

CURRICULUM VITAE

S. Susan Marandi, April 2024

Prof. Seyyedeh Susan Marandi

Professor of TEFL/CALL (Teaching English as a Foreign Language/Computer Assisted Language Learning)

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Scopus Author ID: 55627272800

Researcher ID: I-9174-2017

Semantic Scholar: <https://www.semanticscholar.org/author/S.-Susan-Marandi>

LinkedIn: <https://www.linkedin.com/in/s-susan-marandi-7692b3177/>

Google Scholar: <https://scholar.google.com/citations?user=jrMQhyUAAAAJ&hl=en>

ACADEMIC POSITIONS

October 2022 – present, **Professor, English department, Alzahra University, Tehran, Iran**

August 2021 – present, **Associate editor, *JALT CALL Journal*, Japan**

2021 – present, **Member of editorial board for *Australian Journal of Applied Linguistics*, Australia**

2017 – present, **Member of editorial board for *Journal of Language Horizons*, Alzahra University**

2017 – present, **Supervision of 3 postdoctoral research fellows (2 finished, 1 currently underway)**

2014 – present, **Member of editorial board for *Issues in Language Teaching*, Allameh Tabatabaie University**

September 2017 – July 2021, **Head of English Department at Alzahra University**

July 2018 – November 2019, **Science Diplomacy Advisor to Acting Minister of Science, Research, and Technology (MSRT) for International Scientific Collaborations**

September 2014 – October 2022, **Associate professor, English department, Alzahra University, Tehran, Iran**

2013 – 2016, **Director of International Academic Collaborations at Alzahra University**

2012 – 2016, **President of TELLSI (i.e., Teaching English Language and Literature Society of Iran)**

2012 – 2014, **Editor-in-Chief of *Teaching English Language*, journal belonging to the Teaching English Language and Literature Society of Iran**

2011 - 2021, **Director of TELLSI CALL-SIG**

2009 - 2012, **Vice-president of TELLSI (i.e., Teaching English Language and Literature Society of Iran)**

2008 - 2016, **Member of Board of Directors of TELLSI (i.e., Teaching English Language and Literature Society of Iran)**

2006 - 2010, **Head of English Department, Alzahra University**

September 2003 – September 2014, **Assistant professor, English department, Alzahra University, Tehran, Iran**

September 2001 – September 2003. **Lecturer, English department, Alzahra University, Tehran, Iran**

NOTABLE ACHIEVEMENTS/HONORS/AWARDS/FELLOWSHIPS/GRANTS

Scholarship, Travel accommodations and conference fees for Georg Arnhold International Summer Conference at the Leibniz Institute for Educational Media in Braunschweig, Germany, June 2023. Conference title: Educational Justice and Sustainable Peace: Access, Participation and Technology

Establishing the first CALL Research Lab in Iran, Alzahra University, Faculty of Literature, October 2022.

Co-developing Alzahra VR Academy, Virtual Reality software for educational purposes, Version 1.0, finalized October 2022.

Designing and establishing the first CALL (i.e., Computer-assisted language learning) master's degree to ever be offered in Iran, Alzahra University, 2019.

Recognized as Exemplary Faculty Researcher at Alzahra University during years: 2014, 2015, 2016, 2017, 2019, 2020, 2022, 2023.

Offering the first CALL Winter School to be held in Iran, Alzahra University, February 2-6, 2019 (offered in Persian to language teachers/professors from all over the country, from a variety of languages, such as French, Persian, Arabic, English; combining theory, practice, and research).

Offering the first Language Assessment Summer School to be held in Iran for university professors of Arabic as a Foreign Language, Alzahra University, Summer 2017 (duration: 5 days, 5 hours a day; combining theory and practice).

Offering and teaching the first *online* CALL course in Iran, 2011.

Establishing the first CALL (i.e., Computer-assisted language learning) course to ever be offered at MA level in Iranian public universities, Alzahra University, 2010.

Chairperson of TELL8 conference held at Alzahra University, with the theme “CALL for change in our language teaching,” 2010.

Scholarship, Travel accommodations and conference fees for WorldCALL in Fukuoka, Japan, 2008.

Establishing the first CALL (i.e., Computer-assisted language learning) course to ever be offered at PhD level in Iranian public universities, Alzahra University, 2007.

Coordinator of Electronic Village Online (EVO, Annual international project undertaken by CALL-SIG of TESOL), 2007 - 2010.

2nd place prize for educational CD-ROM (i.e., *English at Home*), co-authored with Seyyedeh Sepedeh Marandi, awarded by Minister of Education at the First National Fair of Iranian Software, 2002.

PhD top student, University of Tehran, Faculty of Foreign Languages, Teaching English as a Foreign Language (TEFL), 2002.

MA top student, University of Tehran, Faculty of Foreign Languages, Teaching English as a Foreign Language (TEFL), 1996.

BA top student, University of Tehran, Faculty of Foreign Languages, English Language and Literature, 1992.

EDUCATION

PhD in TEFL (i.e., Teaching English as a Foreign Language) (2002)
University of Tehran, Tehran, Iran

MA in TEFL (i.e., Teaching English as a Foreign Language) (1996)

University of Tehran, Tehran, Iran

BA in English Literature (1992)

University of Tehran, Tehran, Iran

PUBLICATIONS AND RESEARCH EXPERIENCE

Double-blind refereed publications:

Forthcoming, “Virtual reality in Iranian higher education: An investigation into learners’ self-efficacy, foreign language anxiety, and spoken performance in a VR-assisted EAP oral presentation course,” second author, supervisor.

