March 24, 2024

Dear Committee:

This letter is to recommend Ali Asiri for the CALICO's Fisher Outstanding Graduate Student Award. As Ali's doctoral advisor, co-author, editor, and instructor, I know that Ali more than meets the criteria for this award.

First, Ali is in very good standing with the Graduate School with a 3.98 GPA, and he has just passed his dissertation defense. For his prelim he developed a framework for CALL teacher education that is under review for publication. In addition, during his doctoral program he completed the work for virtual reality and educational technology certificates. He currently serves as a well-respected and go-to graduate assistant in the Graduate School. Further, he has served as the co-director of the XR Development lab in the College of Education and has helped build a diverse team. He is supporting the dynamic work we are doing both by helping other lab associates learn new technologies for their CALL work but also by working directly with pre-service and in-service CALL teachers at WSU.

Before coming to WSU, Ali was involved in scholarship in a variety of ways, from developing evidence-based curricula for a wide range of EFL stakeholders to participating in scholarly conferences and workshops. His foci on collaboration, equity, and technology led to two awards and over a dozen refereed presentations, with additional ones planned. As to publications, Ali has published 6 peer reviewed publications in the last two years, with an additional two submitted. He is a member of CALICO and several like organizations, and he serves on committees in the majority of them.

For his dissertation, Ali collected data for innovative research based on the framework about CALL teacher education that he created for his prelim. He implemented this framework in the Saudi context and has planned to do so in another very different context in the US. Ali uses a variety of data sources and analyses as part of his research approach. Data sources include surveys, interviews, and observations along with questionnaires, document analysis, and focus groups. Analysis is both inductive and statistical. Ali's ability to combine these sources and analyses to answer important questions about learning shows that he is a thoughtful and rigorous scholar. I expect his papers to have a major impact on the field.

Ali is also a very motivated scholar – he is constantly looking for ways to integrate knowledge and practice and to push the boundaries of the education literature. His knowledge of technology and teaching are at expert levels, and he has used this knowledge to support my educational research team in ways that no one else could. He also supports the field by reviewing for journals and conferences. He also presents regularly and supports his doctoral cohort to do so, too.

College of Education
Department of Teaching and Learning

Ali is a kind and funny person and gets along with everyone. He never says "no" to helping others and wastes no chance to learn something new that might inform his scholarship. Ali is a perfect candidate for this award, and I recommend him without reservation.

Sincerely,

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

ALI ASIRI

Pullman, WA, USA • +15097157157 • ali.asirii@hotmail.com • linkedin.com/in/aliasiri

EDUCATION

Doctor of Philosophy in Language, Literacy, and Technology
Washington State University, Pullman, Washington, USA   3/2024

Master of Arts in Teaching English as a Second Language
Gonzaga University, Spokane, Washington, USA   12/2018

Bachelor of Arts in English Language
King Khalid University, Abha, Asir, Saudi Arabia   6/2013

CERTIFICATES

Virtual Reality for Educators
Unity Technologies

Educational Technology Across the Curriculum
Washington State University

Using Group Work Effectively
WSU Teaching Innovation

Teaching English as a Second Language
Gonzaga University

Learning to Teach Online
University of New South Wales

English Language
Gonzaga University

WORK EXPERIENCE

Associate Director of XR Development Lab   **08/2022 – Present**
Washington State University, College of Education

- Developed engaging workshops on using AR and VR for pre-and in-service teachers, resulting in 90% of willingness to implement these technologies in their classrooms.
- Conducting classroom visits to provide on-the-spot technical learning opportunities, resulting in improved student usability and learning outcomes.
- Actively participated in more than 10 local and international conferences to stay up to date on the latest trends and advancements in educational technology, leveraging acquired insights to inform strategic decision-making within the XR Development Lab.
- Played a pivotal role in the composition of grant proposals, resulting in successfully securing 3 funds for the lab's research and development endeavors, thereby contributing to the expansion of innovative projects and initiatives.
- Conducted impactful research focusing on applying extended realities in teaching and learning, contributing to the academic discourse and the continual evolution of best practices in educational technology.

Research Assistant   **08/2019 – Present**
Washington State University, Graduate School

- Led the automation of campaigns and communications projects to streamline interactions with current and prospective graduate students, leveraging technical expertise to enhance efficiency and responsiveness in communication processes.
- Led website management and maintenance for Graduate School, achieving more than 95% accuracy in updates and improvements, resulting in increased user-friendliness and alignment with best practices in web design.
- Provided essential technical support to the Graduate School staff, troubleshooting and resolving issues promptly to optimize workflow and productivity.
- Demonstrated proficiency in utilizing automation tools and platforms to enhance communication strategies, contributing to increased engagement and awareness among graduate student populations.
- Exhibited adaptability and a proactive approach to technological advancements, staying current with tools and trends to improve the technical infrastructure supporting Graduate School operations continuously.

