

## CURRICULUM VITAE

**NAME:** Ibtesam Hussein

**DATE:** 08/22/2024

**RANK OR TITLE:** Senior Instructor

**DEPARTMENT:** American Language and Culture Program, Department of Modern Languages and Cultures

**OFFICE LOCATION AND CAMPUS ZIP:**  
College of Letters, Arts and Social Sciences  
Department of Modern Languages and Cultures  
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<https://www.uidaho.edu/academics/ipo/intensive-english-alc>

**DATE OF FIRST EMPLOYMENT AT UI:** 8/2011

**DATE OF TENURE:** (Year or untenured) NA

**DATE OF PRESENT RANK OR TITLE:** 10/2018

### EDUCATION BEYOND HIGH SCHOOL:

**Ph.D. Language, Literacy and Technology**, December 2015

Washington State University, Pullman, WA

*Dissertation Title: "Making Text Features Salient to Graduate Student Writing"*

**M.S. Teaching English to Speakers of Other Languages (TESOL)**, December 2010

University of Pennsylvania, Philadelphia, PA

**Graduate Diploma - English Language Teaching and Linguistics**, August 2006

Garyounis University, Benghazi, Libya

**B.A English**

Translation & Interpreting- English & Arabic, July 2004

Garyounis University, Benghazi, Libya

## **Certificates and Licenses:**

**TESOL Training for trainers Certificate**, May 2024  
TESOL International Association

**TESOL's ELT Leadership Management Certificate**, March 2014  
TESOL International Association, Portland, OR

**Teaching Second Language for Business Communication Certificate**, May 2010  
Penn Lauder CIBER Institute, University of Pennsylvania, Philadelphia, PA

## **EXPERIENCE:**

### **Teaching Appointments:**

**ESL Senior Instructor**- fall 2019 - present, Moscow, ID  
American Language and Culture Program (ALCP), University of Idaho

**ESL Instructor**, Fall 2021- present, Pullman, WA  
Intensive American Language Center (IALC), Washington State University

**TESL faculty**- Fall 2020- Present  
Master of Education in TESL (online), Framingham State University  
Master of Arts in Educational Leadership (online), Framingham State University

**Eng/Anth 241 Instructor**- Fall, 2022, 2023  
English Department, University of Idaho

**English 408 Instructor**- Spring 2024  
English Department, University of Idaho

**Communication 101 Instructor** – Summer 2022  
English Department, University of Idaho

**FLEN 243 Instructor**- Spring 2022  
CLASS, University of Idaho

**English 317 Instructor** – Fall 2021  
English Department, University of Idaho

**English 101& 109 Instructor**- Fall 2020  
Vandal Gateway Program (VGP), University of Idaho

**English 102 Instructor** – Spring 2021- Present  
English Department, University of Idaho

**ESL Instructor**, fall 2014 - present, Moscow, ID  
American Language and Culture Program (ALCP), University of Idaho

**ESL Lecturer**, fall 2011- fall 2014, Moscow, ID  
American Language and Culture Program (ALCP), University of Idaho

**ESL Lecturer**, Summer 2011- fall 2014, Pullman, WA  
Intensive American Language Center (IALC), Washington State University

**Teaching Assistant**, 2005-2007, Benghazi, Libya  
Department of English  
Garyounis University

**EFL Instructor**, 2006-2008- Benghazi, Libya  
Taught English  
Higher Vocational Center for Preparing Instructors  
K-12, Atals English Language Center  
Taught English, Garyounis English Language Center

**Teaching Internships and Teaching Assistantships:**

Intern, English 517 (spring, 2017)  
*Introduction to Applied Linguistics*  
University of Idaho

Intern- English 413- 513, fall, 2016  
*ESL Methods I: Basic Oral/Aural Skills*  
University of Idaho

Intern- English 241, spring, 2016  
*Introduction to the Study of  
Language*  
University of Idaho

Intern- TL 524, spring, 2013  
*Academic Writing for Dissertations and Publications*  
Washington State University

**US and International K-12 Experience**

Teacher Assistant, spring, 2018, Moscow Middle School  
Assisted ESL students who struggled with learning English  
Assisted teachers with developing ESL resources.