Forthcoming, “Investigating English language teaching policies for online courses at an Iranian language institute,” second author, supervisor.

2023, “Virtual supremacy and electronic imperialism: the hegemonies of e-learning and computer assisted language learning (CALL),” published in *Learning, Media and Technology*, sole author, <https://doi.org/10.1080/17439884.2023.2207832>

2023, “The challenges of adopting CALL in Iranian universities: Voices of professors, students, and IT support engineers,” published in *Language Related Research*, third author, advisor. <https://doi.org/10.1401.0.0.300.2>

2023, “Exploring the role of 5E-based online activities in English language students’ critical thinking and creativity,” published in *Issues in Language Teaching*, 12(1), pp. 1-31, second author, supervisor.

2023, “Student Trust in Teacher Questionnaire: An instrument for measuring Iranian high school students' trust in English teachers,” published in *Teaching English Language*, 17(2), pp. 69-102, second author, supervisor. <https://doi.org/10.22132/TEL.2023.175737>

2022, “Teachers’ technology-related self-images and roles: Exploring CALL teachers’ professional identity,” published in *Language Learning & Technology*, 26(1), pp. 1–20, second author, supervisor. <https://www.lltjournal.org/item/10125-73472/>

2022, “ICT for language learning beyond the classroom in technologically developed and developing countries: The case of Japan and Iran,” published in *Iranian Journal of Language Teaching Research* 10(2), pp. 55-75, second author, supervisor. https://ijltr.urmia.ac.ir/article_121183.html

- 2022, "A socio-cognitive approach toward source-based writing: Professors' perceptions and current constraints," published in *Language Horizons*, 6(2), pp. 7-30, second author, supervisor. <https://doi.org/10.22051/lghor.2021.34247.1413>
- 2022, "Cognitive and Metacognitive Strategy Use in Reading: The Case of Iranian EFL Students' Test Performance," published in *Language-Related Research*, 13(3), pp. 55-85, second author, supervisor. <http://lrr.modares.ac.ir/article-14-52302-en.html>
- 2021, "Using Virtual Learning Teams (VLTs) to enhance EFL teachers' Language Assessment Literacy (LAL)," published in *Foreign Language Research Research*, 11(3), 571-604, first author, supervisor. https://jflr.ut.ac.ir/article_84253_en.html
- 2021, "The status quo of Language Assessment Literacy (LAL) in Syrian classrooms," published in *Applied Research on English Language*, 10(2), pp. 33-60, second author, supervisor. <http://dx.doi.org/10.22108/are.2021.126136.1657>
- 2021, "Fostering language learner autonomy through interdependence: The power of wikis," published in *Turkish Online Journal of Distance Education-TOJDE*, 22(1), pp. 194-208, second author, supervisor. <https://doi.org/10.17718/tojde.849907>
- 2021, "Collaborative flipped learning through CALL: A recipe for realizing social presence in virtual learning environments," published in *International Journal of Foreign Language Teaching & Research*, 9(2), pp. 95-114, second author, supervisor.
- 2020, "On the construct validity of the Iranian Ministry of Health Language Exam (MHLE)," published in *Language Horizons*, 4(2), pp. 9-36, first author. [DOI:10.22051/lghor.2020.28036.1180](https://doi.org/10.22051/lghor.2020.28036.1180)
- 2020, "Beyond the language classroom: A case of Japanese EFL students' engagement with ICT," published in *CALL-EJ*, 21(2), pp. 150-175, second author, supervisor. <http://callej.org/journal/21-2/Fathali-Marandi-Okada2020.pdf>
- 2020, "Autonomous language learning in a workcycle: Learners' perceptions, beliefs and behaviors," published in *Studies in Self-Access Learning Journal*, 11(2), 67-85. <https://doi.org/10.37237/110202>
- 2020, "Exploring the effect of paper-and-pencil vs. blog JW on L2 writing in terms of accuracy, fluency, lexical complexity, and syntactic complexity," published in *Journal of English Language Teaching and Learning*, 12(1), pp. 289-321, University of Tabriz, Tabriz, Iran, third author, co-supervisor. DOI: 10.22034/ELT.2020.10685 https://elt.tabrizu.ac.ir/article_10685_b806528ba8ae204fabf954d55e4428bc.pdf
- 2019, "Hidden curriculum in Internet-enhanced English education: The representation of Iranian social actors in BBC Learning English program," published in *Language*

