February 26, 2023

Dear Awards Committee:

It gives me great pleasure to nominate Mr. Ali Asiri for the Fischer Outstanding Graduate Student Award. Ali is enrolled in the Ph.D. program in Language, Literacy, and Technology at WSU. He is in very good standing, and he is actively pursuing a degree with a primary focus on CALL. He has been advanced to candidacy and is producing three publishable papers for his dissertation, one of which has already been submitted to a peer-reviewed journal. I cannot think of another student who deserves this award more.

Ali is actually quite humble, and I think that his responses in the award worksheet do not adequately depict his dedication to and enthusiasm for the field. In addition to his projects, including his presentations, workshops, publications, and service, he is up for anything that can support English language teachers in both ESL and EFL settings, especially technology uses and the frameworks that support effective technology use. He is absolutely the go-to person for other graduate students wanting to know about the latest language teaching technologies, how they should be used, what they should read, and the questions they should ask. In fact, his peers suggested that he be nominated for this award!

Ali and I frequently discuss what’s going on in the field, and he has an unlimited set of ideas for research that he always wants to do immediately. He presents at every conference he hears about in spite of all the other work that he is required to do as a PhD student and a graduate assistant, and I hesitate to tell him about others because he will want to contribute! It’s not just that, though – he wants to learn. He feels like he can make many contributions to the field if he understands everything about it, and so he listens carefully to others, attends workshops even if they are only peripherally related, and thinks/reflects continuously.

As you can see from his résumé, Ali has already made a great head start in research and other projects, including his dissertation studies and other scholarly work with peers. His framework should make a difference for teacher learning around the world, and it can be used by other researchers searching for a foundation for effective professional development.

It is such fun to be Ali’s academic advisor and watch him develop his potential for making significant contributions to the field! He has the energy, drive, and vision to succeed in making a difference, and I have no doubt that he will continue on this trajectory and do so. I think that Robert would have been excited to meet and chat with Ali and to know that the future of CALL and CALICO are in such good hands.

Sincerely,

Joy Egbert
Regents Professor, ELL and Education Technology
jegbert@wsu.edu
EDUCATION

Doctoral of Philosophy; Language, Literacy, and Technology
Washington State University, Pullman, Washington, USA Expected December 2023

Master of Arts; Teaching English as a Second Language
Gonzaga University, Spokane, Washington, USA December 2018

Bachelor of Arts; English Language
King Khalid University, Abha, Asir, Saudi Arabia June 2013

CERTIFICATES AND WORKSHOPS

Virtual Reality for Educators
Unity.org, USA August 2022

Educational Technology Across the Curriculum
Washington State University, USA May 2022

Using Group Work Effectively
WSU Teaching Innovation, USA November 2019

Teaching English as a Second Language
Gonzaga University, USA August 2017

Learning to Teach Online
UNSW, Australia January 2017

English Language
Gonzaga University, USA December 2015

SCHOLARLY PUBLICATIONS


**SUBMITTED MANUSCRIPTS**

Asiri, A. Effective professional development in computer-assisted language learning: A proposed framework for the Saudi context. Manuscript submitted to CALL-EJ.

**SCHOLARLY CONFERENCES, PANELS, & FORUMS**


GRANTS, AWARDS, & ACCOMPLISHMENTS

WAESOL 2022 Project Funding Grant 2022
Title: Using Augmented Reality for English Language Teaching and Learning Project.

Research Assistant of the Year Award 2021

National Educational Telecommunications Association 2018
Title: National Award for Instructional Media

ACADEMIC EXPERIENCES

Research Assistant
Washington State University, Graduate School
August 2019–present
- Managing automated mailing campaigns and communications with current and prospective graduate students
- Managing and maintaining Graduate School website
- Providing technical support to the Graduate School staff

Teaching Assistant
Washington State University, College of Education
August 2022–December 2022
- Co-teaching graduate and undergraduate students instructional media production
- Preparing pre-service teachers on how to develop their own instructional materials using principles

English Language Instructor
King Saud University, Common First Year
June 2019–August 2019
- Teaching English to first year students
- Engaging students in extra-curricular activities
- Leading exams operations such as mentoring, grading, and reviewing final reports of grades

