# MARIAH J. FAIRLEY

2550 Paxton St.

Woodbridge, VA 22192

Egyptian cell: +201223231429

mariahjfairley@gmail.com

## EDUCATION

**PhD, Composition & Applied Linguistics,** Indiana University of Pennsylvania. May 2022. GPA 4.0. Dissertation pass with distinction.

**Dissertation:** *Learning from an identity-focused teacher inquiry group: Narratives of transnational language teachers in an Egyptian context*

**MA, TESOL,** American University in Cairo. June, 2010. GPA 4.0.

 **Thesis**: *Equalizing classroom participation: Public speaking contexts in the Egyptian EFL classroom*

**BA, Hispanic Studies,** Lewis & Clark College. December, 1999. Cum laude.

 **In-depth research project**: *Girls' education in Kenya*

**International Baccalaureate Diploma,** International School of Tanganyika. June, 1994. 35 points.

 **Extended essay**: *The changing roles of women in Morogoro region of Tanzania*

## PRIMARY TEACHING & RESEARCH INTERESTS

Language teacher education

Critical identity exploration

Transnationality as a resource

Collaborative reflective practice

Critical course design

Alternative ways of knowing

Peer collaboration in the classroom

Teaching writing

## TEACHING POSITIONS

**Senior English Language Instructor II.** Intensive English Program, Department of English Language Instruction, American University in Cairo, Cairo, Egypt, July 2011 – present. Promoted to senior instructor II in July 2023.

**English Language Fellow.** US State Department, English Language Resource Center, Al-Azhar University, Cairo, Egypt, September 2010 – August 2011.

**IEP Teaching Fellow.** American University in Cairo, Egypt, Sept. 2008 – May 2010.

**EAL, English Language & Literature Teacher.** Pakistan International School Cairo, Egypt, February 2006 – June 2008.

**EFL Teacher.** International Language Institute, Cairo, Egypt, December 2002 – December 2003.

**Volunteer English Teacher.** Ruaha Secondary School, Tanzania, January 2000 – December 2001.

## COURSES TAUGHT

### TEACHER EDUCATION, COMMUNITY BASED LEARNING & IDENTITY EXPLORATION

**APLN 5105, American University in Cairo. Fall 2022, Independent Study Spring 2023, Fall 2023.** MA TESOL course, English Grammar, focusing on developing knowledge of grammar and grammar pedagogies. Designed course to focus on critical self-reflexivity, collaborative inquiry and practice, and culminating in a final autoethnographic paper answering the question “Who am I becoming as a grammar/language teacher?”

**CORE 1130, American University in Cairo. Spring 2021, Fall 2021, Fall 2022, Spring 2023, Spring 2024.** Undergraduate elective course fulfilling core curriculum requirement, focused on identity exploration for achieving self-authorship. Redesigned course to include exploring stereotypes, identity categories and power, and adversity, using reflective writing, artistic expression, group-led sessions, and autoethnographic analysis.

**APLN 5300, American University in Cairo. Fall 2015.** MA TESOL methods course focusing on developing language teacher knowledge and skills in teaching EAL, and connecting learning to context through reflective practice and critical discussion.

**LING 2210, American University in Cairo. Spring 2014, Fall 2014, Fall 2015, Spring 2017.** Undergraduate level community based learning course focused on developing basic EAL teaching skills, enabling students to teach EAL courses to AUC workers, as part of AUC Workers’ Literacy Program.

### ENGLISH AS AN ADDITIONAL LANGUAGE

**ELIN 0101/0102, American University in Cairo, 2008 – 2010, 2011 – present.** Intermediate and advanced level English courses for undergraduate students in Intensive English Program, including integrated grammar, reading, vocabulary, project-based integrated skills, study skills and writing. Additional focus on developing metacognitive, critical thinking, reflection, discussion, and digital literacy skills.

**ELIN 0210, American University in Cairo, Spring 2023.** Advanced level English course for undergraduate students, focused on developing academic reading, writing, listening, speaking and critical thinking skills necessary for university level EMI courses. Taught academic writing, focused on content and language development, structure, coherence, voice and source integration.

**English for Specific Purposes, Al-Azhar University, Cairo, September 2010 – August 2011.** Beginning and intermediate level integrated skills courses focused mainly on development of graduate-level academic writing and interfaith dialogue skills for junior faculty members.

**English Language & Literature, Pakistan International School, Cairo, September 2006 – June 2008.** Courses focused on development of various language and literature skills, grades 4-7.

**ESL, Pakistan International School, Cairo, February – June 2006.** Designed and delivered individualized programs of study to assist beginning – intermediate level EAL students, ages 4-17, to develop reading, writing, listening and speaking skills to support integration into mainstream English classes.

**General English and Conversation, International Language Institute, Cairo, December 2002 – December 2003.** Elementary and pre-intermediate courses focusing on developing reading, writing, listening, speaking and conversation skills for young learners and adult learners.

