In the Name of God, the Compassionate, the Merciful.

Curriculum Vitae (Updated March 2021)

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رزومه سید محمد علوی عضو هیئت علمی گروه زبان و ادبیات انگلیسی دانشگاه تهران

1.   **Personal data:**

Name: Sayyed Mohammad Alavi
DOB: April 1st, 1960
POB: Qom, Iran

2.   **Education**:

1983   BA in English Language Literature, University of Tehran, Tehran, Iran
1990   MA in TEFL, Tarbiat Modarres University, Tehran, Iran
1997   Ph.D. in Applied Linguistics, Lancaster University, Lancaster, UK

3.   Work Experience

3.1.   *Administrative and Executive positions*

1997- Present	Staff member of Department of English Language and Literature, Faculty of Foreign Languages and Literatures, University of Tehran, IRAN.
2008-2021	President of Hekmat Institute for Higher Education, Qom, Islamic Republic of Iran. http://hekmat-qom.ac.ir/
2021- Present	Vice Dean for Research and Education, Aras International Campus of University of Tehran
2016-2019	Vice Dean of Educational Affairs, Dehkhoda Lexicon Institute and International Center for Persian Studies (ICPS). https://icps.ut.ac.ir/
2014-2019	Editor of Journal of Foreign Language Research. https://jflr.ut.ac.ir/?lang=en
2009-2012	Vice-Dean of Educational Affairs, Faculty of Foreign Languages and Literatures, University of Tehran, IRAN.
2005-2009	Head of Department of English Language and Literature, Faculty of Foreign Languages and Literatures, University of Tehran, IRAN.
1998- 2003	Head of Department of English Language and Literature, Faculty of Foreign Languages and Literatures, University of Tehran, IRAN.
1988- 1992	Founder and the Head of Centre for teaching and Testing English at the Scholarship Department of Ministry of Culture and Higher Education (MCHE), now, Ministry of Science, Research, and Technology (MSRT) of Iran. We offered TOEFL and IELTS preparation courses and administered these two tests in the Centre. We were in direct contact with Canadian and Australian Embassies to administer these tests. We prepared all the teaching materials and exercises for courses of teaching grammar, vocabulary, and reading. I also developed some test batteries called MCHE Test (Ministry of Culture and Higher Education Test).
1987 - 1988	Head of Jihad's Language Centre at Shaheed Beheshti University, Tehran, IRAN. Various courses in English, German, and French were taught in the Centre. I developed some new teaching materials for reading for the English language section. I was teaching reading and English conversation.
1986- 1991	News Editor (English to Persian), Central News Bureau, Islamic Republic of Iran Broadcasting
1983-1986	Translator, Central News Bureau, Islamic Republic of Iran Broadcasting.

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4.   Academic Career:

4.1.   Teaching

1997- Present   Teaching courses related to language testing and language teaching methodology to BA, MA, and Ph.D. students at the English Department of Faculty of Foreign Languages, University of Tehran.

1989 - 1992   Teaching at the English Department of the University of Tehran. I taught reading comprehension and advised students on doing research on testing reading and writing.

1989 - 1992   Invited teacher at the English Department of Azad University at Qom. I taught reading comprehension, writing, and speaking skills.

1986 – 1991   Teaching at the Language Centre at the University of Tehran. I taught general English and semi-specialised text to the students of sociology, mechanical engineering, nursing, geology, history.

1980 -1983   Teaching English language at high schools in Bandar- Gaz, Kordkoy, and Gorgan, in Golestan Province, Iran.

4.1.1. Courses that I taught in University

4.1.1.1. Teaching the following courses at PhD level:
1. Advanced Research Methodology
2. Qualitative and Quantitative Research
3. English of Special Purposes (ESP)
4. Issues in Language Teaching Methodology
5. Language Testing and Assessment
6. Learning Theories
7. Second Language Acquisition
8. Syllabus Design and Materials Development
9. Teacher Education
10. Technology in Language Teaching Learning

4.1.1.2. Teaching the following courses at MA level:
1. Academic Writing
2. Evaluation of translation (to MA students of translation studies)
3. Language Teaching Theories and Methodology
4. Language Testing and assessment (TEFEL)
5. Materials Development and Syllabus Design
6. Practical Teaching
7. Research Methodology

8. Seminar in language education (The main objective of this course is to help the MA students who passed all of their courses, to design a research project for their MA dissertation.)
9. Seminar in translation studies (The main objective of this course is to help the MA students in translation studies who passed all of their courses, to design a research project for their MA dissertation.)
10. Statistics and Information Technology
11. Teaching Language Skills
12. Technology in Language Teaching Learning
13. Translation of news (to MA students of translation studies)

