

RESUME

1. **Name and surname:** Chinaza Solomon Ironsi
2. **Country/Date of birth:** Nigeria, 7th March 1988
3. **Title:** Assistant Professor
4. **Education status:** Ph.D. in English Language Education
5. **Institution:** Akdeniz Karpaz University, Cyprus
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Degree	Area	University	Year
B.SC (Ed)	Vocation and Special Education	University of Calabar, Nigeria	2012
Master of Arts	English Language Teaching	Girne American University, Cyprus	2017
Doctorate	English Language Education	Near East University, Cyprus	2022

10. Academic Titles

Assistant Professor Date: 14/07/2023
Associate Professorship History and Field: NA
Professorship History: NA

11. Publications

11.1. Articles published in international peer-reviewed journals

- Ironsi, C. S. (2021). African immigrant teachers teaching young EFL learners: A racial discrimination study. *IAFOR Journal of Education*, 9(1), 59-76 **(SCOPUS)**
- Ironsi, C. S. (2022). Google Meet as a synchronous language learning tool for emergency online distant learning during the COVID-19 pandemic: Perceptions of language instructors and preservice teachers. *Journal of Applied Research in Higher Education*, 14(2), 640-659. **(ESCI)**
- Ironsi, C. S. (2021). A switch from flipped classrooms to emergency remote online teaching (EROT): misconceptions, instructors and preservice teachers' perceptions. *The International Journal of Information and Learning Technology*, 39(1), 13-28. **(ESCI)**
- Ironsi, C. S. (2023). Improving communicative competence levels of pre-service teachers through spoken-based reflection instruction. *Journal of Education*, 203(3), 678-689. **(ESCI)**
- Ironsi, C. S. (2023). Efficacy of blended interactive educational resources in improving writing skills in a hybrid learning environment. *Quality Assurance in Education*, 31(1), 107-120. **(ESCI)**
- Ironsi, C. S. (2022). Navigating learners towards technology-enhanced learning during post-COVID-19 semesters. *Trends in Neuroscience and Education*, 100189. **(ESCI)**
- Ironsi, C. S., & Bensen Bostanci, H. (2023). Utilizing mobile learning and CAP (E) lesson framework in improving the productive skills of learners in a hybrid environment. *Education+ Training*, 65(2), 232-252. **(SSCI)**
- Ironsi, C. S. (2022). Integrating technology and CAPE framework towards improving the language skills of learners. *Educational technology research and development*, 1-20. **(SSCI)**

- Istek, E & Ironsi C. S (2023). Incorporating mobile learning and the CAP (E) framework in improving the receptive skills of students. *Library Hi Tech*. (SSCI)
- Ironsi, C. S., & Bostanci, H. B. (2023). Applying modified TATE framework in equipping learners with action competence on future skills: Towards learners' future-readiness. *Asia Pacific Journal of Education*, 43(3), 775-789. (SSCI)
- Ironsi, C. S. (2023). Investigating the use of virtual reality to improve speaking skills: insights from students and teachers. *Smart Learning Environments*, 10(1), 53. (ESCI)
- Li, W., & Ironsi, C. S. (2024). Efficacy of micro credential learning spaces in developing students' twenty-first century skills: Towards graduate work readiness. *Education and Information Technologies*, 29(1), 1201-1216. (SSCI)
- Xing, X., & Ironsi, C. S. (2024). Implementing action competence teaching model as a framework for achieving sustainable development goals: insights from students. *International Journal of Sustainability in Higher Education*. (SSCI)
- Ironsi, C. S. (2024). Examining perceptions of utilizing augmented reality in hybrid learning environment: Instructors and students' perspectives. *Foresight*. doi: 10.1108/FS-04-2023-0069 (ESCI)
- Chen, N & Ironsi, C.S (2024). Do my accents matter? Examining the relationship between English language teachers' linguistic profiling and career development", *Career Development International*. <https://doi.org/10.1108/CDI-05-2023-0139> (SSCI)
- Jiang, X., & Ironsi, S. S. (2024). Do learners learn from corrective peer feedback? Insights from students. *Studies in Educational Evaluation*, 83, 101385. (SSCI)
- Ironsi, C. S., & Solomon Ironsi, S. (2024). A switch from flipped classroom to hybrid educational model: perceived effectiveness of mode of instructional delivery. *Open Learning: The Journal of Open, Distance and e-Learning*, 1-17. (ESCI)
- Lin, Q., & Ironsi, C. S. (2024). Incorporating augmented reality into teaching marketing strategies: Perspectives from business education teachers and students. *The International Journal of Management Education*, 22(3), 101080. (SSCI)
- Ironsi, C. S., & Solomon Ironsi, S. (2024). Experimental evidence for the efficacy of generative AI in improving students' writing skills. *Quality Assurance in Education*. (SSCI)
- Zhou, Z., Ironsi, C. S., & Chune, R. (2025). Leveraging interactive digital tools for online business education: Improving academic performance. *The International Journal of Management Education*, 23(2), 101135. (SSCI)
- Chen, H., Ironsi, C. S., & Ironsi, S. S. (2025). Investigating neoliberalization in gender-sensitive academic workplaces: paradoxing managerial employees' needs. *Gender in Management: An International Journal*. (SSCI)
- Ironsi, C. S., & Ironsi, S. S. (2025). Efficacy of micro-credential learning environments for developing students' 21st century skills: Toward achieving sustainable development goals. *International Journal of Educational Management*. (ESCI)
- Yuan, X., Ironsi, C. S., & Liu, F. (2025). The role of group mentorship in supporting teachers across different developmental stages: A comparative study. *Studies in Educational Evaluation*, 86, 101477. (SSCI)
- Ironsi, C. S. (2025). Efficacy of Implementing Micro-Credential Programs for Foundation School English Language Remedial Classes. *Journal of Language Teaching and Learning*, 15(2), 66-80. (ESCI)
- Cong, L., & Ironsi, C. S. (2025). Integrating mobile learning and problem-based learning in improving students action competence in problem-solving and critical thinking skills. *Humanities and Social Sciences Communications*, 12(1), 1-11. (SSCI)

