Curriculum Vitae (CV)
Atta Gebril
Department of Applied Linguistics
The American University in Cairo
P.O. Box 74, New Cairo 11835, Egypt
☎: +20-2-2615-1919   ✉: agebril@aucegypt.edu

CURRENT POSITION

Professor of Applied Linguistics & Associate Dean for Graduate Studies & Research, School of Humanities and Social Sciences, The American University in Cairo.

EDUCATION

PHD | DECEMBER 2006 | THE UNIVERSITY OF IOWA, USA

· Major: Foreign Language and ESL Education

· Minor: Language testing

· Dissertation title: Independent and Integrated Academic Writing Tasks: A study in Generalizability and Test Method

MA | 2001 | SOHAG UNIVERSITY, EGYPT

· Major: Teaching English as a Foreign Language (TEFL)

· Minor: Second language writing

DIPLOMA IN EDUCATION | 1997 | SOHAG UNIVERSITY, EGYPT

· Major: Curriculum & Instruction

· Minor: Teaching English as a Foreign Language (TEFL)

BA | 1995 | SOHAG UNIVERSITY, EGYPT

· Major: Education

· Minor: English education

PREVIOUS EMPLOYMENT

POSITION	INSTITUTION	DATES
TESOL Program director	The American University in Cairo	2018-2022
Associate professor	The American University in Cairo	2015-2121
Assistant professor	The American University in Cairo	2010-2105
Urasmus Mundus Scholar	Free University in Berlin, Germany	Summer 2014
Visiting scholar	Free University in Berlin, Germany	Summer 2013
Coordinator	Applied Linguistics/TESOL program UAE University	2008-2010
Assistant professor	Applied Linguistics/TESOL program UAE University	2007-2010
Visiting Assistant Professor	Department of Modern Languages and Literatures, the College of William and Mary, Virginia	2006-2007
Research assistant	Department of Teaching and Learning, the University of Iowa	2005-2006
Research Assistant	American College Testing (ACT, Inc.)	Jan 2005 – May 2006
Summer Intern	American College Testing (ACT, Inc.)	June & July 2005
Teaching assistant	Dept. of Linguistics The University of Iowa	Sep 2003-Jan2004

RESEARCH INTERESTS

- Classroom-based assessment
- Writing assessment

- Second language writing
- Reading-writing connections
- Score generalizability

COURSES TAUGHT

- Assessment for language learning
- Research methods in applied linguistics
- Second language acquisition
- Advanced research methodology
- Thesis writing
- Language testing for teachers
- Skills and strategies for prospective TESOL teachers
- English for specific Purposes (ESP)
- Pedagogical grammar
- Teaching English to young learners
- Language teaching Methodology
- Academic writing for university students
- Educational technology for pre-service teachers
- Foreign language education practicum
- Introduction to careers and entrepreneurship
- Arabic literature in translation
- Elementary Arabic for non-native speakers
- Intermediate Arabic for non-native speakers
- Advanced Arabic for non-native speakers
- Microteaching for pre-service language teachers

THESIS ADVISING & EXAMINATIONS

Doctoral Dissertations

1. PhD dissertation examiner, Ta Na (Title: Concept mapping as a scaffolding technique in the teaching of EFL comprehension among undergraduates in China: the University of Putra Malaysia, Selangor, Malaysia. (July 2023)

2. PhD dissertation examiner, Evanna Devi Seyapalan(Title: Effects of Specific Word Instruction on Vocabulary Knowledge Among Year 4 Primary School ESL learners), the University of Putra Malaysia, Selangor, Malaysia. (February 2023).

3. PhD dissertation examiner, Ahlam Halali (Title: Challenges in academic communication and the use of communication strategies among Libyan international students in Malaysian universities), the University of Putra Malaysia, Selangor, Malaysia. (June 2022).

4. PhD dissertation examiner, Geng Jingxin (Title: Effectiveness of automated writing evaluation program to provide feedback on improving English as a Foreign language (EFL) undergraduate students' writing performance), the University of Putra Malaysia, Selangor, Malaysia. (March 2022).

5. PhD dissertation examiner, Maryam Jahedi (Title: Factors Affecting Malaysian TESL Students' Willingness to Communicate in Class Discussion Discourse and Their Use of Linguistic Strategies), the University of Putra Malaysia, Selangor, Malaysia. (September 2021).

6. PhD dissertation committee member, Marwa Baza (Title: Integrated Writing Tasks: Instructor-Raters' Perceptions and Judgment of Source Use). Department of English, Cairo University (April 2021)

7. PhD dissertation examiner, Parastoo Babshamsi (Title: Effects of Explicit Metacognitive Strategies on Critical Thinking and Reading Comprehension Performance among International Learners), the University of Putra Malaysia, Selangor, Malaysia. (January 2021).

8. PhD dissertation examiner, Kee Li Li (Title: Effectiveness of E-book Writing Software as a Tool for Process-Based Writing Approach in TESL Preservice Teachers' ESL Academic Writing Performance), the University of Putra Malaysia, Selangor, Malaysia. (September 2020).

9. PhD dissertation examiner, Sayed Hesameddin Tehrani (Title: English Teachers' Epistemic Beliefs and Metacognitive Knowledge in Teaching Thinking Skills for English Language Learners at an International Secondary School), the University of Putra Malaysia, Selangor, Malaysia. (July 2020).

10. PhD dissertation examiner, Mohd Sham Bin Kamis (Title: The Use of Cognitive Strategies in Reading Arabic Texts), Universiti Teknologi Mara, Malaysia. (Spring 2020)

11. PhD dissertation examiner, Nour Binti Abu Bakr (Title: Effects of Using Project-Based Activities in English Language Learning on the Communicative

Competence of English Language Learners), the University of Putra Malaysia, Selangor, Malaysia. (August 2019).

12. PhD dissertation committee member, Jenna Steiner (Title: Omission of the Copula by Arabic EFL Learners: Performance or Representational Deficit?). Department of Linguistics, the University of South Carolina (Spring 2019).

13. PhD dissertation examiner, Norkhairi Bin Ahmad (Title: A Study on Lecturers' Practices in Developing English for Specific Purpose (ESP) Tests for Undergraduates of Engineering Programmes), Universiti Teknologi Mara, Malaysia. (Fall 2018)

14. PhD dissertation committee member, Renka Ohta (Title: Score Generalizability of Listening-to-Write Tasks), Department of Teaching and Learning, the University of Iowa (USA). (Spring 2018)

15. PhD dissertation examiner, Sara Fard (Title: An Evaluation of the Textbook Pictures in Year Four Primary English (KSSR) through the Perceptions of Students and Teachers in Selangor), the University of Putra Malaysia, Selangor, Malaysia. (Spring 2018)

16. PhD dissertation examiner, Hossein Saadabadi (Title: The Relationship between ESL Graduate Students' Understanding of Textual Borrowing, Source Citation and Originality of Language in Writing in EAP), the University of Putra Malaysia, Selangor, Malaysia. (Fall 2017)

17. PhD dissertation examiner: Islam Shettaia (Title: Formative Assessment Techniques in a Business Writing Class). College of Education, Alexandria University (2016).

18. PhD thesis defense member of Aliaa Nabil (Title: Helping Egyptian Non-English-Major Graduate Students Achieve Academic Integrity in Research in English: An Investigation into Writing Ability, Attitude and Study Habits). Cairo University (March 2015)

19. External examiner of Masoumeh Akhoundi's PhD dissertation (Title: Measuring the Knowledge of Expository Text Structure across Different Task Characteristics and Response Formats in an ESL Academic Context) Universiti Putra Malaysia, Selangor, Malaysia. (December 2010).

20. External examiner of Hayam William's PhD dissertation (Title: Exploring Relationships between Continuous Assessment, Student Achievement and Teachers' Instructional Practices in the EFL Classroom) – Cairo University, Egypt (October 2010).

Master's Dissertations

1. Master's thesis committee chair of Miriam Elbayady (Title: The Relationships among Egyptian Middle School Students' L2 Writing Perceptions, Motivation, and Performance: A Mixed Methods Study). American University in Cairo. (May 2023).