4.1.1.3. *Teaching the following courses at BA level:*

1. Research I and II: In research one the principles of research is presented. In research II the students are helped to design a minor empirical study and analyse the data
2. Reading I and II: These two courses are introductory courses offered to first year students in Iranian Universities
3. Writing and Grammar I and II: In these two courses the English grammar is comprehensively introduced and the basic principles of writing at paragraph level are practiced.
4. Teaching Methodology: In this course some common theories of language teaching and language learning along with common teaching methods in general and language skills are discussed.
5. Language Testing
6. Reading Newspaper
7. Story telling
8. Translation of political texts
9. Translation of economical texts

4.2.   *Dissertation I supervised*

I supervised more than 90 PhD dissertations and more than 150 MA theses on language assessment and language teaching in general and task based language teaching in particular. The title of these dissertations can be mailed to you on request.

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4.3.   Publication:

4.3.1. Book

1. 1383 (2004)   *Advanced Writing*. Zabankadeh Publisher. Co-authored with Parviz Birjandi and Mohammad Ali Salmani Nodushan.

2. 1383 (2004)   **Communicative Reading Skills I**. Zabankadeh Publisher. Co-authored with Akbar Mirhashani.

3. 1383 (2004)   **Communicative Reading Skills II**. Zabankadeh Publisher. Co-authored with Akbar Mirhashani..

4. 1383 (2004)   **Communicative Reading Skills III**. Zabankadeh Publisher. Co-authored with Akbar Mirhashani.

5. 1383 (2004)   *APA Style and Research Report Writing*. Zabankadeh Publisher. Co-authored with Mohammad Ali Salmani Nodushan.

6. 1994   *Data Analysis in Applied Linguistics*. Co-edited with Ann-Mary de Mejia, Department of Linguistics, Lancaster University, Lancaster, UK

4.3.2. Paper	**مقالات**

4.3.2.1.Papers published in Persian **مقالات منتشر شده به زبان فارسی**

.

1. 1397 مهماندوست زهره, علوي سيدمحمد, & كيوان پناه شيوا. بررسي سواد سنجش و ارزشيابي مدرسان دانشگاهي زبان انگليسي در ايران. پژوهش هاي زبانشناختي در زبان هاي خارجي، دورة8 ، شمارة2 ، پاييز و زمستان 1397 ، از صفحه 337 تا335

2. 2018. شاهسوار, علوی, & نوروزی.. ارزشیابی پویا دانش کاربرد شناسی: با تکیه بر کنش های گفتاری عذرخواهی و درخواست. *پژوهشهای زبانشناختی در زبانهای خارجی, 8*(1), 206-187.

3. 1396 علوي، کيوان پناه و شريفي آسيب شناسي کيفيت آموزش زبان انگليسي تخصصي گردشگري دردانشگاه هاي کشور. پژوهش هاي زبانشناختي در زبان هاي خارجي، دورة 5، شمارة2 ، پاييز و زمستان 1394 ، از صفحه 353 تا374

4. 1395 رنجبران و علوي** سنجش تشخيصي شناختي آزمون خواندن و درك مفاهيم براي بازخورد تشخيصي تکويني. پژوهش هاي زبانشناختي در زبان هاي خارجي، دورة6 ، شمارة2 ، پاييز وزمستان 1395 ، از صفحه 321 تا342

5. 1393 . کيوان پناه، علوي و طبايي فرد. ارزيابي برنامه جديد آموزش زبان انگليسي پايه هاي اول و دوم دبيرستان. پژوهش هاي زبانشناختي در زبان هاي خارجي، دورة4 ، شمارة1 ، بهار و تابستان 1393 ، از صفحه 83 تا106

6. 1393 علوي وتميمي. بررسي رابطة بين فرهنگ و ابعاد شناختي يادگيري گروهي. پژوهش هاي زبانشناختي در زبان هاي خارجي، دورة4 ، شمارة2 ، پاييز و زمستان 1393 ، از صفحه 341 تا372

7. 1392 زندي، کيوان پناه و علوي. مقايسة سؤال هاي چندگزينه اي و ترجمه اي از لحاظ پايايي و دشواري در آزمون دانش دستوري. پژوهش هاي زبان شناختي در زبان هاي خارجي، دورة3 ، شمارة1 ، بهار و تابستان 13 ، از صفحة 117 تا133

8. 1393 مقايسه سوال های چندگزينه ای و ترجمه ای از لحاظ پايايی و دشواری در آزمون دانش دستوری. پژوهش هاي زبان شناختي در زبان هاي خارجي، دورة3 ، شمارة1 ، بهار و تابستان 1393 ، از صفحة 117 تا133

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4.3.2.2.Papers published in English

1. 2022   Alavi, S. M., Dashtestani, R., & Mellati, M. Crisis and changes in learning behaviours: technology-enhanced assessment in language learning contexts. *Journal of Further and Higher Education*, *46*(4), 461-474.