K-12 Instructor, 2005-2007, Benghazi, Libya  
Taught Elementary, Middle and High school Libyan students

**Areas of Specialization:**

Second language teaching and learning  
Second language writing  
Teacher Training

### **Students Advised:**

Fall, 2020: **2** international graduate and undergraduate students  
Spring, 2020: **3** international graduate and undergraduate students  
Fall, 2019: **5** international graduate and undergraduate students  
Summer, 2019: **8** international graduate and undergraduate students  
Spring 2, 2019: **8** international graduate and undergraduate students  
Fall, 2018: **11** international graduate and undergraduate students  
Summer, 2018: **11** international graduate and undergraduate students  
Spring 2, 2018: **11** international graduate and undergraduate students  
Spring 1, 2018: **11** international graduate and undergraduate students  
Fall 2, 2017: **12** international graduate and undergraduate students  
Fall 1, 2017: **10** international graduate and undergraduate students  
Fall, 2016: **15** international graduate and undergraduate students

### **Courses Developed:**

*FLEN 243- English Word Origins-* University of Idaho

FLEN 243 is a survey of college-level vocabulary and an introduction to the principles of English word formation, especially as influenced by Latin and Greek.

*Grammar-* American Language and Culture Program- University of Idaho

In this grammar course, students focus on developing grammatical accuracy in writing and speaking. Students apply grammar to identify, correct and decrease errors in their written and oral production of English

*Listening and Speaking for all levels (Elementary, Intermediate, Advanced)*

listening and speaking English course, students develop oral fluency and communicative language in academic and social conversations. Students also develop discrete listening skills through listening to authentic academic lectures and culturally relevant topics. Speaking teaches students how to give presentations, give debates and engage in conversations.

*Reading and Writing for all levels (Elementary, Intermediate, Advanced)-* American Language and Culture Program- University of Idaho

The writing focuses on teaching students how to create sentences, paragraphs, emphasizing main ideas and supporting details, and developing well-structured and meaningful short essays using a variety of rhetorical modes common in U.S. higher education and evaluate and synthesize

information from academic sources. Reading helps students expand reading comprehension strategies and vocabulary through extensive readings.

*Academic Research-* American Language and Culture Program- University of Idaho

In this course, students lay the groundwork for academic research through common referencing and review of literature. They build argumentative, academic discourse that culminates in a fully developed essay

*Academic Writing for Dissertations and Publications-* Washington State University

This course responded to the call from both faculty and graduate students to provide individualized and intensive academic instruction for dissertation, thesis and publication writing (as stated on the syllabus for the course).

### **Workshops, Seminars, Invited Lectures**

Hussein, I. (2024). The Scientific Method and Engineering Design Meet in the IEP. A symposium on Teaching and Researching EAP/ESP Classrooms in Higher Education in AILA, Kuala Lumpur, Malaysia.

Hussein, I. (2024). Emerge Teachers, Technology and Opportunity. *An invited Panel Discussion*. Babcock University, Ilesha Remo, Ogun State, Nigeria.

Hussein, I. (2023). The Key Issues in Second Language Teaching: A Guide for EFL Teachers. *An invited lecture*. The National Pingtung University, Taiwan.

Schiffelbein, K., Hussein, I. (2019). Communicating with ESL Students: How to Be Effective without Talking Down to them. *University of Idaho Outdoor Program*, Moscow, Idaho.

