Leila Gholami (She/Her)

Curriculum Vitae
September 20, 2022

▬▬▬ EDUCATION

2022-Present	**Marion L. Brittain Postdoctoral Fellow**, *Georgia Institute of Technology, School of Literature, Media, and Communication*, Atlanta, U.S.
2018-2022	**Ph.D. in Linguistics and Applied Linguistics**, *Department of English, Arizona State University*, Tempe, U.S. GPA: 4 (Graduation Date: June 2022).
2014-2016	**M.A. in Applied Linguistics**, *Department of English, Kharazmi University*, Tehran, Iran GPA: 4.
2010-2014	**B.A. in English Language and Literature, concentration in TESOL**, *Department of English, Urmia University*, Urmia, Iran GPA: 3.78.

▬▬▬ RESEARCH INTERESTS

Instructed Second Language Acquisition, Incidental Focus on Form, Formulaic Language and Mental Lexicon, Teachers' Cognition, Learner Corpus, Second Language Writing, Computer-Mediated Instruction of Formulaic Language, Formulaic Competence in L2 Assessment, Automated Assessment of Formulaic Language.

▬▬▬ DISSERTATION AND THESIS PROJECTS

April 2022	**Ph.D. Dissertation**, *Formulaic vs. Non-Formulaic Constructions in Second Language Writing: A Mixed-Methods Learner Corpus Research*, Arizona State University, Tempe, U.S.
Committee	**Prof. Bryan Smith (Chair), Prof. Paul K. Matsuda, Dr. Mark A. James**.
September 2016	**M.A. Thesis**, *Oral Corrective Feedback in Advanced Adult EFL Classes: Formulaic vs. Non-Formulaic Errors, their Treatment, and Effectiveness for L2 Development*, Kharazmi University, Tehran, Iran.

▬▬▬ PUBLICATIONS

Peer-Reviewed Journal Articles

2022	**Gholami L**, The Efficacy of Incidental Attention to Formulaic and Nonformulaic Forms in Focus on Form.
	The Modern Language Journal, `https://doi.org/10.1111/modl.12781`

2022 **Gholami L**, Incidental focus-on-form characteristics predicting learner uptake: Formulaic vs. non-formulaic forms.
Vigo International Journal of Applied Linguistics, 67-102, `https://doi.org/10.35869/vial.v0i19.3760`

2021 **Gholami L**, Oral corrective feedback and learner uptake in L2 classrooms: Non-formulaic vs. formulaic errors.
Language Teaching Research, 136216882110215, `https://doi.org/10.1177/13621688211021560`

2021 **Gholami L**, Incidental corrective feedback provision for formulaic vs. non-formulaic errors: EFL teachers' beliefs and practices.
Language Awareness, 1–32, `https://doi.org/10.1080/09658416.2021.1943421`

2021 **Gholami L**, Incidental reactive focus on form in language classes: Learners' formulaic versus nonformulaic errors, their treatment, and effectiveness in communicative interactions.
Foreign Language Annals, 1–26, `https://doi.org/10.1111/flan.12546`

2018 **Gholami L,** Gholami J, Uptake in incidental focus-on-form episodes concerning formulaic language in advanced adult EFL classes.
Language Teaching Research, 136216881881711, `https://doi.org/10.1177/1362168818783442`

2017 **Gholami L,** Karimi M N, *Atai M R*, Formulaic focus-on-form episodes in adult EFL communicative interactions.
System, 68, 72–86. `https://doi.org/10.1016/j.system.2017.06.015`

2015 **Gholami L**, Willingness to communicate and its relationship with emotional intelligence and gender differences.
International Letters of Social and Humanistic Sciences, 52, 87-94, `https://doi.org/10.18052/www.scipress.com/ILSHS.52.87`

2015 Talebzadeh H**, Gholami L**, The relationship between English pronunciation self-concept and English learning.
International Letters of Social and Humanistic Sciences, 60, 54-59., `https://doi.org/10.18052/www.scipress.com/ILSHS.60.54`

2015 **Gholami L**, Teacher self-efficacy and teacher burnout: A study of relations.
International Letters of Social and Humanistic Sciences, 60, 83-86., `https://doi.org/10.18052/www.scipress.com/ILSHS.60.83`

Journal Articles Under Preparation

2022 **Gholami L**, Text-analytic description of learners' use of formulaic vs. non-formulaic constructions in L2 writing: A learner corpus study.
Expected to be submitted to Journal of Second Language Writing.

