



**Saman Ebadi**

**Associate Professor of Applied Linguistics**

**Address**

Department of English Language and Literature, Razi University  
Kermanshah, Iran

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**Teaching interests**

Testing and Assessment  
 Qualitative Research  
 Computer Assisted Language Learning (CALL)  
 Syllabus Design and Materials Development  
 Discourse Analysis

**Educational Background**

- 2011** | **Ph.D. (TEFL)**  
 Department of English, Allameh Tabataba'i University, Tehran, Iran
- 2001** | **M.A. (TEFL)**  
 Department of English, Tabriz University
- 1997** | **B.A. (TEFL)**  
 Kurdistan University

**Employment and Professional Background**

**2012-** | **Assistant Professor**

<b>present</b>	Department of English Language and Literature, Razi University, Kermanshah, Iran
	<b>Lecturer</b>
<b>2008-2011</b>	Department of English Language and Literature, Allameh Tabataba'i University, Tehran, Iran
	<b>Lecturer</b>
<b>2008-2009</b>	Payam Noor University, Tehran, Iran
	<b>Teacher</b>
<b>2003-2008</b>	Iran Language institute (ILI)
	<b>Lecturer</b>
<b>2011-2012</b>	Department of English Language and Literature, Teacher Training University, Tehran, Iran
	<b>International Affairs' Manager</b>
<b>2010-2012</b>	Islamic Republic of Iran's Canoe, Rowing and Sailing Federation
	<b>Official Translator</b>
<b>2010-Present</b>	International Canoe Federation (ICF)
	<b>Official Translator and International Affairs' Manager</b>
<b>2010-Present</b>	Asia's Continental Representative in ICF board Meetings and Congresses

### Courses Taught

	Language testing and assessment
<b>MA Level</b>	Discourse analysis
	Academic writing
	Syllabus design
	Language testing and assessment
<b>PhD Level</b>	Computer Assisted Language Learning (CALL)
	Discourse analysis
	Syllabus design and materials development

## **Publications**

- Ebadi, S., & Rahimi, M.(2017). Exploring the impact of online peer-editing using Google Docs on EFL learners' academic writing skills: A mixed methods study. *Computer Assisted Language Learning*. (5).1-26. **(ISI)**
- Ebadi, S., & Asakereh, A. (2017). Developing EFL learners' speaking skills through dynamic assessment: A case of a beginner and an advanced learner. *Cogent Education*, 4(1),1419796. **(ISI)**
- Ebadi S, Naderifarjad Z. (2017). Dynamic Assessment of a Schizophrenic Foreign Language Learner. *Iranian Rehabilitation Journal*.15(4).341-350. **(Scopus)**
- Ebadi, S., & Goodarzi, A.(2017). Exploring Iranian Post and Undergraduate EFL University Students' Attitudes toward CALL. *CALL-EJ*. 18(2), 29-51. **(Scopus)**
- Ebadi, S., & Latif, S. V. (2017). Dynamic Assessment of PSL Learners' Grammar Learning via Electronic Communication. *Journal of Technology of Education*.11(2). 167-177 **(Elmi-Pajoheshi)**
- Ebadi, S., & Gheisari, N. (2016). The role of consciousness-raising through critical reflection in teachers' professional development: A sociocultural perspective. *Cogent Education*, 3(1), 1147990.**(ISI)**
- Ebadi, S., & Saeedian, A. (2016). Exploring transcendence in EFL learners' reading comprehension through computerized dynamic assessment. *Iranian Journal of Language Teaching Research*, 4(1), 27-45. **(Scopus)**
- Ebadi, S., & Saeedian, A. (2016). Planning Future Instructional Programs through Computerized L2 Dynamic Assessment. *Teaching English with Technology*, 16(4), 12-32. **(Scopus)**
- Ebadi, S., & Saeedian, A. (in press). Exploring L2 learning potential through computerized dynamic assessment. ). *Journal of Teaching English Language and Literature society of Iran(TELL)*. **(Elmi-Pajoheshi)**
- Ebadi, S., & Pursiah, F. (2016). An Exploratory Study of Genuine Criticism Realization and Mitigation Strategies a Case of Movie Interactants. *Iranian Journal of Applied Language Studies*, 8(2), 51-72. **(Elmi-Pajoheshi)**
- Ebadi, S. (2016). Mediation and Reciprocity in Online L2 Dynamic Assessment. *CALL-EJ*, 17(2), 18-42. **(Scopus)**