Schiffelbein, K., Hussein, I. (2018). International Millennials: Language Learners Needs for Success. *Global Student Success Program*. Moscow, ID

Hussein, I. & Chu, S (2015). Exploring Cultural Differences in Students: Chinese & Arabic Cultural Exploration. *International Educational Week* of the University of Idaho, Moscow, ID

Hussein, I. (2015). MA TESL: ENGL 513 ESL I: Basic/Aural Skill. *TESL Program of the University of Idaho*

- Hussein. I. (2014, Spring II). 3 Online Tools for Better Teaching and Learning. *Brown Bag* at the Intensive American Language Center Program of Washington State University, Pullman, WA
- Hussein. I. (2014, Spring I). Pronouncing international student names. *Teacher's pre service at the Intensive American Language Center of Washington State University*, Pullman, WA
- Hussein. I. & Abobaker. R. (2013). Understanding Arabic Culture and Language. *International Education Week* of the University of Idaho, Moscow, ID
- Elturki. E. & Hussein. I. (2013, Spring I). Challenges facing Arab ELLs. Presentation at the *American Language and Culture Program of University of Idaho*. Moscow, ID.
- Hussein. I. (2013, Spring II). Genre-based Instruction for Teaching Writing. *Teacher's pre service at the Intensive American Language Center of Washington State University*, Pullman, WA
- Salsbury. T. Elturki. E. & Hussein. I. (2012, Spring 1). Creative Investigations of Texts Using Concordancer. Presentation at the *Intensive American Language Center of Washington State University*, Pullman, WA

### **Peer Reviewed Publications**

- Jovanovska. E. & Hussein. I. (2024). The Scientific Method and Engineering Design Meet in the IEP: Pre-STEM Writing & Communication Course. In Rosmawati & Verspoor (Eds). *English Language and Communication Classes in Higher Education: Designs, Methods, Challenges, Evaluations, and Outcomes*. Routledge. (accepted)
- Hussein. I. & Harmony, E. (2024). Multimodal Feedback Cycle Along the Way: A Promising Tool for Empowering L2 Learners' Self-regulation. In Ferris, Gilliland & Eckstein (Eds). *Responding to Writing: A Practical Sourcebook for Instructors*. Michigan State University (accepted).
- Sharma, B. & Hussein. I. (2021). Discourses of Professional Identities and Linguistic Capital Formation of International STEM Faculty. *Journal of English for Academic Purposes*. 52, 1-11.

- Hussein. I., Salsbury, T. & Huang. W. (2021). Modeling as a Step towards Success in Genre-based Writing. *Syllabus Journal*, 10(2), 1-8.
- Hussein. I., Ali. M. (2021). Examining Female Characters in Children Picture Books: International Teachers' Perspective. *Journal of Applied Teaching and Learning*, 4(1), 114-119.
- Hussein, et al (2020). College Writing Teachers' Perceptions of Multilingual Writers' Presence and Needs. *The English Teacher*. 49(2), 58- 76.
- Abobaker, R. Hussein. I. (2020). Boosting Listening Competence of L2 Learners through Reading Scripts. *The Online Journal of New Horizons in Education*, 10(1), 23-27.
- Hussein. I, Schiffelbein. K. (2020). University Professors' Perceptions on L2 Learners' Academic Challenges and Needs. *Journal of Applied Teaching and Learning*.
- Egbert, J., Elturki, E., Hussein, I., & Muthukrishan, H. (2012). Applying principles for new literacies in differing CALL contexts: Conceptualizing issues for teaching, research, and policy. *CALL-EJ*, 13(2), 1-11.
- Lopez, S., Hussein, I. & Ali, M. (2011). The Importance of Using 21st Century Literacy Skills to Enhance Culture and Diversity in the Classroom. *Northwest Passage*, 9(2), 180-189.
- Hussein, I. (2011). Diglossia in the Arab World. *Career Educator*. 1(1), 104-110