OUTSTANDING RESEARCH AWARDS

Editor's Pick in Language Awareness Journal, *Editor's Pick is a collection of empirical studies selected by the Editor. One paper from each issue is selected. Studies are chosen based on their scientific merits including their theoretical and methodological rigour, relevance and importance of the topic, and the overall quality of the paper*, https://www.tandfonline.com/journals/rmla20/collections/editors-pick.

1102 S. McAllister Ave. Tempe, AZ, 85281, United States
℘ *+1 (480) 465-7746* • ✉ *lgholami@asu.edu*
`https://orcid.org/0000-0001-5542-8854`

PROFESSIONAL EMPLOYMENT

2022–Present · **Postdoctoral Fellow**, *School of Literature, Media, and Communication*, Atlanta, Georgia.

2018– Summer 2022 · **Instructor of Record**, *Department of English, Arizona State University*, Tempe, Arizona.

2018–Present · **Graduate Research Assistant**, *Department of English, Arizona State University*, Tempe, Arizona.

Summer 2021 · **Graduate Research Fellow**, *Department of English, Arizona State University*, Tempe, Arizona.

2010–2014 · **ESL Instructor**, *Shokouh Language Institute, http://www.shokouh.com*, Urmia, Iran.

TEACHING EXPERIENCE

Summer–2022 · **Instructor**, *ENG 102, First-Year Composition Course*, Arizona State University, Tempe, U.S, (Online course).

Spring–2022 · **Instructor**, *ENG 102, First-Year Composition Course*, Arizona State University, Tempe, U.S, (Hybrid course).

Fall–2021 · **Instructor**, *ENG 107, First-Year Composition for Multilingual Writers*, Arizona State University, Tempe, U.S, (synchronous course).

Fall–2021 · **Instructor**, *ENG 107, First-Year Composition for Multilingual Writers*, Arizona State University, Tempe, U.S, (in-person course).

Summer–2021 · **Instructor**, *ENG 102, First-Year Composition Course*, Arizona State University, Tempe, U.S, (asynchronous course).

Spring–2021 · **Instructor**, *ENG 102, First-Year Composition Course*, Arizona State University, Tempe, U.S, (synchronous course).

Fall–2020 · **Instructor**, *ENG 101, First-Year Composition Course, section 1*, Arizona State University, Tempe, U.S, (synchronous course).

Fall–2020 · **Instructor**, *ENG 101, First-Year Composition Course, section 2*, Arizona State University, Tempe, U.S, (synchronous course).

Spring–2020 · **Instructor**, *ENG 102, First-Year Composition Course, section 1*, Arizona State University, Tempe, U.S, in-person course.

Spring–2020 · **Instructor**, *ENG 102, First-Year Composition Course, section 2*, Arizona State University, Tempe, U.S, in-person course.

Fall–2019 · **Instructor**, *ENG 101, First-Year Composition Course*, Arizona State University, Tempe, U.S, in-person course.

Spring–2019 · **Teaching Assistant**, *TESOL Certificate Internship and MTESOL Practicum Internship*, Arizona State University, Tempe, U.S, hybrid course.

| Fall–2018 | **Teaching Assistant**, *TESOL Certificate Internship and MTESOL Practicum Internship*, Arizona State University, Tempe, U.S, hybrid course. |
| 2010–2014 | **Instructor**, *English as a Second Language*, Shokouh Language Institute, http://www.shokouh.com. |

TEACHING MODALITIES

Face-to-face teaching, *Conducted face-to-face classes at Shokouh Language Institute and at Arizona State University*.

Asynchronous and synchronous online teaching, *Certified to teach in online format with online teaching experience during COVID-19 pandemic at Arizona State University*, Received Computer-Assisted Language Learning Certificate and the certificate of Master Class for Teaching Online, Arizona State University, Tempe, U.S.