- Ebadi, S., & Bakhshi, H. (2016). Investigating Iranian Efl Student's Reading Comprehension through Dynamic Assessment. *Modern Journal of Language Teaching Methods*, 6(1), 133. **(ISI)**
- Yousefi, N., Ebadi, S., & Pursiah, F. (in press). A sociological perspective on the speech act of criticism in Persian. *Research in Language*. Alzahra University. **(Elmi-Pajoheshi)**
- Yousefi, N., Ebadi, S., & Ahmadnejad, M. (2016). An Investigation of Motivational Strategies and De/Motivating Factors Among Iranian English Language Teachers. *Journal of Research in Teaching*. 4(1).93-119. **(Elmi-Pajoheshi)**
- Ebadi, S. (2016). Exploring dialang's diagnostic feedback in online L2 dynamic assessment. *Teaching English with Technology*, 16(1), 41-58. **(Scopus)**
- Yousefi, N., Ebadi, S., & Pursiah, F. (2016). An Exploratory Emic Investigation into Politeness in Persian. *Teaching English Language*. 10(1). 63-86. **(Elmi-Pajoheshi)**
- Ebadi, S., & Mozafari, V. (2016). Exploring Bloom's Revised Taxonomy of Educational Objectives in TPSOL Textbooks. *Journal of Teaching Persian Language to Non-Persian Speakers*, 5(1). **(Elmi-Pajoheshi)**
- Ebadi, S., & Beigzadeh, M. (2016). Investigating the Representation of Multiple Intelligences Theory in TPSOL Textbooks. *i- Manager's Journal on English Language Teaching*, 6(2), 18-28. **(ERIC)**
- Ebadi, S., & Saeedian, A. (2015). The Effects of Computerized Dynamic Assessment on Promoting At-Risk Advanced Iranian EFL Students' Reading Skills. *Issues in Language Teaching*, 4(2), 26-1. **(Elmi-Pajoheshi)**
- Ebadi, S., & Ebrahimi, N. (2015). Investigating gender representation in TPSOL textbooks. *Journal of Persian Language Teaching to Non-Persian Speakers*, 10(2), 1-20. **(Elmi-Pajoheshi)**
- Ebadi, S., & Gheisari, N. (2015). The Conceptual Development of In-service EFL Teachers' Perception of Grammatical Mediation on Three Planes: A Sociocultural Perspective. *Iranian Journal of Applied Linguistics (IJAL)*, 18(2), 41-75. **(Elmi-Pajoheshi)**
- Ebadi, S., Beigzadeh, M., & Sabzevari, S. (2015). A Cross-Cultural Study of Compliment Response Patterns across Gender in Persian and English. *Modern Journal of Language Teaching Methods*, 5(2). **(ISI)**

