

CURRICULUM VITAE

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EDUCATION

2009, Ph.D., Second Language Teaching and Learning
Faculty of Education, University of Ottawa, Canada.
Dissertation Title: *Intercultural Rhetoric in Higher Education: The Case of Iranian Students' Textual Practices in North American Graduate Schools*

1999, M.A., Applied Linguistics, University of Tehran, Iran.

1996, B.A., English Language and Literature, Shahid Beheshti University, Tehran, Iran

EMPLOYMENT

2006- present University of Maryland, College Park

- Director of the Persian Undergraduate Language Program, School of Languages, Literatures and Cultures (SLLC)
- PI and Director of Persian Flagship Program
Federally funded grant program that aims to get undergraduate students to professional level proficiency in language by graduation, and includes a unique, simulated Persian Capstone Immersion year on campus.
- Director of the Intensive Summer Language Institute
Attracting students nationally to UMD to study Persian or Arabic in an intensive summer program with any level of proficiency from beginner to advanced, in an engaging environment with a variety of extra-curricular and cultural activities.
- Design, oversight, and teaching of Persian language courses for the Masters of Professional Studies in Persian (2006-2012), the language

sequence in the Persian Studies Major (2008-present), and the Domestic Capstone Immersion program (2014-present).

2004-2008 University of Ottawa, Canada

- Lecturer, Teacher Education MA Program, Faculty of Education

2001- 2005 Persian Language Instructor

- Persian as an Additional Language, *FILIO* (Foreign Languages Institute of Ottawa, affiliated with the Canadian Ministry of Foreign Affairs).

ACADEMIC HONORS AND AWARDS

- 2009, Dissertation nominated for Best Doctoral Research in Humanities and Social Sciences Award, University of Ottawa, Canada.
- 2007, Winner of best article published in the *Journal of Second Language Writing* in 2006 (co-authored with A. Abasi & B. Graves).
- 2002-2006, University of Ottawa Academic Excellence Scholarship.

PUBLICATIONS, PRESENTATIONS, AND SCHOLARLY ACTIVITIES

A. Peer Reviewed Publications

Akbari, N. (currently in revision). Iranian students writing in North American graduate schools: An intercultural rhetoric study, Submitted to *Journal of Second Language Writing*.

Akbari, N. (2020). Second language assessment in Persian. In P. Shabani-Jadidi (Ed.), *The Routledge Handbook of Persian Second Language Acquisition (456-468)*. New York: Routledge.

Akbari, N., & Abasi, A. R. (2020). Second language reading in Persian. In P. Shabani Jadidi (Ed.), *The Routledge Handbook of Persian Second Language Acquisition (277-292)*. New York: Routledge.

Abasi, A. R., & Akbari, N. (2014). What intercultural rhetoric is and isn't: A response to Li Xiaoming. *Journal of Second Language Writing*, 25, 114-115.

Abasi, A. R. & **Akbari, N.** (2013). The Discoursal Construction of Candidates in the Tenth Iranian Presidential Elections: An Appraisal Analysis of a Newspaper's Coverage. *Journal of Language & Politics*. 12, 4, 537-557.

Abasi, A. R., & **Akbari, N.** (2008). Are we encouraging patchwriting? Reconsidering the role of the pedagogical context in ESL student writers' transgressive intertextuality. *English for Specific Purposes*, 27, 267-284.

Abasi, A. R., **Akbari, N.**, & Graves, B. (2006). Discourse appropriation, construction of identities, and the complex issue of plagiarism: ESL students writing in graduate school. *Journal of Second Language Writing*, 15, 102–117.

Akbari, N. (2003). *Contrastive rhetoric revisited from a sociocultural perspective: A new direction for cultural studies of L2 writing*. Published in the proceedings of the 13th international Greek Association of Applied Linguistics conference (GALA), Thessaloniki, Greece.

B. Peer Reviewed Conference Presentations

Akbari, N. (2022, August). *Assessment in Persian Pedagogy*, paper presented at a virtual panel titled “Theory-Driven Research on Second Language Acquisition of Persian” (panel organizer: Pouneh Shabani Jadid), Annual Conference of the Association of Iranian Studies (AIS), Salamanca, Spain.

Akbari, N. (2022, March). *Examining Persian learners’ situated language proficiency and topical learning through a scenario-based assessment*, presented at the Invited AAAL-ILTA Joint Colloquium “Exploring the cross-linguistic insights of using scenario-based assessment across typologically different languages”, Pittsburgh, PA. (Colloquium organizers: James E. Purpura & Heidi L. Banerjee).