11.2. Articles published in other international peer-reviewed journals

- Ironsi, C. S (2020). Strategies for student engagement in remote online learning. A case study of Northern Cyprus. *RUNA Journal of Education and Culture*, 1(2), pp. 18-31. <https://doi.org/1046652/runas.v1i1.19>.
- Ironsi, C. S (2021). EFL program management in Turkish Cypriot educational context: Qualitative case study. *International Journal of Asian Education*, 2(1), 25-36. <https://doi.org/10.46966/ijae.v2i1.82>
- Ironsi, C. S (2020). Impact of test anxiety on test scores of preservice teachers in Northern Cyprus. *International Journal of Educational Management and Development Studies*, 1(2), 19 – 36.
- Ironsi, C. S, & Popescu, D. (2021). Enhancing communicative competence in a second language acquisition classroom: Investigation into blended teaching method and communicative language teaching. *Worldwide Journal of Research*, 2(1), 6-23.

11.3. Papers presented at international scientific meetings and published in the proceedings book

- Ironsi, S. C (2020). Learners' perception on the use of e-learning platforms during the COVID-19 pandemic outbreak. *Conference paper in EDUCCON 2020 Empower Teaching Studies*. 2, 14-23. Turkey
- Ironsi, C. (2021). Perceived efficacy of e-proctoring software for emergency remote online-based assessment: Perceptions of proctored examinations. In *EDEN Conference Proceedings 1*, 265-282.
- Ironsi, C. S (2020). Adopting pedagogical strategies in teaching 21st-century skills: instructors and preservice teacher perceptions. *2nd International Conference on the Future of Education. Developing Global Educators in the New Normal*.
- Ironsi, S. C (2020). Bridging learning gaps in North Cyprus through remote online learning: A switch from traditional to flipped classroom. Australia. *Essex-Kaplan Online Symposium on Alternative Education*
- Ironsi, S. C. (2020). Integrating 21st-century skills in English language teaching: ESL preservice teachers' perception. *A 3-day National Web Conference on English Studies in India: Challenges, Policies, and Possibilities*. India
- Ironsi, S. C. (2020). Reflective acts inventory: Development and administration. *Simon Fraser University (SFU) Learning Together Conference*. Canada.
- Ironsi, S. C. (2020). The impact of test anxiety on EFL learners in Northern Cyprus. *Presented at International Web Conference on Redefining Education for Sustainable Future*. Malaysia
- Ironsi, C. S (2020). Impact of test anxiety on test scores of preservice teachers in Northern Cyprus. *1st International Conference on Multidisciplinary Industry and academic research (ICIMIAR) 2020*. Philippines
- Ironsi, S. C & Bostanci, H. B (2023). Action research on utilizing the TATE lesson planning framework in improving the language skills of EFL learning. *Altinbas University SFL International Conference on Best Practices in Second Language Education*. Turkey.
- Ironsi, S.C. (2024). Efficacy of the TATE lesson planning framework in improving students' reading skills. *International Conference on Interdisciplinary Education Reflections (ICIER) 2024*. North Cyprus, Turkey
- Ironsi, S.C. & Ironsi, S.S. (2024). Students' Perspectives on the usefulness of Generative Artificial Intelligence in improving their learning experience. *International Conference on Interdisciplinary Education Reflections (ICIER) 2024*. North Cyprus, Turkey