### **Book review**

- Hussein, I., Abobaker, R. & Ali, M. (2017). [ Review of the book *Writing Education Research: Guidelines for Publishable Scholarship* by Joy Egbert & Sherry Sanden]. *CATESOL Journal*.
- Chu, S. Hussein, I. (2015) [Review of the book *Foundations of Education Research: Understanding Theoretical Components* by Joy Egbert & Sherry Sanden]. *Journal of Interdisciplinary Studies in Education*. 4(1) 101-103. Retrieved from [http://itcweb.astate.edu/ojs/index.php/jise/article/view/FER/pdf\\_49](http://itcweb.astate.edu/ojs/index.php/jise/article/view/FER/pdf_49)
- Abobaker, R., & Hussein, I. (2012). [Review of the book *Assessing Language through Computer Technology* by Chapelle, A. C. & Douglas, D.]. *International Journal of*

*Computer Assisted Language Learning and Teaching*, 2(2), 61-63. Retrieved from <http://www.irma-international.org/viewtitle/67126/>

### **Media Review**

Hussein, I. & Ali, M. (2013). Software Review: www. Sharendipidty. com: A Web- based creativity suite. *ORTESOL Journal*. 3, 37-38. Retrieved from [http://www.ortesol.org/documents/Journals/ORTESOL\\_Journal\\_Volume\\_30\\_2013a.pdf](http://www.ortesol.org/documents/Journals/ORTESOL_Journal_Volume_30_2013a.pdf)

Elturki, E. and Hussein, I. (2011). Software Review: Study Skill Success V9. *Teaching English with Technology Journal*, 11(3). 54–69.

### **Peer Reviewed (currently scheduled or submitted):**

Hussein. I. & Krahn. K. (2024). Revision Maps: A Simple Tool for Facilitating Student Feedback Literacy and Metacognition. *Journal of Response to Writing*. (in progress).

Alghatani, N., Hussein. I. Hellmann, K. (2024). Exploring Writing Tutors' Perspectives on International Students' Writing Apprehension and Anxiety. (in progress)

Chu. S., Hussein. I. & Jovanovska. E. (2023). ESL Students' Perspectives towards a STEM Curriculum in an ESL Classroom (in progress).

### **Regional and Non-Refereed Publications**

Hussein, I. (2011). The Impact of Corrective Feedback on ESL Learners. *WAESOL World Quarterly*.

Hussein, I. (2009). Arab Teachers Teaching EFL. *WAESOL World Quarterly*.

### **Presentations and Other Creative Activities:**

#### **Refereed (National/International)**

Jovanovska. E. & Hussein. I. (2024). Increasing STEM Education Opportunities for International English Language Learners: Pre-STEM Curriculum in the IEP, AILA Symposium, Malaysia (accepted).



- Hussein. I. & Jovanovska. E. & Chu. S. (2023) ESL Students' Perspectives on Bringing STEM to ESL Classrooms. TESOL Convention Conference. Oregon, Portland
- Hussein, I. Chu, S. W., & (2022). Effective teaching techniques for online classroom. [Webinar]. Teacher Training Center. Pharos University, Alexandria.
- Chu, S. W., & Hussein, I. (2022). Mentoring ESL novice teachers: reflective practice. Presented at the 10th International Conference on Teacher Education held by the Center for Teacher Education. National Pingtung University, Pingtung, Taiwan.
- Chu. S., Hussein. I. & Jovanovska. E. (2021). ESL Students' Perspectives towards a STEM Curriculum in an ESL Classroom. The 2021 IEEE International Conference on Social Sciences and Intelligent Management, Taichung, Taiwan.
- Elturki, E. & Hussein, I. (2021). Developing Online Teacher Training Courses for TEFL Instructors: Reflective Practice. The 25th NileTESOL AUC Virtual Conference, Cairo, Egypt.
- Hussein, I. Yamaguchi, Y, Huang, W. Nezakati, H. (2020). Writing Teachers' Perceptions of Multilingual Writers: Recommendations for Writing Program Administrators (accepted). The American Association of Applied Linguistics (AAAL) Conference, Denver, Colorado.
- Sharm, B., Hussein, I. (2019). Disciplinary Socialization of International STEM Scholars: From Linguistic Proficiency to Spatial Repertoire. Paper presented at the American Association of Applied Linguistics (AAAL) Conference, Atlanta, Georgia.
- Hussein, I. Yamaguchi, Y, Huang, W. Nezakati, H. (2019). College Writing Teachers' Perceptions of Multilingual Writers' Presence and Needs. Paper presented at the TESOL Convention Conference, Atlanta, Georgia.
- Hussein. I, Schiffelbein, K. & Popoola. A. (2017). Professors' Perceptions on L2 Learners' Linguistic Challenges and Needs at University. Paper presented at the TESOL Convention Conference, Seattle, Washington.
- Hussein. I & Popoola, A. (2016). A poster presentation presented at the TESOL Convention Conference, Baltimore, Maryland.