- Horizons*, 3(2), pp. 29-55, second author, supervisor.
[DOI:10.22051/Ighor.2020.26844.1144](https://doi.org/10.22051/Ighor.2020.26844.1144)
- 2019, "VoA Special English for Persian Learners from the Perspective of Persian Speakers: A Critical Analysis," published in *World Sociopolitical Studies*, 3(1), pp. 109-159, second author, supervisor. https://iranjournals.nlai.ir/1445/article_653917.html
- 2019, "Evaluating novice and experienced EFL teachers' perceived TPACK for their professional development," published in *Cogent Education*, 6(1), pp. 1-26, fourth author, advisor. <https://www.tandfonline.com/doi/full/10.1080/2331186X.2019.1632010>
- 2019, "Teaching English to students with dyslexia in Iran: A multiple-case study," published in *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 36(1), 19-33, third author, advisor. <https://doi.org/10.1080/10573569.2019.1605951>
- 2019, "Dyslexia and language learning experiences: Children's and mothers' views," published in *Journal of Exceptional Children*, 19(2), 71-88, third author, advisor. (In Persian, as cited below.) http://joec.ir/browse.php?a_id=967&sid=1&slc_lang=en
- "نارساخوانی و تجارب زبان‌آموزی از دیدگاه دانش‌آموزان و مادران" (چاپ در جلد دوم از شماره ۱۹ فصلنامه علمی-پژوهشی کودکان استثنائی، سال ۱۳۹۸)، نویسندگان: شیرین محمدزاده، الهه ستوده نما، سیده سوسن مرنندی، مهناز اخوان تقی <http://joec.ir/article-1-967-fa.html>
- 2019, "The post-graduate academic English language skills and the language skills measured by the Iranian PhD entrance exam: A test reform and curriculum change," published in *International Journal of Assessment Tools in Education (IJATE)*, 6(1), pp. 63-79, second author, supervisor. <http://ijate.net/index.php/ijate/article/view/623>
- 2018, "Iranian EFL teachers' Language Assessment Literacy (LAL) under an assessing lens," published in *Applied Research on English Language*, 7(3), 307-328, second author, supervisor. http://are.ui.ac.ir/article_23183.html
- 2018, "Interaction in a discussion list: An exploration of cognitive, social and teaching presence in teachers' online collaborations," published in *ReCALL*, 30(3), p 375-398, second author, supervisor. <https://doi.org/10.1017/S0958344017000349>
- 2017, "Peer-assessment and student-driven negotiation of meaning: Two ingredients for creating social presence in online EFL social contexts" published in *Issues in Language Teaching (ILT)*, 6(1), 117-144, second author, supervisor. http://ilt.atu.ac.ir/article_8421.html
- 2017, "The relationship among academic discipline, gender and total exam score on test-taking strategies: The case of the General English section of the National Iranian PhD Entrance

- Exam” published in *International Journal of Language Testing*, 7(2), pp. 99-115, second author, supervisor. <http://ijlte-1.ov2.com/2019/07/01/vol-7-no-2-october-2017-international-journal-of-language-testing-ijlt/>
- 2017, “Triumph through texting: Restoring learners’ interest in grammar” published in *ReCALL*, 29(3), pp. 357-372, second author, supervisor. <https://doi.org/10.1017/S0958344017000167>
- 2017, “Investigating the impact of metalinguistic feedback versus recast in an online collaborative environment (Google Drive) versus face-to-face writing class on Iranian EFL students’ writing apprehension” published in *CALL-EJ*, 18(1) pp. 9-21, first author, supervisor. http://caliej.org/journal/18-1/Marandi_Seyyedrezaie2017.pdf
- 2016, “Investigating competitive forces of emotions and intellects in academic performance of Iranian adult EFL learners” published in *Research in English Language Pedagogy*, 4(1), pp. 73-87, second author.
- 2016, “Computer aided argument mapping in an EFL setting: Does technology precede traditional paper and pencil approach in developing critical thinking?” published in *Educational Technology Research and Development*, 64, pp. 339–357, third author, advisor. <https://doi.org/10.1007/s11423-016-9431-z>
- 2016, “Factors affecting pre-service teachers’ participation in asynchronous discussion: The case of Iran” published in *Australasian Journal of Educational Technology*, 32(2), pp. 115-129, third author, advisor. <https://doi.org/10.14742/ajet.2712>
- 2016, “A shift into autonomous EFL education” published in *Journal of English Language Teaching and Learning*, first author, supervisor.
- 2015, “Test administration conditions of the General English section of the Iranian national PhD entrance exam: Are the PhD exam candidates satisfied?” published in *Iranian Journal of Language Testing*, 5(2), pp. 151-167, second author, supervisor. <http://ijlte-1.ov2.com/2019/07/02/vol-5-no-2-october-2015vol-5-no-2-october-2015iranian-journal-of-language-testing-ijlt/>
- 2015, “Triangulation study of the congruence between postgraduate students’ academic language skills and the language skills measured by the General English section of the national Iranian PhD entrance exam” published in *Journal of Educational Measurement & Evaluation Studies*, 5(11), pp. 67-90, second author, supervisor. (In Persian, as cited below.) https://jresearch.sanjesh.org/article_19304.html
- "بررسی مثلثی سازی تجانس بین نیاز دانشجویان مقطع دکتری به مهارت های زبان انگلیسی و مهارت های زبانی اندازه گیری شده در بخش زبان عمومی آزمون دکتری" (چاپ در شماره ۱۱ از جلد پنجم از فصلنامه علمی-پژوهشی سازمان

سنجش آموزش کشور، مطالعات اندازه گیری و ارزشیابی آموزشی، سال ۱۳۹۴، نویسندگان: شیلا خیرزاده، سیده سوسن مرندی، منصور توکلی

2015, "Iranian EFL students' perspectives on the meaning of culture, and its impact on English language learning," published in *Zaban Pazhuhi Journal*, second author, advisor. (In Persian, as cited below.)

