Barjesteh, H. (2012). Critical thinking: A Reading Strategy in Developing English Reading Comprehension Performance. *Seikhbahae EFL Journal* 1(2), 21-33.
85. Barjesteh, H. (2010). Success With English: Three who Achieved It and What Worked For Them. *Leksika*, 4 (1), 1. (Coauthored with & Khatibi, M. B.).
86. Barjesteh, H. (2009). Language learning strategies: a contrastive study of Iranian EFL learners' and teachers' perceptions, *Leksika*, 3(2), 57-68. (Coauthored with & Khatibi, M. B.).

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Conference

International Conference

1. Shirzad, Sh., & Barjesteh, H. (2020). Factors Affecting Academic Success: Teachers and Students Perception in Focus2nd ICTEL 2020 – International Conference on Teaching, Education and Learning, Melbourne, Victoria University City Convention Centre, City Flinders Campus, **Melbourne, Australia**
2. Fatemeh niknezhad naeijabad, Hamed Barjesteh, Fatemeh ahmadi livani (2022). Navigating the Interplay Between teachers' knowledge of Dogme teaching and their professional success: 19th international TELL SI conference Birjand
3. Hamed Barjesteh, Fatemeh Ahmadi livani, Mohamad he (2022). Towards testing a model to reduce writing anxiety learners' personal epistemology, self-regulatory skill and writing self –Efficacy in focus: 19 th international TELL SI conference **Birjand**
4. Hamed Barjesteh (2021). 18th international TELL SI conference, hosted by **Tarbiat Modares** University and Islamic Azad University, west Tehran branch: December 7-9, 2021
5. Barjasteh, H., & Alijani, A., & Azami, M. (2018). Exploring the relationship between logical-mathematical intelligence and grammar learning ability of Iranian EFL intermediate students. 3rd conference on new trends in English language teaching and testing.
6. Abdollahzade, M., & Barjasteh, H. (2018). Teaching vocabulary to undergraduate theology students in an ESP context: glossed words versus cohesive lexical chains. 5th international conference on applied linguistics issues (ALI 2018), Istanbul, Ramada, **Turkey**.
7. Barjasteh, H., Manouchehrzadeh, M. (2018). Exploring the relationship between EFL learners self-efficacy belief and their language proficiency. 6th international conference on new trends in English language teaching and testing, European Knowledge Development, ICSLS, **Istanbul, Turkey**.
8. Barjesteh, H. (2017). The effect of extended wait-time on promoting Iranian EFL learners WTC. IELTI 8th conference, Tehran, University of **Tehran, Iran**.
9. Esmaili, M. R., & Barjesteh, H. (2016). How to develop learner autonomy? The sixth international conference on new Innovations in teaching and management. University of economics, **Bolgia**.
10. Eslami, S., Shabani., K., & Barjesteh., H. (2016). Concurrent group dynamic Assessment: Shedding new lights to meditational strategies of listening comprehension. Fourth international conference on applied research in language studies. University of Khajeh Nsir Toosi, **Tehran, Iran**.
11. Rahmani, N., Batrjesteh, H. (2016). EFL teachers' professional success across their age, gender and Job seniority. The sixth international conference on new Innovations in teaching and management. **University of economics, Bolgia**

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1. Mohsen Zare*, Hamed Barjesteh (2023). Different Forms of Mediation for Enhancing Iranian male EFL learners' Reading Comprehension through Implementing Critical Thinking-oriented Dynamic Assessment (CT-DA): The first national conference on technology enhanced language learning and teaching: accomplishments and challenges amid covid-19 pandemic: (دانشگاه تربیت معلم شهید رجایی) کنفرانس ملی 9 February 2023
2. Hossein Isaee, Hamed Barjesteh, Atefeh Nasrollahi Mouziraji (2023). Technology-Enhanced Language Instruction: EFL Learners' Reading Comprehension and Grammar Development through CALL: 1st National Conference on Technology-Enhanced Language Learning and Teaching: Accomplishments and Challenges amid the COVID-19 Pandemic: کنفرانس ملی: February 9, 2023
3. Fatemeh Ghanbar Beheshti, HamedBarjesteh (2022). Exploring the Strength and Challenges of Incorporating Technology in language learning Classrooms: 2nd National Conference on recent developments in English language teaching, literature and translation: (دانشگاه شیراز): 10/8/2022
4. Hossein Isaee, Hamed Barjesteh ² (2022). Technology-Enhanced Language Instruction: EFL Learners' Listening Comprehension and Vocabulary Development through CALL: 2nd National Conference on recent developments in English language teaching, literature and translation: (دانشگاه شیراز) کنفرانس ملی: Zand Institute of Higher Education 10/8/2022
5. Hossein Isaee, Hamed Barjesteh (2022). EFL Teachers' Professional Development Needs: A Comparative Phenomenological Analysis for Face to Face and Online Instruction: National Conference on New Issues, Innovations, and Challenges in English Language Education: (دانشگاه آزاد اسلامی علی آباد کتول) کنفرانس ملی: December 21, 2022 (Azar 30)