- Hussein, I. (2014). Oral Literacy: Using Audio Feedback in Writing Classes. TESOL Convention (electronic village) Conference, Portland, OR.
- Bettis, P., Elturki, E., Hussien, I., Levi, M., Salsbury, T., & Sattler, C. (2012). Pedagogy of the absurd: The CDA of the WA TPA (A critical discourse analysis of the Washington teacher performance assessment). Paper presented at the 8th Annual Globalization, Diversity and Education Conference. Vancouver, WA.
- Hussein, I. Do I Want to Join your Discourse Community? (2010) presented at the Ethnography in Education Forum, University of Pennsylvania, Philadelphia, PA.

### **Refereed (State, Regional & Local)**

- Hussein, I. Popoola, A. (2015). Models by Design –based Principles: Practices in Academic Genres. Paper presented at the TriTESOL, Des Moines, WA
- Chu, S. Hussein, I. & Popoola, A. (2015). A Transcending Paradigm of Teaching Grammar in ESL Writing presented at the TriTESOL, Des Moines, WA
- Hussein, I. Popoola, A. (2015). An Analysis of Arabic and English articles: issue in L2 Writing. Paper presented at the TriTESOL, Des Moines, WA
- Hussein, I. Popoola, A. (2015). Flipped Instruction: A new Technology Facet for Teaching Writing, presented at the TECH ED Conference, Pullman, WA
- Lopez, S. & Hussein, I. (2015). Teaching with Technology: Fostering Cultural Understanding and Diversity in Higher Education. Paper presented at the TECH ED Conference, Pullman, WA
- Hussein, I. & Chu, S. (2015). *“We” Learn Together: A New Approach for Peer Feedback.* Paper presented at the Palouse Language and Culture Symposium, Moscow, ID
- Hussein, I. Elcataani, M. & Almusa, A. (2015). Teaching ESL in USA: Challenges and Rewards. Spokane Regional Conference, Spokane, WA
- Hussein, I. (2014). Worthy Model texts for ESL Writing classes: A Challenging Choice presented at the WAESOL Conference, Seattle, WA
- Hussein, I. & Elcataani, M. (2014). Teaching in the 21st Century: What Can Teachers Think, Say and Do? Northwest Association of Teacher Educators Conference, Pullman, WA
- Hussein, I. (2014). Challenges of Selecting Model Texts in Genre-based Writing Classes. Washington Association of Bilingual Education Conference, Tacoma, WA