Akbari, N. (2020, October). *Persian language pedagogy: Challenges and innovative responses*. Virtual panel hosted by the University of North Carolina, Chapel Hill.

Akbari, N. (2020, August). *Integration of performance assessment into Persian curricula in higher education*. Paper accepted for presentation at the 13th Biennial Iranian Studies Conference, University of Salamanca, Spain (postponed to 2022 due to COVID-19).

Akbari, N. (2015, November). *What is “advancedness” in foreign language education? The case of Persian as an additional language*. Paper presented as part of a panel on approaches, curricula, and assessment tools for advanced Persian instruction. Annual conference of the Middle Eastern Studies Association (MESA) 2015, Denver, CO.

Akbari, N. (2014, November). *Content-Based instruction: Curricular planning in a sheltered model for advanced-level Persian*. Presentation at the pre-session panel of the Association of Teachers of Persian, MESA 2014, Washington DC.

Akbari, N. (2012, October). *Dissemination through developing Flagship Program logic models*. Presentation in plenary session on Disseminating the Flagship Model at the Language Flagship Results 2012, Hunter College, NY.

Abasi, A.R., & **Akbari, N.** (June 2012). *Advanced-level American learners of Persian writing film critiques: An appraisal analytic case study*. Paper presented at the 2012 International Genre Conference “Rethinking Genre 20 Years Later”, Carleton University, Ottawa, Canada.

Akbari, N. & Abasi, A. R. (2011, March). *The Pedagogical Value of Cross Cultural Difference: The Performance of Advanced-Level American Learners of Persian on*

Summary Writing Tasks. Paper presented at the 2011 American Association of Applied Linguistics (AAAL) annual conference. March 26-29, 2011, Chicago, Illinois.

Akbari, N. (2010, November). *Are We Making a difference? Developing a Logic Model for a Persian Language Program*. Paper presented on the thematic panel “Evaluation Tools for Quality Language Programs” organized by Belnap, K., at the 44th Middle East Studies Association (MESA) Conference, San Diego, CA.

Akbari, N. & Paribakht, T.S. (2010, March). *Intercultural Rhetoric: ESL Graduate Students’ Writing Practices in Higher Education*. Paper presented at the American Association of Applied Linguistics (AAAL) annual conference. Atlanta, GA.

Akbari, N. (2008, June). *Textual practices in Persian and English Academic Writing from the Perspective of Graduate Students and Faculty Members*. Paper presented at the Fourth Conference on Intercultural Rhetoric and Discourse. Indiana University, Indianapolis, IN.

Abasi, A. R, **Akbari, N.** & Long, M. H. (2006, June). *Principles and Procedures Guiding Materials Development in the Persian Program at the University of Maryland*, NFLI Annual Meeting, University of Hawaii, Manoa, HI.

Akbari, N. (2004, September). *Academic Literacy in a Second Language and the Question of Culture*. Paper presented at the Cultural Diversity & Language Education Conference, University of Manoa, Hawaii, USA.

Akbari, N. (2004, April). *The Convergence of Sociocultural Theory and Contrastive Rhetoric: A New Direction for Rhetorical Studies of L2 Writing*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, USA.

Akbari, N. (2003, December). *Sociocultural Theory and Contrastive Rhetoric: A New Direction for Cultural Studies of L2 Writing*. Paper presented at the 13th international Greek Association of Applied Linguistics conference (*GALA*), Thessaloniki, Greece.

C. Select Workshops, Panels, and Invited Speaker Sessions

(2023, March), invited speaker at the virtual lecture series on Persian language pedagogy, hosted by The Elahé Omidyar Mir-Djalali Institute of Iranian Studies at the University of Toronto and The Department of Near Eastern Languages and Civilization at University of Chicago. Presentation title: *Diversity, Equity, and Inclusion in the Language Classroom: Towards Critically Engaged Practices in Teaching Persian as an Additional Language*. Lecturer series convener: Azita Taleghani

(2023, January), invited speaker at the pre-departure orientation for Capstone students of Chinese and Portuguese Flagships studying in Taiwan and Brazil organized by Institute of International Education (IIE). Virtual presentation title: *Language Learning During Capstone*.

(2022, August), Organizer and Chair of the AATP virtual panel at the annual conference of the Association of Iranian Studies (AIS), including 6 international panelists. Salamanca, Spain.

