

Curriculum Vitae

Personal Information:

Akram Faravani

Assistant Professor, English
Department Islamic Azad
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Date (05.02.2021)

CONTACT INFORMATION

English Department,
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<http://delt.mshdiau.ac.ir/images/download/Resume1/faravani%20resume%2094.pdf>

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Education:

- 2014 Ph.D in TEFL, Science and Research Branch, Islamic Azad University, Tehran, Iran. Ph.D. dissertation: “*The Impact of Portfolio Assessment, Dialogic Feedback, and Multiple Intelligences on the Development of Iranian EFL Learners’ Higher-Order Thinking Skills in Writing: An Interactive Assessment Model*”

- 2006 M.A. in TEFL, Ferdowsi University, Mashhad, Iran. M.A. Thesis: “*Investigating the Effect of Reading-based Portfolio assessment on the Iranian Students’ Critical Thinking Ability, Reading Comprehension Ability, and Reading Achievement*”
- 2004 B.A. in TEFL, Mashhad Branch, Islamic Azad University, Mashhad, Iran.

Employment and Professional Background:

- 2008- present Faculty Member of the English Department, Islamic Azad University, Mashhad, Iran.
- 2006-2008 Lecturer at Islamic Azad University of Mashhad, Golbahar Branch, Iran.
- 2006-2007 Lecturer at Payame Noor University of Chenaran, Chenaran, Iran.

Courses Taught:

Educational Psychology
 Academic Writing
 Teaching Language Skills
 Sociolinguistics
 Testing and Assessment
 Phonetics & Phonology
 English Idioms
 English Conversation 1 & 2 & 3&4
 English Reading 1& 2 & 3&4
 English Grammar 1&2
 General English
 Pre-requisite English
 Theories of second language leaning
 Language syllabus designing and curriculum development

PUBLICATIONS:

BOOKS

Zeraatpishe, M., Faravani, A., Reza Kargozari, H., & Azarnoosh, M. (Eds.). (2018). *Issues in Applying SLA Theories toward Reflective and Effective Teaching*. Leiden, The Netherlands: Brill | Sense. doi: <https://doi.org/10.1163/9789004380882>

Azarnoosh, M., Zeraatpishe, M., Faravani, A., & Kargozari, H. R., (eds.) (2017). *Issues in Coursebook Evaluation*. Netherlands: Brill | Sense

Faravani, A., Zeraatpishe, M., Azarnoosh, M., & Kargozari, H. R., (eds.) (2017). *Issues in syllabus design*. Netherlands: Brill | Sense

Azarnoosh, M., Zeraatpishe, M., Faravani, A., & Kargozari, H. R., (eds.) (2016), *Issues in materials development*. Rotterdam: Sense Publishers.

BOOK CHAPTERS

Kargozari, H. R., & Faravani, A. (2018). Behaviorism. In *Issues in Applying SLA Theories toward Reflective and Effective Teaching* (pp. 3-8). In *Issues in Applying SLA Theories toward Reflective and Effective Teaching*, pp. 3-8. Netherlands: Brill | Sense

Faravani, A., & Zeraatpishe, M. (2018). Grammatical Syllabus. In *Issues in Syllabus Design* (pp.53-60). In Faravani, A., Zeraatpishe, M., Azarnoosh, M., & Kargozari, H. R., (Eds.). Netherlands: Brill | Sense

Kargozari, H. R., Peyvandi, G., & Faravani, A. (2018). E-Textbook Evaluation Criteria Revisited. In *Issues in Coursebook Evaluation*. Netherlands: Brill | Sense

Faravani, A. & Zeraatpishe, M. (2016). Selection and gradation in language-centred and learner-centred curriculums. In Azarnoosh, M., Zeraatpishe, M., Faravani, A. & Kargozari, H. R., (Eds.), *Issues in materials development*. Rotterdam: Sense Publishers.

Faravani, A. & Zeraatpishe, M. (2014). How Cognitive Psychology Informs the Teaching of Reading. In D. Tafazoli & S. C. Chirimbu (Eds.), *Language Learning and Teaching: Interdisciplinary Research* (pp. 159-168). Santa Monica, California: Josh Jones Publisher.

Faravani, A., Zeraatpishe, M., & RashvandSemiary, Sh. (2014). Post-Modernism: The Concept of Method Revisited along the History of Language Teaching. In D. Tafazoli & S. C.

Chirimbu (Eds.), *Language Learning and Teaching: Interdisciplinary Research* (pp. 170-179). Santa Monica, California: Josh Jones Publisher.

RashvandSemiari, Sh., Zeraatpishe, M., & Faravani, A. (2014). Political Revolution and Linguistic Evolution: Investigating the Post-Revolutionary Discourse of Iranian Media. In D. Tafazoli& S. C. Chirimbu (Eds.), *Triangle of Language: Translation Studies, Discourse Analysis &Linguistics* (pp. 174-180). Santa Monica, California: Josh Jones Publisher.

Zeraatpishe, M., & Faravani, A. (2014). A Historical Glance Back at the Salience of Feedback in EFL Process Writing. In D. Tafazoli& S. C. Chirimbu (Eds.), *Language Learning and Teaching: Interdisciplinary Research* (pp. 204-211). Santa Monica, California: Josh Jones Publisher.

ARTICLES

Sharrad, A., & Faravani, A. (2021). Delving into the Relationships among Iraqi EFL Learners' Willingness to Write, Personality Types and Writing Ability. *KURMANJ; The Journal of Culture, Humanities and Social Science*, 3(1), 23-29.