Hybrid teaching, *Certified to teach in hybrid format with teaching experience in hybrid formats during COVID-19 pandemic at Arizona State University* , Completed a semester-long practicum on online and hybrid teaching.

CONFERENCE PRESENTATIONS

Flagship Conference Presentations

2022	EFL teachers' beliefs and practices on incidental corrective feedback treatment of formulaic vs. non-formulaic errors, *The American Association for Applied Linguistics Conference (AAAL)*, Pittsburgh, Pennsylvania, March $19 - 22$, 2022.
2022	Corrective feedback treatment of L2 learners' formulaic vs. non-formulaic errors, *TESOL 2022 International Convention and English Language Expo*, Pittsburgh, Pennsylvania, March $22 - 25$, 2022.
2021	Oral corrective feedback and learner uptake in L2 classrooms: Non-formulaic vs. formulaic errors, *The American Association for Applied Linguistics Conference (AAAL)*, Virtual Conference, March $20 - 23$, 2021.
2020	Learners' formulaic vs. non-formulaic errors, their treatment, and effectiveness in incidental reactive focus on form, *The American Association for Applied Linguistics Conference (AAAL) cancelled conference due to COVID-19*, Denver, Colorado, March $28 - 31$, 2020.

Other Conference Presentations

2022	It Never Rains Dogs and Cats in English: Formulaicity of Language in Second Language Acquisition, *2022 CAERDA International Conference*, San Diego, April $21 - 22$, 2021.
2022	Words of a Feather Flock Together: An Investigation of Formulaic Language in Focus on Form, *28th Annual Graduate Linguistics, Applied Linguistics, and TESOL Symposium*, Tempe, Arizona, April 2, 2022.
2021	Measuring spoken formulaic competence in communicative speaking assessment, *the 8th Annual AZCALL 2021*, Tempe, Arizona, October $10 - 16$, 2021.

2021   The efficacy of incidental attention to formulaic and Non-formulaic forms in focus on form, *The Southwestern Humanities Symposium (SWHS) 2021 conference*, Tempe, Arizona, February $26 - 27$, 2021.

2021   Incidental focus-on-form characteristics predicting learner uptake: Formulaic vs. non- formulaic forms, *27th Annual Graduate Linguistics, Applied Linguistics, and TESOL Symposium*, Tempe, Arizona, February 20, 2021.

2020   EFL teachers' cognition on formulaic language in focus on form instruction, *The Southwest Humanities Symposium (SWHS)*, Arizona State University, Tempe, U.S., February $20 - 22$, 2020.

2020   The role of motivation in predicting writing performance in the context of ENG 101, *ASU's 13th Annual Composition Conference (ASUCC)*, Arizona State University, Tempe, U.S., February 15, 2020.

2020   Oral corrective feedback and learner uptake in L2 classrooms: Non-formulaic vs. formulaic errors, *26TH Annual Graduate Linguistics, Applied Linguistics, and TESOL Symposium*, Tempe, Arizona, February 22, 2021.

2020   Incidental focus-on-form characteristics predicting learner uptake of (non)formulaic forms, *The Hawaii International Conference on English Language and Literature Studies (HICELLS)*, The University of Hawaii at Hilo, March $13 - 14$, 2020.

2020   Learner uptake of non-formulaic vs. formulaic errors in L2 classrooms, *2020 CAERDA International Conference: Redesigning Research and Pedagogy for 21st Century Learners*, San Francisco, April $16 - 17$, 2020, Virtual conference.

2020   Automated Corrective Feedback Provision to Formulaic vs. Non-Formulaic Errors in L2 Writing, *The AZTESOL Conference*, September 17, 2020.

2020   Oral corrective feedback and learner uptake in L2 classrooms: Non-formulaic vs. formulaic errors, *Diversity Across Settings of Language Use and Learning (5th Annual CLIC Conference)*, Rice University, Houston, Texas, October $10 - 11$, 2020, Virtual conference.

2020   Incidental corrective feedback provision for formulaic vs. non-formulaic errors: EFL teachers' beliefs and practices, *Institute for Social Science Research Graduate Student Poster Contest*, Tempe, Arizona, November $13 - 14$, 2020.