"دیدگاه‌های زبان آموزان در مورد مفهوم فرهنگ و بازتاب آن در آموزش زبان انگلیسی به دانشجویان ایرانی" (چاپ در نشریه علمی-پژوهشی دانشکده ادبیات دانشگاه الزهرا (س)، فصلنامه زبان پژوهی)، نویسندگان: الهه ستوده نما، سیده سوسن مرندی، پریسا مهران

2015, "CALL teacher professional growth through lesson study practice: An investigation into EFL teachers' perceptions," published in *Computer Assisted Language Learning* (Taylor & Francis; IF = .92), vol. 29(4), pp. 658-682, second author, supervisor.
<https://doi.org/10.1080/09588221.2015.1016439>

2014, "Learner reflections in virtual vs. blended EAP classes," published in *Computers in Human Behavior* (Elsevier; IF = 2.273), vol. 41, pp. 533-543, second author, supervisor. <https://doi.org/10.1016/j.chb.2014.09.050>

2014, "The representation of Iran in Englishcentral educational website: Unfolding the hidden curriculum," published in *Iranian Journal of Applied Linguistics*, 17(1), pp. 119-146, second author, supervisor. <https://ijal.khu.ac.ir/article-1-2029-en.pdf>

2014, "Iranian EFL students' perception of the consequential validity of their ratings of college teaching effectiveness," published in *Modern Journal of Language Teaching Methods*, second author.

2014, "Examining effectiveness of communities of practice in online English for academic purposes (EAP) assessment in virtual classes," published in *Computers and Education*, (Elsevier; IF = 2.63) vol. 70, p. 291-300, final author, supervisor.
<https://doi.org/10.1016/j.compedu.2013.08.016>

2014, "Podcasting in a virtual English for academic purposes course: learner motivation," published in *Interactive Learning Environments* (IF = 1.16), vol. 24(4), pp. 875-896, second author, supervisor. <https://doi.org/10.1080/10494820.2014.937344>

2014, "Iranian EFL teachers' perceptions of the difficulties of implementing CALL," published in *ReCALL* (Cambridge; IF = .95), vol. 26(3), pp. 298-314, second author, supervisor.
<https://doi.org/10.1017/S0958344014000172>

2014, "Wikis as discussion forums: Exploring students' contribution and their attention to form," published in *Computer Assisted Language Learning* (Taylor & Francis; IF =

- .92), vol. 27(6), pp. 483-508, second author, supervisor.
<https://doi.org/10.1080/09588221.2013.770036>
- 2012, “Web-based writing lessons in EFL contexts: Instruction on coherent writing,” published in *Journal of Studies in Learning and Teaching English*, first author, supervisor.
- 2012, “A qualitative study of Iranian EFL teachers’ beliefs about teaching/learning culture: A case study,” published in *TELL* journal, second author.
- 2011, “Reading English in the computer lab,” published in the *Iranian Journal of Applied Language Studies (IJALS)*, sole author.
- 2009, “Reading strategies in electronic environments: An emerging concern,” published in the *Iranian EFL Journal*, first author, supervisor.
- 2008, “Strategic reading process in two online and printed environments,” published in *The Journal of Asia TEFL*, first author, supervisor.

Book chapters:

- Forthcoming, Chapter 30 (Grammar) in *Cambridge Handbook of Technology in Language Teaching and Learning*, edited by Glenn Stockwell and Yijen Wang, and to be published by Cambridge University Press in 2024.
- 2021, Chapter 12 in *Research on Second Language Teachers*, edited by Zia Tajeddin and Behrooz Mahmoodi-Bakhtiari and published by Allameh Tabatabaie University. The 12th chapter is entitled, “Technology in teacher education.”
- 2019, Chapter 11 in *Innovation in Language Learning and Teaching: The Case of the Middle East and North Africa* edited by Hayo Reinders et al. and published by Palgrave Macmillan. The 11th chapter is entitled: “Preparing a Digital Future: CALL Teacher Education in Iran.”
- 2015, Chapter 4 in *Handbook of Research on Individual Differences in Computer-Assisted Language Learning*, edited by Mehrak Rahimi, and published by IGI Global. Chapter 4 is entitled: “Individual differences among student teachers in taking an online corpus linguistics course.”
- 2013, Chapter 11 in *The Handbook of Applied Linguistics in the Middle East*, edited by Ramin Akbari and Christine Coombe, and published by TESOL Arabia. Chapter 11 is entitled: “Computer-assisted language learning.”
- 2010, Chapter 16 of *CALL in limited technology contexts*, edited by Joy Egbert et al. and published in 2010 by CALICO publications. Chapter 16 is entitled, “Bravely stepping forward: Creating CALL communities to support teachers and learners in Iran.”

Other publications:

- 2024, Alleviating foreign language anxiety and improving performance through a collaborative VR-assisted academic oral presentation course; published by IEEE in proceedings for *11th International and the 17th National Conference on E-Learning and E-Teaching (ICeLeT)*, Isfahan, Iran, Islamic Republic of, 2024, pp. 1-5.
<https://doi.org/10.1109/ICeLeT62507.2024.10493095>
- 2024, AI-driven assessment in Iranian high school English classes; published by IEEE in proceedings for *11th International and the 17th National Conference on E-Learning and E-Teaching (ICeLeT)*, Isfahan, Iran, Islamic Republic of, 2024, pp. 1-3.
<https://doi.org/10.1109/ICeLeT62507.2024.10493060>
- 2024, *Quis custodiet ipsos custodes?* E-learning hegemonies and educational justice; published in *WorldCALL2023 Conference Proceedings*. ISSN: 2759-1182
<https://doi.org/10.22492/issn.2759-1182.2023.16>
- 2024, Developing academic oral presentation skills through a VR-assisted course; published in *WorldCALL2023 Conference Proceedings*. ISSN: 2759-1182
<https://doi.org/10.22492/issn.2759-1182.2023.15>
- 2024, Language assessment using word family-based automated item generation: Evaluating item quality using teacher ratings; published in *WorldCALL2023 Conference Proceedings*. ISSN: 2759-1182 <https://doi.org/10.22492/issn.2759-1182.2023.9>
- 2017, Virtual walls and bans: E-learning/CALL hegemonies in the Iranian context; published in *CALL in Context: Proceedings of XVIIIth International CALL Conference* held at UC Berkeley, USA. http://call2017.language.berkeley.edu/wp-content/uploads/2017/07/CALL2017_proceedings.pdf
- 2016, Using WebQuests as idea banks for fostering autonomy in online language courses; published in *CALL Communities and Culture – Short Papers from EUROCALL 2016*, Cyprus, second author.
<https://doi.org/10.14705/rpnet.2016.EUROCALL2016.9781908416445>
- 2015, Layers of CALL hegemonies: an Iranian experience; published in *Critical CALL – Proceedings of the 2015 EUROCALL Conference, Padova, Italy*, first author.
<http://dx.doi.org/10.14705/rpnet.2015.000363>

