**CURRICULUM VITAE**

August 2022

**NOOSHIN SHAKIBA**

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**DEGREES**

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| 2019 | **Doctorate**, Applied Linguistics, Birkbeck, University of London (UK) Supervisor: Professor Jean Marc Dewaele |
| 2008 | **Master of Arts**, Applied Linguistics, York University (Canada)Supervisor: Doctor Razika Sanaoui |
| 2003 | **Master of Arts**, General Linguistics, Azad University (Iran)Supervisor: Professor Vida Shaghaghi & Professor Yahya Modarressi |
| 1998 | **Bachelor of Arts**, English Translation, Azad University (Iran) |

**WORK EXPERIENCE (CANADA)**

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| 2019 - present | **Counsellor** for Master or Bachelor university applications (Private)(Provided professional advice to applicants on how and what to include in university paper of interest application form) |
| 2008 - present | **Tutor** for the International English Language Testing System (IELTS) and English for Academic Purposes (EAP) programs (Instructed on how to present in an academic seminar and use of citations and APA format academically; Selected various teaching resources to enhance students’ language skills; Planned and evaluated course content and materials based on individual needs) |
| 2011 - 2013 | **Supply English & IELTS Teacher** (ILSC, Toronto)(Prepared students for Academic or General training tests; Conducted and graded mock IELTS tests; Monitored students’ progress and determined the suitable material for students’ success for their exam) |
| 2010-2013 and summer semesters2013-2019 | **English Teacher** (Alpha High School, North York)(Assessed new students’ English knowledge; Organized academic plans based on individual needs; prepared students for academic writings, presentations and handouts; Taught academic writing style for university preparation) |
| June - August 2010 | **Head Teacher** (Oxford Learning Centre, Toronto) (Assessed new students’ English knowledge; Organized academic plans based on individual needs) |
| November - January 2009 | **English Tutor** (International Students Development Centre, Seneca College) (Assisted in university projects and presentations and prepared handouts; Instructed on use of citations and academic presentations; Evaluated students’ progress and prepared materials based on individuals’ needs)  |
| 2007- 2008 | **Graduate Assistant** (Applied Linguistics Department, York University) (Conducted effective literature searches and systematically maintained the research data; Assisted in developing teaching materials, such as supplementary notes and textbooks) |

**WORK EXPERIENCE (IRAN)**

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| 2005 - 2006 | **IELTS Supervisor** (British Council) (Handled problems which occurred in the international exam Centre; Organized pre-test formalities like orientation, attending queries; Led and monitored distribution and collection of IELTS exam booklets) |
| 1991 - 2006 | **English Tutor** (Private)(Taught English at different levels (Basic to Advanced, as well as IELTS preparation exam) to both children and adults; Compiled bibliographies of specialized materials for outside reading assignments; Planned, evaluated, and revised course content, materials, and methods of instruction based on individual needs; Prepared course materials such as syllabi, homework assignments, and handouts) |
| 1994 - 2004 | **English Translator** (Scientific and International Cooperation Bureau of Sharif University of Technology & Civil Neology Division of Iranian Academy of Science) (Translated various texts and articles from English to Farsi; Organized new research findings and technical research papers; Participated in professional conferences) |
| 2003 - 2005 | **English Teacher** (Iran and Canada Cultural and Educational Institute; ICCEI) (Taught on the basis of CLT; Communicative Language Teaching; Taught English at an academic level (EAP), focused on four skilled areas; Taught phonetics and pronunciation with regards to new research findings in Theoretical and Applied Linguistics; Collaborated with colleagues to address teaching and research issues)  |
| 2001 - 2003  | **English Teacher** (Georgian College International Language Center) (Taught English at different levels to students who wanted to prepare for academics, IELTS exams, or immigration to Canada on the basis of CLT; Participated in student recruitment, registration, and placement activities; Interviewed students for placement test and final exam; Designed classroom presentations and encouraged group participation; Organized educational materials and used oral or written communication techniques) |

**PEER REVIEW FOR ACADEMIC JOURNALS AND OTHER JOURNAL WORK**

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| 2019 - present | Collection of vindictive political language on “Hamleh”; “Atash”; “Mard-e emruz”; Towfiq” newspapers belonging to the 1900-1953 period  |
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| 2020 | Reviewer for Journal of Scientific Research and Reports  |
| 2015 | Reviewer for Journal of Pragmatics  |

**PROFESSIONAL MEMBERSHIPS AND CERTIFICATES**

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| 20212020 | Oxford-University based consortium for research about swearingCertificate of Excellence in Reviewing for Journal of Scientific Research and Reports |
| 2015 | Certificate of Reviewing for Journal of Pragmatics  |
| 2015 | Certificate of an Applied Introduction to SPSS, Statistical Consulting Service York University |
| 2013 | Teachers of English as a Second Language (TESL) Certificate, Methodology and Theory Instructor  |
| 2009 | Teachers of English as a Second Language (TESL) Ontario Certification  |
| 2009 | Teachers of English as a Second Language (TESL) Certificate Part I and Part II, Seneca College   |
| 2005 | Member of the Linguistic Society of Iran  |
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| 2001 | TEFL Certificate, Georgian College of Applied Arts and Technology  |

**ACADEMIC PUBLICATIONS**

Shakiba, N. (in progress). How much Persian Immigrants are Aware of their Language Choice for Swearwords?: The Effects of Acculturation, Socio-biographical, and Interlocutors. *Journal of Pragmatics.*

Shakiba, N. & Dewaele, J.-M. (2022). Immigrants’ language preferences for swearing in Persian and English: The effects of acculturation and socio-biographical background on language choice for swearing. In I. Mavrou, M. Pérez Serrano & J.-M. Dewaele (Eds.), Recent advances in second language emotion research. Cizur Menor: Civitas Aranzadi Thomson Reuters, pp. 191-215. <https://doi.org/10.32029/2605-4655.07.01.2022>.

Shakiba, N., & Stapleton, K. (2022).Persian Immigrants’ Language choice for Swearing: The Effects of Socio-biographical variables and Personality traits. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2022.2068559>.

Shakiba, N. (2015). [Review of the book “Emotions in Multiple Languages by J.M. Dewaele]. *Sociolinguistics Studies, 8*(3), 475-479.

Shakiba, N. (2014). [Review of the book “Swearing: Across-Cultural Linguistic Study by

 M. Ljung]. *Sociolinguistic Studies, 8*(1), 185-189.

Shakiba, N. (2010). The Influence of Age on Accent for Adult L2 Learners: An Annotated

 Bibliography. *Mosaic. The Journal for Language Teachers, 11*(3), 13-19.

Shakiba, N. (2007). Implications of Social Context in the Usage of Taboo Words in Tehrani Males and Females. *Language and Linguistics Journal*, *3*(2), 141-152.