**English Language, Ruaha Secondary School, Tanzania, January 2000 – December 2001.** Year-long intensive English course designed to provide beginning students with competency and skills required to complete secondary education in English.

### RHETORIC & COMPOSITION

**RHET 1010/CORE 1010, American University in Cairo. Spring 2015, Fall 2015, Spring 2018, Spring 2019, Spring 2020, Spring 2022, Fall 2023, Spring 2024 (total of 17 course sections).** Tandemized, first year level, theme-based courses focusing on developing academic reading and writing skills, discussion and presentation skills, teamwork and digital literacy skills for multilingual students.

**RHET 1020, American University in Cairo.** **Spring 2016, Fall 2023 (total of 4 course sections).** Undergraduate course focusing on developing academic research and communication skills for multilingual students, including literature search, topic focus, synthesis and literature review, methodology design, data collection and analysis, presentation of results, discussion of findings, research report writing, and oral presentation skills.

## ADMINISTRATIVE POSITIONS

**Intensive English Program Assessment Specialist, Department of English Language Instruction, American University in Cairo, Cairo, Egypt, July 2020 – June 2023 (and Acting Assessment Specialist October 2019 – July 2020) – 1 course release.**

* Oversaw implementation, proctoring and grading of all standardized assessment tasks, including accommodating for students with disabilities
* Led regular norming and grading training sessions
* Oriented new teachers and fellows to assessment framework and procedures for documentation of student progress and performance
* Created and supervised creation of assessment tasks
* Provided input on long term vision for assessment, overseeing gradual implementation of changes to assessment framework, to meet students’ changing needs
* Served on IEP Borderline Committee for student placement, and IEP Assessment Committee
* Led overhaul and merging of IEP Curriculum & Assessment Guides for easier online access and navigation

**Intensive English Program Director, Department of English Language Instruction, American University in Cairo, Cairo, Egypt, September 2017 – June 2020 – 1 course release.**

* Oversaw day-to-day operations, supervising as many as 17 teachers and 10 teaching fellows, with enrollment as high as 230 students in up to 13 course sections.
* Led regular faculty meetings and departmental workshops, including orientation and training of new teachers and fellows, and engaged in regular classroom visits.
* Oversaw smooth operation of assessment system in coordination with IEP Assessment Specialist, periodic curricular and assessment review, and assisted in implementation of changes.
* Ensured program compliance with Commission for English Language Program Accreditation (CEA) requirements.
* Chaired and/or served on committees such as instructors’ contract renewal and promotion application review, teacher and fellow hiring, student borderline cases, program review and planning, professional development, and curriculum and assessment.
* Managed and resolved student conflicts and concerns, addressed teacher concerns and provided support and encouragement.
* Liaised with University Disability Services Unit in the Office of Student Wellbeing to coordinate accommodations for IEP students with special needs.

**Study Skills Coordinator, American University in Cairo, Summer 2016 – Spring 2017 – ½ course release.** Oriented, mentored and supervised MA TESOL Teaching Fellows, revised Study Skills student and teacher handbooks, coordinated student oral presentation assessment, followed up on student complaints and teaching fellow concerns.

**IEP Associate Program Director, American University in Cairo, Fall 2014.** Assisted IEP Program Director in orienting new teachers and teaching fellows, observing teaching fellows teaching, preparing teaching substitution schedules, supervising implementation of Bridge Program, and shadowing IEP Program Director in day-to-day tasks. Position discontinued after one semester.

**Form Coordinator, Ruaha Secondary School, Iringa, Tanzania, 2001.** Supervised implementation of curriculum and assessment for Form I grade level.

## PROGRAM & COURSE DEVELOPMENT

**English 0211 Semi-intensive Academic English Course Design, American University in Cairo. Spring 2021 – Spring 2022.** With team of eight, designed course for first year students whose IELTS/TOEFL writing scores did not meet the minimum requirement for placement into mainstream English courses. Design work included course description and learning outcomes, detailed course outline, assignment descriptions and grading rubrics, content theme selection, and revision during the piloting process.

**IEP Project-Based Integrated Skills Course Design, American University in Cairo. Summer – Fall 2019.** Assisted course coordinator with course design, including course learning outcomes, detailed course outline, skills-based task and materials creation, course assessment framework, project and grading rubrics, piloting, sharing of lessons and teaching materials, and teacher training.

**Professional Diploma in ELT Curriculum Design, American University in Cairo, School of Continuing Education. Fall 2016 – Fall 2017.** With team of three, designed 150 hour English Language Teacher Education program, including program and course descriptions, learning outcomes, detailed program and course outlines, lesson materials and slides, assignment and assessment task descriptions and grading rubrics. Led teacher trainer training sessions.