Curriculum Developer
KSPS Spokane Public Television
November 2017–May 2019
- Developing learning materials for Spokane School District, intensive English language programs in the US, home-schooling, and self-study learners
- Leading pilot studies including developing learning materials, teaching them in real classroom, then evaluate the materials
- Leading teacher professional development sessions and participating in local conferences

Arabic Adjunct Faculty
Department of Modern Languages and Literature, Gonzaga University
January 2018–May 2019
- Developing and aligning materials with the school and state standards
• Teaching integrated Arabic course to domestic students
• Preparing learners for class projects such as presentations, final papers, and writing/asking interview questions
• Assessing and supporting students’ needs and learning styles

*English Language Instructor*
Gonzaga ESL Community Outreach, Gonzaga University
January 2016 – January 2018
• Creating lesson plans and teaching based on students' needs
• Designing self-study materials for learners
• Mentoring, evaluating, and helping pre-service teachers to develop their lesson plans, help them with classroom management and instructions, then debrief afterwards

**PROFESSIONAL AFFILIATIONS**

**Member-at-large & Member of the Board of Reviewers** of Washington Association for the Education of Speakers of Other Languages (WAESOL)

**Member & Member of the Board of Reviewers** of Teaching English as a Second Language - Electronic Journal (TESL-EJ)

**Member** of Computer Assisted Language Instruction Consortium (CALICO)

**Member** of International Association for Language Learning Technology (IALLT)

**Member** of Teachers of English to Speakers of Other Languages (TESOL)

**SKILLS & LANGUAGES**

• Educational technology integration
• Team collaboration
• Data collection, management, analysis
• Research & Information Management
• Proficiency in leading professional developments session
• Coding languages (e.g., HTML and CSS)
• Extended reality development (e.g., AR and VR)
• Microsoft office products (e.g., Word, PowerPoint, XX)
• Adobe creative product (e.g., Photoshop, Light Room, In Design)
• Curriculum development
• Interpersonal & Leadership Skills
• Presentation and facilitation skills
• Project management

**Languages:**
• Arabic – Native speaker
• English – Fluent speaker
PROFESSIONAL REFERENCES

Joy Egbert, Ph.D.
Regents Professor, Teaching and Learning Department
Washington State University
jegbert@wsu.edu

James Hunter, Ph.D.
Associate Professor and Director, TESOL Programs
Gonzaga University
hunter@gonzaga.edu

Mary T. Jeannot, Ed.D.
Associate Professor, TESOL
Gonzaga University
jeannot@gonzaga.edu

Cynthia Hollenbeck
Communications Director, WSU Graduate School
Washington State University
cjhollenbeck@wsu.edu
I. To the candidates
Once you have completed this award application, please forward it and a current CV to your mentor professor for finalization and emailing to CALICO. Fill out the personal information and respond to the five questions with a maximum of 200 words for EACH question.

<table>
<thead>
<tr>
<th>Name</th>
<th>Ali Asiri</th>
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<tbody>
<tr>
<td>University &amp; name of</td>
<td>Washington State University</td>
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<tr>
<td>degree program</td>
<td>Doctoral degree in Language, Literacy, and</td>
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<td></td>
<td>Technology</td>
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<tr>
<td>(Tentative) title of</td>
<td>Exploring CALL Teacher Professional Development</td>
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<tr>
<td>dissertation</td>
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<td>Organization memberships</td>
<td>WAESOL (2019-present)</td>
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<td>(include dates)</td>
<td>IALLT (2022-present)</td>
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<td></td>
<td>Saudi TESOL (2021-present)</td>
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<td>TESL-EJ (2020-present)</td>
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1. Provide a description of your primary research in CALL with a short justification regarding its future significance to teaching and learning.

Access to technology does not necessarily equate to the ability to integrate it effectively into language classrooms. Despite access to digital tools, there is a documented need for more computer-assisted language learning (CALL) knowledge and experience for English language teachers, both as part of professional development (PD) and of initial teacher education. As a result, my primary research aims to support technology-related learning for English language teachers by providing and investigating research-based elements and guidelines.

