Curriculum Vitae

Hooman Saeli

Ph.D. in TESL/Linguistics

hsaeli@utk.edu and +1(405) 714-2564

1105 McClung Tower, 1701 Volunteer Blvd, Knoxville, TN 37996, USA

EDUCATION

Ph.D. in Applied Linguistics, Department of English, Oklahoma State University, Stillwater, OK, USA; August 2011-May 2016.

ACADEMIC POSITIONS

Teaching Associate Professor, the Rhetoric, Writing, & Linguistics (RWL) Program; Department of English, UTK, TN; August 2022-present.

Interim Director of ESL, Department of English, the University of Tennessee, Knoxville (UTK), TN; June 2019-May 2023.

SCHOLARLY PUBLICATIONS

Edited Volumes

Saeli, H. (Ed.). (in press). *The handbook of teaching and learning Persian as a second language*. Springer Nature.

Peer-Reviewed Journal Articles

Published and Under Review Articles

Saeli, H. (under review). The affordances of ChatGPT in heightening students' genre awareness: The case of IMRaD papers in a graduate class. *English for Specific Purposes*.

Rahmati, P., Hoomanfard, H., & Saeli, H. (under review). Integrating ChatGPT in L2 writing: The impact of a professional development program on teachers' cognitions. *TESOL Quarterly*.

Koltovskaia, S., Saeli, H., & Rahmati, P. (under review). An inquiry into Grammarly's precision and recall: A comparative study with human annotators. *Journal of Second Language Writing*.

Saeli, H. (under review). Effects of translanguaging on peer feedback. *Second Language Research*.

Saeli, H., Rahmati, P., Shamsi, Y., & Koltovskaia, S. (under review). ChatGPT as a teaching and feedback assistance tool: EFL teachers' perceptions and reported practices. *Computer Assisted Language Learning*.

Saeli, H. (under review). Learners' cognitions about written feedback in English: The mediating role of cognitions in an L1. *Journal of Writing Research*.

Saeli, H., Ringer, J., Meyer, C., Cheney, M. B., & Duncan, G. (under review). A survey of GenAI and writing: Students' perspectives and instructors' perception of student perspectives. *Written Communication*.

Saeli, H., & Rahmati, P. (OnlineFirst). Developments in a teacher's cognition about written feedback: A sociocultural theory-driven perspective. *Language Teaching Research*. https://journals.sagepub.com/eprint/AJDXHRZXTI5HQGSPE72M/full.

Saeli, H., Rahmati, P., & Koltovskaia, S. (2025). A bibliometric analysis of the scholarship on written peer feedback: The state of the research. *Review of Education*, *13*(1), e70036.

Koltovskaia, S., Rahmati, P., & Saeli, H. (2024). Graduate students' use of ChatGPT for academic text revisions: Behavioral, cognitive, and affective engagement. *Journal of Second Language Writing*, *65*, 101130.

Saeli, H., & Rahmati, P. (2023). Learners' affective engagement with written peer feedback: The affordances of in situ translanguaging. *Assessing Writing*, *58*, 100788.

Saeli, H., Rahmati, P., & Koltovskaia, S. (2023). Teachers' translanguaging practices in providing written corrective feedback: An exploratory study of learners' affective engagement with feedback. *Feedback Research in Second Language*, *1*(1), 129–148.

Saeli, H., Koltovskaia, S., & Rahmati, P. (2023). Learner engagement with written corrective feedback: The case of automated writing evaluation. *Journal of Response to Writing*, *9*(2), 1–39.

Rahmati, P., Dalman, M., & Saeli, H. (2023). Oral corrective feedback on pronunciation errors: Iranian teachers' cognitions and practices. *The Journal of Asia TEFL*, *20*(1), 197–206.

Saeli, H., & Cheng, A. (2022). What factors shape teachers' feedback practices? The case of an Iranian EFL context. *Issues in Applied Linguistics*, *23*(1), 1–21. https://escholarship.org/uc/item/9fh9c5q4.

Saeli, H., & Cheng, A. (2021). Peer feedback, learners' engagement, and L2 writing development: The case of test-preparation classes. *TESL-EJ*, *25*(2). https://tesl-ej.org/pdf/ej98/a7.pdf.

Saeli, H., & Cheng, A. (2021). Discrepancies in teachers' perceptions and reported practices: The case of written feedback in an EFL context. *European Journal of Applied Linguistics*, *9*(2), 307–330. https://doi.org/10.1515/eujal-2019-0033.