2. Master's thesis committee chair of Ahmed Shalaby (Title: Egyptian EFL Writers' and Instructors' Perceptions of Peer Written Feedback). American University in Cairo. (May 2022).

3. Master's thesis committee chair of Isabel Rodriguez (Title: Students' Uptake of Written Feedback in an Egyptian University Language Program). American University in Cairo. (May 2022).

4. Master's thesis committee chair of Hanan Hegazi (Title: University Students' Perceptions of Writing Assessment). American University in Cairo. (Fall 2021).

5. Master's thesis committee chair of Noha Fouad (Title: Multimodal Writing of First-Year University Students: The case of academic posters). American University in Cairo. (Spring 2021).

6. Master's thesis committee member of Jassim Alaryan (The Effect of E-Training on Developing Instructional Media Production Competencies Among Instructional Technology Designers) Arab Gulf University. (Spring 2021).

7. Master's thesis committee member of Balukia Abdullah(Title: Attitudes towards Code Switching Involving Arabic in a Multilingual Situation – The case of Accra). American University in Cairo. (Fall 2020).

8. Master's thesis committee member of Radwa Kamal(Title: Family Language Policy within Nubian Families in Egypt: Parents' Perspectives of their Children's Prospective Bilingualism). American University in Cairo. (Fall 2020).

9. Master's thesis committee chair of Lobna Sherif (Title: Students' Perception of Rapport Management Strategies Used by Language Teachers in a Middle Eastern University). American University in Cairo. (Spring 2020).

10. Master's thesis committee chair of Duaa Zein (Title: L2 Academic Writing Identity in an Undergraduate Language Program). American University in Cairo. (Spring 2020).

11. Master's thesis committee chair of Sara Matlack (Title: Instructor Perceptions and Strategies Utilized in LMOOCs to Enhance Learner Engagement). American University in Cairo. (Spring 2020).

12. Master's thesis committee chair of Alex Anderson (Title: English Teachers' Conceptions of Assessment in India: The Role of Assessment Literacy and Teaching Experience). American University in Cairo. (Spring 2020).

13. Master's thesis committee chair of Dalia Mahmoud (Title: The Role of Emotions and Beliefs in Developing Language Teacher's Professional Identity). American University in Cairo. (Fall 2019).

14. Master's thesis committee chair of Heidi Badr (Title: Teacher Perceptions of Professional Identity and Communities of Practice). American University in Cairo. (Fall 2019).

15. Master's thesis committee chair of Sarah Elsawah (Title: Students Perceptions of Native English Speaking Teachers and Non-native English Speaking Teachers and Their Influence on Students' Motivation). American University in Cairo. (Fall 2019).

16. Master's thesis committee member of Gilan Hussein (Title: Incidental vocabulary acquisition and gamer perception of learning in massive online multiplayer tile-playing games). American University in Cairo. (Spring 2019).

17. Master's thesis committee member of Kesmat Taha (Title: Bullets and Burkas: How ISIS Addresses Women from Western and Middle-Eastern Backgrounds - A Discourse Analysis). American University in Cairo. (Spring 2019).

18. Master's thesis committee member of Salma Farid (Title: Syntactic Patterns of Egyptian Colloquial Arabic-English Code-switching: An application of Muysken's typology in relation to past conversational and syntactic approaches). American University in Cairo. (Spring 2019).

19. Master's thesis committee member of Eman Elfeky (Title: How Egyptian Social Identity is represented in Billboards: A Linguistic Analysis). American University in Cairo. (Spring 2019).

20. Master's thesis committee member of Maha Mosalem (Title: Agency and Creativity: An Eye on Gender Identity in Four Egyptian Novels). American University in Cairo. (Spring 2019).

21. Master's thesis committee member of Rashid Abduallah (Title: Urban Moroccan Youth: A Look at Language Ideology and Attitudes Following Recent Developments in Language Policy). American University in Cairo. (Spring 2018).

22. Master's thesis committee member of Amira Salama (Title: Exploring Egyptian EFL Teachers' Perceptions of teacher Leadership). American University in Cairo. (Spring 2018).

23. Master's thesis committee member of Patricia Lynn Mrozek (Title: Crossing of English-Speaking Expatriates into Galician on Facebook and How their Stance-Taking Indexes their Identity). American University in Cairo. (Spring 2018).

24. Master's thesis committee member of Ayah Amin (Title: Code-Switching in Relation to Gender and Social Class in an Egyptian TV Series). American University in Cairo. (Spring 2018).

25. Master's thesis committee member of Hasnaa Shalaan (Title: Examining Guided Online Peer Feedback on L2 Writing Content and Language via Edmodo). American University in Cairo. (Spring 2017).

26. Master's thesis committee member of Sandra Elfeky (Title: Investigating the Use of Stance Markers in Egyptian and American MA Theses: A Corpus Study). American University in Cairo. (Spring 2017).

27. Master's thesis committee member of Nicholas Francesco (Title: Positioning of the Other and Identity of the Self Revealed in Richard Wright's Black Power: A Critical Discourse Analysis). American University in Cairo. (Spring 2017).

28. Master's thesis committee member of Fatamaa Alzahraa Abdelrahaman (Title: Perceptions of Egyptian ESL Teachers of Teaching Aspects of the Target Culture: The Case of Culturally-Oriented Speech Acts in Textbooks). American University in Cairo. (Spring 2017).

29. Master's thesis committee member of Ehab Elshimi (Title: Second Language Learners' Writing Anxiety and Teachers' Awareness). American University in Cairo. (Spring 2017).

30. Master's thesis committee member of Mutaz Alabd (Title: Heritage Language Learners in L2 Arabic Classes: Challenges and Instructional Strategies). American University in Cairo. (Spring 2016).

31. Master's thesis committee chair of Noura Nabil(Title: The Effect of L2 Learners' Proficiency on Their Responses to Written Corrective Feedback and Teachers' Feedback Strategies in Writing Classes: An Egyptian Context). American University in Cairo. (Spring 2016).

32. Master's thesis committee member of Nesma Abdel Fatah (Title: Negotiated Identity of English Foreign Language (EFL) Teachers: A sociocultural perspective). American University in Cairo. (Spring 2016).

33. Master's thesis committee member of Sahar Mashhour (Title: Code-Choice and Stance-taking on Twitter: How Stance-taking Reflects the Identity of Polyglossic Egyptian Users). American University in Cairo. (Spring 2016).

34. Master's thesis committee member of Ibraheem Eltouhamy (Title: Language attitudes towards dialects of Arabic in Egypt). American University in Cairo. (Fall 2015).

35. Master's thesis committee member of Rasha Soliman (Title: Stance and Indexes of code switching in the Egyptian Novel Zaat). American University in Cairo. (Fall 2015).

36. Master's thesis committee member of Hend Barky (Title: The Interface of Politeness Strategies and Power Relations in Disagreements among Egyptian students). American University in Cairo. (Fall 2015).

37. Master's thesis committee member of Dina Abu Elmagd (Title: Examining the Effect of Electronic Discussions on the Foreign Language Anxiety Levels among Adult Egyptian EFL Learners)). American University in Cairo. (Fall 2015).

38. Master's thesis committee member of Nourhan Sorour (Title: Grammatical Versus Pragmatic Awareness: The Case of Egyptian Students in an English-medium University). American University in Cairo. (May 2015).

39. Master's thesis committee member of Mariam Mohsen (Title: A Study of Compliment Responses among Male and Female Egyptian Undergraduate Students). American University in Cairo. (May 2015).

40. Master's thesis committee member of Rana Hafez (Title: Factors Affecting Code Switching Between English and Arabic). American University in Cairo. (May 2015).

41. Master's thesis committee member of Heba Mohamed (Title: Egyptian University Students' Beliefs about Foreign Language Learning: An Exploratory Study). American University in Cairo

42. Master's thesis committee chair of Waleed Ali (Title: Motivations and Attitudes of Undergraduate Students towards ESP Classes in an Egyptian University). American University in Cairo. (May2014).