- 2014, Digital literacy and netiquette: Awareness and perception in EFL learning context; published in *CALL Design: Principles and Practice; Proceedings of the 2014 EUROCALL Conference, Groningen, The Netherlands*, second author.
<http://dx.doi.org/10.14705/rpnet.2015.000363>
- 2014, Adopting a balanced approach toward CALL; published in *Roshd FLT* magazine.
- 2013, Recognizing safe, reliable websites; published in *Roshd FLT* magazine, Vol. 27(4).
- 2012, Online safety and privacy; published in *Roshd FLT* magazine, Vol. 27(2).
- 2012, Appropriate online behavior: Beyond netiquette rules; published in *Roshd FLT* magazine, Vol. 27(1).
- 2012, Netiquette rules: Avoiding online communication breakdowns and misunderstandings; published in *Roshd FLT* magazine, Vol. 26(3).
- 2011, CALL 101: More basics you need to know; published in *Roshd FLT* magazine Vol 26(2).
- 2011, CALL 101: Some basics any CALL practitioner needs to know; published in *Roshd FLT* magazine, Vol 26(1).

Reviewed for following international journals (selection, alphabetically ordered)

Asia Pacific Journal of Education (CAPE)
 Australian Journal of Applied Linguistics
 Computer Assisted Language Learning
 Computers and Education
 Educational Research for Policy and Practice
 International Journal of Virtual and Personal Learning Environments (IJVPLE)
 Interactive Learning Environments
 International Journal of Applied Linguistics
 The JALTCALL Journal
 Language Testing
 Learning, Media, and Technology
 ReCALL
 Reflective Practice
 Sage Open

Reviewed for following local journals (selection, alphabetically ordered)

Iranian Journal of Language Issues
 Iranian Journal of Language Teaching Research
 Journal of Educational Measurement and Evaluation Studies
 Journal of English Studies
 Language Horizons
 Studies in Second Language Learning and Teaching
 Teaching of English Language and Literature

Current research interests

Computer Assisted Language Learning (CALL); e-learning hegemonies; indigenizing TEFL studies/practices in Iran; language assessment

Funded research projects

Building a validity argument for the underlying construct of the national PhD entrance exam of Teaching English as a Foreign Language (TEFL), National Organization for Educational Testing (NOET), Tehran, Iran, 2019.

Teaching reading comprehension using computers, Vice Presidency for Research and Technology, Alzahra University, Tehran, Iran, 2011.

Selected conference papers and invited presentations

Marandi, S. S. & Kashanifar, F. S. (2024). *Alleviating foreign language anxiety and improving performance through a collaborative VR-assisted academic oral presentation course*, Paper presented at 11th International and the 17th National Conference on E-Learning and E-Teaching (ICeLeT), Isfahan, Iran.

Marandi, S. S. & Hosseini, S. (2024) *Adieu to traditional testing: AI-driven assessment in Iranian high school English classes*, Paper presented at 11th International and the 17th National Conference on E-Learning and E-Teaching (ICeLeT), Isfahan, Iran.

Marandi, S. S. (2023). *Quis custodiet ipsos custodes? E-learning hegemonies and educational justice*. Paper presented at WorldCALL 2023 (6th WorldCALL Conference), Chiang Mai, Thailand.

Marandi, S. S., & Sanei Kashanifar, F. (2023). *Developing academic oral presentation skills through a VR-assisted course*. Paper presented at WorldCALL 2023 (6th WorldCALL Conference), Chiang Mai, Thailand.

Marandi, S. S., & Hosseini, Sh. (2023). *Language assessment using word family-based automated item generation: Evaluating item quality using teacher ratings*. Paper presented at WorldCALL 2023 (6th WorldCALL Conference), Chiang Mai, Thailand.

Rezaie, K., & Marandi, S. S. (2022). *Source-based writing from web-based resources: Analysis of EFL students' writing process and source text use in the academic context*. Paper presented at LTRC 2022 (43rd Language Testing Research Colloquium), Online.

Marandi, S. S. (2020). *"How do you do?": Diversity and inclusivity in the CALL community*. Paper presented at the EuroCALL 2020 Conference, University of Copenhagen, Copenhagen, Denmark.

Marandi, S. S., & Rezaie, K. (2018). *Corpus-based materials in an academic writing context: Learning the meta-discourse recourses of a written text*. Paper presented at WorldCALL 2018 (5th WorldCALL Conference), Universidad de Concepción, Concepción, Chile.

