



TEXAS A&M UNIVERSITY
SAN ANTONIO

CURRICULUM VITAE

Hamid Reza Moeini

PhD in Language
and Literacies Education
(Second Language
Education or Applied
Linguistics) from
University of Toronto

Professor of First-Year Composition Courses

Department of Language,
Literature, and Arts



PERSONAL INFORMATION

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Link to the webpage

Link to the Google Scholar

Career Summary

Dynamic and accomplished professional with over 20 years of experience in teaching, assessment, curriculum development, and educational research within the field of applied linguistics and language education. Proven track record of driving student success through innovative teaching methods and impactful program development. Skilled in constructing language assessments, conducting qualitative research, and fostering critical thinking skills in diverse learning environments.

EDUCATION

Ph.D. in Language and Literacy Education, OISE, University of Toronto

M.A. in Teaching English as a Second Language (TESOL), Tehran University, Iran

B.A. in Teaching English as a Second Language (TESOL), Azad University, Iran

PROFESSIONAL EXPERIENCE-TEACHING

A. English Composition Professor

Texas A&M University–San Antonio | 2026

- Teach first-year composition and integrated skills for multilingual learners.

- Build outcome-aligned assignments, clear rubrics, and Canvas modules.
- Provide targeted feedback and conferences to drive revision and retention.
- Coordinate with Writing Center; uphold accessible, inclusive course design.

B. Part-time Lecturer in the College of Professional Studies-Leadership Graduate Programs,

Northeastern University, Boston, MA, USA

2024

- *Teaching Advanced Academic Reading and Writing*
- *Teaching Advanced Academic Listening and Speaking*
- *Career Explorations*

D. Professor of EAP Program, School of ESL, George Brown College

2022-2024

- *Developed and implemented a comprehensive EAP curriculum that improved students' English language proficiency by 30% within the first semester.*
- *Designed innovative teaching materials and activities to engage students actively in the learning process, resulting in a 20% increase in class participation rates.*
- *Enhanced teaching effectiveness and student satisfaction.*

E. Professor of Communication courses, Department of English, Centennial College

2022--2025

- *Spearheaded the redesign of the Communication curriculum to align with the professional workplace standards, resulting in a 25% increase in student academic performance.*
- *Implemented student-centered teaching methodologies, resulting in a 15% improvement in student grades and overall course satisfaction.*
- *Introduced project-based learning initiatives that enhanced students' critical thinking and communication skills, as evidenced by a 40% increase in the number of students participating in class discussions.*

F. Professor of Communication Across Context (Advanced Writing Course), School of Arts and Sciences, Seneca Polytechnic College
2019-2024

- *Designed and delivered an advanced writing course that emphasized critical thinking, argumentation, and research skills, resulting in a 30% improvement in student writing proficiency.*
- *Integrated technology-enhanced learning tools and multimedia resources into the curriculum to enhance student engagement and learning outcomes.*
- *Served as a mentor to students, providing academic advising and career guidance to help them achieve their academic and professional goals.*

G. Professor of Persian Language as Heritage Language, Department of Language Studies, University of Toronto Mississauga
2020-2023

- *Developing and delivering a communicative, proficiency-based curriculum focusing on the three language skills: reading, writing, and speaking.*
- *Designing lessons that catered to various proficiency levels, including basic (discovery), intermediate (independent user), and advanced (proficient user) courses, following the Common European Framework of Reference for Languages (CEFR).*
- *Integrating cultural components into language instruction to promote a deeper understanding of Persian-speaking societies, their cultural practices, and literary traditions.*
- *Assisting in the coordination and administration of the program in collaboration with the Department of Language Studies and the Iranian Community of Mississauga.*
- *Providing experiential learning opportunities for undergraduate and graduate students at UTM, offering them internships and teaching practice in a professional-like environment.*
- *Engaging with parents and community members to ensure that the program met the educational and cultural needs of the children and their families.*
- *Contributing to curriculum development and the creation of teaching materials for Persian heritage learners.*

H. Lecturer: Department of Language Studies, University of Toronto Mississauga

2018- 2024

- *Developing interactive language learning materials and activities that catered to diverse student needs and learning styles.*
- *Facilitating peer-led discussion groups and language labs, providing students with additional opportunities for language practice and reinforcement.*
- *Providing constructive feedback on student assignments and assessments, guiding students towards deeper understanding and mastery of course content.*

