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## Education

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### **Ph.D. Studies in Applied Linguistics and Argumentation (2022-2026)**

Institute of Argumentation, Linguistics and Semiotics (IALS), Università della Svizzera Italiana (USI), Lugano, Switzerland

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Doctoral School in the Department of Applied Linguistics of the Zurich University of Applied Sciences (ZHAW)

**Ph.D. Project:** Investigating Argumentation Strategies in a Corpus of Research Articles Published by Native and Non-Native English Writers

**Supervisor:** Professor Andrea Rocci

➤ **Winner of Swiss Government Excellence Scholarships (ESKAS/FCS), (2022-2025)**

### **Master of Arts in Teaching English as a Foreign Language (TEFL)**

Department of Foreign Languages, Iran University of Science and Technology, Tehran, Iran, (2018-2020)

- **Thesis:** The Effect of Online Peer and Teacher Feedback on L2 Fluency Development: The Case of Prefabricated Structures, Score = Very Good
- **GPA:** 4/4 = (19.47 out of 20)

**Bachelor of Science in Environmental Health Engineering,** Shahid Beheshti University of Medical Science, Tehran, Iran, (2009-2014)

- **GPA:** 4/4

## Work Experience

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### ❖ **The Coordinator of the LAND Ph.D. Program (12.2023-Present)**

**Employer:** IALS, Università della Svizzera italiana

#### **Key Responsibilities:**

Coordinating Ph.D. Courses  
Managing program administration and communications  
Scheduling classes, workshops, and social events  
Inviting lecturers and handling bookings  
Collaborating with HR for tutors' payments  
Issuing certificates and managing ECTS allocations  
Collaborating with staff and stakeholders

❖ **Teaching Assistant (2022-Present)**

**Employer:** IALS, Università della Svizzera italiana

Master's courses: Argumentation in Media by Prof. Andrea Rocci (Spring 23, Spring 24, Spring 25) & Argumentation in Conflict Resolution by Prof. Sara Greco (Fall 2023, Fall 2024). The course in 2023 & 2024 received high evaluations.

❖ **Education Manager (2014 - 2022)**

**Employer:** Ava International Language Center, Tehran, Iran

**Key Responsibilities:**

Managing English language programs for over 3000 students, ranging from children to adults

Writing annual plan and semester schedule for courses

Developing and implementing educational programs

Recruiting, training, and evaluating teaching staff

Designing curriculum and instructional materials

Monitoring student progress

Observing teachers and classes

Communicating with parents and stakeholders.

Organizing extracurricular activities

Collaborating with marketing teams for promotion

Successfully shifting the school's educational system from in-person to synchronous online learning during the COVID-19 pandemic, ensuring continuity of education for two years.

Developing and implementing online teaching methodologies and training for teachers to adapt to the new synchronous learning model.

❖ **English Instructor (2014 – 2022 - First experience of teaching at the age of 18)**

**Employer :** Ava International Language Center, Tehran, Iran

**Key Responsibilities:**

Teaching English for General Purposes (in-person & online)

Training over 500 English students, ranging from children to adults.

Training over 60 English teachers for teaching EGP

❖ **English Instructor EAP (2020 – 2022)**

**Employer:** The Central Office of Students Scientific Association of Foreign Languages Department of Iran University of Science and Technology

**Key Responsibilities:**

Teaching English for Academic Purposes (in-person & online)

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**Scientific Contribution**

**Sheikh Asadi, N.,** (April 7-10, 2025), Can AI Learn to Annotate the Heart of Inference Correctly? Oral Presentation, Aristotle in the era of AI. Athens, Greece.

**Sheikh Asadi, N.** (2025). *Swales' CARS model (1990): Annotation Manual*. Istituto di Argomentazione, Linguistica e Semiotica (IALS), Facoltà di Comunicazione, Cultura e Società, Università della Svizzera italiana, Switzerland, <https://n2t.net/ark:/12658/srd1330840>

**Sheikh Asadi, N.,** (June 28, 2024), *Argumentation Strategies in Research Articles of Different Quartiles: A Comparative Analysis of Native and Nonnative English Scholars*, Poster Presentation, Swiss Linguistics Day, Neuchâtel, Switzerland.

**Sheikh Asadi, N.**, (March 23-24, 2024), *Argumentation Strategies in Research Articles of Different Quartile: A Comparative Analysis of Native and Nonnative English Scholars*, Oral Presentation, GERAS Conference, Winterthur, Switzerland.

**Sheikh Asadi, N.**, Rocci, A., (February 12-13, 2024), *Investigating argumentative patterns in the discussion section of research articles published by native and non-native English writers*, Oral Presentation, VALS ASLA Conference, Bern, Switzerland.

**Sheikh Asadi, N.**, Rocci, A., (July 4-7, 2023), *Investigating Argumentative Patterns in a Corpus of Research Articles Published by Native and Non-Native English Writers*, Oral Presentation, ISSA Conference, Leiden, The Netherlands.