43. Master's thesis committee member of Lidya Ibrahim (Title: An Investigation of Teachers' Self-Reported and Actual Written Feedback Practices in Egyptian ESL Classes). The American University in Cairo. (May 2014).

44. Master's thesis committee member of Sarah Abou El-Goukh (Title: Overcoming the Anxiety of Speaking Arabic as a Foreign Language from Students' Perspectives: A Qualitative Case Study). American University in Cairo. (December 2013).

45. Master's thesis committee chair of Omar Abouelazm (Title: The effect of audio feedback on L2 writing quality of Egyptian university students). American University in Cairo. (May 2013).

46. Master's thesis committee member of Alhassan Hussein (Title: Acquisition of morphosyntactic agreement in the interlanguage system of AFL learners in Ghana). The American University in Cairo. (January 2013).

47. Master's thesis committee member of Ahmed Awwad (Title: A Comparison study on the rhetorical moves of abstracts in published research articles and Egyptian master's foreign-language theses). The American University in Cairo. (May 2012).

48. Master's thesis committee member of Alex Lewko (Title: Linguistic projection and the ownership of English: Solidarity and power with the English language in Egypt). The American University in Cairo. (May 2012).

49. Master's thesis committee member of Nohayer Lotfy (Title: Seating arrangement and cooperative learning activities: Students' on-task/off-task participation in EFL classrooms). The American University in Cairo. (May 2012).

50. MA thesis committee member of Jenna Steiner (Title: The effects of using concordance data in the classroom on Vocabulary acquisition). The American University in Cairo. (May 2011).

51. MA Thesis committee member of Lora Galaby (Title: Student use and teacher requirement of formal email conventions). The American University in Cairo. (May 2011).

52. MA thesis committee member of Mahmoud Shoman (Title: Developing intercultural communicative competence and proficiency of advanced Arabic learners: A proposed framework). The American University in Cairo. (May 2011).

53. Internal Advisor of Ghada Murshedi (MA Student), Applied Linguistics Program, Pennsylvania State University (graduated in May 2010).

GOOGLE SCHOLAR CITATION INFO

The following link includes information about Google Scholar citations and my H Index:

https://scholar.google.com.eg/citations?user=uJ_SgtoAAAAJ&hl=en

PUBLICATIONS

BOOKS

- Plakans, Lia, & Gebril, Atta. (2015). *Assessment myths: Applying second language research to classroom teaching*. Ann Arbor, Michigan: The University of Michigan Press.

- Gebril, Atta. (2009*). Score generalizability in writing assessment: The interface between applied linguistics and psychometrics research*. Saarbruecken, Germany: VDM Verlag Dr. Müller.

EDITED VOLUMES

- Gebril, Attta. (2021). Learning-oriented language assessment: Putting theory into practice. New York: Routledge.

- Gebril, A., & Hidri, S. (2019). Language assessment in the Middle East and North Africa. *Arab Journal of Applied Linguistics*, 4 (2). (Guest editor)

- Gebril, Atta. (2017). *Applied linguistics in the Middle East and North Africa: Current practices and future directions*. Amsterdam: John Benjamins.

- Coombe, C., Davidson, P., Gebril. A., Boraie, D., & Hidri, S. (2017). *Language assessment in the Middle East and North Africa: Theory, practice, and future trends*. Dubai: TESOL Arabia.

EDITED CONFERENCE PROCEEDINGS

- Boraie, Deena, & Gebril, Atta. (2016). *Proceedings of the 19th and 20th NileTESOL /AUC Conference*. Cairo: Nile TESOL.

- Boraie, Deena, & Gebril, Atta. (2014). *Navigating a way forward: Innovating and e-innovating in TESOL*. Cairo: Nile TESOL.

- Boraie, Deena, & Gebril, Atta. (2013). *Revolutionizing TESOL: Techniques and strategies*. Cairo: Nile TESOL.

JOURNAL ARTICLES

1. Gebril, A. (2023). Review of the book Challenges in Language Testing Around the World., by B. Lanteigne, C. Coombe, & J.D. Brown . *Journal of Language Testing,40(1), 180-183.*

2. *Gebril, A.* (2020*).* The interface between teaching, research, and service: An interview with Jim Purpura*. Language Assessment Quarterly, 17*(3), 316-326. https://doi.org/10.1080/15434303.2020.1771342

3. Brown, G., Gebril, A., & Michaelides, M. (2019). Teachers' conceptions of assessment: A global phenomenon or a global localism*. Frontiers in Education, 4, 1-13.* https://doi.org/10.3389/feduc.2019.00016

4. Plakans, L., Gebril, A., & Bilki, Z*. (2019).* Shaping a score: The impact of fluency, accuracy, and complexity on integrated skills performances. *Journal of Language Testing, 36 (2),* 161–179*.* https://doi.org/10.1177/0265532216669537

5. Ohta, R., Plakans, L., & Gebril, A. (2018). Integrated writing scores based on holistic and multi-trait scales: A generalizability analysis. *Assessing Writing, 18, 21-36.* https://doi.org/10.1016/j.asw.2018.08.001

6. Gebril, A. (2018). Test preparation in the accountability era: Toward a learning-oriented approach. *TESOL Journal, 9 (1), 4-16*. DOI: 10.1002/tesj.30

7. Gebril, A., & Eid, Michael. (2017). Test preparation beliefs and practices: A teacher's perspective. *Language Assessment Quarterly, 14 (4), 360-379.*

8. Plakans, L., & Gebril, A. (2017). An assessment perspective on argumentation in writing. *Journal of Second Language Writing*, 36, 85-86. https://doi.org/10.1016/j.jslw.2017.05.008

9. *Plakans, L. & Gebril, A. (2017).* Exploring the relationship of organization and connection with scores in integrated writing assessment. *Assessing Writing*, 31, 98-112. https://doi.org/10.1016/j.asw.2016.08.005

10. Gebril, A. (*2017*). Language teachers' conceptions of assessment: An Egyptian perspective**.** *Teacher Development, 21(1), 81-100.* http://dx.doi.org/10.1080/13664530.2016.1218364

11. Gebril, A. & Plakans, L. (2016). Source-based tasks in L2 writing assessment: Lexical diversity, textual borrowing and proficiency. *Journal of English for*

Academic Purposes (JEAP), 24, 78-88.
http://dx.doi.org/10.1016/j.jeap.2016.10.001

12. Crusan, D., Plakans, L., & Gebril, A. (2016). Writing assessment literacy: Teachers' knowledge, beliefs, and practices. *Assessing Writing Journal*, *28*, 43-56. https://doi.org/10.1016/j.asw.2016.03.001

13. Gebril, A. & Plakans, L. (2014). Assembling validity evidence for assessing academic writing: Rater reactions to integrated tasks. *Assessing Writing, 21 (2), 56-73.* https://doi.org/10.1016/j.asw.2014.03.002

14. Gebril, A., & Brown, G.T.L. (2014). The effect of high-stakes examination systems on teacher beliefs: Egyptian Teachers' Conceptions of Assessment. *Assessment in Education: Principles, Policy, and Practice, 21 (1), 16-33.* http://dx.doi.org/10.1080/0969594X.2013.831030

15. Plakans, L. & Gebril, A*. (2013).*Using multiple texts in an integrated writing assessment: Source text use as a predictor of score. *Journal of Second Language Writing, 22, 217-230.* https://doi.org/10.1016/j.jslw.2013.02.003

16. Gebril A. & Plakans, L. (2013). Towards a transparent construct of reading-to-write assessment tasks: The interface between discourse features and proficiency. *Language Assessment Quarterly*, 10 (1), 9-27 - A Special Issue on the Use of Integrated Writing Tasks in Language Assessment.
    a. DOI: 10.1080/15434303.2011.642040

17. Plakans, L. & Gebril, A. (2012). A close investigation of source use in integrated writing tasks. Assessing *Writing*, 17(1), 18-34.
18. doi.org/10.1016/j.asw.2011.09.002.