(2021, August), faculty mentor for the *Project Based Language Learning (PBL)* Summer Institute organized by the Language Flagship Technology Innovation Center at the University of Hawaii, Manoa. <https://thelanguageflagship.tech/pbll/>

(2021, November), invited speaker at the Innovation Webcast series, organized by the Technology Innovation Center at the University of Hawaii, presentation title: *Incidental Language Learning through Hands-on Art and Culture Projects*.

(2019, 2020, 2021, December), invited speaker at the Annual *Boren Awards Orientation and Convocation* for a session on Language and Culture in Long Term Study Abroad, IIE.

(2019, August), organized and hosted a three-day Professional Development Workshop for members of the American Association of Teachers of Persian (AATP). University of Maryland, College Park.

(2010, September), conducted a three-day workshop on the communicative approach to the teaching of grammar for teachers of Persian at the American Councils for International Education (ACIE) overseas Persian program. Dushanbe, Tajikistan.

(2009, April), member of the organizing committee of a two-day roundtable on University-Community linkage in Persian pedagogy in the US, UMD.

(2008, January), conducted a two-day teacher-training workshop for teachers of Persian on best classroom practices, University of Maryland, College Park.

(2007, May), conducted a three-day professional development workshop on instructional materials development for university teachers of Persian, sponsored by the National Middle East Language Resource Centre (NMELRC).

SERVICE, REVIEW, AND PROGRAM EVALUATION ACTIVITIES

- President, American Association of Teachers of Persian (AATP), March 2022-current
- Advisory Board Member and Executive Officer, American Association for Teachers of Persian (AATP) 2014-2021
- Project Lead for Persian Language, Columbia Teachers College Scenario-Based Language Assessment Project, Directed by Dr. James Purpura (2019 -current).

- Program Evaluation and Review of Grant Proposals: Overseas Flagship Programs in Tajikistan (2014), Turkey (2015), Morocco (2016, 2018), and evaluation of Persian, Arabic, Turkish, Chinese, and Russian language programs at different universities in the US (e.g. Indiana University Bloomington/2016 , Portland State University/2017, University of Rhode Island/2017, University of Wisconsin-Madison/2020, University of Arizona/2019&2021, University of Oklahoma/2021, among others), panelist for review boards for grant proposals for Arabic, Korean, and Portuguese Flagship, Language Training Centers (LTCs), Project GO and other federally funded programs.
- Co-team leader for the TLTC grant *Language Learning for Multilingual Societies: Experiential Learning and Project Based Curricula* (PI: Manel Lacorte SLLC/Spanish), Goal 1: Engaging students in community work (Fall 2022-present)
- Member of the Strategic Planning Committee at the College of Arts and Humanities, UMD (AY 2017-2018)
- Member of the faculty working group on a new BA/MA in Second Language Acquisition and Applied Linguistics in Multilingual Societies at the School of Languages, Literatures and Cultures, UMD (2022-current)
- Representing Persian Studies at the Advisory Council at the School of Languages, Literatures and Cultures, UMD (AY 2021- 2022)
- Representing Persian Studies at the ARHU Learning Outcomes Assessment Committee, defining and assessment of learning outcomes for the language sequence in the Persian Undergraduate Major (2014, 2015, 2020, 2021)
- ACTFL Oral Proficiency Interview (OPI) Rater. Completed training for Persian and English, April 2008, Rutgers University, New Brunswick.
- Project Lead for the Persian Language board on a multi-year collaborative project of National Middle East Language Resource Center (NMELRC) and University of Hawaii's Foreign Language. Program Evaluation Project, funded by US Department of Education (2010-2014).
- Item reviewer for the Persian Listening and Reading Test developed by American Council of Teachers of Foreign Languages and NMELRC, November 2008, Austin, Texas.
- Member of the Persian Overseas Flagship Council at American Councils for International Education, 2010-2014

- Panelist for reviewing the guidelines for advanced and superior Can-Do statements for *LinguaFolio Online*, an assessment project of the University of Oregon's Center for Applied Second Language Studies, January 2009, Austin, Texas.

PROFESSIONAL MEMBERSHIP

- Member of the Middle East Studies Association of North America (MESA)
- Member of the American Association of Applied Linguistics (AAAL)
- Member of the International Society for Iranian Studies (ISIS)
- Member of the American Council on the Teaching of Foreign Languages (ACTFL)
- Member of the American Association for Teachers of Persian (AATP)

LANGUAGES

Persian (native), Kurdish (native), English (near native proficiency), Arabic (intermediate reading proficiency in MSA), French (beginner proficiency)