2020   EFL teachers' beliefs and practices on the error treatment of formulaic and non-formulaic aspects of language, *The 2020 Conference of the Australian Linguistic Society (ALS)*, Sydney, Australia, December $14 - 15$, 2020, Virtual conference.

2019   Formulaic language in CALL contexts: Bricks and clicks, *The 6th Annual 2019 AZCALL Conference (AZCALL)*, Arizona State University, Tempe, AZ, October 19, 2019.

2016   Uptake in incidental formulaic focus on form in advanced EFL communicative interactions, *The 4th International Conference on Applied Research in Language Studies*, The University of Khajeh Nasir Toosi, Tehran, Iran, November 25, 2016.

2015   Book prefaces across disciplines of applied linguistics and biology: A genre-based study, *The 13th International TELLSI Conference*, Lorestan University, Khorram-abad, Iran, November $17 - 19$, 2015.

1102 S. McAllister Ave. Tempe, AZ, 85281, United States
✆ *+1 (480) 465-7746* • ✉ *lgholami@asu.edu*
`https://orcid.org/0000-0001-5542-8854`

REVIEWING EXPERIENCE

Conference Review

TESOL 2023, *Proposal reviwer for Vocabulary and Grammar strand at TESOL 2023.*

Journal Review

Educational Psychology, *Reviewed two papers for the journal of Frontiers in Psychology, Educational Psychology.*

Language Teaching Research, *Reviewed two papers for the journal of Language Teaching Research.*

System, *Reviewed two papers for the journal of System.*

International Review of Applied Linguistics in Language Teaching, *Reviewed one meta-analysis paper for the journal of International Review of Applied Linguistics in Language Teaching.*

Sage Open, *Reviewed one paper for the journal of Sage Open.*

Discourse and Communication for Sustainable Education, *Reviewed three papers for the journal of Discourse and Communication for Sustainable Education.*

BMJ Open, *Reviewed one paper for the journal of BMJ Open.*

SUMMER SCHOOL

2022 **Summer School in English Corpus Linguistics**, *University College London, London, United Kingdom.*

GRANTS, FELLOWSHIPS, AND AWARDS

2022 **The TOEFL® Committee of Examiners (COE) 2023 Research Grant in the amount of $100,000**, *Educational Testing Service, Princeton, New Jersey*, Under Review.

2022 **Summer Research Grant in the amount of $6,000**, *Department of English, Arizona State University, Tempe, U.S.*

2022 **Outstanding Paper on Second Language Writing Award**, *Department of English, Arizona State University, Tempe, U.S.*

2022 **Individual Graduate and Professional Student Association (GPSA) Travel Grant in the amount of $950.**, *GPSA, Arizona State University, Tempe, U.S.*

2022 **Wilfred Ferrell Memorial Fellowship**, *Department of English, Arizona State University, Tempe, U.S.*

2022 **University Graduate Fellowship**, *Graduate College, Arizona State University, Tempe, U.S.*

2022 **Certificate of Appreciation**, *for outstanding intellectual contributions to research methods and service to the Department of English, Arizona State University, Tempe, U.S.*

2022 **Department of English Travel Award**, *Department of English, Arizona State University, Tempe, U.S.*

2021 **Summer Research Grant in the amount of $7,600**, *Department of English, Arizona State University, Tempe, U.S.*

2021 **University Graduate Fellowship**, *Graduate College, Arizona State University, Tempe, U.S.*

2021 **Marvin Fisher Book Award**, *Department of English, Arizona State University, Tempe, U.S.*

2021 **Graduate College Travel Award**, *Department of English, Arizona State University, Tempe, U.S.*

2021 **Department of English Travel Award**, *Department of English, Arizona State University, Tempe, U.S.*

2020 **Graduate College Travel Award**, *Department of English, Arizona State University, Tempe, U.S.*

2020 **Department of English Travel Award**, *Department of English, Arizona State University, Tempe, U.S.*

2019 **Graduate College Travel Award**, *Department of English, Arizona State University, Tempe, U.S.*

2019 **Department of English Travel Award**, *Department of English, Arizona State University, Tempe, U.S.*

2018 **University Graduate Fellowship**, *Department of English, Arizona State University, Tempe, U.S.*