19. Gebril, A. *(2010).* Bringing reading-to-write and writing-only assessment tasks together: A generalizability analysis. *Assessing Writing, 15, 100-117.* doi.org/10.1016/j.asw.2010.05.002.

20. Gebril, A. (2009). Score generalizability of academic writing tasks: Does one test method fit it all? *Journal of Language Testing*, 26, 507-531. doi: 10.1177/0265532209340188

21. Gebril, A. & Plakans, L. (2009). Investigating source use, discourse features, and process in integrated writing tests. *Spaan Fellow Working Papers in Second / Foreign Language Assessment* 7, 47-84. Ann Arbor: The University of Michigan.

BOOK CHAPTERS

1. Gebril, A., & Amer, W. (2022). Early Childhood observation and assessment in Egypt. In Bloomsbury Education and childhood studies. London: Bloomsbury.

2. Gebril, A. (2021). Learning-oriented assessment: Outstanding questions and an overview. In A. Gebril, Learning-*oriented language assessment: Putting theory into practice.* New York: Routledge.

3. Gebril, A. (2021). Nation-wide assessment reform in Egypt: Challenges and potentials of learning-oriented assessment in an examinations-based instructional setting. In A. Gebril, Learning-*oriented language assessment: Putting theory into practice.* New York: Routledge.

4. Gebril, A., & G. Brown. (2020). Quality of feedback in TESOL: A learning-oriented assessment perspective. In J. Agudo (Ed.), Quality in TESOL and teacher education: From results culture to quality culture. New York: Routledge.

5. Gebril, A. (2019). Assessment in secondary schools in Egypt. In Bloomsbury Education and childhood studies. London: Bloomsbury.

6. Gebril, A. (2019). Assessment in primary schools in Egypt. In Bloomsbury Education and childhood studies. London: Bloomsbury.

7. Gebril, A. (2019). Assessment in higher education in Egypt. In Bloomsbury Education and childhood studies. London: Bloomsbury.

8. Brown, G., Gebril, A., Michaelides, M., &, Remesal, A. (2018). Assessment as an emotional practice: emotional challenges faced by L2 teachers within assessment. In J. Agudo (Ed.), *Emotions in second language teaching: Professional challenges and teacher education (pp. 205-222).* London: Springer.

9. Gebril, A. (2018). Integrated-Skills Assessment. In John Liontas (Ed.), *The TESOL encyclopedia of English language teaching.* Malden, MA: Wiley-Blackwell.

10. Gebril, A., Boraie, D., & Arrigoni, E. (2018). Assessment literacy. In John Liontas (Ed.), *The TESOL encyclopedia of English language teaching.* Malden, MA: Wiley-Blackwell.

11. Boraie, D., Gebril, A., Gabriel, R. (2018). The interface between religious values and language pedagogy in Egypt: What do teachers think? *In* Mary Shepard Wong and Ahmar Mahboob (Eds.), *Spirituality and language teaching: Religious explorations of teacher identity, pedagogy, context, and content (pp. 151-171).* Bristol, UK: Multilingual Matters.

12. Gebril, A. (2018). Arabic language teachers' conceptions of assessment. In A. Benmamoun and R. Bassiouney (Eds.), *The Routledge handbook of Arabic linguistics (pp. 560-574)*. New York: Routledge.

13. Gebril, A. (2017). Applied linguistics research in the Middle East and North Africa: An Overview. In A. Gebril (Ed.), Applied Linguistics Research in the Middle East and North Africa: Current practices and future directions. Amsterdam: John Benjamins.

14. Gebril, A. (2017). Applied linguistics in the MENA countries: A Research agenda. In A. Gebril (Ed.), Applied Linguistics Research in the Middle East and North Africa: Current practices and future directions. Amsterdam: John Benjamins.

15. Gebril, A., Boraie, D., Arriogni, E. (2016). Assessment literacy training for English language educators in Egypt. In S.V. Aryadous and J. Fox (Eds.), *Current Trends in Language Testing in the Pacific Rim and the Middle East: Policies, Analyses, and Diagnoses (pp. 416-437)*. Cambridge: Cambridge Scholars Publishing.

16. Gebril, A. (2016). Educational assessment in Muslim countries: Values, polices, and practices. In G. T. L. Brown & L. R. Harris (Eds.), *Handbook of Human and Social Conditions in Assessment* (pp. 420-435). New York: Routledge.

17. Boraie, D., & Gebril, A. (2015). *Writing effective research questions.* In J.D. Brown & C. Coombe (Eds.), The Cambridge guide to language research (pp. 190-197). Cambridge: University of Cambridge Press.

18. Gebril, A. & Hozayin, R. (2014). Assessing English in the Middle East and North Africa. In Antony Kunnan (Ed.), *The companion to language assessment: Assessment around the world (pp. 1649- 1658)*. Malden, MA: Wiley-Blackwell.

19. Gebril, A. & Taha-Tamure, H. (2014). Assessing Arabic. In Antony Kunnan (Ed.), *The companion to language assessment (pp. 1781-1789).* Malden, MA: Wiley-Blackwell.

20. Gebril, A. (2013). Generalizability theory in language assessment. In C. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 2252–9). Malden, MA: Wiley-Blackwell.

21. Gebril, A. (2010). Reading-to-write assessment tasks: Fundamental issues in reliability, validity, and task development. In Arshad Samad & Sharifah Rahman, *Readings in professional development in teaching English as a second language, pp 89-106.* Selangor, Malaysia: Universiti Putra Malaysia Press.

22. Gebril, A. (2009). ACTFL and ILR oral proficiency interviews: A tale of two scales. In C. Coombe, P. Davidson, & D. Lloyd. *The fundamentals of language assessment: A practical guide for teachers*, 2nd edition, pp. 132-146. Dubai, UAE: TESOL Arabia Publications.

23. Gebril, A. (2009). Assessing speaking through oral proficiency interviewing: A panacea for our testing dilemma? Proceedings of the UAE University 10th Annual Conference, Alain, UAE.

24. Gebril, A & Saddallah, A. (2002). Shared reading. In *SPEER: Spotlight on primary English education resources. A resource text for Egyptian educators, supervisors and teachers*. Cairo: Academy for Educational Development.

ASSESSMENT MATERIALS

- Gebril, A. (2006). English WorkKeys item writers' handbook. Iowa City, IA: ACT Inc.

- Gebril, A, Abdellah, A. & Abd Elmonem, G. (2003). *English for job search* Test. Cairo: USAID.

INVITED PRESENTATIONS

- Keynote speaker, 2nd Language and Communication International Scientific Forum: *Unlocking the future of Mass Communication, Artificial Intelligence and Sustainable Development Goals,* The Arab Academy for Science, Technology & Maritime Transport (AASTMT), Cairo, October, 2023.

- Keynote speaker, the Postgraduate International Colloquium (Series 4), Postgraduate Centre of Akademi Pengajian Bahasa, Universiti Teknologi MARA, Shah Alam, Malayisa. (March 2023).

- Keynote speaker, The Electronic Village Online (EVO22). Invited online talk on classroom writing assessment. (January 2022).

- Keynote speaker, International Conference on Meeting the Urgent Needs for Foreign Languages Online Teaching in Response to the Covid-19 Pandemic, Hassiba Benbouali University of Chlef, Chelf, Algeria (November 2021).

- The 2nd International Perspectives on Assessing World Languages (IPAWL) Conference, The American University in Cairo, Egypt (January 2020).

- Keynote speaker, The 2nd International Perspectives on Assessing World Languages (IPAWL) Conference, The American University in Cairo, Egypt (January 2020).

- Plenary speaker, Assessing World Languages (AWL) Conference, University of Macau (November 2019).

- Plenary speaker, 6th Malaysian International Conference on Academic Strategies in English Language Teaching (My_CASELT), Universiti Teknologi MARA (UiTM) Kota Kinabalu, Sabah, Malyaisa

- I was invited by the University of Science Malaysia (USM) to lead a workshop on writing assessment in academic contexts in August 2019.