- Ebadi, S., Vakilifard, A., & Bahramloo, K. (2015). Developing basic vocabulary list for Persian: An integrated approach. *Journal of Persian Language Teaching to Non-Persian Speakers*, 8(3), 3-23. **(Elmi-Pajoheshi)**
- Ebadi, S., & Shirzad, F. (2015). The comparison and analysis of macro-structure schematization of English and Persian blurbs. *Modern Journal of Language Teaching Methods*, 5(2). **(ISI)**
- Ebadi, S., & Latif, S. V. (2015). A Critical Functional Approach to Educational Discourses of Students and Professors over the Internet Context. *Journal of English Language Teaching and Learning*, 16, 15-36. **(Elmi-Pajoheshi)**
- Ebadi, S. (2014). L2 Private Speech in Online Dynamic Assessment: A Sociocultural Perspective. *Iranian Journal of Applied Linguistics*, 17(1), 49-70. **(Elmi-Pajoheshi)**
- Tajeddin, Z., & Ebadi, S. (2011). Noticing Request-Realization Forms in Implicit Pragmatic Input: Impacts of Motivation and Language Proficiency. *Iranian Journal of Applied Linguistics (IJAL)*, 14(2), 145-171. **(Elmi-Pajoheshi)**
- Birjandi, P., & Ebadi, S. (2011). Dynamic assessment in synchronous computer mediated communication (SCMC). *Journal of Teaching English Language and Literature society of Iran (TELL)*, 3, 93-122. **(Elmi-Pajoheshi)**
- Ebadi, S., & Latif, S. V. (2015). Dynamic Assessment of EFL Learners' Listening Comprehension via Computerized Concept Mapping. *i-Manager's Journal of Educational Technology*, 12(2), 29-41. **(ERIC)**
- Ebadi, S., & Pourzandi, M. (2015). The effects of explicit and implicit pragmatic instruction on the development of compliments and compliment responses. *i-Manager's Journal on English Language Teaching*, 5(4), 13-26. **(ERIC)**
- Ebadi, S., Beigzadeh, M., & Sabzevari, S. (2015). A cross-cultural study of compliment response patterns across gender in Persian and English. *Modern Journal of Language Teaching Methods*, 5(2). **(ISI)**
- Birjandi, P., & Ebadi, S. (2009). Issues in dynamic assessment. *English Language Teaching*, 4, 228-238. **(ERIC)**
- Khatib, M., & Shabani, K., & Ebadi, S. (2010). Vygotsky's Zone of Proximal Development: Instructional implications and teachers' professional development. *English Language Teaching*, 4, 320-331. **(ERIC)**
- Zamani, G., & Ebadi, S. (2016). Move Analysis of Conclusions as Components of Research Articles in Persian and English. *Cypriot Journal of Educational Sciences*, 11(1), 09-20. **(Ulrich's)**
- Ebadi, S., Salman, A. R., & Marjal, B. E. (2015). Gender representation in the textbooks of teaching Persian to speakers of other languages. *Journal of Applied Linguistics and Language Research*, 2(4), 143-157. **(Ulrich's)**

- Ebadi, S., & Salman, A. R. (2015). Using Compliment Responses in Arabic and English: Focusing on Male and Female EFL Learners in Iraq. *Journal of Applied Linguistics and Language Research*, 2(7), 157-178. **(Ulrich's)**
- Ebadi, S., & Pursiah, F. (2015). The effect of social class on Persian EFL learners' pragmatic performance of Speech act of compliment responses. *Global Journal of Foreign Language Teaching*, 5(2), 157-170. **(Ulrich's)**
- Ebadi, S., & Bakhshi, H. (2015). The evaluation of top notch series for intensive language course from imam Ali teachers' and students' perspective. *Modern Journal of Language Teaching Methods*, 5(2). **(ISI)**
- Ebadi, S., & Naderifarjad, Z. (2015). Evaluation of EAP Textbooks: A Comparison between SAMT English for Medical Students and Oxford English for Career. *Journal of Applied Linguistics and Language Research*, 2(3), 133-149. **(Ulrich's)**
- Ebadi, S., Rawdhan, A. S., & Marjal, B. E. (2015). A Comparative Study of the Use of Metadiscourse Markers in Persian and English Academic Papers. *Journal of Applied Linguistics and Language Research*, 2(4), 28-41. **(Ulrich's)**
- Ebadi, S., Salman, A. R., & Marjal, B. E. (2015). Gender representation in the textbooks of teaching Persian to speakers of other languages. *Journal of Applied Linguistics and Language Research*, 2(4), 143-157. **(Ulrich's)**
- Ebadi, S., & Salman, A. R. (2015). Using Compliment Responses in Arabic and English: Focusing on Male and Female EFL Learners in Iraq. *Journal of Applied Linguistics and Language Research*, 2(7), 157-178. **(Ulrich's)**
- Ebadi, S., Rawdhan, A. S., & Marjal, B. E. (2015). A Comparative Study of the Use of Metadiscourse Markers in Persian and English Academic Papers. *Journal of Applied Linguistics and Language Research*, 2(4), 28-41. **(Ulrich's)**
- )
- Ebadi, S. (2015). Exploring the Cognitive Level of Final Exams in Iranian High Schools: Focusing on Bloom's Taxonomy. *Journal of Applied Linguistics and Language Research*, 2(4), 1-11. **(Ulrich's)**
- Ebadi, S., Salman, A. R., & Saedian, A. (2015). Violation of Conversational Maxims: Drivers' Excuses toward Traffic Police's Questions. *The Iranian EFL Journal*. 11(3), 11-21. **(Columbia University Libraries)**
- Ebadi, S., & Saedidovaise, M. (2015). A Contrastive Study of Letters of Recommendation in Persian and English. *Journal of English Language and Literature*, 3(1), 213-218.
- Ebadi, S., & Saedidovaise, M. (2015). Evaluating Ph.D Candidates' Interviews: A Validity Argument Approach. *The Iranian EFL Journal*, 11(2), 438-450. **(Columbia University Libraries)**

