

CURRICULUM VITAE

PERSONAL DETAILS

Name: Parastou Gholami Pasand

Date of Birth: 1988

E-mail Address: pgholamipasand@guilan.ac.ir

EDUCATION

2021: Received Ph.D. in TEFL, Arak University

Dissertation: *Exploring EFL Learners' Intercultural Sensitivity Development Through Computer-Mediated Communication Based on Bennett's Model*

2013: Received M.A in TEFL from University of Guilan. (With distinction)

Thesis: *Mediating EFL Learners' Writing through Peer Scaffolding and its Impact on their Writing Fluency*

2011: Received B.A in English Language and Literature from the University of Guilan. (With distinction)

TEACHING EXPERIENCE

2014 ~ 2024: University of Guilan, Rasht, Guilan

- Taught various courses to students of English Language and Literature at B.A level (2021-2024)
- Taught Advanced Writing and Essay Writing course to freshmen and Sophomores (2020-2021)
- Taught Listening and Speaking to the freshmen studying English Language and Literature (2018-2019)
- Taught Letter Writing to the seniors studying English Language and Literature (2018-2019)
- Taught General English course to freshmen studying psychology (2019)
- Taught General English course to freshmen studying Theology (2019)
- Taught General English course to freshmen studying biology (2018)
- Taught General English course to freshmen studying Law (2014-2015)
- Taught General English course to freshmen studying Theology (2014-2015)
- Taught 'Reading 2' to the freshmen studying English Language and Literature (2014)

2014 ~ 2015: Kooshyar Institute of Higher Education, Rasht, Guilan

- Taught English to the freshmen studying Computer Engineering (2015)
- Taught English to the freshmen studying Computer Engineering (2014)
- Specialized English to students of Insurance Management (2014)

2012: Soroush Language Institute, Rasht, Guilan

- Taught advanced adult English as a Foreign Language (EFL) learners
- Taught advanced and intermediate adult EFL learners

2009- 2011: Private instruction in EFL

- Tutored intermediate EFL learners
- Tutored pre-intermediate EFL learners

PUBLISHED ARTICLES

Gholami Pasand, P., & Hassaskhah, J. (2023). Developmental patterns of intercultural sensitivity in an online community of practice: Evidence from Iranian EFL learners. *The Asia-Pacific Education Researcher*, 2, 331-345.

Gholami Pasand, P., Amerian, M., Dowlatbadi, H.R., & Mohammadi, A. M. (2021): Developing EFL learners' intercultural sensitivity through computer-mediated peer interaction. *Journal of Intercultural Communication Research*, 50, 571-587.
doi:10.1080/17475759.2021.1943496

Gholami Pasand, P., & Ghasemi, A. A. (2018). An intercultural analysis of English language textbooks in Iran: The case of English *Prospect Series*. *Apples – Journal of Applied Language Studies*, 12(1), 55-70.

Ghasemi, A. A., Gholami Pasand, P. (2018). Pragmatic dimensions of *Prospect Series*: A textbook evaluation. *Global Journal of Foreign Language Teaching*, 8(3), 76-86.

Ahmadian, M., & Gholami Pasand, P. (2017). EFL learners' use of online metacognitive reading strategies and its relation to their self-efficacy in reading. *The Reading Matrix: An International Online Journal*, 17(2), 117-132.

Gholami Pasand, P., & Tahriri, A., (2017). Peer scaffolding in an EFL classroom: An investigation of writing accuracy and scaffolding behaviors. *Research in English Language Pedagogy*, 5(2), 147-166.

Khalili Sabet, M., Tahriri, A., & Gholami Pasand, P. (2013). The impact of peer scaffolding through process approach on EFL learners' academic writing fluency. *Theory and Practice in Language Studies*, 3(10), 1893-1901.

Gholami Pasand, P. (2013). Process-product approach to writing: The effect of sampling on EFL learners' writing performance, measures of complexity and fluency. *Iranian EFL Journal*, 9(4), 280-286.

Gholami Pasand, P. (2013). M.A. curriculum of TEFL in Iran: A survey on the courses. *i-manager's Journal on English Language Teaching*. 3(2), 1-7.

Bazarmaj, E., & Gholami Pasand, P. (2013). Vocabulary learning strategies used by EAP learners: the case of the students of social sciences. *i-manager's Journal on English Language Teaching*. 3(2), 28-33.

Gholami Pasand, P., & Bazarmaj, E. (2013). Process-product approach to writing: the effect of model essays on EFL learners' writing accuracy. *International Journal of Applied Linguistics and English Literature*, 2(1), 75-79.

PRESENTATIONS

Gholami Pasand, P. (2017). *The causal relationship among factors affecting EFL learners' L2 group work*. A paper presented at the 15th International TELL SI Conference, Islamic Azad University, Roudehen Branch, Tehran, Iran.

Gholami Pasand, P. (2015). *Peer scaffolding in an EFL writing classroom: An investigation of writing accuracy and scaffolding behaviors*. A paper presented at the Conference on The Practical Side of Language Teaching, University of Tehran, Iran.

Gholami Pasand, P. (2012). *The impact of interactive reading on facilitating vocabulary recognition of EFL learners*. A paper presented at the 10th International TELL SI Conference, Shahid Beheshti University, Iran.

Gholami Pasand, P. (2012). *The impact of peer scaffolding on writing fluency of EFL learners*. A paper presented at Research Week Annual Conference, University of Guilan, Iran.

Gholami Pasand, P., Bazarmaj, E. (2011). *An investigation of neglected on-line reading strategies among Iranian EFL learners*. A paper presented at Research Week Annual Conference, University of Guilan, Iran.

Bazarmaj, E., Gholami Pasand, P. (2011). *A case study about the significance of proper use of strategies in improving English pronunciation*. A paper presented at Research Week Annual Conference, University of Guilan, Iran.

OTHER SKILLS:

A rudimentary knowledge of French language