Teaching Assistant   **08/2022 – 12/2022**
Washington State University, College of Education

- Collaborated in a co-teaching capacity, actively engaging with graduate and undergraduate students in the dynamic realm of instructional media production.
- Collaborated with faculty to implement cutting-edge curriculum, resulting in improved student engagement and learning outcomes.
- Integrated cutting-edge technologies to ensure student exposure to industry-relevant tools and methods.
- Fostered a positive and inclusive learning environment, promoting effective communication and collaboration among students and educators.

English Language Instructor   **06/2019 – 08/2019**
King Saud University, Common First Year

- Instructed first-year students in English language courses, driving immersive learning and enhancing language proficiency.
- Enriched the educational experience by incorporating relevant extra-curricular activities, promoting language proficiency beyond the traditional classroom setting.
- Demonstrated a commitment to student success by providing constructive feedback and guidance, contributing to the continuous improvement of their language skills.
- Collaborated with fellow educators to enhance the overall English language curriculum, incorporating innovative approaches to language instruction.

Instructional Designer   **11/2017 – 05/2019**
KSPS Spokane Public Television

- Utilized expertise in instructional design and educational technology to create engaging and rigorous course content, resulting in more than 85% increase in student success.
- Initiated and led pilot studies, crafting comprehensive learning materials and actively teaching them in real classroom settings.
- Conducted thorough evaluations to assess the effectiveness of the materials, employing feedback loops to refine and enhance the learning experience.

- Facilitated teacher professional development sessions, empowering educators with innovative instructional strategies and the integration of multimedia resources.
- Demonstrated adaptability by tailoring learning materials to meet the diverse needs of learners in different educational contexts, ensuring inclusivity and effectiveness.
- Collaborated with cross-functional teams to stay informed about emerging trends and technologies in instructional design, fostering a culture of continuous learning and innovation.

Arabic Adjunct Faculty   01/2018 – 05/2019
Department of Modern Languages and Literature, Gonzaga University

- Developed and aligned instructional materials with both school and state standards, ensuring a comprehensive and standards-driven Arabic language curriculum.
- Taught engaging Arabic courses to domestic students, incorporating innovative and effective teaching methodologies that catered to diverse learning styles and proficiency levels.
- Prepared learners for meaningful class projects, guiding them through creating presentations and final papers and developing skills in writing and asking interview questions. Emphasized practical application to enhance language acquisition.
- Demonstrated expertise in instructional design by creating materials that not only met educational standards but also engaged students and facilitated a deeper understanding of the Arabic language and culture.
- Emphasized the integration of real-world projects to enhance practical language skills, preparing students for effective communication in Arabic beyond the classroom.
- Exhibited a commitment to creating a positive and inclusive learning environment by recognizing and valuing the diversity of learners.

English Language Instructor   01/2016 – 01/2018
Gonzaga ESL Community Outreach, Gonzaga University

- Designed and implemented individualized lesson plans that catered to diverse student needs and resulted in a 95% student retention rate.
- Utilized effective instructional design practices to create self-study materials that enhanced independent learning for diverse learners, resulting in improved English language acquisition.
- Mentored pre-service teachers, providing guidance in lesson plan development, classroom management, and instructional techniques. Collaborated closely with them during the teaching process, offering constructive feedback and support to facilitate their professional growth.
- Actively engaged in debrief sessions with pre-service teachers, fostering reflective practice and continuous improvement in teaching methodologies.
- Contributed to the broader community outreach initiatives, utilizing teaching and instructional design abilities to address the diverse language learning needs of the community.

PUBLICATIONS

Asiri, A. & Arini, D. (2023). Emotional indicators of task engagement. In J. Egbert & P. Panday-Shukla (eds.), *Task Engagement across Disciplines: Research and Practical Strategies to Increase Student Achievement* (Chapter 10). Routledge.

Egbert, J., **Asiri, A.,** & ElKialani, N. (2022). Engagement in digital social reading: Use and perspectives. *Journal of Literacy and Technology, 23*(11).

Asiri, A. (2022). Explain Everything. *Teaching English as a Second Language Electronic Journal (TESL-EJ), 25*(4). https://tesl-ej.org/pdf/ej100/m1.pdf

Asiri, A. (2021). Liveworksheets: Create your own interactive worksheets. *WAESOL Educator, 47*(1), 40-41.