2. 2022   Mellati, M., Alavi, S. M., & Dashtestani, R. Reduction of Errors in Writing Assignments: A Comparison of the Impact of Peer, Teacher, and Mixed Feedback. *Iranian Journal of English for Academic Purposes*, *10*(4), 152-166.

3. 2022   Gooran, M., Soleimani, H., Alavi, M., & Jafarigohar, M. EFL teachers' immunity: a case of online language teaching. *Journal of Multilingual and Multicultural Development*, 1-20.

4. 2022   Mozaffari, F, Alavi, SM, Rezaee, A. <u>Investigating the impact of response format on the performance of Grammar tests: Selected and constructed</u>. *Journal of Teaching Language Skil*ls 36 (2), 103-128

5. 2021   Alavi, S. M., & Esmaeilifard, F. The effect of emotional scaffolding on language achievement and willingness to communicate by providing recast. *Cogent Psychology*, *8*(1), 1911093.

6. 2021   Ghaderpanahi, L., Alavi, S. M., & Karami, H. (2021). Reciprocal Contribution of Writing Attributes to One Another. *Iranian Journal of Applied Language Studies*, *13*(1), 161-180.

7. 2021   Merati, H., Ghonsooly, B., and Alavi, S. M. (2021). Emotional intelligence and cultural quotient as predictors of pragmatic performance in EFL. *International Journal of Language Studies*, *15*(2).

8. 2021   Sayyadi, A., Alavi, S. M., & Karami, H. (2021). Teachers' Rating Criteria for Classroom Oral interviews as Influenced by their First Languages and Educational Backgrounds. *Journal of Teaching Language Skills*, *40*(2), 161-192.

9. 2021   Alavi, S. M., Karami, H., & Khodi, A. (2021). Examination of factorial structure of Iranian English language proficiency test: An IRT analysis of Konkur examination. *Current Psychology*, 1-15.

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10.   2021   Khodi, A., Alavi, S. M., & Karami, H. (2021). Test review of
                    Iranian university entrance exam: English Konkur
                    examination. *Language Testing in Asia*, *11*(1), 1-10.

11.   2021   Kaivanpanah, S., Alavi, S. M., Bruce, I., & Hejazi, S. Y.
                    EAP in the expanding circle: Exploring the knowledge base,
                    practices, and challenges of Iranian EAP practitioners.
                    Journal of English for Academic Purposes, 50, 100971.

12.   2021   Kaivanpanah, S., Alavi, S. M., Bruce, I., & Hejazi, S. Y.
                    Iranian EAP practitioners' competences, practices, and
                    professional development. *ESP Today*. *9*(2), 272-296.

13.   2021   Miraei Mohammadi, M., Alavi, S. M., & Khatib, M. (2021).
                    Implication of Face-to-Face Project Based Learning in
                    Teaching Speaking Skills. *Journal of Language and
                    Translation*, *11*(1), 47-64.

14.   2021   Kaivanpanah, Alavi, SM, I Bruce, I, Hejazi, SY. EAP in the
                    Expanding Circle: Exploring the Knowledge Base, Practices,
                    and Challenges of Iranian EAP Practitioners. *Journal of
                    English for Academic Purposes*, 1009712020.

15.   2020   Alavi, S.M. Nemati, M. Dorry, J. Error gravity analysis of
                    IELTS students' academic writing task 2. *International
                    Journal of Language Studies* 14 (1)

16.   2020.   Kaivanpanah, M Alavi, R Meschi, L2 Writers' Processing
                    of Teacher vs. Computer-generated Feedback. *Journal of
                    English Language Teaching and Learning* 12 (26), 175-215

17. 2020.   Bordbar, S. and Alavi, S.M. Investigating Gender-biased
                    Items in a High-stakes Language Proficiency Test: Using
                    the Rasch Model Measurement. *Applied Linguistics
                    Research Journal* 4 (5), 1-21

18. 2020   Beikmohammadi, SM Alavi, S Kaivanpanah. Learning-
                    oriented Assessment of Reading: A Mixed Methods Study
                    of Iranian EFL University Instructors' Perceptions and
                    Practices. *Journal of Foreign Language Research* 10 (2),
                    316-329