Saeli, H., Rahmati, P., & Dalman, M. (2021). Oral corrective feedback and pronunciation errors: The mediating effects of learners' engagement with feedback. *Advances in Language and Literary Studies*, *12*(4), 68–78.

Saeli, H., Dalman, M., & Rahmati, P. (2020). How do learners engage with oral corrective feedback on lexical stress errors? Effects of learner engagement on the working of corrective feedback. *Australian Review of Applied Linguistics*, *43*(3), 247–276. https://doi.org/10.1075/aral.19010.sae.

Saeli, H., & Cheng, A. (2019). Effects of L1 writing experiences on L2 writing perceptions: Evidence from an English as a foreign language context. *Reading & Writing Quarterly*, *35*(6), 509–524. https://doi.org/10.1080/10573569.2019.1579129.

Saeli, H., & Cheng, A. (2019). Student writers' affective engagement with grammar-centered written corrective feedback: The impact of (mis)aligned practices and perceptions. *Canadian Journal of Applied Linguistics*, *22*(2), 109–132. https://doi.org/10.7202/1065058ar.

Saeli, H. (2019). Correction timing: Does it impact teacher explicit oral feedback? *Journal of Second Language Pronunciation*, *5*(1), 49–71. https://doi.org/10.1075/jslp.17004.sae.

Saeli, H. (2019). Teachers' practices and students' preferences: Grammar-centered written corrective feedback in Iran. *Research in English Language Pedagogy*, *7*(1), 46–70. https://doi.org/10.30486/RELP.2019.663422.

Saeli, H. (2019). An English-for-specific-purposes motivated analysis of corporate sustainability reports: An analysis of text and context. *Corporate Communications*, *24*(3), 456–470. https://doi.org/10.1108/CCIJ-10-2018-0111.

Saeli, H. (2018). Drafted writing assignments: Why are they not used in Iranian EFL contexts? *The Journal of Asia TEFL*, *15*(2), 445–452. http://dx.doi.org/10.18823/asiatefl.2018.15.2.12.445.

Saeli, H. (2018). Tehrani people's attitudes toward accented Persian: Impact of gender, age, and education level. *International Multilingual Research Journal*, *12*(4), 237–254. https://doi.org/10.1080/19313152.2016.1273739.

Saeli, H. (2016). Persian favor asking in formal and informal academic contexts: The impact of gender and academic status. *Pragmatics*, *26*(2), 315–344. https://doi.org/10.1075/prag.26.2.06sae.

Saeli, H. (2016). Intergroup language attitudes in Tehran: Tehrani and Jonoub Shahri Tehrani. *Sociolinguistic Studies*, *10*(3), 405–430. https://doi.org/10.1558/sols.v10i3.27057.

Book Chapters

Saeli, H., Rahmati, P., & Koltovskaia, S. (forthcoming). Giving vs. receiving peer feedback: Developments in learners' cognitions of and engagement with feedback. In S. Yu & I. Lee (eds.), *Peer feedback and assessment in L2 writing: Cognition and engagement*. Routledge.

Saeli, H., Mahmoodi-Bakhtiari, B, & Ringer, J. (forthcoming). Learners' perceptions about ChatGPT as a tool in the L2 writing classroom: The case of Persian as a foreign language. In M. H. Keshavarz (ed.), *Handbook of teaching Persian as a second language*. Springer Nature.

Mahmoodi-Bakhtiari, B., & Saeli, H. (forthcoming). Interruption in favor of politeness: Evidence from Persian. In M. H. Keshavarz (ed.), *(Im)politeness in Persian*. Springer Nature.

Saeli, H., Rahmati, P., & Dalman, M. (2024). Sociocultural norms and learners' perceptions: Oral corrective feedback in an Iranian context. In A. Korangy & M. Sadeghpour (eds.), *Handbook of cultural linguistics*. Springer Nature.

Saeli, H. (2020). Inflectional morphemes in Persian address terms: A sociolinguistic analysis. In A. Korangy & F. Sharifian (eds.), *Persian linguistics in cultural contexts* (pp. 61–81). Routledge.

Saeli, H., & Miller, C. (2018). Some linguistic indicators of sociocultural formality in Persian. In A. Korangy & C. Miller (eds.), *Trends in Persian and Iranian linguistics* (pp. 163–182). De Gruyter Mouton.