Asiri, A. (2021). Edpuzzle: A formative assessment tool. *WAESOL Educator, 46*(2), 34-35.

Asiri, A., Panday-Shukla, P., Rajeh, H. S., & Yu, Y. (2021). Broadening perspectives on CALL teacher education: From technocentrism to integration. *Teaching English as a Second Language Electronic Journal (TESL-EJ), 24*(4). https://tesl-ej.org/pdf/ej96/a8.pdf

Asiri, A. (2020). Experiential Learning Theory. In J. Egbert & M.F. Roe (eds.), *Theoretical models for teaching and research* (Chapter 7). Available from WSU Open Text.

CONFERENCES, PANELS, & FORUMS

Asiri, A., & Im, J. (2023). *Escape the room: Creating authentic learning experience* [Conference]. Spokane Regional Conference. Spokane, Washington, USA.

Asiri, A., & Alyobi, M. (2023). *Immersive realities in language learning: Teachers as creators* [Conference]. CALICO. Minneapolis, Minnesota, USA.

Asiri, A., & Alyobi, M. (2023). *Using intelligent personal assistants to enhance English learners' proficiency.* [Conference]. CALICO. Minneapolis, Minnesota, USA.

Asiri, A., Alyobi, M., & Rajeh, H. (2022). *Digital literacy in ESL classroom via online interactive platforms* [Conference]. Spokane Regional Conference. Spokane, Washington, USA.

Asiri, A. & Morad, E. (2022). *Integrating augmented reality into ESL classroom* [Conference]. Spokane Regional Conference. Spokane, Washington, USA.

Asiri, A., Kanyama. D., Bharagava, M., & Presnova, A. (2020). *International student professional possibilities* [Panel]. Gonzaga University, virtually.

Asiri, A., Panday-Shukla, P., Rajeh, H., & Youwei Y. (2020). *Integration: Let's get up to speed in CALL teacher education* [Conference]. WAESOL, virtually.

Asiri, A., Panday-Shukla, P., Rajeh, H., & Youwei Y. (2020). *New perspectives on teachers' development: Interactive workshop* [Conference]. Palouse Language & Culture Symposium, University of Idaho. Moscow, Idaho, USA.

Asiri, A. (2019). *How do I promote equity in group work?* [Forum]. Teaching Innovation Forum. Pullman, Washington, USA.

Asiri, A. & Rajeh, H. (2019). *Let's take collaboration to the next level: technology, theory, and practice* [Forum]. First Friday Forum. Spokane, Washington, USA.

Asiri, A. & Colon, R. (2018). *Using documentaries in classrooms* [Conference]. Spokane Regional Conference. Spokane, Washington, USA.

Asiri, A. (2017). *Video-based formative assessments* [Forum]. First Friday Forum. Spokane, Washington, USA.

Griffith, S. & **Asiri, A**. (2017). *Teaching with newest technologies* [Conference]. Taste of TESOL Conference. Spokane, Washington, USA

Asiri, Ali. (2017). *The QR code as a fun way to actively engage beginning-level students in use of vocabulary, language functions, and interaction skills* [Conference]. Palouse Language & Culture Symposium, University of Idaho. Moscow, Idaho, USA.

INVITED SPEAKER

Virtual Reality and Teaching Languages. Teaching and Learning Languages Course. **2022**
The University of Iowa, Iowa City, Iowa, USA.

Universal Design for learning and education technology. TEACHxWSU. **2022**
Washington State University, Pullman, WA, USA.

How Do I Promote Equity in Group Work. Teaching Innovation Forum. **2019**
Washington State University, Pullman, WA, USA.

GRANTS, AWARDS, & ACCOMPLISHMENTS

First Place in College of Education Three Minutes Thesis **02/2024**

Tilford and Jane Gribble Memorial Fund **05/2023**

Richard R. & Constance M. Albrecht Scholarship **01/2023**

WAESOL 2022 Project Funding Grant **10/2022**
Project Title: Using Augmented Reality for English Language Teaching and Learning Project.

Research Assistant of the Year Award **05/2021**

National Award for Instructional Media *(Place #16)* **10/2018**

VOLUNTEERING & LEADERSHIP

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

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

Teachers of English to Speakers of Other Languages (TESOL)
Member & Member of the Board of Reviewers

Computer Assisted Language Instruction Consortium (CALICO)
Member & Member of the Board of Reviewers

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

SKILLS & LANGUAGES

Technical Skills:
- Educational technology integration: Developed and implemented technology tools to improve teaching practices and student outcomes.
- Teacher Training: led more than 30 workshops on using educational technologies in teaching and learning across curriculum and disciplines.
- Data management and analysis: Collected, managed, and analyzed data (using SPSS, ATLAS.ti) to reach data-based conclusions and practices and to improve processes.
- Coding languages: Proficient in HTML and CSS for website and application development.
- Extended reality development: Developed augmented and virtual reality tools to enhance educational experiences using engines such as Unreal and Unity.