19. 2020   Kaivanpanah, S. Alavi, SM, Ravandpour A. The effect of
                    input-based and output-based tasks with different and
                    identical involvement loads on Iranian EFL learners'
                    incidental vocabulary learning. *Cogent Psychology* 7 (1),
                    1731223

20.   2020   Alavi, Shahsavar, and Norouzi. Diagnosing EFL Learners
                    Development of Pragmatic Competence Implementing

Computerized Dynamic Assessment. *Issues in Language Teaching* 9 (1), 117-150

21.	2020	Rezaee, Alavi, and Razzaghifard Mobile-based dynamic assessment and the development of EFL students' oral fluency. *International Journal of Mobile Learning and Organisation* 14 (4), 511-532
22.	2020	Kaivanpanah, Alavi, and Ravandpour.The effect of input-based and output-based tasks with different and identical involvement loads on Iranian EFL learners' incidental vocabulary learning. *Cogent Psychology* 7 (1), 1731223
23.	2020	Kaivanpanah, Alavi, Taghizadeh Langari. The Effect of Bloom-based ILP Instruction on Iranian EFL learners' Use of External and Internal Modification Strategies in the Speech Act of Request. *Journal of Language Horizons* 4 (1), 12-12
24.	2020	Kaivanpanah, Alavi, and Hussein. Examining the Effect of Listening Strategy Instruction on EFL Iraqi learners' Listening Anxiety. *Arab World English Journal . Special Issue*, pp. 62-75. 14p
25.	2020	Taghizadeh Vahed, and Alavi. The Role of Discipline-Related Knowledge and Test Task Objectivity in Assessing Reading for Academic Purposes. *Language Assessment Quarterly*, *17*(1), 1-17.
26.	2019	Kaivanpanah, Alavi, and Barghi Teachers' Practices and Awareness of Grammar Teaching Principles. *Teaching English Language* 13 (2), 213-246
27.	2019	Kaivanpanah, Alavi, and Rafsanjani Nejad. Depth of Processing in Different Instructional Conditions and Iranian Learners' Interpretation of English Inversion Structures. *Journal of Modern Research in English Language Studies* 6 (3), 32-1
28.	2019	Rezaee, A. A., Alavi, S. M., and Razzaghifard, P. The impact of mobile-based dynamic assessment on improving EFL oral accuracy. *Education and Information Technologies*, *24*(5), 3091-3105.
29.	2019	Alavi, Kaivanpanah, and Danesh, Comparative Study of Writing Assessment Using Activity Theory-Based Assessment Model (ATBAM) and a Traditional Approach. *Journal of English Language Teaching and Learning*, *11*(23), 1-25.

30.   2019   Mesgarshahr, and Alavi. Understanding L2 Reading Cognitive Processes: The Case of the L2 Reader's Goal. *The Reading Matrix: An International Online Journal, 19*(1).

31.   2019   Ahmadi Shirazi, M., Alavi, S. M., and Salarian, H. (2019). An Investigation into Item Types and Text Types of Reading Comprehension Section of Iranian PhD Entrance Exams Using G-theory. *Journal of Modern Research in English Language Studies, 6*(1), 29-1.

32.   2019   Alavi, Nemati, Karimpour. The Impact of Genre-Based Instruction Treatments on EAP Students' Writing Quality. *Journal of Modern Research in English Language Studies*, 0-0.

33.   2019   Nemati, Alavi, and Mohebbi. Assessing the effect of focused direct and focused indirect written corrective feedback on explicit and implicit knowledge of language learners. *Language Testing in Asia, 9*(1), 7.

34.   2018.   Alavi, Nayernia, Panahi, Mohebbi. Does Strategic Support Lead to Differential Performance? Think-aloud Protocol, Strategic Competence, and IELTS Reading Validity. The European Journal of Applied Linguistics and TEFL Volume 7 Number 1

35.   2018.   Alavi*, Kaivanpanah and Panahi Masjedlou . Validity of the listening module of international English language testing system: multiple sources of evidence. *Language Testing in Asia, 8*(1), 8.

36.   2018.   Alavi, M., and Ranjbaran, F. (2018). Constructing and Validating a Q-Matrix for Cognitive Diagnostic Analysis of a Reading Comprehension Test Battery. *Journal of English Language Teaching and Learning, 10*(21), 1-31.

37.   2018   Alavi, S. M., Kaivanpanah, S., and Taase, Y. (2018). A Needs-based Evaluation of EAP Syllabuses. *Iranian Journal of English for Academic Purposes, 6*(1), 1-16.