- Ebadi, S., & Seidi, N. (2015). Iranian EFL Learners Request Strategies Preferences across Proficiency Levels and Gender. *Journal of Applied Linguistics and Language Research*, 2(4), 65-73. **(Ulrich's)**
- Ebadi, S., & Bahramlu, Kh. (2014). Dynamic assessment of learning potential or cognitive modifiability. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*. 6(4), 228-239. **(Ulrich's)**
- Ebadi, S., & Saeedian, A. (2014). The role of L1 in online L2 dynamic assessment mediation. *Iranian EFL Journal*. 10(3). 296-305. **.(Columbia University Libraries)**
- Ebadi, S., & Yari, V. (2014). Manipulation of speech by mass media; Case study of a presidential speech. *Iranian EFL Journal*.10(6),556-566. **.(Columbia University Libraries)**
- Birjandi, P., & Ebadi, S. (2012). Microgenesis in dynamic assessment of L2 learners socio-cognitive development via Web 2.0. *Procedia - Social and Behavioral Sciences*, 32,34-39. **(DOAJ)**
- Ebadi, S., Zamani, G., & Sharifi, M. M. (2014). Interpretive argument of the academic reading module of IELTS: A fusion of current research. *International Journal of Language Learning and Applied Linguistics World*. 6(4), 317-328. **(Ulrich's)**
- Ebadi, S., & Khakhsar, Z. (2014). The relationship between Iranian upper-intermediate EFL learner's test anxiety level and their performance in writing test of TOEFL. *International Journal of Language Learning and Applied Linguistics World*. 6(4), 293-307. **(Ulrich's)**
- Ebadi, S., & Khakhsar, Z. (2015). The Use of Hedging Devices in Conclusion section of the Research Articles of English Teaching by Native and Non- native authors. *International journal of English and education*,4(2),295-308. **(DOAJ)**
- Ebadi, S., & Amjadian, M. (2011). The effects of acquaintanceship with the interviewers and the interviewees' sex on oral interview as a test technique in EFL context. *Journal of Language Teaching and Research*, 6, 1289-1297. **(DOAJ)**
- Ebadi, S., & Amjadian, M. ( 2011). Variationist perspective on the role of social variables of gender and familiarity in L2 learners' oral interviews. *Theory and Practice in Language Studies*, 6, 722-728. **(DOAJ)**
- Alemi, M., & Ebadi, S. (2010). The effects of pre-reading activities on ESP reading comprehension. *Journal of Language Teaching and Research*, 5,569-577. **(DOAJ)**
- Ebadi, S., & Seidi, N. (2014). The effects of explicit and implicit corrective feedback on learning of English present continuous tense by EFL learners. *International Journal of Language Learning and Applied Linguistics World*. 7(3), 227-236. **.(Ulrich's)**
- Ebadi, S., Latif, S. V., & Bahramzadeh,(2015) E. A Two-Way Evaluation of Practical Uses of Group Work Activities In ELT Course Books. *ELT Voices- International Journal for Teachers of English*,5(2),26-37. **.(Journalseek)**