**IEP Bridge Program Design, American University in Cairo. Fall 2012 – Fall 2014.** With team of three, re-designed IEP curriculum and assessment system, focusing on skills integration and re-orientation towards project-based and theme-based instruction pedagogies; designed course outline, learning outcomes, syllabus template, modules, and materials; created assignment descriptions, assessment tasks and grading rubrics; designed and organized shared materials Google Drive and Google Site; participated in course piloting; conducted training workshops; assisted in course implementation.

## ASSESSMENT EXPERIENCE

**IEP Assessment Administration and Task Development. American University in Cairo. Fall 2017 – Spring 2023.** As IEP Director previously, and later as Assessment Specialist, worked with administrators and Assessment Committee in review, development, administration and grading of standardized assessment tasks. Assisted in conducting norming sessions for essay, reading response, oral presentation, reflective writing, reading, listening, and portfolio tasks. Assisted in developing/reviewing tasks and grading rubrics.

**Multiple Mini Interview (MMI) Task Leader, Task Clone Developer. American University in Cairo. Spring 2018 – Fall 2019.** Trained interviewers in one of six interview tasks used as a holistic admissions tool to university programs; developed new clones for one of the tasks.

**ELI Special Needs Student Placement. American University in Cairo. Fall 2019.** Assisted IEP Assessment Specialist, in coordination with Student Disability Services, to prepare, administer placement exams, and assess and place special needs students.

**Assessment Task Development. Al-Azhar University, Cairo. 2011.** Assisted in developing writing tasks and grading rubrics for Center-wide standardized testing system.

**Teacher Portfolio-Based Evaluation System Design. Al-Azhar University, Cairo. 2011.** Took lead role in designing and training teachers in the use of portfolio-based evaluation system.

**English Entrance Exam Developer. Pakistan International School, Cairo. Spring 2006.** Developed first drafts of new English entrance exams for grade levels 1-6.

**Cambridge International Primary Programme Marker. Spring 2006.** Served as certified CIPP marker of English exams.

**Student Placement. International Language Institute, Cairo. December 2002 – December 20013.** Tested and placed new students based on written and oral exams.

## TUTORING & MENTORING

**MA TESOL Thesis Supervisor. American University in Cairo, Fall 2022 – Spring 2024.** Supervised one thesis successfully defended in May 2023, and two in December 2023.

**Student-Teacher Mentor. American University in Cairo, 2012 – present.** Mentor one MA TESOL student every spring during their practicum course, involving mutual classroom observation, post-observation discussions, and evaluation and observation report write-ups.

**Co-Teacher Mentor. American University in Cairo. Spring 2017, Fall 2020, Spring 2021, Fall 2022.** MA TESOL Teaching Fellow shadowed my teaching daily, in IEP Study Skills and Project courses. Fellow additionally taught one lesson per week, for which I provided assistance with lesson planning and post-observation feedback and encouragement.

**Writing Center Tutor. American University in Cairo. Spring 2016.** Assisted graduate students in developing academic writing skills through providing online feedback, and offered face-to-face group workshops on various academic writing and speaking skills.

**Teacher Mentor. Al-Azhar University, Cairo. September 2010 – August 2011.** Mentored teachers in materials development, course/lesson planning, teaching for beginning, intermediate level integrated skills courses.

## PUBLICATIONS

Fairley, M. (proposal accepted, article under review). Teaching on the periphery: A case for teacher inquiry groups to explore the identity constructions of teachers in transnational contexts. *RELC Journal Special Issue*.

Bhuiyan, N., Fairley, M., Ward, A. (under review). Exploring identity constructions of transnational language teachers in the MENA: A trioethnography*.* *The Qualitative Review*.

Fairley, M.J. (2024). Exploring transnationality as a resource for promoting social justice in language teacher identity construction: Insights from an inquiry group. *Teaching and Teacher Education, 137*. <https://doi.org/10.1016/j.tate.2023.104398>

Fairley, M. J. (2023). Theorizing transnational language teacher (educator) identities: An autoethnographic study of a border dweller. *L2 Journal: An electronic refereed journal for foreign and second language educators*, *15*(1).

Chan, A., Dongilla, J., Doxtater, C., Fairley, M., Mehio, M., Siti Sondari, P. (2023). Bringing to a collage. In G. Park, S. Bogdan, M. Rosa, J. Navarro (Eds.) *Critical pedagogy in the language and writing classroom: Strategies, examples, activities from teacher scholars*. Routledge.

Chan, A., Dongilla, J., Doxtater, C., Fairley, M., Mehio, M., Siti Sondari, P. (2023). Problematizing theory and practice. In G. Park, S. Bogdan, M. Rosa, J. Navarro (Eds.) *Critical pedagogy in the language and writing classroom: Strategies, examples, activities from teacher scholars*. Routledge.