38.   2018   Shahsavar, M., Alavi, S. M., and Norouzi, M. H. (2018). Dynamic Assessment of Pragmatic Competence: A case of speech acts of Apology and request.

39.   2017   Nemati, M., Alavi, S. M., Mohebbi, H., and Masjedlou, A. P. Teachers' writing proficiency and assessment ability: the missing link in teachers' written corrective feedback practice in an Iranian EFL context. *Language Testing in Asia, 7*(1), 21.

40.	2017	Rahmani, A., and Alavi. Comparing the impact of culturally laden Task-Based Language Teaching (TBLT) and Content-Based Language Teaching (CBLT) on Iranian intermediate learners' speaking improvement. *Journal of Teaching English Language Studies*, *5*(3), 69-88.
41.	2017	Shahrabi and Alavi. Prediction of English Language Proficiency Level Using Multiple Intelligences Theory and Critical Thinking Skills. *Language and Translation*, *7*(3), 1-11.
42.	2017	Ranjbaran and Alavi, Developing a reading comprehension test for cognitive diagnostic assessment: A RUM analysis. *Studies in Educational Evaluation*, *55*, 167-1792017
43.	2017	Alavi, and Masjedlou. Construct Under-representation and Construct Irrelevant Variances on IELTS Academic Writing Task 1: Is There Any Threat to Validity? *Theory and Practice in Language Studies* 7 (11), 1097-1107
44.	2017	Nemati, Alavi, Mohebbi, and Panahi. Masjedlou Speaking out on behalf of the voiceless learners: Written corrective feedback for English language learners in Iran *Issues in Educational Research* 27 (4), 822-841
45.	2017	Mehrgan, A Hayati, SM Alavi. Investigating the Impacts of EFL Teachers' Age, Educational Background, Instructional Experience and Gender on Their Beliefs about Formative Assessment. *International Journal of Foreign Language Teaching and Research* 5 (18), 131-151
46.	2017	Mozaffari, SM Alavi, A Rezaee. Investigating the Impact of Response Format on the Performance of Grammar Tests: Selected and Constructed *Journal of Teaching Language Skills* 36 (2), 103-128
47.	2017	Davari, SM Alavi, A Nayernia, M Yazdani. Teachers' self-assessment and their performance in FCE test, analyzed by fuzzy theory. *Fuzzy and Intelligent Systems* (CFIS), 2017 5th Iranian Joint Congress on, 61-64
48.	2017	Alavi and Bordbar. Differential Item Functioning Analysis of High-Stakes Test in Terms of Gender: A Rasch Model Approach. *Malaysian Online Journal of Educational Sciences* 5 (1), 10-24
49.	2017	Alavi and Karami. The impact of background knowledge on test performance: A multivariate G-theory

approach. *International Journal of Language Studies (IJLS)* Ð volume 11 (1), 23

50. 2016 Alavi, M., Pourhaji, M., and Yaghoubi, B. (2016). Teacher wait-time and learner initiation: A single case analysis. *Journal of English Language Teaching and Learning*, *8*(18), 1-18.

51. 2016 Mirahmadi, S. H., and Alavi, S. M. (2016). The role of traditional and virtual scaffolding in developing speaking ability of Iranian EFL learners. *International Journal of English Linguistics*, *6*(2), 43-56.

52. 2016 Alavi, Kaivanpanah, and Salehi. A Comparative Study of the Language Learning Environment of a Flipped Class Versus a Traditional Class. *Journal of Applied Linguistics and Language Research* 3 (7), 207-218

53. 2016 Pourhaji, SM Alavi, S Karimpour. Built-In Learner Participation Potential of Locally-and Globally-Designed ELT Materials. *Journal of Teaching Language Skills* 35 (3), 119-156

54. 2016 Sarkeshikian, M Alavi. Investigating the relatedness of five different operationalizations of explicit knowledge of English morphosyntax: A levels of processing approach. *Theory and Practice in Language Studies* 6 (11), 2124

55. 2016 Kaivanpanah, SM Alavi, SJ Tabaeifard. ELT PROGRAM IN IRANIAN HIGH SCHOOLS: FROM PERCEPTION TO PRACTICE. *Modern Journal of Language Teaching Methods* 6 (8), 9B

56. 2016 Kaivanpanah and Alavi, S. M. AN EVALUATION OF ENGLISH FOR TOURISM PURPOSES PROGRAM IN IRANIAN UNIVERSITIES. *Modern Journal of Language Teaching Methods* 6 (6), 471

