

Reza Panahi

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EDUCATION

- **Ph.D. in Applied Linguistics** (October 2024), Texas A&M University-Commerce
Dissertation Title: "A Mixed-Method Inquiry into ESL Teachers' Attitudes Toward Online Language Teaching"
- **M.A. in Teaching English as a Foreign Language** (2010-2012) Shiraz University, Shiraz, Iran College of Humanities and Foreign Languages, English Department
Dissertation Title: The Effects of Task Type Planning on Students' Essay Writing: A Study of Iranian EFL Learners
- **B.A. in English Literature** (2002-2006) Shiraz University, Shiraz, Iran College of Humanities and Foreign Languages, English Department

RESEARCH INTERESTS

- **Language Schools:**
I have taught English to kids, teens, young adults, and adults at different levels in various language schools.
- **Linguistics:**
My primary areas of interest in linguistics are online language education and TESOL. I always introduce my students to phonology at advanced levels and teach them how to use phonetics to improve their pronunciation.
- **L2 Pedagogy and L2 Teaching Education:**
I incorporate various theories into my classes whenever possible, particularly communicative approaches.

- **Classroom-Based Research:**

I consistently collect and analyze data from my classes, including my observations, student reflections, and feedback from class observers.

- **Online Learning:**

I encourage my students to utilize the latest online resources, such as electronic libraries and YouTube channels, to access authentic English materials.

M.A. RESEARCH STUDIES

- **Comparative Analysis of Adjectival Structures in English and Turkish:** This research provides an in-depth comparative analysis of the adjectival structures in English and Turkish, focusing on both the syntactic similarities and lexical differences between the two languages.
- **Enhancing Students' Writing Skills through Task-Based Planning:** This study explored the impact of different task-based planning strategies on learners' written performance, considering various proficiency levels and learning conditions. The insights gained were integrated into advanced writing courses to improve students' writing proficiency significantly.

WORKING EXPERIENCE

Teaching Experience

- **Texas A&M University-Commerce:**
 - Worked as a Graduate Teaching Assistant (GTA) teaching reading and writing courses, including ENG 1301 - College Reading & Writing and ENG 1302 - Written Argument/Research.
- **Brigham Young University (BYU), Language Department (2017-2018):**
 - Served as a second language instructor teaching Farsi to English speakers.
- **Iran Language Institute (ILI), Shiraz, Iran (2012-2016):**
 - Taught at the largest and most well-known language school in Iran.

- Completed a two-month Teacher Training Course (TTC) by ILI, focusing on the Audio-Lingual Method (ALM) with an emphasis on drills and repetition.
- Conducted placement tests and taught in the IELTS and TOEFL department, focusing on writing tasks for IELTS and TOEFL.
- **Novin Language Institute, Shiraz, Iran (2013-2015):**
 - Worked as a teacher and educational manager.
 - Revised the book series to the latest edition, designed and developed a new syllabus and tests, hired and trained new teachers.
 - Contributed to the improvement of the language school, making it one of the most popular in Shiraz.
- **Parsian Language Institute, Shiraz, Iran (2003-2015):**
 - Applied and implemented Communicative Language Teaching (CLT).
- **Nima Language Institute, Shiraz, Iran (2003-2010):**
 - Taught at Nima Language School as my first teaching experience.
 - Completed a two-week Teacher Training Course (TTC) and was selected to teach both adult and children's levels.
 - Taught books such as Spectrum, Let's Go, Interchange, and the Top Notch series.
- **Navid English Institute (NEI), Shiraz, Iran (2003-2010):**
 - Taught at one of the largest and most popular language schools in Shiraz.
 - Was observed and evaluated by an experienced teacher and implemented the feedback in my classes.
 - Trained new teachers through the TTC program.

PUBLICATIONS

- Panahi, R., & Mohammaditabar, M. (2015). The strengths and weaknesses of Iranian IELTS candidates in academic writing. *Theory and Practice in Language Studies*, 5(5), 957-967.
- Panahi, R. (2013). The Effects of Task Type Planning on Students' Essay Writing: A Study of Iranian EFL Learners. *Journal of Language Teaching and Research*, 4, 1106-1116.

- Panahi, R. (in progress). Enhancing writing instruction in introductory university courses: The role of artificial intelligence.

CONFERENCE PARTICIPATION

- "Factors Shaping Texas ESL Teachers' Perspectives on Online Language Teaching: A Qualitative Inquiry." (2024, November). TEXTESOL 5 Conference.
- "Mixed-Method Inquiry of ESL Teachers' Attitudes on Online Language Teaching." (2024, August). TEXTESOL 5 Conference.
- "A mixed-method inquiry of ESL teachers' attitudes on online language education." (2024). Poster presented at the DFW Metroplex Conference.
- "Charand-o-Parand (Stuff & Nonsense) Columns in Sur-e-Esrafil Weekly as a Turning Point in Persian Satire." (2020, Spring). Texas A&M University.
- "Crossing the Boundaries and Managing to Keep Publishing in Some Iranian Satirical Magazines After the 1978 Revolution." (2019, Summer). University of North Texas.
- "The Iranian Satirical Magazine: 'Gol Agha' from the Beginning to the End and its Role in Political Events." (2019, Winter). The University of Texas at Austin.

CONFERENCE LEADERSHIP EXPERIENCES

- 10th Human Research Conference - Texas A&M University-Commerce (Spring 2020) •
11th Human Research Conference - Texas A&M University-Commerce (Spring 2021)

HONORS AND AWARDS

A&M-Commerce Awards:

- First Annual Innovations in Writing Pedagogy GAT Award (Spring 2024)
- 2024-2025 H.M. Lafferty Graduate Award and Certificate
- 2022-2023 Richard Tuerk Graduate Scholarship
- 2021-2022 Dick & Sharon Fulkerson Endowment

- 2021-2022 Dr. Mamie Hafner Literature & Language Scholarship
- 2021-2022 Lulu C. Helm Endowment
- 2021-2022 Fred A. Tarpley English Endowment
- **Teaching Awards:**
- Best Teacher at Iran Language Institute (ILI) (2008, 2009, 2011, 2016)