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6. Hossein Isaee, Hamed Barjesteh, Omid PourKalhor (2022). Promoting EFL Learners' Knowledge of Idiomatic Phrasal verbs via Reading: The case of Extensive vs. Intensive Reading in Focus: 19th international TELLSI conference on " emerging issues in English language education with online teaching in the spotlight " organized by the university of Birjand in partnership with the teaching English: کنفرانس ملی: 11-9 November 2022
7. Fatemeh ghanbar beheshti, Hamed barjesteh (2021). Exploring the strength and challenges of incorporating technology in language learning classrooms: At the 1st national conference on recent developments in English language teaching, literature and translation: May 19, 2021 Shiraz, Iran.
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9. Alijani, A., Barjesteh, H. Rahmani, F. (2018). Exploring Teachers' Perspectives Toward Bilingual Education in Iran: The Case of Age, Gender, Educational Level, and Job. Golestan university, First National Conference on New Trends in English Language Teaching and Applied Linguistics- February 15, 2018.
10. Zare, M., & Barjesteh, H. (2017). An investigating of construct validity of university entrance in Iran: A case of Reading comprehension. Khazar ELT National conference, Mazandaran, Iran
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14. Zare Toofan, Z., & Barjesteh, H. (2017). How social issue affect motivation of Iranian PHD students to learn English? Second National conference on new trends in English language teaching and testing. Ardabil, Iran.
15. Talatifard, S., & Barjesteh, H. (2017). The effect of oral corrective feedback on learners' knowledge of pronoun among Iranian EFL learners. Second National conference on new trends in English language teaching and testing. Ardabil, Iran.
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17. Yahyae, Z., & Barjesteh, H. (2017). The relationship between language learning strategies and socioeconomic status among EFL learners. Khazar ELT national conference, Mazandaran, Iran
18. Zare, M., & Barjesteh, H. (2017). The effect of teacher-assessors' on their severity and leniency. Khazar ELT national conference, Mazandaran, Iran.
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20. Barjesteh, H. (2010). Strategy use on EFL reading achievement test performance: Think aloud and critical thinking. IELTI-5 Tehran: Iran.
21. Barjesteh, H. (2009). Teaching creative thinking through EGP. First Postgraduate conference, Allameh Tabatabaiee University, Tehran.
22. Barjesteh, H. and Khatibi, M.B.(2009). The Effect of Critical Thinking Strategies Training on Reading Comprehension Male and Female Iranian Students 1st National ELT Conference, Sepidan IAU conference
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3. Hamed Barjesteh, Fereshteh Azizmohammadi and Mohamad Heidarzadi (2022). How to Write a Research Paper: A Handbook for International Students: www.societypublishing.com
4. Hamed Barjesteh, Lida Frouzandehfar (2022). Education in the Third Millennium: Towards an Operational Model in Language Teaching: Society Publishing Shoreacres Road Burlington, Canada Society Publishing
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8. Hamed Barjesteh, Elham Movafagh Ardestani, Mehdi Manoochehrzadeh, Mohamad Heidarzadi (2022). Trends in Second Language Acquisition. Society Publishing
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12. **Barjesteh, H.**, Biria, R., & Bahadoran, A. (2018). What will I be asked? A Q &A Guide to a successful PhD interview in applied linguistics. Islamic Azad University publication, Tehran, Iran.
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