57. 2016 Alavi, M Khatib. THE EFFECT OF COLLABORATIVE PRACTICE THROUGH WORDLES ON EFL LEARNERS'WRITING ACCURACY IN COMPOSING DISCURSIVE TEXTS. *Modern Journal of Language Teaching Methods* 6 (3), 18

58. 2016 Mirahmadi, SM Alavi The Role of Traditional and Virtual Scaffolding in Developing Speaking Ability of Iranian EFL Learners. *International Journal of English Linguistics* 6 (2), 43

59. 2016 Gholami Mehrdad, Alavi, S. M., and Khatib, M. The effect of collaborative writing practice on the learners'

writing accuracy, complexity, and accuracy. *Modern Journal of Language Teaching Methods* 6 (1), 285

60.	2016	Shoaei and Alavi The Impact of Computer-Assisted Language Learning Applications on Incidental Vocabulary Recall and Retention. *Bulletin de la Société Royale des Sciences de Liège* 85, 1674-1686
61.	2016	Alavi, S. M., Borzabadi, D., and Dashtestani, R., Computer literacy in learning academic English: Iranian EAP students' and instructors attitudes and perspectives. *Teaching English with Technology* 16 (4), 56-77
62.	2016	Alavi, S. M., Nayernia, A., Panahi Masjedlou, H. A., and Mohebbi, H. The challenges and reservations of planning content-based instruction in Iranian EFL setting: a shocking pedagogy. *Journal of Teaching for Specific and Academic Purposes*. 4 (3), 581-589
63.		Rouhi, A., Jafarigohar, M., Alavi, S. M., and Asgarabadi, Y. H. (2015). Task difficulty of macro-genres and reading strategies and reading comprehension. International Journal of Asian Social Science, 5(11), 656-677.
64.	2015	Zandi, H., Kaivanpanah, S., and Alavi, S. M. (2015). Contract Learning As an Approach to Individualizing EFL Education in the Context of Assessment for Learning. *Language Assessment Quarterly*, *12*(4), 409-429.
65.	2015	Kaivanpanah, S., Alavi, S. M., and Sepehrinia, S. (2015). Preferences for interactional feedback: differences between learners and teachers. *The Language Learning Journal*, *43*(1), 74-93.
66.	2015	Baradaran, A., and Alavi, M. (2015). The difference between extrovert/introvert EFL learners" cooperative writing. *International Journal of Language Learning and Applied Linguistics World*, *8*, 13-24.
67.	2015	Alavi and Dashtestani. English for academic purposes (EAP) instructors' perspectives on the integration of formative assessment in the EAP context of Iran. *The Asian ESP Journal*. Volume 11, Issue 1. pp. **64 – 94.**
68.	2015	Alavi and Dashtestani. English for academic purposes (EAP) instructors' perspectives on the integration of formative

assessment in the EAP context of Iran The Asian ESP Journal 2015 Volume 11, Issue 164 – 94

69. *2015.*   *Taghizadhe, Alavi, and Rezaee.* Diagnosing the Iranian L2 Writing Ability Using Self-Assessment and Level Specific Approaches. *The Journal of Teaching Language Skills (JTLS)* 7 (1), Spring 2015, Ser. 78/4 ISSN: 2008-8191. pp. 143-173

70. 2015   Birjandi, Alavi, and Najafi. Effects of unenhanced, enhanced, and elaborated input on learning English phrasal verbs. *International Journal of Research Studies in Language Learning.* Volume 4 Number 1, 43-59

71. 2015.   Alavi, Nemati, and Dashtestani. Towards a learner-centered approach to academic writing instruction in the teaching English as a foreign language (TEFL) context of Iran.*The Journal of Teaching English for Specific and Academic Purposes.* Vol. 3, No 2, 2015, pp. 229-240

72. 2015   Pourhaji and Alavi. Identification and Distribution of Interactional Contexts in EFL Classes: The Effect of Two Contextual Factors. Journal of English Language Teaching and Learning. No. 15, pp. 93-123.

73. 2014   Alavi and Janbaz. Comparing Two Pre-listening Supports with Iranian EFL Learners: Opportunity or Obstacle. *RELC Journal vol. 45 no. 3 253-267*

74. 2014   Modarresi, G., and Alavi, S. M. (2014). Designing and validating a test battery of computerized dynamic assessment of grammar. *Teaching English Language*, 8(2), 1-28.