Marandi, S. S. (2017). *Virtual walls and bans: E-learning/CALL hegemonies in the Iranian context*. Paper presented at XVIIIth International CALL Conference: CALL in Context, UC Berkeley, California, USA.

Janatifar, M., Marandi, S. S. & Babaie, E. (2017). *Defining EFL teachers' language assessment literacy and its promotion through virtual learning teams*. Paper presented at LTRC 2017 (39th Language Testing Research Colloquium), Bogota, Colombia.

Marandi, S. S. & Sadaghian, Sh. (2016). *Using WebQuests as idea banks for fostering autonomy in online language courses*. Paper presented at EuroCALL 2016, Cyprus.

Marandi, S. S., Karimi Alavijeh, K. & Nami, F. (2015). *Layers of CALL hegemonies: An Iranian experience*. Paper presented at EuroCALL 2015, Italy.

Karimi Alavijeh, K. & Marandi, S. S. (2015). *Internet-Mediated English Education: an Opportunity or a Threat?* Paper presented at TELLSI 12, Sistan and Baluchestan University, Sistan and Baluchestan, Iran.

Hedjazi Moghari, M. & Marandi, S. S. (2015). *The impact of text-message on learning grammar: The case of Iranian EFL learners*. Paper presented at LINELT, 2nd Global Conference on Linguistics and Foreign Language Teaching, Dubai, UAE.

Farshad Nia, S. & Marandi, S. (2014). *Digital literacy and netiquette: Awareness and perception in EFL learning context*. Paper presented at EuroCALL 2014, Groningen, The Netherlands. (Article published in EuroCALL conference proceedings.)

Hedayati, F. & Marandi, S. S. (2013). *Obstacles in implementing CALL in Iranian EFL classes*. Paper presented at WorldCALL 2013, Glasgow, Scotland.

Ahmadi, S. D. & Marandi, S. S. (2013). *Social software in the classroom: The case of wikis for scaffolding*. Paper presented at International Conference on Current Trends in ELT: Putting the Learner in the Spotlight, Urmia University, Urmia, Iran. (Article published in Elsevier conference proceedings.)

Kheirzadeh, Sh. & Marandi, S. (2013). *Concordancing as a tool in learning collocations: The case of Iranian EFL learners*. Paper presented at International Conference on Current Trends in ELT: Putting the Learner in the Spotlight, Urmia University, Urmia, Iran. (Article published in Elsevier conference proceedings.)

Ahmadi, S. D. & Marandi, S. S. (2013). *Wiki use in the classroom and EFL learners' writing performance*. Paper presented at TELLSI 11, Tabaran Institute for Higher Education, Mashhad, Iran. (Article published in Elsevier conference proceedings.)

Marandi, S. S. (2013). *Professional development in Computer Assisted Language Learning in Iran*. Paper presented at TELLSI 11, Tabaran Institute for Higher Education, Mashhad, Iran. (Keynote speaker)

Sadaghian, S. & Marandi, S. (2013). *Overcoming inherent hegemonies of Second Life in Iranian CALL classes*. Paper presented online at ACLL/ACTC 2013, Japan.

Marandi, S. S. (2012). *Online collaboration: An introduction to using wikis*. Workshop presented at TELLSI 10, Shahid Beheshti University, Tehran, Iran.

Marandi, S. S. & Ostovar, F. (2012). *Complexity in writing assessment: Novice vs. expert raters*. Paper presented at TELLSI 10, Shahid Beheshti University, Tehran, Iran.

Marandi, S. S. (2012). *CALL in Iran: Challenges and Innovations*. Paper presented at ELT in Iran: Challenges and Innovations, Torbat Heidariyeh, Iran. (Invited speaker)

Marandi, S. S. (2011). *Computer-assisted language learning: Luxury or necessity?* Paper presented at First Int'l TESOL Persia Conference, Tehran, Iran. (Invited speaker)

Marandi, S. S. et al. (2010). *Struggling with CALL: Sharing an Iranian Experience*. Symposium presented at TELLSI 8, Alzahra University, Tehran, Iran.

Marandi, S. S. & Babamaleki, F. (2010). *Assessing dimensions of vocabulary knowledge of EFL learners at low and high levels of proficiency*. Paper presented at IELTI 5, University of Tehran, Iran.

Marandi, S. S. & Asoodar, M. (2010). *Using Item Response Theory to Evaluate the Computer-Adaptive Test of DIALANG*. Paper presented at IELTI 5, University of Tehran, Iran.

Marandi, S. S. & Farshadnia, S. (2009). *Patterns of language behavior in a digital world: Email etiquette in Iran*. Paper presented at TELLSI 7, Yazd University, Yazd, Iran.

Marandi, S. S. (2009). *Bridging the gap among language testers: Introducing EFL teachers to online assessment*. Paper presented at ILACA, American University of Armenia, Yerevan, Armenia. (Invited speaker)

Cruvinel et al. (2008). *CALL challenges around the world*. Colloquium presented at WorldCALL 2008, Fukuoka, Japan.

Marandi, S. S. & Roshani, N. (2007). *A Study of the Consequential Validity of the University Entrance Examination in Iran (Konkour)*. Paper presented at IELTI 4, University of Tehran, Iran.

Marandi, S. S. (2007). *Taking Learning to the Next Level: Collaborating through Wikis*. Paper presented at IELTI 4, University of Tehran, Iran.

Marandi, S. S. & Fayyazi, M. (2007). *Technophobia, Technophilia, and CALL*. Paper presented at TELLSI 4, Shiraz University, Shiraz, Iran.