Rizzo, S., Fairley, M., Nostas, A. (2021). "Arguing to learn": 4 activities to build complex arguments. *TESOL Connections*. <http://newsmanager.commpartners.com/tesolc/issues/2021-02-01/3.html>

Fairley, M. J. (2020). Conceptualizing Language Teacher Education Centered on Language Teacher Identity Development: A Competencies‐Based Approach and Practical Applications. *TESOL Quarterly, 54*(4), 1037-1064.

<https://doi.org/10.1002/tesq.568>

Fairley, M., Fathelbab, H., Rizzo, S. (2016). Developing reading strategies through collaborative online annotation. *TESOL Arabia 2015 Conference Proceedings.*

Fairley, M. (2015). Increasing student engagement through journaling. *NileTESOL Newsletter*.

Fairley, M., Nostas, A., Rizzo, S. (2014). Making writing coherent through information structure. *TESOL Arabia 2013 Conference Proceedings.*

Fairley, M., Nostas, A., Rizzo, S. (2013). Adapting vocabulary teaching and learning to the 21st century. *Nile TESOL Special Edition Journal.*

Fairley, M. (2012). Using songs to teach grammar, *Nile TESOL Special Edition Journal, 2,* 34-44.

Fairley, M. (2011). Gendered participation: Addressing inequity in the Middle Eastern language classroom, *AUC TESOL Journal, 1*, 13-39.

Fairley, M., & Fathelbab, H. (2011). Reading and writing communicatively: Six challenges addressed, *AUC TESOL Journal, 1,* 45-51.

Fairley, M. (2009). De-silencing female voices: The use of controversial debate topics in the EFL classroom. In P. Wachob (Ed.) *Power in the EFL classroom: Critical pedagogy in the Middle East,* p. 55-73. Newcastle upon Tyne: Cambridge Scholars.

## WORKS IN PROGRESS

Fairley, M. *‘Seeing myself and students as human first’: Problematizing student and teacher expectations and (re)constructing identities in a teacher inquiry group*. Target journal: Journal of Second Language Teacher Education.

Fairley, M. *An asset-based approach to peer review*. Target journal: College Composition & Communication.

## CONFERENCE PRESENTATIONS

Fairley, M., Rizzo, S. (2024). *Helping each other: Constructing a model for feedback among colleagues*.NileTESOL, January 24.

Fairley, M., Nostas, A., Rizzo, S. (2023). *Identity exploration for social justice: Autoethnography with a collaborative twist*. TESOL International Convention & Language Expo, March 23.

Fairley, M. (2023). *Critical teacher identity exploration through narrative, art, discussion and autoethnography*. AAAL colloquium: Pedagogizing teacher identity in language teacher education practices, March 18.

Fairley, M., Fathelbab, H., Rizzo, S. (2023). Identity exploration for faculty wellbeing: More activities. AUC LA Symposium, March 14.

Elshimi, E., Fairley, M., Kassabgy, N. Rizzo, S., Salah Eldin, Y., Young, Alyssa. (2023). ELI’s I-PAL: A powerful tool for faculty development and wellbeing. Panel discussion, AUC LA Symposium, March 14.

Fairley, M., Rizzo, S. (2023). *Exploring our language teacher identities: Self-reflective and discussion activities*. NileTESOL, January 23.

Fairley, M. (2022). *Identity exploration in teacher inquiry groups: A tool for problematizing power dynamics and promoting transformation*. TESOL NNEST-IS Webinar, October 25.

Fairley, M., Fathelbab, H., Rizzo, S. (2022). *Community building around identity/autoethnography*. MYFest (Mid Year Festival), June 20.

Fairley, M., Rizzo, S. (2022). *Fostering engagement in the reading process through student generated materials*. Liberal Arts Symposium, American University in Cairo, March 29.

Fairley, M., Nostas, A., Rizzo, S. (2022). *Responding to workplace tensions: Activities for exploring language teacher identity.* TESOL International Convention and Language Expo, March 24.

Fairley, M., Nostas, A., Rizzo, S. (2022). *Identity exploration for transformation: Insights from a teacher inquiry group*. TESOL International Convention and Language Expo, March 23.

Fairley, M., Nostas, A., Rizzo, S. (2022). *Student generated materials: Creating investment through alternative ways of knowing.* TESOL International Convention and Language Expo, March 23.

Fairley, M. (2022). *Learning from an identity-focused inquiry group: Narratives of transnational language teachers in an Egyptian context*. ELI Online Neighbors & Bridges Day, American University in Cairo, March 1.

Fairley, M., Rizzo, S. (2022). *Student generated materials: Creating investment through alternative ways of knowing*. NileTESOL Conference, January 28.

Fairley, M., Nostas, A., Rizzo, S. (2021). *Activities for exploring our language teacher identities*. Liberal Arts Symposium, American University in Cairo, March 30.

Fairley, M., Nostas, A., Rizzo, S. (2021). *“Arguing to learn”: Exploring beyond the traditional argumentative essay*. TESOL International Convention and Language Expo, March 25.

