

Personal info:**Name:** Yaser**Surname:** Hadidi**Birth date:** 1980/9/10**Birth Place:** Khoy, West Azerbaijan, Iran**Cell Phone:** +989143156780**Email:** hadidi.yaser59@gmail.com**Degrees earned:**

| Degree | In: | Year and Institution |
|---------------|--|------------------------------------|
| BA | English Language and Literature | 2002 University of Tabriz, Iran |
| MA | Teaching English as a Foreign Language (Applied Linguistics) | 2005 University of Tabriz, Iran |
| PhD | Teaching English as a Foreign Language (Applied Linguistics) | 2009 University of Tehran, Iran |

Title of my MA thesis:

Elegant Ambiguity in Prose Fiction: A Stylistic Analysis of Joseph Conrad's Lord Jim

Title of my PhD thesis:

The Contribution of Systemic-functional Linguistics to Discourse Analysis: Evidence from Ideational Metaphor

Some of my Research Papers:

- 1) **Discontinuous Residue and Theme in Higher-order semiotic: a case for interlocking systems.** Ali Akbar Farahani& Yaser Hadidi.The Journal of Applied Linguistics.(2008. Volume 1. Number 3)
- 2) **Semogenesis under Scrutiny: Grammatical Metaphor in Science and Modern Prose Fiction.** Ali Akbar Farahni& Yaser Hadidi. Iranian Journal of Applied Linguistics. (2008.Volume 10. Number 2)
- 3) **A Comparative Study of Ideational Grammatical Metaphor in Business and Political Texts.** Yaser Hadidi & Ali Raghani. International Journal of Linguistics. (2012. Volume 4. Number 2)

- 4) **Grammatical Metaphor in Writing Tasks of Narrative and Fiction in Advanced EFL Learners.** 2012. Ferdowsi Review.
- 5) **The Role of Simultaneous and Successive Acquisition of Second Language on Reading, Spelling and Mathematics Difficulties of Elementary Students.** TaherehHajipour, Mir Mahmoud Mirnasab, Rahim BadriGargari, SeyyedGholamrezaNoorazar, Yaser Hadidi. International Journal of Current Life Sciences. (2014. Volume 4. Issue 8)
- 6) **Comments on the System of Lexical Cohesion in a Sample of English Fiction.** Yaser Hadidi &RoghiyehNazerfar. International Journal of Linguistics and Literature. (2014. Volume 3. Issue 5)
- 7) **The System of Engagement in a Sample of Prose Fiction and the News.** Yaser Hadidi& Leila Mohammad Bagheri. The Journal of Applied Linguistics. (2014. Volume 5. Number 11)
- 8) **An Interdisciplinary Study of Narrative Structure in Dash Akol as a Short Story and Dash Akol as a Movie.** AzamDashti& Yaser Hadidi. Kata: a biannual publication on the study of language and literature. (2015.Volume 17. Number 1)
- 9) **A Comparative Study of Interpretation Strategies Applied by Tabriz Professional SimultaneousInterpreters in Dealing with Culture-bound Terms.** FarshadHossein Pur& Yaser Hadidi. Theory and Practice in Language Studies. (2016. Volume 6. Number 1)
- 10) **Cohesion and Coherence in Political Newspapers and Discussion Sections of Academic Articles.** Samira Hashemi & Yaser Hadidi. International Journal on Studies in English Language and Literature. (2015. Volume 3. Issue 3)
- 11) **Investigating Possible Evolutionary Reduction in Subject Nominal Group Complexity in Prose Fiction Text.** Yaser Hadidi &SepidehGhandkaran. Journal for the Study of English Linguistics (2015. Volume 3. No. 1)
- 12) **Male and Female EFL Teachers' Politeness Strategies in Oral Discourse and their Effects on the Learning Process and Teacher-Student Interaction.** MehriMonsefi& Yaser Hadidi. International Journal on Studies in English Language and Literature. (2015, Volume 3. Issue 2)

- 13) **A Look at the Effect of Feminist Movements on the Evolution of Gender-Sensitive and Neutral Forms in OED.** Yaser Hadidi, SajjadGharibeh, MasumehAleshZade. International Journal on Studies in English Language and Literature. (2015, Volume 3. Issue 1)
- 14) **Systemic Functional Linguistics as Interpersonal Semantics: Appraisal and Attitude in the Stylistic Analysis of an English Novel.** International Journal of Linguistics. Yaser Hadidi & Leila Mohammad Bagheri. (2015, Vol. 7, No. 1)
- 15) **Comments on Non-finite Adverbial Patterns in English Prose Fiction: A Simple Model for Analysis and Use.** Journal of Research in Applied Linguistics (Volume 7, Issue 2, September, 2016)
- 16) **Metaphorical Realization of Lexical Cohesive Sets in the Opening Page of Anne Bronte’s “The Tenant of Wildfell Hall”.** Research Journal of English Language and Literature (Vol.4.Issue 4. 2016).