I. Instructor and Teaching Assistant, Department of Psychological & Brain Sciences,

University of Toronto Mississauga

2018-2024

- *Delivering high-quality instruction for a variety of courses, including **Introduction to Psychology, Social Psychology, Cognition: The Machinery of the Mind, and Higher Cognitive Processes**, ensuring that students received comprehensive and engaging learning experiences.*
- *Collaborated with other course instructors to develop and implement effective assessment strategies aimed at enhancing students' critical reading and summarizing skills.*
- *Designed and administered tests and assignments that challenged students to analyze and synthesize complex psychological concepts, fostering deeper understanding and critical thinking.*
- *Provided individualized support and feedback to students through office hours, tutorials, and online communication platforms, helping them to overcome academic challenges and achieve their learning objectives.*
- *Conducted regular grading and evaluation of student work, ensuring fairness and consistency in assessment practices.*
- *Actively participated in departmental meetings and professional development opportunities to stay abreast of current trends and best practices in psychology education.*

PROFESSIONAL EXPERIENCE-TEST DEVELOPMENT

J. Avant Certified Rater – Avant Assessment

May 2024–Present

Standardized listening and reading items for language proficiency assessments.

Collaborated with a team of test developers to ensure that items aligned with proficiency guidelines (CEFR) and met high standards of validity and reliability.

Provided insights and feedback on the development of test content to support the assessment of language learners at different proficiency levels.

K. Test Developer – International English Proficiency Test (iTEP)

2023–2024

Developed language tests for iTEP, including items for listening, reading, writing, and speaking assessments.

Collaborated closely with subject matter experts to design test items that are culturally appropriate and aligned with the test's objectives.

Played a key role in ensuring the quality and consistency of test content through regular review and piloting processes.

L. Passage Writer, Paragon Testing Enterprises' Canadian Academic English Language Test 2021-2022

Authored over 50 passages for the Canadian Academic English Language Test, contributing to the development of a more diverse and comprehensive test bank.

Collaborated with test development teams to ensure that passages met rigorous quality standards and accurately assessed students' language proficiency levels.

Received commendations from test administrators for consistently delivering high-quality content under tight deadlines.

M. Advanced Placement (AP) Reader with Educational Testing Service

2024

Evaluating and scoring AP students' free responses, ensuring that high school students receive AP grades that accurately reflect college-level achievement in a specified discipline

Exchanging ideas and experiences, as well as building friendships with a network of high school teachers and college faculty

RESEARCH EXPERIENCE

A. Graduate Research Assistant and Events Coordinator

Centre for Educational Research on Languages and Literacies (CERLL)

Ontario Institute for Studies in Education, University of Toronto

2017-2022

Key Responsibilities:

- Assisted faculty-led research projects on language education, multilingualism, and literacy development.
- Conducted literature reviews, data collection, coding, and analysis for qualitative and quantitative research studies.
- Supported the preparation of conference presentations, research reports, and academic publications.
- Coordinated CERLL research events, including graduate colloquia, research circles, symposia, and invited speaker series.
- Facilitated collaboration among faculty, graduate students, and visiting scholars across institutions.

PREVIOUS WORK EXPERIENCE

Professor, Department of Applied Linguistics, Azad University-Qazvin Branch

2002-2017

- Taught a wide range of applied linguistics-related courses, facilitated workshops on presentation and negotiation skills, and contributed to curriculum development.

CERTIFICATES

- International Certificate in Teaching English as an Additional Language (ICTEAL), TESL Association Ontario, Canada
- TESL Ontario Certification and Professional Designation for English Language Teachers of Adults (OCELT), TESL Association Ontario, Canada

Fellowships, Scholarships, and Awards

- Doctoral Completion Award, Department of Curriculum, Teaching, and Learning, University of Toronto (2023)
- School of Graduate Studies Research Travel Grant, University of Toronto (2023)
- University of Toronto Fellowship, Department of Curriculum, Teaching, and Learning (2019–2022)
- University of Toronto Fellowship, Ontario Institute for Studies in Education (OISE) (2017–2019)
- Ontario Graduate Scholarship (OGS), Ontario Institute for Studies in Education (2020)
- OISE COVID-19 Research Pivot Award (2021)
- Dr. John Robert Evans Bursary, University of Toronto (2021)
- OISE Graduate Bursary, University of Toronto (2020)
- University of Toronto UTAPS Grant (2018–2024)