Miller, C., & Saeli, H. (2016). Second-level pluricentrism in Tehran. In R. Muhr, K. E. Fonyuy, Z. Ibrahim, & C. Miller (eds.), *Pluricentric languages and non-dominant Varieties worldwide: Pluricentric languages across continents - features and usage* (pp. 191–204). Peter Lang Publishing.

Saeli, H., & Mirshahidi, S. (2013). Awarding admissions and scholarships. In G. Halleck (ed.), *English composition simulations* (pp. 27–44). Kendal Hunt.

SELECTED PRESENTATIONS

Conference Presentations

Genre-specific affordances of ChatGPT: Learners' engagement with feedback on IMRaD conventions. (2025). Paper to be presented at *The 11th International Conference on Second Language Pedagogies (SLPC11)*; Montreal, Canada.

The varieties of Tehrani Persian: Intragroup and intergroup language attitudes. Paper accepted at *The 11th International Conference on Pluricentric Languages and their Non-Dominant Varieties*; Lisbon, Portugal.

EFL teachers' perceptions of ChatGPT for teaching L2 writing and providing feedback. (2025). Poster to be presented at *AAAL*; Denver, CO (with Payam Rahmat, Yaser Shamsi, and Svetlana Koltovskaia).

Attitudes towards GenAI and writing: Student perspectives and faculty perceptions of student perspectives at an R1 research university. Paper to be presented at *CCCC*; Baltimore, MdD (with Jeff Ringer, Chris Meyer, Matt Bryant Cheney, & Grace Duncan).

The affordances of ChatGPT in heightening genre awareness: Learners' engagement with feedback on IMRaD papers. (2024). Paper accepted at *SSLW*; Tucson, AZ.

A large-scale study of Iranian EFL teachers' cognitions and practices: The affordances of ChatGPT in the L2 writing class. (2024). Paper accepted at *SSLW*; Tucson, AZ (with Payam Rahmat, Yaser Shamsi, and Svetlana Koltovskaia).

Exploring ESL graduate students' behavioral, cognitive, and affective engagement with ChatGPT for text revision. (2024). Paper presented at *AAAL*; Houston, TX (with Svetlana Koltovskaia and Payam Rahmati).

The effectiveness of corrective feedback in second language pronunciation development: A meta-analysis. (2024). Paper presented at *AAAL*; Houston, TX (with Mohammadreza Dalman and Payam Rahmati).

Developments in a teacher's cognition about written feedback: A sociocultural theory-driven perspective. (2023). Paper presented at *SSLW*; Arizona State University, AZ (with Payam Rahmati).

Peer feedback, learners' engagement, and L2 writing development: The case of a test-preparation class. (2023). Paper presented at *SSLW*; Arizona State University, AZ (with An Cheng).

ESL graduate students' use of ChatGPT for text revision: Insights into behavior, cognition, and emotion. (2023). Paper presented at the *20th Annual Technology for Second Language Learning Conference (TSLL)*; Iowa State University, IA (with Svetlana Koltovskaia and Payam Rahmati).

Iranian teachers' cognitions and practices: Oral corrective feedback on pronunciation errors. (2023). Paper accepted at *PSLLT*; Purdue University, IN (with Mohammadreza Dalman and Payam Rahmati).

Learner engagement with written corrective feedback of automated writing evaluation. (2023). Paper presented at *AAAL*; Portland, OR (with Svetlana Koltovskaia and Payam Rahmati).

Background factors shaping EFL teachers' cognitions and practices of corrective feedback on pronunciation errors. (2022). Paper presented at *AAAL*; Pittsburgh, PA (with Payam Rahmati and Mohammadreza Dalman).

Oral corrective feedback on pronunciation errors: Iranian teachers' cognitions and background factors. (2022). Paper accepted at *PSLLT*; Brock University, Canada (with Mohammadreza Dalman and Payam Rahmati).

Pronunciation in EFL classrooms: A study of the Iranian teachers' training, attitudes and practices. (2021). Paper presented at *PSLLT*; Purdue University, IN (with Mohammadreza Dalman and Payam Rahmati).

Pronunciation accuracy and learners' engagement with feedback: The case of English interdental fricatives. (2021). Poster accepted at *PSLLT*; Purdue University, IN (with Shahriar Mirshahidi).

Persian address terms: Inflectional morphemes and their sociolinguistic significance. (2021). Paper presented at *INAR06*; Bergamo, Italy.

U.S. undergraduates' perceptions of ITAs' speech: Does accentedness render ITAs' speech less acceptable? (2021). Paper presented at *AAAL* (with Payam Rahmati and Mohammadreza Dalman).