Fairley, M., Rizzo, S. (2021). *Promoting creativity, community building and teamwork through group art activities*. NileTESOL Conference, February 6.

Fairley, M., Rizzo, S. (2020). *Group artistic expression activities: Online and face-to-face*. ELI Online Neighbors & Bridges Day, American University in Cairo, October 13.

Fairley, M. (2020). *Researching the outcomes of a language teacher identity course*. Doctoral Research Forum (virtual), TESOL International Convention and Language Expo, July 15.

Baza, M., Fairley, M., Farag, S. (2020). *Designing an assessment framework for a project-based integrated skills course*. International Perspectives on Assessing World Languages, January 28.

Fairley, M. (2020). *Promoting dynamic teaching: Why, how and what next?* Colloquium Organizer and Moderator, NileTESOL Conference, January 22.

Fairley, M., Rizzo, S. (2020). *“Arguing to learn”: Exploring beyond the traditional argumentative essay*. NileTESOL Conference, January 22.

Fairley, M. (2020). *Learning the language of empathy: Practical classroom activities*. NileTESOL Conference, January 21.

Fairley, M., Nostas, A., Rizzo, S. (2019). *Promoting genre awareness: Beyond the five paragraph essay*. TESOL International Convention & Language Expo, March 14.

Fairley, M., Nostas, A., Rizzo, S. (2019). *Unpacking language conventions in discipline-specific writing assignments*. TESOL International Convention & Language Expo, March 14.

Baza, M., Fairley, M. (2019). *Developing reading response tasks: Considerations and lessons learned.* International Perspectives on Assessing World Languages, January 31.

Fairley, M., Habashi, M., Magdy, M., Rizzo, S., Salah El Din, Y. (2019). *Teacher collaboration: Meeting challenges and inspiring success*. Panel Discussion, NileTESOL Conference, January 23.

Fairley, M. (2019). *Re-visioning peer review: An asset-based approach*. NileTESOL Conference, January 22.

Fairley, M. (2018). *Exploring power and hierarchy through an ecolinguistics lens*. Keynote speech. Center for the Development of English Language Teaching (CDELT) Conference, November 10.

Fairley, M., Nostas, A., Rizzo, S. (2018). *Deconstructing awkwardness and building flow in academic writing.* TESOL International Convention & Language Expo, March 28.

Fairley, M., Nostas, A., Rizzo, S. (2018). *Demystifying synthesis in academic written discourse through strategy development.* TESOL International Convention & Language Expo, March 28.

Fairley, M. (2018). *Strategies for developing effective classroom discussion skills*. NileTESOL Conference, January 22.

Abdelrahman, F., ElBadry, E., Fairley, M., Fathelbab, H., Rizzo, S. (2018). *Promoting teacher agency through professional learning communities.* Panel Discussion, NileTESOL Conference, January 22.

Fairley, M., Fathelbab, H., Rizzo, S. (2018). *ePortfolios as an assessment tool for university educational effectiveness.* NileTESOL Conference, January 22.

Fairley, M., Nostas, A., Rizzo, S. (2017). *Enhancing research competence through student engagement in academic discourse synthesis.* TESOL International Convention & Language Expo, March 24.

Fairley, M., Nostas, A., Rizzo, S. (2017). *Fostering Effective Participation in L1 Discourse Communities Through Formulaic Sequences*. TESOL International Convention & Language Expo, March 22.

Fairley, M., Nostas, A., Rizzo, S. (2017). *Developing Academic Discourse Competence Through Formulaic Sequences.* Pre-convention Institute, TESOL International Convention & Language Expo, March 21.

Fairley, M. (2017). *Promoting Agency through a Structured Partnership Model of Teacher Observation*. NileTESOL Conference, January 26.

Clark, C., ElBadry, E., Fairley, M., Fares, H. (2017). *Maximizing the Benefits of Peer Observation of Teaching*. Panel Discussion, NileTESOL Conference, January 26.

Fairley, M., Fathelbab, H. (2016). *ePortfolios as an assessment tool for university educational effectiveness.* International Language and Assessment Conference in Egypt, September 6.

Fairley, M. (2016). *Practical ideas for promoting meaningful learning with Google Docs*. TESOL International Convention & Language Expo EV Fairs, April 7.

Fairley, M., Nostas, A., Rizzo, S. (2016). *Engaging students in academic discourse through the Academic Formulas List*. TESOL International Convention & Language Expo, April 6.

Clark, C., Fairley, M., Fathelbab, H. (2016). *ePortfolios: Promoting ownership of learning outcomes*. TESOL Arabia Conference, March 11.

Clark, C., El Badry, E., Fairley, M., Fathelbab, H. (2016). *Developing reflective practice in learning and teaching*. NileTESOL Conference, January 27.