- Hussein. I. Ali. M. (2014). Teaching and Learning Cycle: A step towards Academic Writing Success, WSU Showcase, Pullman, WA
- Huang, W. Hussein. I. & Chu. S. (2014). Peer Feedback Training in ESL Genre-based Writing Classes: Challenges and Application. Paper presented at the Palouse Language and Culture Symposium, Moscow, ID
- Hussein. I. (2014). The Effect of Dynamic Corrective Feedback Technique on ESL/EFL Writing. Spokane Regional Conference, Spokane, WA
- Hjeltness. J & Hussein. I. (2013). Seeing Them Clearly: An Effective Method to Teaching prepositions. Paper presented at the CATESOL conference, San Diego
- Hussein. I. & Salsbury. T. (2013). Teaching and Learning Cycle: a pathway towards scaffolding writing. Paper presented at the WAESOL conference, Seattle, WA
- Hussein. I. (2013). Representation of Gender in Children`s Picture Book. Paper presented at the Northwest Association of Teacher Educators Conference, Pullman, WA
- Hussein. I. (2013). Integrating Technology into Genre- based Writing Classes. Paper presented at the 35th annual SSTESOL Conference, Orlando, FL
- Lopez. S. & Hussein. I (2013). Integrating Technology in the Classroom. Paper presented at the 35th annual SSTESOL Conference, Orlando, FL
- Hussein. I (2013). Genre-based Instruction for Teaching Writing. Paper presented at the Washington Association of Bilingual Education Conference, Yakima, WA
- Hussein. I. (2013). Grouping ESL Students: Choices and Challenges. Spokane Regional Conference, WA
- Hussein. I. (2012). Enhancing Teaching and Learning through Technology. Paper presented at the WAESOL Conference, Seattle, WA
- Elturki. E. & Hussein. I. (2012). Challenging Facing Arab ELLs. Paper presented at the *WAESOL Conference*, Seattle, WA
- Lopez. S. & Hussein. I. (2012). Teaching Digital Natives and Enhancing Learning. Paper presented at *ORTESOL Conference*, Portland, OR
- Lopez. S. & Hussein. I. (2012). Enhancing Literacy Skills and Diversity in the Classroom Through Technology. Paper presented at the Washington Association of Bilingual Education Conference, Tacoma, WA
- Hussein. I. (2011). Challenges of Assessing Second Language Writing. Paper presented at

the *Spokane Regional Conference*, Spokane, WA

Hussein. I. (2011). Factors Affecting Classroom Performance among International ESL Writing Students. Paper presented at the *International Symposium on Educational Research and Practice*, Pullman, WA

Hussein. I. (2010). Difficulties that Arab Learners of English Encounter in Using the English Article System. Paper presented at the *University of Pennsylvania TESOL Mini Conference*, Philadelphia, PA

Hussein. I. (2010). Culture Teaching in Language Classrooms. Paper presented at *Teaching Circle, TESOL program at the University of Pennsylvania*, Philadelphia, PA

Hussein. I. (2010). Corrective Feedback in the ESL Classroom. Poster presented at the *Teaching Circle, TESOL program at the University of Pennsylvania*, Philadelphia, PA

Micheau. C. & Hussein. I. (2009). Identifying Language Learning Opportunities in Push-in and Pull-out Instruction. *Paper presented at Penn TESOL East Fall Conference*, PA

## **SERVICE:**

### **Major Committee Assignments:**

*American Language and Culture Program, University of Idaho, Moscow, Idaho:*

**Member- Admission Committee- Fall 2023**

**Member- CLASS Safety Committee fall 2022**

**Chair- Professional Development Committee, spring 2018- Present**

**Chair- Curriculum Committee, spring 2018- 2019**

**Member-ALCP Hiring Committee, summer 2018- Present**

**Chair-Assessment and Appeals Committee, fall 2011- Present**

**Member-Faculty Professional Development Committee, fall 2011- Present**

**Member-Textbook Committee, fall 2011- Present**

**Member-Achievement Committee, fall 2011- Present**

*Intensive American Language Center, Washington State University, Pullman, Washington:*

**Member-Professional Development Committee, fall 2011- fall 2014**

**Member-Service Learning Committee, fall 2011- fall 2014**

*Member-International Teaching Assistant Committee*, fall 2011- fall 2014

*Member-Materials Committee*, fall 2011- fall 2014

### **Professional and Scholarly Organizations**

#### **Memberships**

Washington Association for the Education of Speakers of Other Languages (WAESOL) , 2010 - present