- Microsoft Office products: Proficient in Word, PowerPoint, and Excel for creating and presenting reports and presentations.
- Adobe Creative Suite: Proficient in Photoshop, Lightroom, and InDesign for creating and editing visual media.

Soft Skills:
- Team collaboration: Collaborated with colleagues and team members to achieve project goals and outcomes.
- Research and information management: Conducted and managed research projects and utilized data management tools.
- Leading professional development sessions: Designed and led professional development sessions to enhance teachers' skills and knowledge.
- Interpersonal and leadership skills: Demonstrated strong interpersonal and leadership skills to communicate, collaborate, and motivate colleagues and team members effectively.
- Presentation and facilitation skills: Proficient in presenting and facilitating meetings and workshops to engage and educate audiences.
- Project management: Effectively managed projects to achieve desired outcomes within time and budget constraints.

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

Gonzaga University
jeannot@gonzaga.edu

Cynthia Hollenbeck
Communications Director, WSU Graduate School
Washington State University
cjhollenbeck@wsu.edu

Mary T. Jeannot, Ed.D.
Associate Professor, TESOL

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 <u>maximum</u> of 200 words for EACH question.

Name	Ali Asiri
University & name of degree program	Washington State University Doctoral degree in Language, Literacy, and Technology
(Tentative) title of dissertation	*Exploring CALL Teacher Professional Development in Saudi Arabia and the United States*
Organization memberships (include dates)	CALICO Member (2023-present) WAESOL (2019-present) IALLT (2022-present) Saudi TESOL (2021-present) TESL-EJ (2020-present)

1. Provide a description of your primary research in CALL with a short justification regarding its future significance to teaching and learning.

> Access to up-to-date technology does not necessarily equate to the ability to integrate it effectively into language classrooms, and there is a documented need for more effective computer-assisted language learning (CALL) professional development for language teachers.
>
> As a result, my primary research supports technology-related professional development for language teachers by providing research-based framework and guidelines. This research serves two main parts: the first part is reviewing CALL PD's current literature to identify and build a research-based framework. The second part is putting the framework into practice/test by using it in empirical research with language teachers.
>
> The result of this research shows that teachers perceived integrating this framework supported their learning as well as providing them authentic, active learning, and models that they could rely on in their classrooms. Ultimately, my research holds future significance as it contributes to shifting the focus from technology itself to how teachers learn as one step toward empowering teachers to effectively implement technology in their classrooms. Additionally, it provides a research-based framework and ready-to-use materials for facilitators and educators to use when educating and supporting teachers' technology implementation.

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 involvement in CALL research has been multifaceted, encompassing both theoretical contributions and practical implementations aimed at enhancing language learning experiences. For example, during my doctoral studies, I collaborated with colleagues to develop a conceptual CALL teacher education paper introducing innovative perspectives and methodologies. This paper was successfully published in the TESL-EJ journal, demonstrating our commitment to advancing the discourse in CALL and contributing valuable insights to the academic community.

In addition to research publications, I co-lead the XR Development Lab, where we focus on creating extended reality learning experiences for students and faculty in the College of Education at Washington State University. In this role, I lead a number of sessions for both faculty and pre-service teachers where I try to help them to implement these technologies into their classrooms. Through providing resources, training, and support, I try to foster a culture of innovation and excellence in language education, enriching the learning journey for both students and educators. My goal extends beyond the campus to empower educators in the wider community to integrate such tools into their teaching practices.

Overall, my CALL research and projects aim to advancing the field and enhancing language learning outcomes through technology-enhanced methodologies.

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 social interaction, support 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 school district to develop curriculum, conduct classroom visits, facilitate technology-related trainings, 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 in the ESL field, and CALL teacher education in general. My articles are both empirical research and practitioner-oriented papers, 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 served as my dissertation.

5. Describe your involvement with CALICO and your anticipated participation in its future.

> I am a current member of CALICO and a co-chair of the Graduate Students SIG, and I am eager to get more involved and benefit from all that the organization has to offer. I will be attending the annual conference to learn from leaders in CALL, and I am also planning to submit a paper to the CALICO Journal. One of my goals is to work closely with the organization and become more involved in the annual conference and workshops that take place throughout the year.

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.