As I am personally invested in the importance of this research, I have divided the entire dissertation into three papers, each serving a purpose in painting the big picture. The first paper concerns a theory-to-practice component by reviewing and identifying practical, evidence-based, and frequently mentioned essential elements of CALL PD in the current literature. It also proposes a CALL PD framework and a plan of action for implementing the framework. To identify the most common elements that facilitators should address, this paper first reviews research on teacher PD and then delves specifically into CALL PD. Based on the literature, it presents a framework and its potential implementation to enhance current and future CALL PD effectiveness, in particular in the context of Saudi Arabia.

2. Describe your CALL research undertaken: projects (e.g. CALL development, pedagogical modules, innovations…) completed and/or currently in progress perhaps as preparation for your dissertation or with another researcher.

My second dissertation paper puts the framework into practice by exploring technology-related professional development to pre-service English language teachers
in the U.S. Further, the third paper investigates a learning experience that includes all the elements for in-service Saudi EFL teachers.

In addition, I have been involved in other CALL publications and projects. For instance, during one of my doctoral courses, I co-authored a CALL teacher education paper that proposed new perspectives in the field. Our paper was published in TESL-EJ. Other papers include a focus on digital social reading and the use of specific apps for language teaching. In addition to research publications, I am also co-leading the WSU College of Education’s XR Development Lab. The lab’s goal is to create augmented and virtual reality learning experiences for faculty, graduate and undergraduate students, and other teachers in the community who wish to incorporate AR and VR into their teaching practices. I received a WAESOL award to fund this work.

Ultimately, my research holds future significance as it contributes to shifting the learning focus from technology itself to how teachers implement technology. Additionally, it provides a research-based framework for facilitators and educators to use when educating and supporting teachers’ technology implementation.

### 3. Describe your experience in language teaching using CALL.

I have had the privilege of experiencing both sides of the coin. I worked as an English language teacher in both Saudi Arabia and the United States. In both experiences, I utilized technology in my classrooms. I used technology for many purposes, for example, to engage students with the content, support their social interaction, supporting their digital literacy, and many others. During both experiences, I learned first-hand how implementing technology could be another layer teachers need to experience and how hard that could be, especially for novice teachers.

In addition to my own experiences, during my master’s degree, I collaborated and worked closely with the local school district to develop curriculum, conduct classroom visits, facilitate technology-related training sessions, and participate in school conferences. This not only allowed me to observe the gap between theory and practice but also gave me practical experience in working with teachers and understanding their needs. For my dissertation, I drew upon both the current literature and my invaluable experience working with teachers.

### 4. Describe up to three subjects on which you have written articles for peer reviewed journals (sole or contributing author).

The three subjects on which I have written articles are UDL, technology use in English language learning, and CALL teacher education in general. My articles are evidence-based and practitioner-oriented, with the aim of providing teachers with immediate implications for their use. In addition to publishing these articles, I have also submitted a manuscript to a top journal to publish my theory-to-practice paper. I have also written about using UDL in the field of English language teaching and learning, and how technology can facilitate the implementation of the UDL framework. With regards to general CALL, I have written several current publications, including one which will served as part of my dissertation.
5. Describe your involvement with CALICO and your anticipated participation in its future.

My faculty advisor suggested that I become an active member of CALICO. I was initially familiar with the journal but not the organization. Now that I am a member, I am eager to get more involved and benefit from all that the organization has to offer. To that end, I will be presenting twice at the upcoming annual conference, and I am also planning to submit a paper in progress to the CALICO Journal. I have also successfully encouraged other doctoral students to join and participate in the annual conference.

One of my goals is to work closely with the organization and become more involved in the annual conference and other work that takes place throughout the year. Further, I will encourage even more of my peers to become members to meet experts, support their graduate studies, and review the latest research.

II. To the mentor professor
A. Please answer the following questions regarding the graduate student candidate.

1. Is the candidate in good academic standing?  YES
2. Has the candidate begun dissertation research/data collection?  YES
3. Is the candidate’s dissertation primarily focused on CALL?  YES

B. Please provide a letter of recommendation focusing on the elements in section I of the application and speak to why this graduate student is deserving of the CALICO Outstanding Graduate Student Award.

Please email this application cover sheet along with the candidate’s responses, his/her CV, and your responses and letter to Esther Horn at ec06@TXSTATE.EDU. Thank you very much for your participation in this process.