- I was invited by the European Language Testing and Assessment Association (EALTA) to give a one-day workshop on integrated writing assessment at the University of Bremen, Germany in November 2017.

- I was invited by the English Language Instruction (ELI) Department at the American University in Cairo to give a plenary at their *Neighbors and Bridges Day* (Sep. 26, 2017), with the following title: Scoring integrated writing tasks: Evidence from holistic and analytic rubrics.

- I was invited by the Arabic Language Instruction Department at the American University in Cairo to give a keynote speech at the ALI annual Workshop (April. 22, 2017), with the following title: Test preparation in language classes: Toward a learning-0reinted approach.

SELECTED CONFERENCE PRESENTATIONS

- Lee, K.; Gebril, A.; Plakans, L. (2022). Broadening construct validity evidence of integrated writing tasks: A structural equation modeling (SEM) analysis. Joint Language Assessment Research Conference Held in conjunction with MwALT and ECOLT, University of Chicago, September 15-17.

- Gebril, A.; Kvasova,O; Gopar, M.; Schissel, J. (2021). Supporting local language assessment communities, Graduate Student Assembly Panel for the Recipients of the ILTA Collaboration and Outreach Award. *Online Language Testing Research Symposium*, International Language Testing Association (ILTA), June 13-17.

- Gebril, Atta. (2021). Arabic language assessment symposium (Organizer), *Online Language Testing Research Symposium*, International Language Testing Association (ILTA), June 13-17.

- Green, A., Wu, J.; Cheng, L.; Saville, N; Gebril, A. (2021). Is large-scale testing antithetical to learning-oriented language assessment? Association of Language Testers in Europe (ALTE) First Digial sympoium, April 22-24.

- Gebril, A. (2019). Assessment reform in Egypt: Challenges and potentials of learning-oriented assessment in an examinations-based instructional setting. *International Perspectives on Assessing World Languages (IPAWL),* The American University in Cairo, Egypt.

- Plakans, Lia, & Gebril, A. (2018). Assessing argumentation in second language writing. Symposium on Researching, Teaching, and Assessing Argumentation, *TESOL International Convention*, Chicago.

- Plakns, L., Bilki, Z., & Gebril, A. (2017). Using sources in second language writing: Implications for assessment research. 2017 Writing Symposium, The University of Giessen, Giessen, Germany,

- Gebril, Atta. (2017). Textual borrowing in source-based academic writing. *The TESOL Arabia Conference, Dubai, UAE.*

- Gebril, Atta. (2016). Authorial voice in integrated writing assessment tasks, *The Language Testing Research Colloquium (LTRC) Conference, University of Palermo, Italy.*

- Gebril, Atta. (2016). Language teachers' assessment beliefs: Voices from the field. CBLA SIG meeting, *The European Association for Language Testing and Assessment (EALTA) Conference, University of Valencia, Spain.*

- Ohta, R., Plakans, L., & Gebril, A. (2015). Reliability in holistic vs. analytic scoring of a reading-to-write task: A generalizability theory approach. *The 17th Midwest Association for Language Testers (MwALT) Conference*, The University of Iowa, Iowa City, IA.

- Gebril, A., Boraie, D., & Arrigoni, E. (2015). Assessment Literacy Program for language teachers in Egypt: Reflections and future plans. *The First International Language Assessment Conference in Egypt (ILACE),* The American University in Cairo, Egypt.

- Gebril, A. (2015). Assessing academic writing in higher education: Challenges and opportunities. *The European Association for Teaching Academic Writing (EATAW) Conference, Tallinn, Estonia.*

- Gebril, A. (2015). Test preparation beliefs and practices: A Teacher's perspective *The European Association for Language Testing and Assessment (EALTA) Conference, Copenhagen, Denmark.*

- Gebril, A. (2015). Developing integrated tasks for writing assessment. *The TESOL Arabia Conference, Dubai, UAE.*

- Gebril, A. (2014). Scoring source-based writing: challenges and opportunities. *The European Association for Language Testing and Assessment (EALTA) Conference, Coventry, UK.*

- Gebril, A. (2014). Developments in writing assessment. *The Center for Developing English Language Teaching (CDELT) Conference, Ain Shams University, Egypt.* (Invited plenary speech).

- Gebril, A. (2014). Classroom-based assessment in Egyptian schools: Voices from the field? Testing Colloquium*, The Nile TESOL Annual Convention, Cairo, Egypt.* (Invited Speech).

- Gebril, A., & Arrigoni, E. (2014). Why do we need a professional organization for language testers in Egypt? *The Nile TESOL Annual Convention, Cairo, Egypt.*

- Gebril, A. (2013). Debunking assessment misconceptions*. The British Council – NileTESOL Professional Development Seminar, Cairo, Egypt.*

- Gebril, A. & Brown, G. (2013). The effect of high-stakes examination systems on Egyptian Teachers' Conceptions of Assessment. *The European Association for Research in Learning and Instruction (EARLI) Conference, Munich, Germany.*

- Gebril, A. (2012). Assessment for learning: Is it realistic for the EFL classroom? Testing Colloquium*, The Nile TESOL Convention, Cairo, Egypt.* (Invited Speech).

- Crusan, D., Plakans, L., & Gebril, A. (2012). Writing assessment literacy: A survey of teachers' knowledge, beliefs, and practices. *The Language Testing Research Colloquium (LTRC) Conference, Princeton, New Jersey.*

- Plakans, L. & Gebril, A. (2011). The use of source texts in integrated writing assessment tasks. *The Language Testing Research Colloquium (LTRC) Conference, The University of Michigan, Ann Arabor, Michigan.*

- Gebril, A. & Plakans, L. (2011). Investigating source use in integrated writing assessment tasks: A mixed-methods approach. *The University of Cyprus Language Testing Conference*, Nicosia, Cyprus.

- Gebril, A. (2010). Writing assessment: The rater facet. An invited speech, *The English Language Institute (ELI) Professional Development Seminar*, The American University in Cairo.

- Gebril, Atta (2010). L2 writing assessment: new developments and potential challenges. *An invited speech*, the College of Education, Qatar University.

- Gebril, A. & Ismail, A. (2010). Epistemological development of EFL prospective teachers in two Middle Eastern contexts. *2nd International Conference on English Language Teaching: Teacher Education and Development*, Maltepe University, Istanbul, Turkey.

- Gebril, A. & Plakans, L. (2009). Integrated and independent writing tasks: What's the difference? *The American Association for Applied Linguistics (AAAL) Annual Conference*, Denver, Colorado.

- Gebril, A. & Plakans, L. (2009).Building better writing assignments by integrating skills. *TESOL Annual Convention*, Denver, Colorado

- Gebril, A. & Plakans, L. (2009). Towards a transparent construct of reading-to-write assessment tasks: The interface between discourse features and proficiency. *The Language Testing Research Colloquium (LTRC) Conference*, Denver, Colorado.

- Gebril, A. (2009). Assessing speaking through oral proficiency interviewing: A panacea for our testing dilemma? *The UAE University 10th Annual Conference*, Alain, UAE.

- Gebril, A. (2009). Business writing: discourse-proficiency interaction. *The TESOL ARABIA Annual Convention,* Dubai, UAE.

- Gebril, A. (2008). Score generalizability of academic writing tasks: The intersection of psychometrics and applied linguistics research. The *Department of Linguistics Seminar, the UAE University*, Alain, UAE.

- Gebril, A. (2008). The effect of tasks and raters on a writing score: A Generalizability analysis. The Current Trends in English Language Testing (CTELT) 12th Annual Conference, Dubai Men's College, Dubai, UAE.

- Gebril, A. (2008). Assessing L2 academic writing: Why integrated tasks? *The 7th Malaysian International Center for English Language Teaching (MICELT) Conference*, Seremban, Malaysia.

- Gebril, A. (2007). Reading-to-write Assessment tasks: Possible challenges and contributions. *The Current Trends in English Language Testing (CTELT) 11ᵗʰ Annual Conference*, Dubai Men's College, Dubai, UAE.