Teachers of English to Speakers of Other Languages (TESOL), 2011- present

American Association of Applied Linguistics (AAAL), 2011- 2014

Penn Teachers of English to Speakers of Other Languages (PennTESOL), 2009 - 2010

Northwest Association of Teacher Educators (NWATE), 2012 - 2013

Sunshine State TESOL of Florida (SSTESO),2013 - 2014

Washington Association for Bilingual Education (WABE), 2012 - 2014

Association for Supervision and Curriculum Development (ASCD), 2013 - 2014

Libyan Linguists Association, 2005 - 2006

#### **Editorial Services:**

##### **Journal Article Reviewer**

Journal of ELT and Applied Linguistics (JELTAL) 2013-present

##### **Conference Proposal Reviewer**

TESOL International Convention & English Language Expo 2013, 2014, 2015, 2016

Palouse Language and Culture Symposium, University of Idaho 2015

#### **Community Service:**

- Founder of Building Better Moms - a Free English Language Program For non- native English-Speaking Mothers- Idaho and Washington States
- Founder of a free Online TEFL Training for Libyan Teachers (TTLT) Program

#### **ESL Materials Design for Immigrants to the U.S**

- Sicola Company, Philadelphia, PA
- Design content- based lesson plans
- Design ESL materials for immigrants to the USA.

#### **Volunteer ESL instructor**

- The YMCA Center, Philadelphia, PA
- Taught English to immigrant students to the USA

### **Interpreter (English & Arabic)**

- ESL programs in Seattle, Washington, and Idaho

### **Translator (English & Arabic) to undergraduate and graduate Libyan students**

Garyounis University, Libya

#### **Grants and Contracts Awarded:**

Ibtesam Hussein and Emilija Jovanovska. How an integrative STEM curriculum can benefit ELLs? The Spokane Regional ESL Conference (2021). (amount \$ 400).

Ibtesam Hussein, Emilija Jovanovska and ShiaoWei Chu. ESL Students' Attitudes towards a STEM Curriculum in an ESL Classroom. Washington Association for the Education for the Speakers of Other Languages (WAESOL). (2020). (amount \$ 500).

#### **Honors and Awards:**

**Professional Development Award** (2024). Global Teachers Assembly. Babcock University, ILshan Remo, Ogun State, Nigeria.

**Sally Wellman Volunteer Award** (2017), WAESOL Conference

**WAESOL Excellence in Teaching Award** (2015), Tri- TESOL Conference

**Graduate Student Support Award** (2014), Washington State University

**Award of Special Recognition** (2010), YMCA ESL students, Philadelphia, PA

**Libyan Higher Education Scholarship** (2010) to pursue Ph.D. studies abroad (Estimate: Ph.D. \$ 216,530.00)

**Gaddafi International Charity and Development Foundation Scholarship** (2007) to pursue Master's studies abroad (Estimate: Master's \$ 100,820.00)

**Higher Institute for Financial and Administrative Vocations Scholarship** (2007) to pursue graduate studies abroad, Libya

**Award of Special Recognition** (2007), Student Association of the Business School, Garyounis University, Libya

**Award of Honor** (2004), Garyounis University, Libya

**PROFESSIONAL DEVELOPMENT:**

**Teaching:**

Evaluating Assessments for Writing Teachers and the Use of Video Feedback by Margot Volem, 2019

American Language and Culture Program (ALCP)- University of Idaho

Motivating Students and Improving Students' Critical Reading by David Reis, 2018

American Language and Culture Program (ALCP)- University of Idaho

Giving Effective Feedback to ESL Students by Margot Volem, 2018

American Language and Culture Program (ALCP)- University of Idaho

**Administration/Management:**

Writing Good Grant Proposals by Bob Neuenschwander, 2019

American Language and Culture Program (ALCP)- University of Idaho

Green Dot Presentation, 2018

American Language and Culture Program (ALCP)- University of Idaho