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رزومه سید محمد علوی عضو هیئت علمی گروه زبان و ادبیات انگلیسی دانشگاه تهران

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118.	2008	Explicit/Implicit signals text types and reading comprehension. *Pazhuhesh –e Zabahha –ye Khareji* (Faculty of Foreign Languages, University of Tehran.). Issue 41.
119.	2007	Examining the reliability of learners' self-assessment of guessing word meaning. *Pazhuhesh –e Zabahha –ye Khareji* (Faculty of Foreign Languages, University of Tehran.). Issue 38, Summer 2007
120.	2007	Vocabulary assessment: Examining the role of syntactic complexity of texts and syntactic awareness. *Pazhuhesh –e Zabahha –ye Khareji* (Faculty of Foreign Languages, University of Tehran.). Issue 32 (Special Issue).
121.	2006	Cognitive and metacognitive vocabulary learning strategies across fields of study. *Pazhuhesh –e Zabahha –ye Khareji* (Faculty of Foreign Languages, University of Tehran.). Issue 27 (Special Issue).
122.	2005	On the adequacy of verbal protocol in examining an underlying construct of a test. *Studies in Educational Evaluation.* Vol 31, Issue 1. Elsevier Science Ltd.
123.	2003	Text familiarity, reading task, and ESP test performance. *Iranian Journal of Applied Linguistics (IJAL),* 6/2. Tarbiat Moalem University, Iran (Co-authored with Parviz birjandi and Mohammad Ali Salmani Nodution)
124.	1383	On the adequacy of verbal protocols in examining an underlying construct of a test. *Pazhuhesh –e Zabahha –ye Khareji* (Faculty of Foreign Languages, University of Tehran.). Special Issue.
125.	1383	*Pazhuhesh –e* نقش دانش گرامر و واژگان در مهارت خواندن و درک مطلب *Zabahha –ye Khareji* (Faculty of Foreign Languages, University of Tehran.) Vol. 11, Issue 17.
126.	1382	Feedback expectancy and learners achievement in learning English. *Pazhuhesh –e Zabahha –ye Khareji* (Faculty of Foreign

Languages, University of Tehran.) vol. 9, issue 14. (Co-authored with Shiva Kaivanpanah)

127. 1382   *Pazhuhesh –* استفاده نویسندگان بومي و انگلیسي از فراگفتمان متني در مقالات *e Zabahha –ye Khareji* (Faculty of Foreign Languages, University of Tehran.) Vol 10, issue 15. (Co-authored with Esmail Abdollahzahe)

128. 2002(1381)   On the relationship between grammar knowledge and FCE-TOEFL reading comprehension tests. This paper was published as a seminar proceedings by Faculty of Foreign Languages, University of Tehran.

129. 2001(1380)   An investigation of metacognitive strategy use: the case of undergraduates in distance and in classroom based language education *Pazhuhesh –e Zabahha –ye Khareji* (Faculty of Foreign Languages, University of Tehran.) No. 11.

130. 2001(1380)   Exploring Rhetorical Relations of Texts: Using writer and co-author. *Pazhuhesh –e Zabahha –ye Khareji* (Faculty of Foreign Languages, University of Tehran.) No. 10.

131. 1996   Integrating research methodologies: validating Rhetorical Structure Theory. In S. Kyratzis and A. Tzanne (eds.) *Muddy Fields: Doing Research in Applied Linguistics.* Department of Linguistics, Lancaster University, Lancaster, UK

132. 1994   Traditional and modern approaches to test data analysis: a comparison. In Alavi and de Mejia (eds.) *Data Analysis in Applied Linguistics.* Department of Linguistics, Lancaster University, Lancaster, UK

4.3.3. Seminar paper:

مقالات ارائه شده در همایشها

1. January 23-25 2013

    Second National Conference on Language, Discourse, and Pragmatics, Ahwas, Iran

    Title

    Examining refusal competence of MBA and Law students across their comprehension ability

2. April 29, 2013

    Allameh Tabataba'I University, I.R. of Iran.

    Title

    A validation of the teachers' sense of efficacy scale through CFA and the Rash Model. ELT conference: Exploring New Dimensions

3. May 23-26,2013

    The Impact of Language Testing and Assessment. Istanbul, Turkey

    Title

    An assessment of EFL learners' preferences for oral corrective feedback

4. March 8-10, 2012

    Achieving Excellence through life skills education

    Title

    Emotional intelligence and reading strategy use

5. October 16-19, 2012

    The 10th International TELLSI Conference: Bridging the Gap Between Research, Policy, and Practice.

    Title

    Toward a model of language teacher assessment: construct, concerns, and challenges

6. October 16-19, 2012

    The 10th International TELLSI Conference: Bridging the Gap Between Research, Policy, and Practice.

