Fatemeh Alipour

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Education

PhD Learning Sciences, University of Illinois - Chicago   08/2023-05/2028 (expected)
Learning Sciences Research Institute

English for Writing Research Articles Course   09/2019
University of Isfahan, Isfahan, Iran

MA English Language Teaching   2012-2014
University of Isfahan, Isfahan, Iran
Advisor: Dr. Manijeh Youhanaee

BA English Language Translation   2008-2012
University of Isfahan, Isfahan, Iran a four-year course of study in
translation and interpreting specialization

Published Research

Zarrinabadi, N., & **Alipour, F**. (2020). Sequencing inquiry tasks and video modeling examples to enhance L2 willingness to communicate. *Learning and Motivation, 72*, 101669.

Alipour, F., Youhanaee, M., Barati, H., & Nasirahmadi, A. (2015). Intentional vs. incidental vocabulary learning through games by young EFL Persian speakers. *International Journal of Research Studies in Educational Technology*, *4*, 1.

Nasirahmadi, A., **Alipour, F.,** & Aghdam, H. R. (2014). Cultural issues and teaching literature for language learning. *Procedia-Social and Behavioral Sciences*, *98*, 1325-1330.

Research Experience

Graduate Research Assistant - University of Illinois - Chicago   08/2023-Present
 • Perform research tasks, such as transcription, coding, analytic memo writing and research discussions for NSF funded research projects

Research Paper in Learning and Motivation in 2020
An independent research activity done after graduation to gain research experience
Title: Sequencing Inquiry Tasks and Video Modeling Examples to Enhance L2 Willingness to Communicate

- Instructed and prepared students in all four design groups
- Prepared and designed the materials for the study (instructional videos/ story-telling/ pictures)
- Collected data in the forms of questionnaires and interviews
- Conducted interviews with eight English language learners from different task groups
- Asked the interviewees about their opinions on the videos/ tasks/ their new experience of being in a different learning environment
- Questions focused around three areas: their willingness to participate in classroom activities, their level of anxiety and perceived competence in performing tasks
- Employed the constant comparative method to code emergent themes
- Translated the interviews into English
- Under the supervision of the first author wrote the introduction, methodology and references sections of the study

Research paper in International Journal of Research Studies in Educational Technology in 2015
An independent research project done after graduation to gain research experience
Title: Intentional vs. Incidental Vocabulary Learning Through Games by Young EFL Persian Speakers

- Conducted the experiment
- Designed the games and the final exams
- Collected data
- Wrote the first draft of the paper
- Arranged meetings with other authors to collaboratively revise the content

Research paper in International Conference on Current Trends in ELT in 2014
An independent research project done after graduation to gain research experience
Title: Cultural Issues and Teaching Literature for Language Learning

- collaboratively worked with the other authors to prepare the materials
- attended meetings to discuss the procedure and results
- helped in writing the first draft of the research paper
- helped in revising the paper based on comments received

Research Interests
- Organizational learning
- Organizational behavior
- Leadership
- Discourse analysis (all forms of talk & text)
- Embodiment interpretation (physical body movements & cues)

Teaching Experience

Irsafam International English Language Testing System Center (IELTS), Tehran, Iran 06/2021-2023

IELTS Mentor, Content Developer

- Completed the training sessions of coaching department and received excellent reviews from teaching mangers, students and peer mentors
- Deliver instructional content in accordance with Irsafam teaching principles of prioritizing the interests and needs of students; work with students in one-on-one sessions as well as in group classes
- Demonstrate advanced learning, teaching, and communication skills by integrating learning technology into teaching programs, keeping student records and profiles up to date, and providing students with support through assigning personalized homework and holding interactive feedback sessions
- Provide the IELTS department with support in designing lesson plans, updating the instructional materials and the teaching syllabus

Iran Language Institute (ILI), Isfahan, Iran   12/2012-2022

Senior English Teacher

- Successfully passed the written exam, oral interview and the training program
- Deliver the assigned syllabus in accordance with the ILI teaching principles of improving students' listening, reading, writing and speaking skills effectively
- Work with students from a wide variety of cultural and linguistic backgrounds in group classes, promote diversity in classes by including different classroom activities and emphasizing on a wide range of modalities in the learning process
- Create learning opportunities for students through creative classroom activities and homework assignments in order to raise their awareness regarding cultural literacy and communication skills
- Maintain a professional relationship with the teaching managers, colleagues and families by writing detailed report cards on students' academic performance in terms of their scores, participation and identity formations
- Receive very good feedback from students, teaching managers and families for building an atmosphere of trust and encouragement in learning environments

National Iranian Oil Company (NIOC), Specialized and Technical Training Center

Teacher, Isfahan, Iran   06/2009-09/2016

- Completed the training sessions of content teaching in English to adult students specializing in oil and gas fields

- Provided the English teaching department manager with support in designing content, syllabus and evaluation of students
- Received an average mark of above 90 (%) in evaluation of the training office and students

Languages

- Farsi (native)
- English (8.0 in IELTS. Very Good User)