- Gebril, A. (2007). What does generalizability research offer to writing assessment? *The American University in Cairo (AUC) Annual International Language Teaching Conference,* Cairo, Egypt.

- Gebril, A. & Noble, Candace. (2006). Testing in an international context. *Seminar on the assessment of second language students*, College of Education, the University of Iowa, Iowa City, IA.

- Gebril, A. (2005). Errors made by native and nonnative writers on two business English tests, *ACT Summer Interns Conference*, ACT, Inc., Iowa City, Iowa.

- Gebril, A. (2004). ACTFL OPI: A test review and research agenda, *MwALT conference*, Wright State University at Dayton, Ohio.

- Gebril, A., Everson, M. & Schrier, L. (2004). Establishing priorities among stakeholders to insure Less Commonly Taught Languages (LCTL) program success, *NCOLCTL Conference*, Madison, WI.

- Gebril, A. & Borderia-Garcia, A.(2004) Language policy and practice on two continents, *TESOL Annual Convention*, Long Beach, California.

- Gebril, A. & Borderia-Garcia, A. (2003). Secondary-school evaluation policy in North Africa and Europe, *MwALT conference*, University of Purdue, Indiana.

- Gebril, A. (2002).Using the Internet for purposes of research, *Fourth Cairo Conference for Returned Participants*, Cairo, Egypt.

- Gebril, A. & Burch, R. (2000).Shared reading from a shared perspective, *Second EgypTESOl Convention*, Cairo, Egypt.

- Gebril, A. (2000) Shared reading from an Egyptian perspective*, the TESOL Conference*, Vancouver, Canada.

- Gebril, A., Hassan, A., Abu Rahma, M, Abdellah, A. & Mekheimer, M.(1999) Textbook adaptation in Egypt. *CLASTATELA EFL conference*, Los Angeles, CA.

- Gebril, A. & Hassan, A. (1999). Making teaching humanistic. *The First Cairo Conference for Returned Participants*, Cairo, Egypt.

TENURE AND PROMOTION (EXTERNAL REVEIWS)

- External reviewer, The American University in Beirut, Tenure and promotion to Full professor (2022)

- External reviewer, Sultan Qaboos University, promotion to associate professor (2021)

- External reviewer, Middle East University, Jordan, promotion to associate professor (2021)

- External reviewer, Applied Science University, Jordan , promotion to associate professor (2020)

EDITORIAL EXPERIENCE

- Editorial advisory board member, Language Assessment Quarterly

- Editorial board member, Assessing Writing Journal

- International advisory board member, International Journal for Research in education (IJRE)

- Editorial board member, the Arab Journal of Applied Linguistics.

- Editorial board member, Journal of Language Teaching and Learning

- Associate editor, Language Assessment Quarterly (2018-2022)

- TESOL Journal editorial board member (2019-2022)

- Former editorial board member, Journal of Language Testing (2012-2021)

- Reviewer, TESOL Quarterly

- Reviewer, Journal of Language Testing

- Reviewer, Language Assessment Quarterly

- Reviewer, Applied Linguistics

- Reviewer, Journal of Second Language Writing

- Reviewer, The Modern Language Journal

- Reviewer, Assessing Writing Journal

- Reviewer, Foreign Language Annals

- Reviewer, System

- Reviewer, The Asia-Pacific Education Researcher

- Reviewer, GEMA Journal of Language Studies

- Former editorial board member, AUC TESOL Journal.

- Former research section editor, AUC TESOL Journal.

- Former Book reviews editor, TESOL Arabia Perspectives

TEST DEVELOPMENT EXPERIENCE

- Arabic Scenario-based Assessment project, in collaboration with the Scenario-based Assessment Lab (PI: Professor James Purpura), Columbia University (2021-2022).

- UNICEF and Save the Children Whole of Syria Project: Early Literacy Assessment Tool for Syrian Refugees (2018-2019).

- Development team member, English WorkKeys test, ACT Inc (January 2005-May 2006).

- Development team member, CEPA Arabic test, Ministry of Higher Education & Scientific Research, UAE (2008-2010)

- Worked for Second Language Testing, INC on a number of test development projects (2008-2012).

- Consultant, Al Ayn Proficiency test, UAE University (2008-2010).

- Reviewer of the Defense Language Proficiency Test 5 (DLP5) in 2007.

- Test analysis skills using classical test theory (CTT), generalizability theory, and item response theory (IRT), SPSS.

- ACTFL/ILR Certified proficiency interviewer.

CONSULTANCY WORK

- Qatar Foundation, Arabic proficiency assessment for Qatari schools (2023)

- Team leader, Scenario-based language assessment (Arabic) in collaboration with Teachers' College, Columbia University (2021-2023)

- Member, TOEFL Committee of Examiners (COE), Educational Testing Service (ETS) (2021-2025).

- Consultant, UNICEF and Save the Children Whole of Syria Project: Early Literacy Assessment for Syrian Refugees (2018-2019).

- Member, Scientific Council for Language Testing (SCLT) at the National Center for Assessment in Higher Education (Qiyas), Saudi Arabia.

- Advisory board member, Standardized Arabic Proficiency Test (SAPT), The American University in Cairo (2015-2016).

- Consultant, the Australian Council for Educational Research (ACER) (2012-2017).

- Reviewer of the 2011 Qatari Secondary School Certificate (QSSC) test developed by CTB/McGraw Hill & Second Language Testing, Inc.

- A member of the committee that developed the 2010-213 strategic plan for Mohamed Bin Khalid Al Nahyan School (UAE).

- Consultant, UAE Ministry of Higher Education and Scientific Research: Arabic admission test for the UAE federal universities (2008-2010).

- Consultant, Al Ayn Proficiency Test, University General Requirements Unit (UGRU), The United Arab Emirates University (2008-2010).

- Reviewer of the 2LTI Arabic/English Translation Test, Second Language Testing International Inc. in 2010.

- Reviewer of the Defense Language Proficiency Test 5 (DLP5) in 2007 (Working with Dr. Charles Stansfield of the Second Language Testing Inc).

- Former Member of the Educational Committee of Mohamed Bin Khalid Al Nayan School, Alain, UAE (2010).

- Certified ACTFL and ILR OPI interviewer – Working with both ACTFL and the Defense Language Institute.

- Worked with IELP-II group as a member of the team that developed the "English-for-job-search" screening test in 2002 (Egypt).

- Facilitator and coordinator of TWO workshops on communicative language methodology organized by the Integrated English Language Teaching Program (USA-ID program) in Egypt (2002).

- Member of the working group that organized the Teaching Practice Seminar in Egypt in 1999 for Egyptian Colleges of Education.

- Taught courses on 'English for computers' for university graduates in Egypt as part of a project funded by the Egyptian Ministry of Communications (2002).

PROFESSIONAL CERTIFICATION

- Leader Education Diploma, Dubai School of Government in 2010

- Interagency Language roundtable (ILR) certified proficiency interviewer

- ACTFL OPI certified proficiency interviewer

- Level (A) teaching certification from the University of Iowa

- Instructional Design certificate from the Teaching Clinic (California) in 2003

PROFESSIONAL AFFILIATION

- Founding chair, Testing, Evaluation, and Assessment (TEA) Special Interest Group, NileTESOL.

- International Language Testing Association (ILTA)

- European Association for Language Testing and Assessment (EALTA)

- The Association for Language Testers in Europe (ALTE)

- American Council on Teaching Foreign Languages (ACTFL)

- National Council on Less Commonly Taught Languages (NCLCTL)

- East Coast Organization of Language Testers (ECOLT)

- Midwest Association of Language Testers (MwALT) Association

- Teachers of English to Speakers of Other Languages (TESOL)

- Nile TESOL, an affiliate of TESOL organization in Egypt

- Foreign Language and ESL Education Association (FLEESA) at the University of Iowa.

PROFESSIONAL ACTIVITIES & LEADERSHIP

- Member, TOEFL Committee of Examiner (COE) (2021-2025), Educational Testing Service (ETS).