- Ebadi, S., & Ashtarian, S (2015). On the Representation of Multiple Intelligences in ESP Text books: The Case of English for the Students of Nursing Published by SAMT. *ELT Voices*, (5), 2, 1-10. **(Journalseek)**
- Ebadi, S., & Ashtarian, S (2015). On the Representation of Multiple Intelligences in ESP Textbooks: the Case of Nursing for Careers Published by OUP. *English for specific Purposes world*, 44(15),1-18. **(DOAJ)**
- Ebadi, S., & Gheisari, N. (2015). The Effect of EFL Learners' Gender, Proficiency Level, and Self-Perception on their Preference for Teachers' Gender. *English for specific Purposes world*, 47(1),1-28. **(DOAJ)**
- Ebadi, S., & Beigzadeh, M.(2015) The Effect of Teacher Scaffolding vs. Peer Scaffolding on EFL Learners' Reading Comprehension Development. *International journal of English and education*,4(2),105-116. **(DOAJ)**
- Ebadi, S., Sabzevari, S., & Beigzadeh, M.(2015). The Representation of Multiple Intelligence Types in Touchstone Series Course Books. *English for specific Purposes world, Special Issue #1*,1-24. **(DOAJ)**
- Ebadi, S., & Mozafari, V.(2015). The Realization of Address terms in Sorani Kurdish (Jafi Dialect). *International journal of English and education*,4(2),105-116.264-276. **(DOAJ)**
- Ebadi, S., & Shahbazian, F.(2015). Investigating Gender Representation in Iranian EFL Textbooks. *English for specific Purposes world, Special Issue #1*,1-14. **(DOAJ)**
- Salman, A. R., & Ebadi, S. (2015). Exploring Pragmatic Transfer in Iraqi EFL Learners' Complement Responses. *Journal of Applied Linguistics (Dubai)*, 1(2), 1-20. **(DOAJ)**
- Ebadi, S., & Yari, V. (2015). Learners' Perspective on Using Dynamic Assessment Procedures in Vocabulary Knowledge Development. *English for specific Purposes world*, 48(16),1-22. **(DOAJ)**
- Ebadi, S., & Seidi, N.(2014) The effects of explicit and implicit corrective feedback on learning of English present continuous tense by EFL learners. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 7(3), 227---236. **(Ulrich's)**

### **Conference Presentations**

- Ebadi, S., & Rahimi, M& Harati, H.(2017). Exploring the impact of online peer-editing using Google Docs on EFL learners' academic writing skills. CALL 2017, Berkeley, University of California, USA.
- Ebadi, S., & Rahimi, M& Harati, H.(2017). Exploring the impact of WebQuest-based flipped classroom on EFL learners' critical thinking and academic writing skills. CALL 2017, Berkeley, University of California, USA.



- Ebadi, S., Ashtarian, S., & Bakhshi, H. (2016). Investigating Iranian Students' group dynamic assessment (GDA). The third international conference on applied researches in language studies. Tehran University, Tehran, Iran.
- Ebadi, S., & Haidari, S. (2015). The Effect of Metadiscourse Markers in EFL Iranian Classes on Reading Comprehension. Alzahra University First Postgraduate Conference on Applied Linguistics. Tehran, Iran.
- Ebadi, S., Zamani, G. & Shirzad, F. (2014). Test specification of the general reading comprehension section in MA.U.E.Es: any particular pattern? IELTSI(7). Tehran University, Iran.
- Ebadi, S. (2014). Cyber-mediation in online L2 dynamic assessment. The 11th TELLSI International Conference, Mashhad- Iran.
- Birjandi, P., & Ebadi, S.(2010). Dynamic Assessment and Transcendence of Oral Abilities in EFL Context. Paper presented in IELTSI5, University of Tehran, Tehran, Iran.
- Birjandi, P &Ebadi, S. (2010). L2 Dynamic Assessment through Collaborative Web 2.0. Paper presented in th 8th Malaysian International Conference on English Language Teaching (MICELT).
- Ebadi, S., & Mehri, A. (2010). Dynamic Assessment and L2 Development: A 'Post-Psychometric' Culture of Assessment? Paper presented in the Second post-graduate conference on issues in language teaching in Iran, Isfahan University,2010
- Ebadi,S.(2010). Vygotskian-Inspired Dynamic Assessment and Psychometric-based Testing in Cognitive Development: Contradictory or Complementary? Paper accepted for presentation in 2010 Applied Linguistics association of Australia (ALAA) Congress, The University of Queensland, Brisbane.
- Ebadi,S.(2010). Dynamic Assessment and Web2.0 .Paper presented in The 1st Zirve University International ELT Conference: INDEPENDENT LEARNING , Turkey.
- Birjandi, P., & Ebadi, S. (2010). Dynamic Assessment in Synchronous Computer Mediated Communication (SCMC). Paper presented at the 2010 SouthWest Association for Language Learning and Technology (SWALT) conference, Portland, Oregon, USA.
- Birjandi, P., &Ebadi, S. (2010). Interactionist DA and microgenetic development in CMC. Paper presented at the 2010 TELLSE conference, Alzahra University, Tehran, Iran.
- Ebadi,S.(2010).Internet Based Qualitative Inquiry into DA. Paper presented online Via Skype at the 2010 Technology for Second Language Learning (TSLL) conference, Iowa State University, USA.
- Birjandi, P., & Ebadi, S.(2011). Microgenetic Development in SCMC-based L2 Dynamic Assessment via Web 2.0.Paper presented in CALICO 2011, 28th ANNUAL CONFERENCE Mediated Learning Communities hosted by the University of Victoria Victoria, BC, Canada May 17-21.