2018 **Ontario Trillium Scholarship (OTS) in the amount of $160,000**, *Department of English, Western University, Ontario, Canada (offered scholarship).*

2016 **Ranked 87th in nation-wide university entrance exam**, *Tehran, Iran.*

2016 **Ranked 1st in master's program in Applied Linguistics**, *Department of English, Kharazmi University, Tehran, Iran.*

2016 **Talented Student Award**, *Department of English, Kharazmi University, Tehran, Iran.*

CERTIFICATES

2020 Computer-Assisted Language Learning Certificate, *Arizona State University*, Tempe, AZ, Requirements: Enrollment in 15 credit hours, GPA: 4.

2019 Certificate of Master Class for Teaching Online, *Arizona State University*, Tempe, AZ.

PROFESSIONAL MENTORING

2022 Invited lecture on preparing for and engaging in the academic job search in Applied Linguistics (Disciplinary Discourses II) at Arizona State University, *Tempe, U.S.*

INVITED TALKS

2021 Presented a lecture on formulaic language and explicit and implicit knowledge in Second Language Acquisition Theory course (LIN 520) at Arizona State University, *Tempe, U.S.*

2021 Presented a lecture on pedagogical approaches to teaching formulaic language in TESOL-Introduction to Diverse Learners course (ENG 404) at Arizona State University, *Tempe, U.S.*

TEACHER TRAINING PROGRAMS

2021 **Teacher training on Teaching Multilingual Composition**, *(Requirements: Enrollment in a semester-long practicum (English 594 course) in Fall semester, Department of English*, Arizona State University, Tempe, U.S.

2021 **Teacher training on Teaching Online and Hybrid Courses**, *(Requirements: Enrollment in a semester-long practicum (English 594 course) in Spring semester, Department of English*, Arizona State University, Tempe, U.S.

2019 **Teacher training on Teaching First-Year Composition**, *(Requirements: Two-week intensive training and a semester-long practicum (English 594) in Fall semester, Department of English*, Arizona State University, Tempe, U.S.

2013 **Teacher Training on Teaching General English Across Proficiency Levels**, *Shokouh Language Institute*, Urmia, Iran.

WORKSHOP ORGANIZATION/ATTENDANCE

2022 **Organized a student-led Workshop on Research Methods in Instructed Second Language Acquisition**, Arizona State University, Tempe, U.S.

2022 **ASU+GSV Summit**, *A collaboration between Arizona State University and Global Silicon Valley (GSV), the annual ASU+GSV Summit is the industry catalyst for elevating dialogue and driving action around raising language learning and career outcomes through scaled innovation*, Virtual.

2022 **Workshop on the Narrative Inquiry**, *Department of English*, Arizona State University, Tempe, U.S.

2021 **Workshop on Professional Grant Development**, *The Grant Training Center*, The University of Arizona, Tucson, U.S.

2020 **Workshop on Language Development in the Writing Class: Why, What, How, When? presented by Dr. Dana Ferris**, *Writing Program Workshops*, Arizona State University, Tempe, U.S.

2015 **Workshop on Instructional Pragmatics: Teaching Students to Use Language Appropriately**, *Lorestan University*, Khorramabad, Iran.

2012 **Workshop on Teaching ESP Courses at University Level**, *Urmia University*, Urmia, Iran.

PROFESSIONAL SERVICE

2020-Present **Editorial Board Member**, *Journal of Linguistics and Education Research*.

2018-Present **Journal Editorial Board Member**, *Discourse and Communication for Sustainable Education*.

2018-Present **Journal Language Editor**, *Discourse and Communication for Sustainable Education*.

2016–2018 **Translator**, *Translating journal articles and books, Virayeshyar English Language Editing and Translation Center. www.virayeshyar.ir*, Urmia, Iran.

2016–2018 **Editor**, *Editing research papers written by Iranian researchers in hard and soft sciences, Virayeshyar English Language Editing and Translation Center. www.virayeshyar.ir*, Urmia, Iran.

2018 **Communication Officer**, *Computer-Assisted Language Learning (CALL) Club at Arizona State University*, Tempe, U.S.