Invited Presentations:

- 1) **Insider in, Outsider out: Grammatical Metaphor in Science and Prose Fiction.** 2009. TELLSI 6, University of Guilan.
- 2) **A Recapitulation of the Contributions of Literature and Stylistics Research to the EFL/ESL Classroom.** 2009. TELLSI 4, University of Shiraz.
- 3) **Comments on the Contextualization of Clause Complexing in the Farsi-English Translation of Prose Fiction.** 2012. Presented in ICALT 2012.
- 4) **Discontinuous Residue: a case for interlocking systems and pedagogical implications.** 2007. IELTI 4, University of Tehran.
- 5) **The Familiarity of EFL Teachers with Post-Method: Considering their Field of Study.** 2016. Third International Conference on Applied Research in Language Studies.
- 6) **Strategies Adopted by Fitzgerald in Translating Khayyam's Rubaiyat.** 2015. National Conference on New Horizons in Translation Studies and Discourse. Tabriz, Iran.

- 7) **Non-finite adverbial types in English Prose Fiction.** 2016. The First National Conference on Issues in Language Teaching (ELT-SARAB 2016). Sarab, Iran.
- 8) **Comparative-Descriptive Study on Intertextuality in Pygmalion (by Ovidus) and A Doll Behind the Curtain (by Sadegh Hedayat).** 2016. The First National Conference on Issues in Language Teaching (ELT-SARAB 2016). Sarab, Iran.
- 9) **A Survey of Secret Society's Signs in Harry Potter Series.** 2016. National Conference on Translation and Interdisciplinary Studies. Iran. Birjand.
- 10) **The Dual Meaning Potential of Prepositional Grammatical Metaphor in Prose Fiction.** 2017. The National Conference on Language Studies and Economic, Scientific and Cultural Development. Maragheh. Iran.

(Persian – English) Translations:

- 1) **A Face Through The Fog. (Novel).** 2011. Creative Translation from Persian into English by Yaser Hadidi. Published by: Black Glimmer.
- 2) **Pig Bone and Leper's Hands. (Novel).** 2015. Creative Translation from Persian into English by Yaser Hadidi and Farajollah Rezayi Bargoshadi. Published by: Nik Mehr Farzanegaan-e-Houra Publications.
- 3) **The Figures of Azerbaijan.** 2016. Translators: Yaser Hadidi and Faraz Abbasi Yaghin. Sutudeh/ Aydin Publications. Tabriz, Iran.
- 4) **The Wise Teachings of Jesus Christ (PBUH) in the Words of Prophet Muhammad and the Purified Imams.** 2016. English Translation by: Yaser Hadidi. Published by: Saboori Publications and Jamiat-al-Murtaza

Languages Spoken:

- 1) Persian (Full Native Command)
- 2) Azari Turkish (Full Native command)
- 3) English (Full Native Command)
- 4) Arabic (Reading knowledge)
- 5) French (Reading Knowledge)

Some of my Lecturing and Teaching Experience:

- 1- From 1998 up to now, working with well-established Language Centers in Tabriz and Tehran, in various capacities including:
 - Technical counsel on the syllabus used, and on teacher selection and training,
 - Advanced in-service workshops for teachers on teaching theories and methods
 - Advanced workshops on advanced reading and writing for higher-level BA and MA candidates for English degrees,
 - Various successful workshops and teaching spells on IELTS and TOEFL,
 - Self-devised and freelance programs in training advanced teachers, advanced reading and writing through the stylistic awareness and analysis of the English novel,
 - Extended and successful experience in teaching advanced reading and writing (various complex structures) aimed at native and near-native speakers of English, coming back from their English-speaking contexts but inclined to maintain their English ability.
- 2- University of Tabriz, from September 2006 up to now in both the BA program for English Language and Literature and the MA program of TEFL; some of the courses presented by me include:
 - Advanced Reading (BA and MA)
 - Basic and advanced Writing (BA and MA)
 - The English Novel (BA and MA)
 - Literary Linguistics and Stylistics of Prose Fiction (MA)
 - Advanced Linguistic Analysis of the English Novel (MA)
 - Advanced Creative Writing (BA and MA)

- Oral Reproduction of Short Stories (BA)
 - Study Skills (BA)
 - Syllabus Design (MA)
 - Issues in Linguistics (MA)
 - Among a great number of others
- 3- Ershad Damavand College of Tehran, 2005 and 2006, in the BA program for English Language and Literature
- 4- Kharazmi University, 2007 and 2008, in the BA program for TEFL

Some of my Original Research and Authoring Interests

- Discourse analysis, particularly the analysis of the language used in literary genres of the English language, fictional prose in particular
- The stylistics of the English novel and the various layers involved therein
- Halliday's Systemic Functional Linguistics and its far-reaching implications for understanding and doing discourse analysis, the stylistics of fiction, etc.
- Appraisal/Evaluation, especially as applied to the language of literature
- Critical Discourse Analysis
- Analysis of Political and Media Discourse
- Cognitive Semantics and Cognitive Linguistics, especially as pertaining to theories dealing with the analysis of metaphor in literary, political and media texts
- Persian-English translation, especially of prose fiction texts, as well as the countless textual/linguistic layers and operations necessarily involved in such a rendering