    Title

    The effects of task structure, gender, pre-task planning and on-line planning on different aspects of Iranian advanced EFL learners' performance in written tasks.

7. October 16-19, 2012

    The 10th International TELLSI Conference: Bridging the Gap Between Research, Policy, and Practice.

    Title

    Assessing grammatical knowledge of Iranian EFL freshman through computerized dynamic assessment: an interventionist approach

8. October 16-19, 2012

    The 10th International TELLSI Conference: Bridging the Gap Between Research, Policy, and Practice.

    Title

    The impact of task complexity and reading proficiency level on learners' pedagogic task performance.

9. February22-23, 2012

    The 6th Conference on Issues in English Language Teaching in Iran. Faculty of Foreign Languages and Literatures, University of Tehran.

<div dir="rtl">رزومه سید محمد علوی عضو هیئت علمی گروه زبان و ادبیات انگلیسی دانشگاه تهران</div>

Title	Contribution of LPS to the participants NDA scores in computerized dynamic assessment of grammatical knowledge of Iranian EFL students.

10. July 7-9 2011
    Title ALTE 4th International Conference, Krakow, Poland
    Examining the construct validity of TOEFL-iBT reading comprehension test type using a verbal protocol

11. January 6-7, 2010 The 5th Conference on Issues in English Language Teaching in Iran. Faculty of Foreign Languages and Literatures, University of Tehran.
    Title Contribution of background knowledge to language knowledge

12. September 7-9, 2006 British Association of Applied Linguistics (BAAL), UK
    Title: Individual differences in word meaning inferencing: examining the influence of language proficiency and learning style

13. February 2-3 2006 The Third Annual Meeting of TELLSI

14. Bahman 13-14 1384 Razi University of Kermanshah
    Title: Merits of using Classical Test Theory and Item Response

15. December 2005 The first Conference on English Language Teaching. Ministry of Education, Iran, Hamedan.
    Title: A transition from testing to assessment: an authentic assessment of teaching and learning in classroom context.

16. March 2005 The first national ESP/EAP conference, SAMT, Iran.
    Title: English Language needs in Physical Education: A search for commonalities among language users

17. May 2005 The Third conference on Issues in English Language Teaching in Iran. (IELTI3)
    Title: Language wants of non-native English majors

18. December 2004 The 8th Annual Current Trends in English Language Testing (CTEL) TESOL Arabia, Testing, Assessment and Evaluation SIG, American University of Sharjah, United Arab Emirate
    Title Reading ability Predictors of Limited English Proficient

19. September 2004 Issues in language teaching, Turkey.
    Title: Background knowledge, level of education and language proficiency, and test formats

20. April 2003 4th INTERNATIONAL ELT CONFERENCE 2003 "ONE LANGUAGE, MANY VOICES: ELT ACROSS BORDERS"

رزومه سید محمد علوی عضو هیئت علمی گروه زبان و ادبیات انگلیسی دانشگاه تهران

Title: Washback effect of alternative assessment on leaners achievement

21. Ordibehesht 1382   IELTI, University of Tehran.
    Title: Metadiscourse in Academic writing: A study of the texts by Iranian and English academic writers

22. September 2002   British Association of Applied Linguistics. Cardiff, UK
    Title: On the examination of FCE-TOEFL reading comprehension test predictor: the case of background knowledge

23. May2001   First Conference on Issues in English language Teaching in Iran. English Department, Faculty of Foreign Languages, University of Tehran
    Title: On the relationship between grammar knowledge and performances on FCE and TOEFL reading tests

24. April 1998   Research Students FORUM, Department of Linguistics and Modern Languages, Lancaster University
    Title: Examining the usefulness of verbal protocol approach for investigating an introspection in test construction.

25. April 1997   BALEAP Conference (British Association of Lecturers in Applied Linguistics) in University of Wales, Swansea, UK.
    Title: An investigation of the construct validity of reading comprehension tests in an academic context: using Rhetorical Structure Theory.

26. March1996   Fifth Research Students FORUM. Department of Linguistics and Modern Languages, Lancaster University
    Title: Integrating research methodologies: validating Rhetorical Structure Theory.

27. Sept. 1995   BALL Annual Conference (British Association of Applied Linguistics). University of Southampton, UK.
    Title: Investigating reader-writer communication: using a text linguistic theory

28. March 1994   Forth Research Students FORUM. Department of Linguistics and Modern Languages, Lancaster University
    Title: Traditional and modern approaches to test data analysis: a comparison.

The End