RESEARCH AND STATISTICAL SKILLS

Statistical/Psychometrics, *Experienced in using SPSS, AntConc, LaTeX*.

Quantitative Research, *Experienced in sampling procedures, experimental and quasi-experimental designs, parametric and non-parametric statistical techniques, synthetic research, mixed-methods analyses, and multivariate statistical procedures*.

Qualitative Research, *Experienced in using stimulated recall techniques, think-aloud protocols, and written languaging forms for formal qualitative data collection*.

Instrument design, *Designed and validated two questionnaires*.

LANGUAGE PROFICIENCY

Azerbaijani (Azeri), *Native in speaking, reading, and writing*.

Farsi (Persian), *Native in speaking, reading, and writing*.

English, *Fluent in speaking, reading, and writing*.

Turkish, *Working knowledge of speaking and reading*.

Arabic, *Working knowledge of reading and writing*.

French, *Rudimentary in speaking and reading*.

PROFESSIONAL MEMBERSHIP

2019–Present American Association for Applied Linguistics (AAAL).

2020–Present Linguistic Society of America (LSA).

2020–Present Formulaic Language Research Network (FLaRN).

2021–Present The AAAL & Social Justice Forum.

2021–Present Second Language Research Forum (SLRF).

2018–Present Computer-Assisted Language Learning (CALL) Club at Arizona State University.

2017–Present The Iranian Association of Applied Linguistics (IRAAL).

2017–Present Azerbaijan English Language Teachers' Association (AzerELTA).

VOLUNTARY ACTIVITIES

2022   Graduate Student Council, American Association for Applied Linguistics, *AAAL, U.S.*
https://www.aaal-gsc.org/

2022   Member of the AAAL newsletter committee, American Association for Applied Linguistics, *AAAL, U.S.*

2022   Conference Volunteer for American Association for Applied Linguistics Conference 2022, *Pittsburgh, U.S.*

2022   Member of GPSA Awards Committee, Reviewer of research award applications, *Arizona State University, Tempe, U.S.*

2021   Member of ASU Graduate Women's Association, *Arizona State University, Tempe, U.S.*

2021   GSEA peer mentor to the first-year PhD students in Linguistic and Applied Linguistics at Arizona State University, *Tempe, U.S.*

2019   Organizing Committee Member of the AZCALL 2019 Conference, *Tempe, U.S.*

2021   Member of ASU Graduate Women's Association, *Arizona State University, Tempe, U.S.*

2015   Collaborated in editing Urmia University's website. Urmia University, *Urmia, Iran.*

WORK AUTHORIZATION

January-2022   I received my Permanent Residency and work authorization in the United States under the category of the National Interest Waiver (NIW) on merit based on my publications, citation records, and academic accomplishments, *U.S.*

WEBSITES

ORCID: https://orcid.org/0000-0001-5542-8854.

Google Scholar: https://scholar.google.com/citations?user=s2VVo8UAAAAJ&hl=en.

Publons: https://publons.com/researcher/3140906/leila-gholami/.

ResearchGate: https://www.researchgate.net/messages/68709936.

Website: http://leilagholami.com/.

Academia.edu: https://asu.academia.edu/LeilaGholami.

LinkedIn: linkedin.com/in/leila-gholami-16b671194.

REFERENCES

Bryan Smith
Department of English
Arizona State University
Arizona, U.S.

✉ Email: bryansmith@asu.edu

☎ 480-788-2737

Paul Matsuda

Department of English

Arizona State University

Arizona, U.S.

✉ Email: pmatsuda@asu.edu

☎ 480-965-6356

Mark James

Department of English

Arizona State University

Arizona, US

✉ Email: mark.a.james@asu.edu

☎ 480-965-2731

Matthew Prior

Department of English

Arizona State University

Arizona, U.S.

✉ Email: Matthew.Prior@asu.edu

☎ 480-727-0905

Aya Matsuda

Department of English

Arizona State University

Arizona, U.S.

✉ Email: Aya.Matsuda@asu.edu

☎ 480-600-7322

Mohmood Reza Atai

Department of English

Kharazmi University

Tehran, Iran

✉ Email: mahmood.atai@gmail.com

☎ (+98) 912-384-1164