PROFESSIONAL SOCIETIES & MEMBERSHIPS

- TESOL International Association (Member)
- American Association for Applied Linguistics (Member)
- Council of Writing Program Administrators (Member)

QUALIFICATIONS

Experienced in constructing language assessments and tests

- Proficient in qualitative research methods: ethnography, semi-structured interviews
- Skilled in developing rapport with individuals of diverse cultures and ages
- Extensive experience in EFL instruction and teacher training
- Strong communication, interpersonal, and organizational skills

PUBLICATIONS

1. **Sole author.** Enhancing Critical Reading Skills Through Dynamic Assessment: An Exploration of the Truth Multiple-Choice Format. *Language Assessment Quarterly (under review, 2025).*

Introduces a truth-based MC format with dynamic, feedback-rich assessment to better diagnose and develop critical reading.

2. **Sole author.** Investigating the Impact of ChatGPT-Assisted Self-Assessment on College Students' Writing Development: Insights from Diverse Linguistic Backgrounds. *Assessing Writing (under review, 2025).*

Examines guided AI-supported self-assessment in college writing, showing meaningful gains and advocating instructor-guided, ethical integration.

3. **Principal Investigator**, *Belonging Through Languaging* (ENGL 1301/L, Texas A&M University–San Antonio, 2025—ongoing).

Explanatory sequential mixed-methods, course-embedded study on how translanguaging/code-meshing and labor-based grading/gamification shape writer belonging, self-efficacy, engagement, and portfolio quality. Built and deployed original instruments—expanded midterm/post-term measures of belonging, self-efficacy, climate, assessment perceptions, and engagement, translanguaging/portfolio rubrics, and an engagement data system—and triangulate portfolio artifacts, journals, Learning Management System (LMS) data such as Labor Log completion, on-time submissions, milestones, points, lead-time, peer-feedback), and semi-structured interviews. Data collection is currently underway (Weeks 7–15); preliminary analyses are informing equity-minded assessment and program improvement.

4. The primary author of the article “Assessing the Critical Thinking Skills of English Language Learners in a First Year Psychology Course”. (2022). *Thinking Skills and Creativity*. This study examined the CT skills of undergraduate students enrolled in a first-year psychology course at a Canadian university. It examined the extent to which language ability played a role in student performance on standardized CT tests, subject-specific CT tests, and students’ perspectives on reading self-assessment. In total, 559 students participated in the study, divided into three groups: those with English as a first language (L1), those with English as an additional language but two years of English learning in a Canadian high school (L2c), and those who had English as an additional language who were taught internationally (L2i). Findings from this study showed that L2i students performed lower on sections of both the general CT test and the subject-specific CT tests, but that by the end of the year-long course, students with English as an additional language were able to make CT improvements, allowing them to demonstrate CT at the same level as their L1 peers.

5. The primary author of the article “*Assessing and Instructing Critical Thinking in Freshman Psychology Class Using Computerized Dynamic Assessment Potentials*”. (2025, under review). *Journal of Educational Psychology*. The current paper investigates the use of computerized dynamic assessment with multiple-

choice testing formats in assessing critical thinking. Grounded in Vygotsky's Sociocultural Theory, dynamic assessment attempts to integrate instruction and assessment to diagnose the underlying constructs and factors under study. Reviewing the significance of critical thinking (CT) and its subscales, the paper discusses the features and issues of the traditional multiple-choice items and argues that a single multiple-choice response format measures only memorization or knowledge level, and does not adequately capture test-takers' underlying CT for choosing a particular answer. To examine the effect of testing format on students' performance, a psychology-specific CT test was developed in three different testing formats, traditional multiple-choice (MC), ranking multiple-choice (RMC), and truth multiple-choice (TMC). 559 psychology students in the fresh year course took the test in two different phases of the study, Study 1 and Study 2. In study 1, all students received mediation in the form of an explanation after each failed attempt while in Study 2, to dig deeper into the role of mediation, half of the participants received mediation and the other half took the test with no mediation. The results from these three testing formats were compared with their performance on their mid-term test achievement and practice test of Watson-Glaser Critical Thinking Appraisal (WG-1). The results of Study 1 revealed that TMC better reflects students' CT, but in Study 2, MC with no mediation form emerged as the one with the highest correlation with mid-term test achievement and WG-1. Finally, the implications for practice and research are discussed.