- Birjandi, P., & Ebadi, S. (2011). Learners' L2 Development in Dynamic Assessment . Paper accepted for presentation in 16th world congress of applied linguistics, Beijing, China, August 23-28, 2011.
- Birjandi, P. & Ebadi, S. (2011). Microgenesis in Dynamic Assessment of L2 Learners' Socio-Cognitive Development. Paper presented in The Fourth International Conference of Cognitive Science (ICCS). 10-12 May, 2011. Tehran, Iran
- Birjandi, P., & Ebadi, S. (2011). Exploring Learners' Microgenetic Development in SCMC-based L2 Dynamic Assessment via Web 2.0. Poster presentation. EUROCALL 2011 Conference, The Call Triangle: Student, Teacher and Institution, 31-Aug-11 – 03- Sep-11, Nottingham, UK.
- Birjandi, P., & Ebadi, S. (2011). Dynamic Assessment and Vygotsky's Zone of Proximal Development: The Unification of Teaching and Assessment, Paper presented at the 9th International TELLSI Conference, Ilam University, Iran.

### **Books**

- Tajeddin, Z., & Ebadi, S., Ruhi, M. (forthcoming). *The encyclopedic dictionary of materials development and syllabus design*. Tehran: Jungle Press.
- Ebadi, S., Ebrahimi, S. & Sarmasti, M. (2015). *Academic Writing for University Students*. Tehran: Yare-Danesh Publications.
- Roobahani, A., & Ebadi, S. (2014). *Dynamic assessment: Theory and practice*. Tehran: Yare-Danesh Publications.
- Ebadi, S. (2005). *Pre-university English dictionary in use*. Kermanshah: Tagbostan Publication.

### **Webinars on Language Assessment**

- Ebadi, S. (2014). Participated in the San Diego State University webinar on language assessment presentation titled Assessing Vocabulary presented by Dr. John read Department of Applied Language Studies and Linguistics University of Auckland, New Zealand
- Ebadi, S. (2014). Participated in the San Diego State University webinar on language assessment presentation titled Task-Based Performance Assessment presented by Dr. John Norris Department Linguistics, Georgetown University

- Ebadi, S. (2012). Participated in the San Diego State University webinar on language assessment presentation titled Assessing Listening presented by Dr. Larry Vandergrift Official Languages and Bilingualism Institute University of Ottawa.
- Ebadi, S. (2012). Participated in the San Diego State University webinar on language assessment presentation, Assessing Speaking presented by Glenn Fulcher, Professor of Education and Language Assessment School of Education, University of Leicester, UK.
- Ebadi, S. (2011). Participated in the San Diego State University webinar on language assessment presentation titled foreign language classroom assessment in support of teaching and learning by Matt Poehner of The Pennsylvania State University.
- Ebadi, S. (2011). Participated in the San Diego State University webinar on language assessment presentation titled Integrating Performance Assessment into World Language Classrooms by Margaret Malone of The Center for Applied Linguistics, Pennsylvania State University.