Fairley, M., Fathelbab, H. (2016). *Simple structures to help make group work work*. NileTESOL Conference, January 26.

Fairley, M. (2016). *Increasing student engagement through journaling*. NileTESOL Conference, January 26.

Fairley, M., Fathelbab, H., Rizzo, S. (2015). *Screencasting peer feedback: Enhancing the writing process.* TESOL Arabia Conference, March 14.

Fairley, M., Fathelbab, H., Rizzo, S. (2015). *Developing reading strategies through collaborative online annotation*. TESOL Arabia Conference, March 13.

Fairley, M. (2015). *Nurturing the active reader: Pre-, during-, and post-reading solutions.* NileTESOL Conference, January 26.

Fairley, M., Fathelbab, H., Rizzo, S. (2014). *Differentiated instruction: Addressing learner differences more effectively*. TESOL Arabia Conference, March 15.

Fairley, M., Fathelbab, H., Rizzo, S. (2014). *Critical friendship circles: A teacher development tool*. TESOL Arabia Conference, March 13.

Fairley, M., Jabr, R., McFeely, W., Osman, M. (2014). *The Disciplined Classroom*. NileTESOL Conference, January 29.

Fairley, M., Nostas, A., Rizzo, S. (2013). *Providing Effective Feedback in Student Writing*. TESOL Arabia Conference, March 16.

Fairley, M., Nostas, A., Rizzo, S. (2013). *The ‘TEXAS’ Strategy for Body Paragraph Writing*. TESOL Arabia 2013, March 16.

Fairley, M., Nostas, A., Rizzo, S. (2013). *Making Writing Coherent through Information Structure*. TESOL Arabia Conference, March 14.

Fairley, M., Nostas, A., Rizzo, S. (2013). *Adapting Vocabulary Teaching and Learning to the 21st Century*. NileTESOL Conference, January 29.

Fairley, M. (2012). *Collaborative Blogging: Increasing Individual Investment to communicate*. TESOL International Convention & Language Expo, Electronic Village, March 31.

Fairley, M. (2012). *Using Songs to Teach Grammar*. NileTESOL Conference, January 31.

Fairley, M., Fathy, Y. (2012). *TOEFL Preparation Course Design through Student-Teacher Collaboration*, NileTESOL Conference, January 31.

Fairley, M., Fathelbab, H. (2011). *How to use cooperative activities in EFL teaching*, NileTESOL Conference. Accepted for presentation, February 2; conference canceled.

Fairley, M., Fathelbab, H. (2010). *Using communicative activities to teach reading and writing.* EgypTESOL, December 3.

Fairley, M. (2009).*Controversial debate topics to activate female voices*. EgypTESOL, November 20.

Fairley, M. (2009). *Creating an academic English course: A journey in curriculum development*. EgypTESOL, November 21.

Fairley, M. (2009). *How to evaluate online educational websites*. Electronic Oasis, EgypTESOL, November 21.

## SERVICE TO THE PROFESSION

### JOURNAL REVIEW BOARDS

**TESOL Journal Editorial Advisory Board**, member, 2022-2025.

**JEM Review Board**, 2024-2026.

### JOURNAL ARTICLE REVIEW

**TESOL Journal**, 2015, 2020—2024.

**RELC Journal**, 2024.

**Journal of Teaching and Teacher Education**, 2023, 2024.

**TESL-EJ**, 2023.

**Journal of Identity, Language and Education**, 2021.

**Modern Language Journal**, 2021.

**TESOL Quarterly**, 2019—2020.

**Journal of Literacy Research**, 2019.

**AUC TESOL Journal**, 2012.

### CONFERENCE PROPOSAL REVIEW

**AAAL Conference**, 2023.

**TESOL International Convention & Language Expo**, 2017 – present.

**NileTESOL Conference**, 2013 – 2020.

### CONFERENCE ORGANIZING

**AUC EURECA Conference Organizing Committee, Member**, Fall 2023 – present.

**NileTESOL Conference Committee Co-chair,** January 2014. Organized and assisted in running conference serving approximately 1500 attendees, including coordinating for guest speakers, proposal review, program book creation and design, bus transportation, opening ceremony, and special events.

**NileTESOL Conference Panel Discussion Organizing Team,** 2014 – 2018.

**NileTESOL Conference Program Book Team**, 2015.

**NileTESOL Conference Organizing Committee, Member**, 2013 – 2020.

## COMMITTEE WORK

### UNIVERSITY LEVEL, AUC

**AUC Open Classroom Initiative**, Spring 2024.

**AUC Life Mentorship Program, Learning Outcome Design Committee**, Spring 2023.

**Graduate Student Association Organizing Committee for community discussion series** “Gathering Voices: Raising the Level of Discussion”, Leader. September 2017 – September 2018.