6. Farhady, H., & Moeiniasl, H. (2006). Construct Validation of Reading Comprehension Skills. *Journal of Humanities: Special Issue on Language and TEFL*, 16 (SUPPL 58), 25-54. In this study, as the principal investigator, I addressed the debate on the divisibility of reading into a set of component skills After developing 72 reading test items that endeavored to measure 14 reading skills (e.g., understanding supporting/specific details, and making inferences) drawn from the reading skills taxonomies and piloting them, in the final phase, 140 students of English as a foreign language (EFL) took the tests. The

results were analyzed by exploratory factor analysis and the results indicated that the reading items measure 8 or 9 major subskills.

7. In addition, to consolidate the divisibility view, I could co-author two reading textbooks designed for pre-intermediate and intermediate EFL students and specially intended to expose readers to a well-planned range of reading skills while the wide variety of authentic topics, text types, genres, and engaging tasks are employed as springboards for students to internalize those skills in highly meaningful contexts. The ultimate goal of these books is to help students read skillfully and strategically. In both these two textbooks, I served as the main author. 7.Moeiniasl, H, & Evazzadeh, M. (2017). *Reading Made Easy*. PP.1-250. Tehran:

Rahnama Press. 8. Moeiniasl, H. Tasnimi, M, & Atai, M. (2009). *Reading Through Skills: A task-based Approach to Teaching Reading Skills*. PP. 1-220. Tehran: Rahnama Press

8. I have just submitted an article (Moeiniasl, H, & Mansouri, B. (submitted). How to bridge the gap between overt and covert ELT policies in Iran. *The Modern Language Journal*, 1-25) that investigated the over and cover policies of education in Iran through rigorous content analysis of documents specifying these policies and surveying EFL teachers to see what extent they are aware of these policies and what factors they think might impede the implantation of new EFL policies and proposing ways to bridge the gap. The findings revealed that the washback effect of the final test at schools precluded teachers from focusing on communicative functions of language and instead taught grammar deductively.

8. I also presented the results of this study at *Multidisciplinary Approaches in Language Policy & Planning Conference, Toronto, Canada* (2018). In another study (Moeiniasl, H., & Nassaji, H. (submitted).

Comparative study of ESL and EFL teachers' beliefs and practices with regard to teaching speaking.

Language Teaching Research, 1-25), as the main investigator, I began with a qualitative exploration of

teacher beliefs concerning speaking. During this phase, we recruited video and audio recordings, field notes, and post-observation interviews. In the next step, I built on the results of the qualitative phase by developing a survey to probe into teacher beliefs and their teaching speaking activities. In the third step, I examined the salient themes using the developed survey with a new sample of participants (120 EFL teachers).

WORKSHOPS

1. Holding workshops on “*Improving Critical Thinking Skills in Argumentative Writing*” to graduate students at University of Toronto, October 2023, February 2024
2. Holding workshops on “*How to teach reading and writing skills to English language learners from diverse backgrounds at different levels*” from 2008-2017, Iran,
3. Holding workshops on “*Demonstrating Critical Thinking Skills in Writing Argumentative Essays*” to faculty, instructors and students in Seneca College in May 2021
4. Holding workshops on “*Demonstrating Critical Thinking Skills in Writing Argumentative Essays*” to faculty, instructors and students at University of Toronto Mississauga, May 2021
5. Holding workshops on the “*Application of Critical Thinking Skills in Reading and Writing*” to students and instructors from ELT Department at Girne American University, North Cyprus in May 2021
6. Holding workshops on “*How to Apply Critical Thinking in Academic Reading*” to faculty and students from Southwest Jiaotong University, China in March 2021
7. Holding workshops on “*Transferring Critical Thinking into Writing Argumentative Essays*” to faculty and students from Southwest Jiaotong University, China in April 2021