- Ironsi, S.C. (2025). Innovative pedagogical approaches for inclusive and equitable Education: Addressing gender disparities and socioeconomic. *RISE International Conference 2025*. North Cyprus, Turkey.
- Ironsi, S.C, Batunlu, B. & Rahmedova, R (2025). Using non-digital games for enhancing learning experience: opinions of EFL students. *7th International conference on interdisciplinary educational reflections (ICIER)*. 2025.North Cyprus, Turkey
- Ironsi, S. C (2025). Perceptions on enhancing language learning through gamification: a sustainable framework for engagement and retention. *7th International conference on interdisciplinary educational reflections (ICIER)*. 2025.North Cyprus, Turkey

11.4. Papers presented at national scientific meetings and published in the proceedings

- Ironsi, C. S (2021). From flipped learning to emergency remote online learning: A post-COVID-19 concise narrative. *Near East University Narratives on Online Education Conference, 1(1)*, 45-48

11.5. International books or chapters in books written

- Ironsi, S. C (2017). *Effect of test anxiety on academic performance of EFL learners*. Lambert Academic Publishing, ISBN:978-620-2-070620-3
- Ironsi, C. S (2020). *Using principled eclecticism to enhance EFL learner's spoken language*. Lambert Academic Publishing, ISBN:978-620-2-070620-3
- Rodrigo, MV, Ruel, FA, & Ironsi, C. S (2022). Pedagogy for online learning: Theory and practice (Editors). *Institute of Industry and Academic Research Incorporated (IIARI)*. Quezon, Philippines
- Ironsi, C. S. (2024). Exploring the potential of generative AI in English language teaching. In *Facilitating Global Collaboration and Knowledge Sharing in Higher Education With Generative AI* (pp. 162-185). IGI Global.
- Ironsi, C. S. (2024). Using contextual inputs as strategies to promote student engagement in online spaces. In *Incorporating the Human Element in Online Teaching and Learning* (pp. 163-183). IGI Global.
- Ironsi, C.S., Bensen Bostanci, H, & Ironsi, S.S. (2025). The role of accent modification in career development. In *The role of linguistic profiling within career development: cultural and technological implications*. (pp 24-34). Emerald Publishers.

11.6. Guest editorship

- Special issue on “The influence of linguistic profiling in English language teaching and learning: Teachers and students’ perspectives (2024). *Forum for Linguistic Studies*

11.7. Seminars

- Guest speaker at the International Webinar Series: Contemporary Research in Engineering. Innovations. Using Generative AI as a Copilot for improving Students’ Writing skills. 2024. India.

12. Peer reviews (<https://www.webofscience.com/wos/op/peer-reviews/summary>)

1. International Journal of Educational Management (Emerald Publishing)
2. Education and Information Technologies (Springer journals)
3. Quality Assurance in Education (Emerald Publishing)
4. Journal of Education Management and Development Studies (IIARI Publishers)
5. Sustainable Development (John Wiley)
6. Journal of Teacher Education (Sage)
7. Language Teaching Research (Sage)
8. Sage Open
9. Career Development International (Emerald Publishing)

13. Memberships to Scientific and Professional Organizations

1. Member Social Science and Humanities Research Association (SSHRA) Membership ID: TF ERCICSSH2017065
2. Member National Association for Media Literacy Education Membership ID: 55147673
3. Member HighScope Educational Research Foundation
4. Editorial advisory board member of Quality Assurance in Education
5. Editorial board member of the International Journal of TESOL studies
6. Editorial board member of the International Journal of Education Management and Development studies
7. Editorial board member of the Journal of Asian Education
8. Editorial board member of the International Journal of Progressive Studies in Education
9. Editorial board member, Journal of Progression and Development in Education.
10. Technical program committee member, International Conference on Social Sciences and Sustainable Development (ICSSSD)2024
11. Technical program committee member International Conference on Environment and Smart Education (ICENSE) 2024

14. Awards

1. Best Researcher Award for IIARI Educational Conference 2020
2. Contributor badge EDEN 11th Research Workshop
3. Contributor badge EDEN 2021 Virtual Annual Conference
4. Outstanding Reviewer of the Year Award, Institute of Industry and Academic Research 2022 (IIARI)
5. Award of Excellence by Odinnamma Umuigbo, Nigeria, North Cyprus Group
6. Certificate of proficiency in the Bilingual English Education Program with games and classroom management, 2018
7. Expert Judge Certificate Institute for the Future of Education EGADE Business School Tecnologico de Monterrey, 2024