### **Journal Reviewer Responsibilities**

Computers and Education (**ISI-indexed**)

*TELL (Teaching English and Literature Society of Iran)* (**Elmi-Pajoheshi**)

*Journal of Language Teaching Research (Urmia University)* (**Elmi-Pajoheshi**)

*Iranian Journal of Applied Linguistics (IJAL)*, (Kharzmi University) (**Elmi-Pajoheshi**)

*Journal of Persian Language Teaching to Non-Persian Speakers ( Ghazvin University)* (**Elmi-Pajoheshi**)

Journal of Teaching Language Skills (Shiraz University) (**Elmi-Pajoheshi**)

Issues in Language Teaching ( Allameh Tabatabaie University) (**Elmi-Pajoheshi**)

### **Supervised PhD Dissertations**

**Nouzar Gheisari**

The effect of raising awareness and critical reflection on classroom talk-in-interaction: A Sociocultural Perspective (**Graduated**)

**Khosro Bahramloo**

Exploring lexical inferencing as a vocabulary acquisition strategy through computerized dynamic assessment. **(in progress)**

**Fereshteh Shirzad**

Exploring Iranian EFL learners' autonomy and self-regulation through Computer-assisted and Conventional Reading Comprehension Instructional techniques. **(in progress)**

**Zahra Khakhsar**

Exploring Iranian EFL learners' development in writing skill through grit building activities. **(in progress)**

**Soror Ashtarian**

Group Dynamic Assessment in EFL Writing Accuracy: Teacher versus Peer-directed Assistance. **(in progress)**

**Shokoufeh Vakili**

Investigating EFL learners' metacognitive development in writing via Dynamic Assessment based face-to-face and computer-mediated feedback. **(in progress)**

**Ahmed Rawdhan Salman**

Exploring the Generic Structure of Master's Theses in Applied Linguistics Written by Iraqi and International Students. **(in progress)**

**Supervised MA Theses**

**Vida Mozafari**

Exploring bloom's revised taxonomy of educational objectives in TEPSOL textbooks **(Graduated)**

**Ahmad Rowdhan Salman**

A gender based pragmatic analysis of the use of English compliment responses by Iraqi EFL students **(Graduated)**

**Maryam Beigzadeh**

The representation of multiple intelligence types in TPSOL textbooks: a comparative study of young and adult textbooks(**Graduated**)

**Faranak Shahbazian**

Exploring cognitive level of English final exams in Iranian high schools based on Bloom's revised taxonomy(**Graduated**)

**Vahid Yari**

Investigating the effects of using dynamic assessment procedures on the EFL learner's vocabulary knowledge development(**Graduated**)

**Abdolbaset Saeedian**

Computerized Dynamic Assessment of Reading Comprehension for At-Risk Iranian EFL Students(**Graduated**)

**Mahsa Pourzandi**

The Effect of Teaching Pragmatics Explicitly vs. Implicitly on Development of Compliment and Compliment Responses (**Graduated**)

**Behnaz Hatami**

Exploring Oral Mediation in a Teacher's Interaction with EFL Learners: A Socio-Cultural Approach (**Graduated**)

**Saba Bashiri**

Investigating EFL Learners' Perspectives on Vocabulary Learning Experiences through Smartphone Applications and Social Networks (**Graduated**)

**Sajad Sabzavari**

Investigating Children and Young Adult EFL Learners of the ILI and Their Coursebooks: An Application of Multiple Intelligence Theory( **Graduated** )

**Fatemeh Aftahi Zangneh**

The Impact of SCMC-based Dynamic Assessment on L2 Reading Comprehension Performance  
(in progress)

**Zohreh Najimi**

Exploring Bloom's Revised Taxonomy of Educational Objectives and Teachers' Perspective in the Evaluation of Iran Language Institute (ILI) Textbooks( **Graduated** )

**Fatemeh Samie**

Developing EFL learners' inferential reading skills through WebQuest-based flipped classroom: Exploring learners' perspective. **(in progress)**

**Negin Ghorbani**

Using an online instant messenger to support foreign-language learning through mobile immersion **(in progress)**

**Khadijeh Ghuchi Davood**

Investigating The Effects of Blended Learning Approach on vocabulary Enhancement from EFL Learners' Perspectives**(in progress)**

**Fereshteh Pourahmadi**

Exploring Challenges of Postgraduate English Students and Their Teachers in Doing Master Research**(in progress)**

*Last Updated: August, 2017*