**Sheikh Asadi, N.**, Kikteva, Z., Kiljan, K., & YaskorskaShah, O. (2023). Integration and Disintegration in Language of Polarisation. In E. Gajewska, K. Budzynska, B. Konat, & M. Koszowy (Eds.), *Linguistically Analysing Polarisation on Social Media* (The New Ethos Reports, Vol. 1, pp. 1-32). Warsaw, Poland: Warsaw University of Technology. DOI: 10.17388/WUT.2023.0001.AINS.

**Sheikh Asadi, N.** (2021). Mobile-Assisted Language-Learning, In D. Tafazoli [Ed.], *Teaching Persian with Technology: From Theory to Practice*. Logos, Qom, Iran

**Sheikh Asadi, N.**, Vaezi, Sh. (May, 2022). *The Effect of Online Teacher and Peer Feedback on L2 Fluency Development: The Case of Prefabricated Structures*, Positive impacts of language technology: TISLID 22, University of Madrid, Spain (Oral Presentation)

**Sheikh Asadi, N.**, Taghizadeh, M. (September 2020). *Investigating EFL Pre-service Teachers' Knowledge of Teaching Academic Speaking: The Case of Skills and Competences, Technology Use, Feedback and Assessment Strategies*. Oral presentation at 8<sup>th</sup> National Congress on New Findings in Language Studies, Shahid Beheshti University, Tehran, Iran.

Taghizadeh, M., **Sheikh Asadi, N.** (2020). *Academic Speaking Anxiety and Motivation: Prospective EFL Teachers' Strategy Use*. Oral Presentation at Second National Conference on Humanities and Development, Shiraz, Iran

## Honors & Awards

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- ❖ Winner of the Shadowing Grant, Equal Opportunities Service, USI, 2025
- ❖ Winner of the Swiss Government Excellence Scholarships (ESKAS/FCS), 2022-2025
- ❖ Winner of Innovation in Teaching project, USI, June 2023
- ❖ COST Action APPLY Scholarship - Training School in Cyprus (TRR), February 2023
- ❖ Ranked as the top student for three consecutive semesters among 150 students across three master's courses at Iran University of Science and Technology, Tehran, Iran, 2019.
- ❖ Tuition scholarship for master's degree, at Iran University of Science and Technology, Tehran, Iran, 2019- second, third, fourth semesters
- ❖ Free tuition scholarship for bachelor's degree, at Shahid Beheshti University of Medical Sciences, Tehran, Iran, 2010
- ❖ Scholarship awarded by TESOL Canada for being among the top six teachers, 2018.

## Certificates

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- ❖ Academic Teaching, Università della Svizzera Italiana, 2024
- ❖ Advanced TESOL Canada A+, 2018

- ❖ Advanced English Diploma A+, Education Canada College (ECC), Montreal, Canada, 2018
- ❖ CEFR C2, Cavendish College in England, 2019
- ❖ IELTS Teacher Training Course, Shahid Beheshti University, Tehran, Iran, 2020
- ❖ Time management Practical ways to make your teaching life easier, Cambridge Assessment, 2020
- ❖ 'The Great Reset': Obstacle or opportunity? Cambridge Assessment, 2020
- ❖ A sense of purpose: How exam preparation helps with goals setting, and motivating learners to fulfill their potential, Cambridge Assessment, 2020
- ❖ How to nurture independent learners through pedagogical partnership, Cambridge Assessment, 2020
- ❖ Reimagining learning and assessment – shaping education, Cambridge Assessment, 2020
- ❖ What makes for a positive learning environment? Optimizing learning both at home and in school, Cambridge Assessment, 2020
- ❖ Warmer activities for socially distanced classroom, Cambridge Assessment, 2020
- ❖ Using tasks in language teaching, Cambridge Assessment, 2020
- ❖ Helping teachers and learners find their inner resilience, Cambridge Assessment, 2020
- ❖ Engagement, confidence and success – practical ideas for the classroom, Cambridge Assessment, 2020
- ❖ How to teach pronunciation creatively, Pran Sig, IATEFL, 2020

### **Language Skills**

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Persian Native; English C1; French A2; Italian A1 (In progress)

### **IT Skills**

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- ❖ Advanced proficiency in email management using Microsoft Outlook or Gmail
- ❖ Skilled in drafting professional correspondences and managing email communications
- ❖ Microsoft Office – advanced
- ❖ Linguistics Software & Corpus Tools, eg: INCEpTION, OVA, UAM–advanced
- ❖ Proficient in virtual learning platforms: Adobe Connect, Zoom, Microsoft Teams, Skyroom, and Google Meet.
- ❖ Good experience in MALL & CALL (Mobile and Computer-Assisted Language Learning) as well as online gamification tools.