Marandi, S. S. (2007). *Yahoo Groups: A Simple but Effective Tool for Teaching Online*. Paper presented at TELLSI 4, Shiraz University, Shiraz, Iran.

Marandi, S. S. (2006). *Computer-assisted language learning: A hands-on workshop*.

Workshop presented at TELLSI 3, Razi University, Kermanshah, Iran.

Marandi, S. S. (2005). *Computer assisted language learning: A practical introduction*. Paper presented at IELTI 3, University of Tehran, Iran.

Marandi, S. S. (2002). Teaching English in the new millennium: CALL in Iran. In A. A. Rezaie (Ed.), *Proceedings of the First Conference on Issues in English Language Teaching in Iran* (pp. 205-220). Tehran: University of Tehran Press.

Selected supervised theses/dissertations

An investigation of Differential Options Functioning: The case of the specialized English section of the Iranian national university entrance examination for foreign languages (supervisor), MA thesis by Elham Tarighi, 2022

Revisiting the academic writing construct in the Iranian context: The evaluation and validation of an Internet-source-based integrated writing test (supervisor), PhD dissertation by Katayoun Rezaei, 2022

Cognitive and metacognitive strategy use in reading: The case of Iranian EFL students' test performance, PhD dissertation by Zahra Mosalli, 2022

An evaluation of the Language Assessment Literacy of Syrian English language teachers (supervisor), PhD dissertation by Doaa Soleman, 2021

Exploration and reconstruction of Iranian CALL teachers' professional identity: Developing a CALLTPI model (supervisor), PhD dissertation by Zahra Shafiee, 2021

To MOOC or not to MOOC: A CALL teacher education case study (second supervisor), PhD dissertation by Zahra Alishahi, 2021

The nature of Iranian EFL teachers' Language Assessment Literacy (LAL) and its promotion through Virtual Learning Teams (VLTs) (supervisor), PhD dissertation by Mitra Janatifar, 2018

Activating passive vocabulary through software application (supervisor), MA thesis by Jelveh Jamasbi, Sept. 2018

Interactivity and social presence: Two ingredients for creating an effective online learning community (supervisor), PhD dissertation by Mohammad Hossein Hariri Asl, 2018

Autonomous online education: Iranian language learners' perceptions and the effects on communicative competence (supervisor), PhD dissertation by Shirin Sadaghian, July 2017

On the construct validity of the Ministry of Health's language exam (1st supervisor), MA thesis by Leila Zohali, Sept. 2016

On the fairness of high-stakes English tests: Accessibility issues in the Foreign Languages University Entrance Exam in Iran (1st supervisor), MA thesis by Fateme Zabihi, Sept. 2016

Fairness in a validity argument: The case of the General English Section of the PhD Entrance Exam for Non-English majors in Iran (supervisor), PhD dissertation by Sheila Kheirzadeh, March 2016

The effect of argument mapping on Iranian EFL learners' critical thinking and its sub-skills, recall, comprehension, and retention (advisor), PhD dissertation by Maryam Eftekhari, February 2016

Integrating corpus technology into language teacher education by distance: A multiple case study (advisor), PhD dissertation by Alice Ebrahimi, October 2015

The effect of using SMS (text messaging) on Iranian EFL learners' written collocation production (supervisor), MA thesis by S. Motahare Heydarqolizade, Sept. 2015

Exploring the impact of technology/CALL practice, reflection and collaboration on EFL teachers' pedagogical knowledge of CALL: Developing the CALLPK Model (1st supervisor), PhD dissertation by Fatemeh Nami, May 2015

Investigating the effects of graphical word mapping strategy on the vocabulary learning of EFL students with different perceptual learning styles (supervisor), MA thesis by Somayeh Habibzadeh Ardebili, March 2015

A qualitative analysis of teaching first language culture (Persian) in a blended EFL class (supervisor), MA thesis by Mona Borhani, March 2015

Postulating a model for virtual EAP courses in Iranian universities (1st supervisor), PhD dissertation by Maryam Asoodar, Jan. 2015

The comparative effects of metalinguistic feedback and recast in Google Drive-integrated writing instruction versus face-to-face writing instruction on Iranian EFL learners' writing performance and writing apprehension (supervisor), MA thesis by Masumeh Sadat Seyyedrezaei, Jan. 2015

A socio-cultural study of the impact of computer-mediated corrective feedback on the development of EFL learners' grammatical knowledge (advisor), MA thesis by Fatemeh Mardian, Sept. 2014

The effect of using wikis on Iranian EFL learners' writing performance (supervisor), PhD dissertation by S. Dariush Ahmadi, Winter 2014

The promotion of electronic colonialism in Internet-mediated English education: The representation of Iran in four English educational websites (supervisor), PhD dissertation by Khadijeh Karimi Alavijeh, Sept. 2014

Computer-assisted ILP instruction: The effects of computer games on EFL learners' pragmatic production (supervisor), MA thesis by Mahsa Madani, Sept. 2014

The impact of text-messaging on grammar learning of Iranian English language learners (supervisor), MA thesis by Mona Hedjazi Moghari, March 2014

The effect of critical thinking ability of Iranian upper-intermediate EFL learners on their performance on an integrated writing task (supervisor), MA thesis by Sara Abolmasoumi, March 2013

The effectiveness of text messages (SMS) as an out-of-class instructional tool to support collocation learning of Iranian EFL learners (supervisor), MA thesis by Nasim Movahedifar, March 2013