**MA TESOL Fellowship Screening Committee**, Member. Spring 2015, 2017 – 2020, 2022 – 2023.

**ePortfolio Initiative Task Force**, Assessment Subcommittee of Freshman Coordinating Committee, Member. February 2016 – May 2019.

### ACADEMY OF LIBERAL ARTS (ALA), SCHOOL LEVEL, AUC

**ALA Publicity Committee**, Member. September 2016 – present.

**RHET Contract Renewal Committee for Shared Hires**, fall 2023.

**English 0211 Committee, New course design**, Spring 2021-Spring 2022.

**English 0220 Task Force, Proposal to add an additional English level to sequence of courses**, Fall 2020.

**ALA Performance Review of Department Chairs**, Chair. 2019-2020.

### DEPARTMENT OF ENGLISH LANGUAGE INSTRUCTION (ELI), AUC

**ELI Program Alignment Committee**, Member. May 2021 – May 2023. Contributor Spring 2024.

**ELI I-PAL for Professional Development**, Member. Fall 2019, Fall 2021, Fall 2023.

**ELI Promotion Committee**, Member. September 2017 – present. Chair fall 2019.

**ELI Contract Renewal Committee**, Member. September 2017 – 2022.

**ELI Merit Pay Committee**, Member. September 2017 – 2020, Spring 2023. Chair spring 2018, 2019.

**ELI CEA Interim Report Committee**, Member. May 2019 – 2020.

**ELI CEA Re-accreditation Committee**, Member. 2013 – 2014. Sub-committee member. Fall 2023—present.

**ELI Student Conduct Working Group**, Chair. September 2018 – 2019.

**ELI Professional Development Committee**, Member. September 2009 – May 2010, September 2017 – 2020, February 2023 – present.

**ELI Computer Committee**, Member. Fall 2013 – Spring 2014, September 2017 – September 2019.

**ELI One-semester Hiring Committee**, Member. June 2017 – 2020.

**ELI Program Review and Planning Committee**, Member. September 2014 – May 2020. Chair, 2015-2017.

**ELI Annual Reflection & Planning Day Planning Subcommittee** of PRPC, Chair. Spring 2015, Spring 2016.

**ELI DRC**, Substitute Member. Fall 2014, Fall 2023.

**ELI Reading PLC**, Member. Fall 2011 – Spring 2012.

**ELI Materials Development, Storage & Dissemination PLC**, Member. Fall 2011 – Spring 2012.

### INTENSIVE ACADEMIC ENGLISH PROGRAM (IEP), ELI, AUC

**IEP Reading and Listening Task Creation**, Chair. Spring 2022, Spring 2023.

**IEP Borderline Committee**, Member. Spring 2014, December 2016 – present. Chair, 2017 – 2023.

**IEP Appeals Review Committee** (for absence cases), Member. Spring 2014, Fall 2016, September 2016 – present. Chair, 2017 – 2023.

**IEP Student Orientation Planning Committee**, Member, 2011 – present. Chair, 2014, 2017 – 2021.

**IEP Curriculum and Assessment Committee**, Member. September 2014 – May 2018. Chair, 2017 – 2018.

**IEP Assessment Committee**, Member. September 2019 – present.

**IEP Task Force for revising AUC webpages for IEP students**, Member. Spring 2015.

**IEP Task Force for developing Summary/Response task and rubric**, Member. Fall 2014.

**IEP Committee to revise teacher evaluation form**, Member. Spring 2013.

**IEP New Teacher Orientation Committee**, Member. Fall 2012 – present. Chair, Fall 2017 – 2020.

### DEPARTMENT OF RHETORIC & COMPOSITION (RHET), AUC

**RHET Assessment Committee**, Member. February 2016 – May 2016.

**RHET Curriculum Committee**, Member. September 2015 – May 2016.

**RHET PD Committee**, Member. September 2015 – May 2016.

**RHET 1010 Syllabus Review Committee**, Member. September 2015 – May 2016.

### AL-AZHAR UNIVERSITY

**Facilities & Events Management Team,** Coordinator. September 2010 – June 2011.

### RUAHA SECONDARY SCHOOL

**Discipline Task Force**, Secretary and first drafter of “Consequences and reward system.” January 2001 – December 2001.

 **Discipline Committee**, Member. January 2001 – December 2001.

 **Intercultural Understanding Committee**, Member. January 2001 – December 2001.

## VOLUNTEER & COMMUNITY WORK

### TEACHING, COORDINATION & OBSERVATION

**Volunteer Teacher Trainer at Good Shepherd School for Refugees**, Cairo. Spring 2022.

**MA TESOL Thesis Committee member** for two candidates, Spring 2022, Spring 2023.

**Participant in Observation Program for MATESOL students**, AUC, September 2011 – present.

**Participant in Observation Program for LING 268/2210 student-teachers**, AUC, September 2011 – present.

**First Year Experience Instructor** (AUC New Student Orientation Program), September 2012 – February 2018, Fall 2023 – present.

