

CURRICULUM VITAE



NAME: ASSISTANT PROFESSOR DR. HANI QASEM MOHAMMED ASAAD

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POSITION: International Lecturer, SLCP

AFFILIATION (e.g. Program/Unit/College):

School of Languages, Civilisation, and Philosophy (SLCP),

College Of Arts And Sciences (Cas),

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MY TEACHING & TRAINING PHILOSOPHY

My objective as an assistant professor is to motivate my students to develop their learning interests and critical thinking and establish a learner-centred environment in the classroom. Teaching a wide range of courses, either teaching English courses, teaching non-native people who came from different countries, such as the USA, England, and Germany, or even teaching the postgraduate students during the data collection for my PhD Thesis have made me aware of the needs and interests of a culturally, ethnically, and linguistically diverse student body. As a result, I prepare lessons plans, considering the interaction between the student's knowledge, culture and learning abilities and the subject matter discussed in class. I choose contents and activities that are significant and challenging for the students to stimulate them to think "beyond" their comfort zone and feel involved in their learning process. Similarly, the activities and class discussions I facilitate encourage students to connect my field of study and other disciplines. Collaborative learning is also central to my teaching philosophy to promote reflective thinking and improve the students' communicative skills.

Teaching, for me, should focus on critical thinking before anything else. Teaching students critical thinking makes them able to learn endlessly by themselves. My classroom starts at the night before when I am preparing the lesson at home. I usually spend a lot of time preparing my lessons to present the information I intend to present in the most interesting and effective way possible and achieve the utmost of the lesson objectives. To do that, rather than just letting the students be passive listeners, I always make sure that my class is full of activities and that every activity has one or more particular objectives. I use audio-visual teaching materials and technical materials to the extent I can. I don't give any information before asking my students about it, which could help develop their critical thinking skills, encourage them to read more and prepare them to receive the information I will present.

TITLE OF MASTER THESIS: Avoidance of phrasal verbs by Yemeni students at UUM

TITLE OF DOCTORATE THESIS: The Roles of Morphological Awareness in Academic Writing among L2 Postgraduate Students Through the Mediation of Productive Vocabulary Knowledge

AREA OF EXPERTISE:

Academic Writing, Vocabulary, Morphology.

ACADEMIC QUALIFICATIONS:

Year	Award	Institution	Area/Field of Study
2019	P.hD	Universiti Utara Malaysia, (UUM), Kedah.	Vocabulary, Writing, Morphology
2014	Master	Universiti Utara Malaysia, (UUM), Kedah.	Vocabulary
2005	Bachelor	Taiz University, Taiz, Yemen.	Teaching of English

SUBJECTS TAUGHT:

No.	Name of Courses/Subjects	Level of Study (Undergraduate/Masters/Doctoral)
1.	Academic Writing	Post-Graduate (UUM)

WORK EXPERIENCES:

NO.	NAME OF ORGANIZATION	YEARS OF SERVICE	BRIEF JOB DESCRIPTION/RESPONSIBILITIES
1.	Universiti Utara Malaysia - School of Languages, Civilisation and Philosophy	2021 – present	International Lecturer - Lecturing, supervising postgraduate students
2.	Harvard Academic Center	2007 – 2009	Director and teacher of English
3.	APTECH Institutue	2006 – 2006	Teacher of English
4.	Contemporart Language Institute	2006 – 2006	Teacher of Arabic to Non-Arabic speakers

PUBLICATIONS (Please use the APA format):

Article Publications	
1.	Asaad, H. Q. M. (2019). Idea Sharing: Analyzing the principles & techniques of English language teaching emphasized in the Crescent English Course for Yemen. <i>PASAA</i> , 57(January - June 2019), 191-208. [SCOPUS]
2.	Asaad, H. Q. M., & Shabdin, A. A. (2019). Importance of morphological awareness to academic writing among second language postgraduate students. <i>European Journal of English Language Teaching</i> , 4(3), 156- 167.
3.	Asaad, H. Q. M., & Shabdin, A. A. (2019). Conceptualization of morphological awareness and productive vocabulary knowledge with academic writing. <i>International Journal of Academic Research in Progressive Education and Development</i> , 8(1), 1-11.
4.	Asaad, H. Q. M., & Shabdin, A. A. (2020). The Relationship between morphological awareness and vocabulary errors among L2 postgraduate students. <i>The Journal of Asia TEFL</i> , 17(3), 1006-1015. (SCOPUS)
5.	Asaad, H. Q. M., & Shabdin, A. A. (2021). The predictive role of morphological awareness and productive vocabulary knowledge in L2 postgraduate students' academic writing. <i>Eurasian Journal of Applied Linguistics</i> , 7(1), 24-44. (SCOPUS)

CONFERENCES ATTENDED:

No.	Name of Conference (provide details of name and venue)	Year	Type of Participation (Keynote speaker, paper presenter, participant etc.)
1.	International conference and innovation exhibition on global education	2018	Presenter