- International Language Testing Association (ILTA) Lado Best Student Paper Award, Committee member (2022).

- Member, Nomination Committee for the Foreign Language Teaching Assistants (FLTA) Program at Fulbright (September 2019)

- Chair, the 2nd International Perspectives on Assessing World Languages (IPAWL), The American University in Cairo, Egypt. (January 2020).

- Founding Chair, The First International Perspectives on Assessing World Languages (IPAWL), The American University in Cairo, Egypt. (January 2019).

- International Language Testing Association (ILTA) Best Article Award Selection Committee Chair (2019).

- International Language Testing Association (ILTA) P-CLASS Committee member (2020).

- International Language Testing Association (ILTA) Nominating Committee member (2017-2018).

- International Language Testing Association (ILTA) Membership Committee member (2018- until now)

- Member, Selection committee, the Fulbright Egyptian Student Program (September, 2016)

- Founding Chair, The First International Language Assessment Conference in Egypt (ILACE), The American University in Cairo, Egypt. (Sep. 2- Sep.3 , 2015).

- Graduate Student Representative, the Midwest Association of Language Testers (MwALT) (2005-2006)

- One of the founders of the "Culture for Development" Society in Sohag, Egypt.

- President of the Egyptian Student Association (ESANA) at the University of Iowa (2004-2006).

- Vice president of the Egyptian Student Association (ESANA) at the University of Iowa (2003).

- Coordinator of the Language Club at Sohag University from 1997 – 2001

- Contributor to a recruitment CD at the University of Iowa.

HONORS & AWARDS

- The most highly cited applied linguist in Egypt

- Abdul Hameed Shoman Award for Arab Researchers in the area of applied linguistics (2023).

- Scopus award representing the highest-impact scholarship in the field of education in Egypt from Elsevier and Egyptian Knowledge Bank in 2019

- George Forster Research Fellowship for Experienced Researchers, Humboldt Foundation, Germany (2019).

- The 2017 Best Article in the Field of Language Testing Award. The International Language Testing Association (ILTA).

- Founding chair of the International Perspectives on Assessing World Languages (IPAWL) Conference.

- Founding chair of the International Language Assessment Conference in Egypt (ILACE).

- Founding chair of the Testing, Assessment, and Evaluation (TEA) Special Interest Group at Nile TESOL.

- Finalist, The 2014 Best Article in the Field of Language Testing Award. The International Language Testing Association (ILTA).

- Honorable Mention. JSLW Award for the Best Article Published in 2013.Journal of Second Language Writing, 2014.

- The American University in Cairo Pre-tenure Leave Award (Spring 2012).

- Invited author, Encyclopedia of Applied Linguistics. Chapter Title: Generalizability theory in language assessment.

- Invited author, Companion to Language Assessment. Chapter Title: L1/L2 Arabic assessment.

- Invited author, Companion to Language Assessment. Chapter Title: ESL assessment in the Middle East.

- Recipient of the Reeves Center International Presenter Award (College of William & Mary, Virginia, USA) in 2006.

- Recipient of the Iowa Testing Program Conference Award (The University of Iowa, USA) in 2004 and 2005.

- Recipient of the University of Iowa Student Government (UISG) Conference Award in 2004

- Grant from a USAID-funded project in Egypt to attend an "Instructional Design Certificate" program in Orange County, California, 2003.

- Distinguished Participant Award from the International Institute of Education in 2002.

- My MA Thesis, The effect of a suggested program on developing the descriptive writing skills of English majors at Sohag Faculty of Education, was selected by the University of Sohag for publication and distribution to Egyptian and Arab universities throughout the Middle East, 2001

- Recipient of an International Participant Award from USAID to attend and present at the TESOL conference, 2000.

- Grant from a USAID-funded project in Egypt to attend a summer institute at California State University at LA on teaching foreign languages for children, 1999.

- Highest GPA in my Special Diploma class in 1997

- Highest GPA in my B.A. class in 1995

RESEARCH GRANTS

- The American University in Cairo Faculty Research Support Grant (March 2023- January 2024).

- The American University in Cairo Conference Travel Grant (September 2022).

- Georg Forster Research Fellowship (Humboldt Foundation, Germany) (2021-2023).

- The American University in Cairo Conference Grant for organizing the 2nd International Perspectives on Assessing World Languages (IPAWL) conference, January 2020.

- The American University in Cairo Centennial grant for launching the 1st International Perspectives on Assessing World Languages (IPAWL) conference, January 2019.

- Erasmus+ Staff Mobility Grant, the Free University in Berlin (May 2017).

- The 2014 TOEFL Board Grant (Primary investigator), Project title: an assessment literacy program for English language educators in Egypt: Phase 3 ($15,000) from Educational Testing Services (ETS), Princeton, NJ.

- The International Language Testing Association (ILTA) Workshops and Meetings Award (2013).

- The 2013 Erasmus Mundus Scholarship to do research in a European University (Free University in Berlin).

- The 2013 TOEFL Board Grant (Primary investigator), Project title: an assessment literacy program for English language educators in Egypt: Phase 2 ($14,990.00) from Educational Testing Services (ETS), Princeton, NJ.

- The American University in Cairo (AUC) Test preparation practices in Egypt & Germany (2013).

- The 2012 TOEFL Board Grant (Primary investigator), Project title: an assessment literacy program for English language educators in Egypt ($14,983.00) from Educational Testing Services (ETS), Princeton, NJ.

- The American University in Cairo Pre-tenure leave grant (Spring 2012).

- The American University in Cairo (AUC) Faculty Research Grant: Assessment conceptions of Pre-service Egyptian teachers (2011).

- The 2010 United Arab Emirates University Research Grant (13541 UAE Dh.): Investigation of the writing tasks required by university professors at the UAE University.

- The 2009 TOEFL Committee of Examiners (COE) Grant from Educational Testing Services (ETS) (112600$) with Dr. Lia Plakans of the university of Iowa: Discourse features, organizational structures, and source use in TOEFL iBT integrated writing tasks. Educational Testing Services, Princeton, NJ.

- The 2008 Spaan Fellowship in Foreign/Second Language Assessment ($4,000). 2008. The University of Michigan with Dr. Lia Plakans of the University of Iowa: Investigating source use, discourse features, and process in integrated writing tests

- Dissertation Grant ($1,150) from the Egyptian Cultural and Educational Bureau (ECEB) at Washington DC.

UNIVERSITY ACCREDITATION EXPERINCE

- Peer evaluator, Middle States Commission on Higher Education (MSCHE)

- MSCHE visiting team member, the American University in Beirut (February 2019).
- Co-chair, NAQAAE Accreditation steering committee, the American University in Cairo (2018-2019).

- Co-chair: Middle States Accreditation working Group on "Educational Effectiveness and Assessment", The American University in Cairo (2016-2017).

UNIVERSITY SERVICE

- Provost's Promotion and Tenure Advisory Committee, the American University in Cairo (2022-2023).

- Program reviewer, AUC Robotics, Control, and Smart Systems (RCSS) program (Spring 2023).

- Chair, Professor of Practice (POP) contract renewal ad-hoc committee, School of Humanities and Social Science (Fall 2022).

- Search committee member, Department chair, Department of Educational Sciences, the American University in Cairo (2022-2023).

- Program reviewer, AUC Business Administration in Management of Information and Communication Technology (MICT) program (Fall 2022)

- Search committee chair, Corpus linguistics position, Department of Applied Linguistics, the American University in Cairo (Fall 2022).

- Program reviewer, AUC International management (MIM/CEMS) graduate program (Spring 2022)

- Program reviewer, AUC Finance graduate program (2021-2022)

- Search committee member, Educational leadership position, Graduate School of Education, the American University in Cairo (2021-2022).

- Search committee chair, Corpus linguistics position, Department of Applied Linguistics, the American University in Cairo (2021-2022).

- Faculty first-year review committee, Department of Psychology, The American University in Cairo (2020-2021).