Faravani, A, & Mohammed, H. M. (2020). Teacher Education Policies and Systems in Turkey: Why Turkey is More Successful than Iran in English Language Teaching? *International Journal of Future Generation Communication and Networking* Vol. 13, No. 4, (2020), pp. 1032–1046

Nazari, N, Zohoorian, Z. & Faravani, F. (2020). Patterns of teaching empowerment and classroom management among successful EFL teachers. *International Journal of Research in Teacher Education*,

Golnejad, A., & Faravani, A. (2020). on the interrelationships of Iranian EFL teacher's cognitive emotion regulation and perfectionism with their burnout. *Journal of Critical Reviews*, 7(19). 2482-2490.

Maroufzakerin, S., & Faravani., A (2020). On the Relationships of Iranian EFL Learners' Crystallized and Fluid Intelligences with Their Vocabulary Size. *International Journal of Advanced Science and Technology*, 29(7s), 5350-5357.

Monabbati, A., & Faravani, A. (2020). On the interrelationships of professional identity, perfectionism, and reflective teaching of Iranian EFL teachers. *Journal of Critical Reviews*, 7(19). 2491-2502

- Faravani, A., & Mohammad, H. M., (2020). Good Language Learner and Motivation. *International Journal of Psychosocial Rehabilitation*, 24(1), 6787-6796.
- Faravani, A., & Abdulkareem, O. A. (2020). Connectionism as a model of language learning: Parallels in Ellis's principles of instructed second language acquisition. *Journal of Critical Reviews*, 7(1). 1-5.
- Faravani, A., & Abdulkareem, O. A. (2019). Willingness to communicate in the second language: The influence of self-confidence in the Iranian EFL context. *International Journal of Psychosocial Rehabilitation*, 24(1), 11-13.
- Maleki, A. R., Zeraatpishe, M., & Faravani, A. (2019). A Path Analysis of Typical Intellectual Engagement, Learning Style and Preference for Assessment. *International Journal of Instruction*, 12(1), 1239-1250
- Faravani, A. & Atai, M. R. (2015). Portfolio Assessment and the Enhancement of Higher Order Thinking through Multiple Intelligence and Dialogic Feedback. *Issues in Language Teaching*.
- Faravani, A. & Atai, M. R. (2015). Merging Multiple Intelligences with Dialogic-based Portfolio Assessment to Expedite Iranian EFL Learners' Higher order thinking Skills. *The Journal of Teaching Language Skills*, 6(4), 19-44.
- Azarnoosh, M., Kargozari, H. R., & Faravani, A. (2015). Motivational Dynamics: The Case of Iranian EFL Learners' Motivation. *PERTANIKA Journal*.
- Faravani, M., Emami, D. S., Gholami, A. B., & Faravani, A. (2013). The effect of salinity on germination, emergence, seed yield and biomass of black cumin. *Journal of Agricultural Sciences*, 58(1), 41-49.
- Faravani, A. & Zeraatpishe, M. (2013). The Impact of Portfolios on EFL Learners' Schema-Based Reading Achievement. *Procedia-Social and Behavioral Sciences (Published by Elsevier)*
- Faravani, A. (2009). Investigating the Effect of Reading Portfolios on the Iranian Students' Critical Thinking Ability, Reading Comprehension Ability, and Reading Achievement. *ELT Weekly Journal*, 13, 39-48.
- Faravani, A. (2009). Portfolio Assessment: Advantages and Disadvantages. *The Scientific Journal of Language*, 9(33), 3-16.

Conference Presentations:

Taleb, E. & Faravani, A. (2020). *Can Teachers' Use of Higher Order Questions Based on Bloom's Taxonomy Foster EFL Learners' Listening Comprehension and Critical Thinking Ability?* The 6th International Conference on Language and Literature Studies in the Islamic World, Tehran, I. R. IRAN.

Faravani, A., & Abdulkareem, O. A. (2020). A critical review of the role of child-directed speech in language acquisition from the perspective of social interactionism and innateness hypothesis. The 6th International Conference on Language and Literature Studies in the Islamic World, Tehran, I. R. IRAN.

Faravani, A. & Sharrad, A. (2020). *Delving into the Relationships among Iraqi EFL Learners' Willingness to Write, Personality Types and Writing Ability.* Third International Conference on Language and Literature Studies, Tehran, I. R. IRAN.

Azarnoosh, M., Kargozari, H.R., & Faravani, A. (2014). *Motivational Dynamics: The Case of Iranian EFL Learners' Motivation.* The 10th Malaysia International Conference on English Language Teaching Enabling Research, Making it Meet Practice. Kuala Lumpur, Malaysia.

Faravani, A. & Zeraatpish, M. (2013). *The Impact of Portfolios on EFL Learners' Schema-Based Reading Achievement.* The 11th TELLSI International Conference on English Language Teacher Education. Mashhad, Iran.

اسماعیل زاده، فاطمه، فراوانی، اکرم، و ظهوریان، زهرا (2020). مدیریت کلاس با هدف قرار دادن عملکردهای همبستگی و پیش بینی معیارهای سطح ثبات و هوش فرهنگی مدرسین ایرانی آموزش زبان انگلیسی. کنفرانس بین المللی تحقیقات بنیادین در مطالعات زبان و ادبیات.

WORKSHOPS AND CERTIFICATES

Structural Equation Modeling, Islamic Azad University, Mashhad, Iran (2014, 2016, 2018)

Advanced research methods, Islamic Azad University, Mashhad, Iran (2018)

Neuroscience and its role in language studies, Ferdowsi University, TELLSI, Mashhad, Iran (2020).