**Volunteer for AUC Workers’ Literacy Program (testing and placement, logistics)**, Fall 2015.

**Volunteer Teacher in the AUC Workers’ Literacy Program**, AUC, Fall, 2013.

**Volunteer EFL Teacher,** Ruaha Secondary School, Tanzania, January 2000 – December 2001.

### COMMUNITY BUILDING

**Neighborhood Identity Exploration Group Facilitator,** May 2023 – June 2023. Planned, coordinated and led bimonthly sessions (2.5 hours each), bringing people of diverse backgrounds together to explore identities individually and collaboratively, with aim of personal and collective growth. 10 participants.

**Neighborhood Community Building Discussion Gathering Leader,** 2009 – 2022. Planned, coordinated and led monthly gatherings in my home (and via Zoom), bringing together people of diverse beliefs and backgrounds to explore topics of import to our personal and collective development. Average of 20 participants.

**Neighborhood Children’s Class Teacher,** 2009 – 2018. Taught and co-taught weekly children’s class for ages 5-11, focusing on exploring values and their application in children’s lives, with creative art and drama components to develop artistic expression.

## CERTIFICATES & OTHER TRAINING

**CITI Program Certificate in Human Subjects Research for Social, Behavioral, Educational Researchers**, as set by requirements of Indiana University of Pennsylvania and The American University in Cairo, December, 2023.

**Blended Learning Certificate**, AUC, Center for Learning and Teaching, April 2016.

**Protecting Human Research Participants Certification**, NIH Office of Extramural Research, required by AUC IRB for conducting research with human participants, December 21, 2015.

**Teaching Enhancement I Certificate**, AUC, Center for Learning and Teaching, November 2015.

**Cambridge International Primary Programme**,English marker accreditation, April 2008.

**IHCYL (International House Certificate in Teaching Younger Learners),** June 2003, International Language Institute, Cairo, Egypt.

**CELTA (Cambridge Certificate in English Language Teaching to Adults),** Pass B, June 2002, International Language Institute, Cairo, Egypt.

**Cooperative Education Training and Initial Practice**, 2 week intensive program, Ruaha Secondary School, Tanzania, August 2001.

**Guidance and Counseling Parts 1 & 2**, 6 day workshop, Ruaha Secondary School, Tanzania, August 2000.

## FELLOWSHIPS

**English Language Fellowship of the US State Department,** English Language Resource Center, Al-Azhar University, Cairo, Egypt, September 2010 – August 2011.

**MA TEFL Teaching Fellowship,** American University in Cairo, Egypt, September 2008 – May 2010.

## GRANTS & AWARDS

**Indiana University of Pennsylvania, CAL Dissertation Award for Most Innovative Researcher in TESOL**, March, 2022.

**Indiana University of Pennsylvania, CAL 3 Chapter Award for Most Promising Research in TESOL**, March, 2021.

**AUC Merit Pay Award,** 2018, 2019, 2021 – for outstanding work.

**AUC Teaching & Learning Enhancement Travel Grant,** 2012, 2016, 2017, 2018**,** 2019, 2022, 2023 – to present at TESOL International Convention & Language Expo, and AAAL Conference.

**Betty Azar Travel Grant for Practicing EFL/ESL Teachers,** 2018.

**AUC Graduate Student Association Award,** 2018 – Appreciation for Services Rendered in GSA Discussion Leading Program.

**AUC Double Increment Award,** 2012, 2014, 2016 – for outstanding work.

**AUC Teaching & Learning Enhancement Travel Grant,** 2013, 2014, 2015 – to present at TESOL Arabia International Conference.

**NileTESOL Conference Transportation Grant,** 2014 – procured as Conference Organizing Co-Chair to assist attendees.

## PROFESSIONAL MEMBERSHIPS

**TESOL International**, 2012 – present.

**AAAL**, 2022 -- present.

**NileTESOL**, 2010 – present.

**TESOL Arabia**, 2013 – 2016.

## INTERCULTURAL EXPERIENCE & SKILLS

### LANGUAGES

**Egyptian Colloquial Arabic**, high intermediate (spoken)

**Swahili**, formerly advanced as a child and young adult

**Spanish**, formerly advanced as undergraduate Hispanic Studies major

### DIVERSE LIVING EXPERIENCES

**Egypt**, 22 years

**United States**, 10 years

**Tanzania**, 12 years

**Israel**, 18 months

**Honduras**, 2 years

**Ecuador**, 4 months

## REFERENCES

### PROFESSIONAL

**Nagwa Kassabgy**,

IEP Program Director, AUC

nkassabgy@aucegypt.edu

**Alissa Nostas**,

Colleague, Arizona State University

anostas@aucegypt.edu

### ACADEMIC

**Gloria Park**, PhD

Composition & Applied Linguistics Professor, IUP

dbfq@iup.edu