- Search committee member, Educational leadership position, Graduate School of Education, the American University in Cairo (2020-2021).

- Search committee member, Educational technology position, Graduate School of Education, the American University in Cairo (2020-2021).

- Graduate Advisory Committee (GAC) member, the American University in Cairo (2018 – until now)

- Program reviewer, AUC Political Science graduate and undergraduate programs (2019-2020)

- Program reviewer, AUC physics graduate and undergraduate programs (2019-2020)

- Chair, ad-hoc tenure and promotion committee, The American University in Cairo (2019-2020)

- Search committee member, Cognitive psychology position, Department of Psychology, the American University in Cairo (2019-2020).

- Co-chair, ad hoc committee on authorship guidelines, The American University in Cairo (2017-2018).

- Chair, ad hoc committee on academic integrity, The American University in Cairo (2017-2018).

- Chair, ad hoc sanction committee, The American University in Cairo (2017-2018).

- Search committee member, Cognitive psychology position, Department of Psychology, the American University in Cairo (2017-2018).

- Chair, Academic Affairs Committee at the Department of Applied Linguistics, The American University in Cairo (2017-2018).

- Member, Academic Affairs Committee at the College of Humanities and Social Sciences (HUSS), The American University in Cairo (2017-2018).

- Coordinator, Linguistics Minor at the Department of Applied Linguistics, The American University in Cairo (2017-2018).

- Member, ad-hoc tenure and promotion committee, The American University in Cairo (2015-2016)

- Member, the AUC strategic plan Committee (2013-2014)

- Chair, Institutional Review Board, The American University in Cairo (2012-until now).

- Senator, The American University in Cairo Faculty Senate (2012-2013).

- Grievance Committee member, The American University in Cairo Faculty Senate (2012-2013).

- Search Committee Member, CALL/ Corpus Linguistics position, The American University in Cairo (2011-2012).

- The American University in Cairo (AUC) Institutional Review Board (IRB) member. (2010-2012).

- College of Humanities and Social Sciences Academic Affairs committee, The American University in Cairo. (2010-2012).

- TEFL Department Academic Affairs committee, The American University in Cairo. (2010-2012).

- Member of the Task Force on setting standards for literacy and linguistic competence at the College of Humanities and Social Sciences, The UAE University (2010).

- Member of the organizing committee of the first Careers an Entrepreneurship Seminar organized by the UAEU College of Humanities and Social Sciences in November 2008.

- Textbook committee coordinator, the Dept. of Linguistics and member of the textbook committee at the College of Humanities and Social Sciences (2007-2010). (The UAE University)

- Member of the Benchmarking and Accreditation Committee at the Department of Linguistics (2007-2009). (The UAE University)

- Member of the organizing committee of the Linguistics Day at the College of Humanities and Social Sciences (2007-2008). (The UAE University)

- Representative of the Dept. of Linguistics at the UAE University Recruitment Day in March 2008. (The UAE University)

WORKSHOPS

- A 4-day workshop on Assessment literacy for English language educators in Egypt (February 2014) funded by ETS. In collaboration with Dina Boraie & Elizabeth Arrigoni.

- A workshop on Institutional Review Board policies & thesis matters for AUC graduate students (December 2012) in collaboration with Manar Zaki and Diana Van Bogart.

- A workshop on research ethics for AUC undergraduate students (Fall 2012).

- A 4-day workshop on Assessment literacy for English language educators in Egypt (August 2012) funded by ETS. In collaboration with Dina Boraie, Wael Amer, Elizabeth Arrigoni, and Jonah Moos.

- Organized two workshops on teaching skills for pedagogically non-qualified teaching assistants at Egyptian Universities in 2002 – in collaborations with Drs David Eskey and Eleanor Black.

- Organized two workshops on test-taking strategies for The UAE University students in the 2007 - 2008 academic year and two workshops on the same topic in the 2008 Fall semester - in collaboration with Dr. Ali Shehadeh.

- Organized two workshops on test-taking strategies for The UAE University students in the 2008 - 2009 academic year and two workshops on the same topic in the 2009 Fall semester - in collaboration with Dr. Ali Shehadeh.

US-BASED ACADEMY FOR EDUCATIONAL DEVELOPMENT (AED) TRAINING

- Six-week summer institute on "Teaching English for Children" at California State University, Los Angeles, 1999 (Funded by Academy for Educational Development)

- 3- Week training on Instructional Design, The Training Clinic, San Deigo, California, 2002 (Funded by Academy for Educational Development)

EGYPT-BASED ACADEMY FOR EDUCATIONAL DEVELOPMENT TRAINING

- Day Workshop on Best Teaching Practices Videos (October 2002)

- 5- Day Workshop on Primary Methodology Resources (September 2002)

- 5-Day workshop on Developing Screening Tests (October 2001)

- 5-Day Workshop on ESP course Design and Materials Development (August 2001)

- 2-Day RFA (Request for applications) Workshop (May 2000)

- 5-Day Workshop on Internet Skills for English Language Teaching Professionals (April 1999) .

- 5-Day Workshop on Creative Use of Audio-Visual Materials IN Language Classes (November 1998

- 5-day Workshop on Primary Education Resources (July 1998)

AUC CENTER FOR TEACHING AND LEANRING TRAINING

- Spring 2021: Forum on academic integrity

- Summer 2020: Getting ready for Fall 2020

- Spring 2020: Getting ready for Fall 2020

- Spring 2020: CLT Symposium:Experiential Learning; Seminar Style Interaction Online

- Spring 2017: Promoting Deep Analysis of Texts with Annotation; Social Media in the Classroom; podcasting in the classroom; Blogs and Wikis

- Fall 2015: Introduction to Blended Learning; Flipped Classroom

PROFICIENCY INTERVIEWING TRAINING

- 4-Day Workshop: ACTFL/OPI Tester Renorming in May 2007 (White Plains, NY by ACTFL)

- 4-Day Certification Workshop: Speaking Assessment Using both ACTL/ILR Scales in August 2005 (White Plains, NY by ACTFL)

- 4-day Workshop: ILR Oral Proficiency Interview (OPI) Tester Training in May 2005 (White Plains, NY by ACTFL)

- 4-Day Workshop: ACTFL Oral Proficiency Interview (OPI) Tester Training in May 2005 (Madison, WI by ACTFL)

LANGUAGE TESTING & RESEARCH METHODS TRAINING

- Pre-conference workshop (two days) on standard setting in language tests, The European Association for Language Testing and Assessment (EALTA) Conference, The University of Copenhagen, Denmark.

- Pre-conference workshop (two days) on using meta-analysis in language testing research, The Language Testing Research Colloquium (LTRC), Amsterdam, The Netherland, June 2014.

- Pre-conference workshop (three days) on automated scoring of discourse features in writing assessment research, The European Association for Language Testing and Assessment (EALTA) Conference, Coventry, the UK, 2014.

- Pre-conference workshop (two days) on using structural equation modeling (SEM) in language testing research, The University of Michigan, Ann Arbor, MI, June 2011. Instructor: Dr. Ardeshir Geranpayeh, University of Cambridge Language Examinations Services.

- Pre-conference workshop on using the Common European Framework of Reference (CEFR) in language testing, The University of Cyprus, Nicosia, Cyprus, June 2011. Instructor: Dr. John De Jong, University of Amsterdam & Pearson Assessments.

- Pre-conference workshop entitled: A Practical Evidence-Based Approach to Establishing Reading Text Level", The University of Cyprus, Nicosia, Cyprus, June 2011. Instructor : Barry O'Sullivan, Roehampton UNIVERSITY

- Pre-conference workshop entitled: "Latent Growth Modeling for Language Testing Research", International Language Testing Association & Educational Testing Services, Princeton, NJ, April 2012.

Instructor: Gregory Hancock, University of Maryland.

- Pre-conference workshop entitled: "Scaling and Equating Test Scores", International Language Testing Association & Educational Testing Services, Princeton, NJ, April 2012.
  Instructor: Samuel Livingston & Shuhong Li, Educational Testing Service