The effect of hybrid learning on Iranian EFL learners' autonomy in vocabulary learning (supervisor), MA thesis by Idee Edalati Shams, Jan. 2013

Fairness in high-stakes TEFL tests: Accessibility issues in the MA TEFL entrance exam in Iran (supervisor), MA thesis by Bita Sanginaan, June 2012

An exploratory study on decision-making behaviors of Iranian EFL raters while holistically assessing writing tasks (supervisor), MA thesis by Fereshteh Ostovar, Sept. 2011

A comparative study of e-portfolios, portfolios and conventional EFL writing classes (supervisor), MA thesis by Maryam Pezeshki, Sept. 2010

The impact of strategy-based instruction via electronic portfolio assessment on the reading proficiency of Iranian upper-intermediate EFL learners (supervisor), MA thesis by Leila Mamasani, August 2010

A DIF analysis of the University Entrance Examination in terms of academic background (supervisor), MA thesis by Roghayeh Mehrazmay, June 2010

Assessing dimensions of vocabulary knowledge of EFL learners at different levels of reading proficiency (supervisor), MA thesis by Forough Babamaleki, March 2010

Culture in online communication: Netiquette applications and implementations in the TEFL community (supervisor), MA thesis by Sara Farshadnia, May 2010

The impact of web-based reading lessons on EFL students' reading comprehension, motivation and autonomy (supervisor), MA thesis by Parinaz Imamikia, March 2010

On the construct validity of the University of Tehran English Proficiency Test (1st supervisor), MA thesis by Maryam Kashani Nazari, February 2010

The effects of asynchronous CMC training on teaching writing to Iranian EFL students (supervisor), MA thesis by Samira Abdolhosseini Roozbahani, Sept. 2009

The effect of web-based writing lessons on the cohesion, coherence, and persuasiveness of Iranian EFL learners' essays (supervisor), MA thesis by Fatemeh Nami, Oct. 2009

Performance differences in diagnostic writing test based on test mode, computer familiarity and computer anxiety (supervisor), MA thesis by Maryam Asoodar, March 2009

The impact of the high-stakes test of Konkoor on the congruity of students' preferred learning

styles with EFL teachers employed teaching styles and the effect of this on students' learnacy (supervisor), MA thesis by Nahid Roshani, Sept. 2008

The effect of using weblogs in writing classes on Iranian EFL university students' writing proficiency (supervisor), MA thesis by Maliheh Fayyazi, Sept. 2007

A comparison of the impact of the traditional and alternative modes of assessment on Iranian high school learners' achievement in a grammar learning situation (supervisor), MA thesis by Azadeh Bozorgi, March 2007

An investigation of metacognitive awareness of hypertext reading strategies of Iranian EFL learners (supervisor), MA thesis by Shabnam Mokhtarnia, February 2007

Comparing a web-based and paper-and-pencil-based test of reading skills (advisor), MA thesis by Fatemeh Hedayati, January 2005

The impact of the Internet on the reading comprehension of Iranian EFL students (supervisor), MA thesis by Elham Hamidi, October 2004

TEACHING EXPERIENCE

Classes taught at Alzahra University:

A variety of BA, MA, and PhD courses, notably among them: Computer-Assisted Language Learning (CALL) (PhD and MA), Research Methodology (PhD and MA), Language assessment (PhD, MA, and BA), Qualitative & Quantitative Research Methods for Language Teaching in a Digital Age (MA in CALL), Multimedia Authoring for CALL (MA in CALL), Computer Assisted Language Assessment (MA in CALL), Critical CALL (MA in CALL), Critiquing Language Teaching Methods/Approaches (MA), Language Skills (MA, BA), Syllabus Design (MA), SPSS (MA), Advanced Writing (MA, BA), English Poetry (BA), Reading Comprehension (BA), Language Teaching Methodology (BA), etc.

Lecturer at other universities:

- *University of Tehran* (Syllabus Design, MA; Practice Teaching, MA; Advanced Writing, MA; Language Teaching Methodology, MA)
- *Allameh Tabatabaie University* (Research Methodology, MA; Seminar, MA; Computer-assisted language learning, PhD)
- *Sharif University* (Research Methodology, MA; Seminar, MA; Computer-assisted language learning, MA)
- *Tarbiat Modarres University* (Computer-assisted language learning, PhD)
- *Shahid Beheshti University* (Computer-assisted language learning, PhD)

LANGUAGES

Persian (Farsi): native competence

English: native competence

French: advanced competence

Arabic: basic competence

FURTHER PROFESSIONAL DEVELOPMENT

2023, participation in 10-week workshop on Python programming language, Mojtabe Fanni Tehran.

2021, participation in 18-week online video editing course, Inverse Institute

2017, participation in 10-week workshop on Item Response Theory, Alzahra University

2017, participation in 10-week workshop on Multivariate Statistical Analyses (2), Alzahra University

2016, participation in 10-week workshop on Multivariate Statistical Analyses (1), Alzahra University

2005 to 2010, participation in numerous online CALL courses via the Electronic Village Online (EVO)

2007, participation in 6-week workshop on Item Response Theory, National Organization for Educational Measurement

2005, participation in qualitative research workshop, Iran Language Institute

2005, participation in QSR.Nudist workshop, Iran Language Institute

2004, participation in online course on Computer-assisted language learning (CALL) at St. Michael's College in Vermont, US, once as learner and once as teacher assistant.

HOBBIES

Reading books, swimming, working out at the gym, figure skating, drawing/painting, studying French, shooting sports, learning