15. Job Experience

Comprehensive Secondary School Soku, Rivers, Nigeria..... (2012-2013)

Vice Principal (Academics)

- *Coordinated all academic programs of the school*
- *Designed and implemented the examinations for the school*
- *Documented all academic details of the students*
- *Archived the necessary academic documents of the school*
- *Organized term meetings with the staff*
- *Represented the Principal in delegated duties*
- *Reported to the Principal*

Kyrenia English program for adult learners, Cyprus..... (2016-2017)

English Language Teaching Assistant

- *Designed and selected materials for teaching adult learners*
- *Conducted classroom teaching for adult learners*
- *Organized English language examination for adult learners*

British Culture College, Hamitkoy, Lefkosia, Cyprus.....(2017-2019)

English Language Teacher

- *In charge of English language studies for the students*
- *In charge of the English club*
- *Organized classroom teaching for K5-K12 students*
- *Assisted in material selection and design*
- *Administered assessments to the students*
- *Organized meetings with other English language teachers*
- *Coordinated the school bus shuttle taking the students to and from the school*
- *Organized students' report cards*

Near East University, Cyprus.....(2019-2020)

Assistant Lecturer

- *Selected materials for departmental ELT courses*
- *Delivered departmental ELT courses*
- *Designed midterm and ELT final assessment*
- *Administered flipped learning ELT courses*
- *Delivered ELT courses during the COVID using videoconferencing integrated with LMS*
- *Engaged in scientific research*
- *Published articles in journals indexed in reputable scientific databases*
- *Attended ELT conferences as a participant*
- *Presented papers in novel national and international scientific meetings and conferences*
- *Prepared end-of-term files for the ELT department.*

Rauf Denktas University, Cyprus..... (2020-2024)

Faculty position/Coordinator of the Foreign Languages and English Preparatory School

- *Selected materials for departmental courses*
- *Designed course outline for Academic English 1&2 language courses*
- *Designed course outline for Occupational English 1&2 language courses*
- *Designed course outline for A1/A2 & B1/B1+ CEFR language courses*
- *Delivered English language departmental and common courses, including assessments*
- *Administered English language lessons through a hybrid instructional delivery method*

- *Engaged in numerous scientific research projects and published articles in journals indexed in reputable scientific databases*
- *Attended conferences as a participant and presented papers in novel national and international scientific meetings and conferences*
- *Coordinated all English language courses and the activities of the foreign languages and English preparatory school*
- *Became a member of the English Proficiency Evaluation Committee of the university*

Akdeniz Karpaz University, Cyprus..... (2024-Present)

Faculty position/Director of the Foreign Languages and English Preparatory School

- *Selected materials for departmental English courses*
- *Designed course outline for Aviation English 1&2 language courses*
- *Designed course outline for Writing skills 1&2 language courses*
- *Designed course outline for Public speaking courses*
- *Designed course outline for A1/A2 & B1/B1+ CEFR language courses*
- *Delivered departmental and common courses, including assessments*
- *Engaged in numerous scientific research projects and published articles in journals indexed in reputable scientific databases*
- *Attended conferences as a participant and presented papers in novel national and international scientific meetings and conferences*
- *Coordinated all English language courses and the activities of the foreign languages and English preparatory school*
- *Designed and administered English language entrance examinations*

16. Administrative Duties

1. Member of the English Proficiency Evaluation Committee at the Rauf Denktas University.
2. Coordinated all English language courses at the Rauf Denktas University
3. Coordinated all the Foreign Languages and English Preparatory School activities at the Rauf Denktas University
4. Directed and supervised all the academic and administrative activities of the Foreign Languages and English Preparatory School at the Akdeniz Karpaz University
5. Participated in recruitment interviews conducted at Akdeniz Karpaz University for the recruitment of English language instructors.

17. Courses Taught

- Writing skills 1&2
- World Englishes
- English for mass media
- Academic English 1&2
- Occupational English 1&2
- Public Speaking 1

- Foundational English Course for A1/A2 CEFR levels
- Foundational English Course for B1/B1+ CEFR levels

18. References

- Prof Mustafa Ikan
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- Prof Mohammad Hossein Keshavarz
Girne American University, Cyprus
mohammadkeshavarz@gau.edu.tr
keshavarz22@gmail.com