Some Applied-Linguistic Research Interests:

Currently, inspired by my long-standing teaching tenure that was always tied up with the relationships between the good/advanced (hence cognitively attentive) reader's encounter with complex structures in modern prose fiction and his/her ability to extrapolate from them to advanced writing, I am finding myself drawn to areas like:

- advanced L2 writing and the advanced Learner,
- the processing and production of cognitively demanding lexicogrammatical categories by the advanced learner in spoken and written production,
- (in a relevant vein:) higher cognitive functions in reading / writing of the advanced learner,
- (something I myself noticed and have acted upon in my own teaching of noticing complex structures and their use in writing since 2002:) variable attention allocation and higher-order cognition in advanced reading,
- (in a relevant vein) processing and detection of cognitively complex structures and textual tools; for example, of elliptical adverbial grammar, or, of conceptual metaphor,
- the cross-linguistic patterns between Persian and English in all this, detection, processing and subsumption of extra-posed syntax in prose fiction text,
- learner production at the discourse level,
- among others

A Comment on what I Consider to be the Key to my Teaching Success:

My teaching and lecturing experience amounts to 18 successful and accredited years. From 1998 to 2011, this involved teaching advanced

students of English as a second or foreign language who almost always came from patchworks of different social and cultural backgrounds. By 2002, I began, in tandem with the above, my career as a lecturer of the university, presenting courses to students of English Language and Literature and MA Candidates of TEFL (Teaching English as a Foreign Language).

In both strands of instructional activity, my teaching was always more successful than I personally expected, eclipsing and outshining the teaching performance of any other instructor, even the best ones, in the cities I worked. This claim I make with the understanding that it can be easily backed up in practice. The factors of variation among the students and their individual differences were always the paramount forces driving my teaching, rendering me ubiquitously sensitive to the nuanced play of varied cognitive, cultural, ideological and interpersonal undercurrents modulating among the students at all times. Looking back, this multifaceted attention and sensitivity was what turned my teaching into a fruitful and effective experience, with which my students were always deeply satisfied.

Also, as I mention above, I have long proposed and espoused a personalized model I call Variable Attention Allocation (VAA), for advanced reading and writing, using the wealth of ideas I have understood concretely in the English Novel and real-time reading of modern non-fiction text. These ideas I cherish have been with me for the best part of the last 15 years and have seen honing and furtherance continually; that is, they evolve significantly through time. But, over the years, they have fed into training outstanding teachers of topnotch calibres capable of engaging in very advanced teaching not otherwise conceivable.

A Brief Account of my Teaching Philosophy:

As early as the September of 2002, I embarked on a dedicated, advanced, and creative reading/writing enterprise, with myself at the helm but also at the passionate receiving end of its profound joy. Comprising competent students of English Language and Literature at the university, the program sought the deliverance of multiple goals. These enjoyed a core that blissfully remained unchanged over the years, withering the test of time, the callous inroads of circumstances and the stormy gloom of oblivion. It received burnishing touches and brilliant strokes, honed and molded as it were with such thorough grace as to transcend my wildest estimations, set on the unflinching course of perfection and en route to the inscrutable eventuality of celebrated achievement, with many a new goal added on to the pre-existing body along its judiciously-navigated path.

Lasting to the present time, this fortunate turn of events has been owed, in large part, to the uncanny mental investment put in place with conviction by some of the highest-caliber students I teamed up with, joining me on a profound journey into the advanced text of English, exploring and bringing to light the deep operations, organization and functioning of English writing and text. Their untiring dedication, their ocean of motivation, and their radiance of passion were always the only paraphernalia that kept this path visible and tangible before our eyes, in the ever-rising trepidation about the lumbering task at hand and the monumental nature of it.

When I face a new group of students, my default assumption is to find all of them likewise characterized. It is in tribute to what I assume to be their strength of character and their fortress of passion that I endeavor to lift my best investment of mental and creative dedication off the ground, on each and every occasion of lecturing to a group of students. In my

experience, such a scheme always works and contributes fast to the progress and vibrancy of the institution as well.

Benefiting all parties involved, a constructive presupposition constituting the backdrop to the mind of a lecturer and course-presenter would involve creating and leaving the impression on the students that he and them are one people now whose unquestioning and unquestioned readiness to join in the tricky steering of this ship in the rough waters of language and the rough-and-tumble of its ebbing nuances and flowing intricacies could only be a tribute to our professionalism.

When we are talking about different groups of learners, things change slightly, assuming a different air, given the different objectives of the course or program, but the mental and spiritual caveats of collectivity that I mapped out above are, I believe, invariably at work.