

## CURRICULUM VITAE

### Personal Details

- **Name:** Bilal M J Ibrahim
- **Nationality:** Jordanian & Dutch Green Card
- **Academic Position:** Associate Professor
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### Qualifications

- **PhD English 2001 - UOR**
- **MA English Literature & Applied Linguistics 1998 - UOR**
- **BA English Literature & Linguistics 1996 - AMU**
- **Dutch Diploma 2002 - ROC Amsterdam – The Netherlands**

### Books Authored

Bilal Ibrahim & Abdulraouf A. Bin Thalab, English for Sociology and Social Work, Brighter Horizon Publishers, Amman 2015

### Articles:

Zakarneh, Bilal (2022) Tuning Learning and Teaching Strategies to Individual Differences among Learners of English in Arab Universities. International Journal of English Language and Literature Studies. Vol 11. No 1. (USA).

- Zakarneh, Bilal (2022) Nature is the Teacher: Rationale Ecocentrism for Ultimate Self-Realization in “Moby Dick” and “The Old Man and the Sea”. Information Sciences Letters. Vol 11. No 2. (USA).

- Zakarneh, Bilal (August 2021) Examining the Effect of Teaching English Language through Literature. International Journal of English Language and Literature Studies. Vol 10. No 3. (USA)

- Zakarneh, Bilal (March 2021) Utilizing Social Media Networks as Learning Tools for Foreign Languages among Arab Youth in UAE. International Journal of English Language and Literature Studies. Vol 10. No 2. **(USA)**
- Zakarneh, Bilal (April 2021) Social Interactions as a Barrier to Second Language Learning: A Sociocultural Perspective. International Journal of English Language and Literature Studies. Vol 10. No 2. **(USA)**
- Zakarneh, Bilal (Feb 2020) Challenges of Teaching English Language Classes of Slow and Fast Learners in the United Arab Emirates Universities. International Journal of Higher Education. Vol. 9. No. 1 **(Canada)**
- Ibrahim, Bilal (Dec 2018) Effectiveness of e-learning mode for teaching English language in Arab universities, International Journal of Applied Linguistics & English Literature, **(Australia)**
- Ibrahim, Bilal (May 2018) Language ego as a barrier in English language acquisition among Arab university students, British Journal of English Linguistics, Vol. 6, Issue 3 **(UK)**
- Ibrahim, Bilal (March 2018) Challenges facing students learning English for Specific Purposes in Arab universities, American International Journal of Social Science, Vol. 7, No 1, **(USA)**
- Ibrahim, Bilal (Dec 2017) Teaching of English communication skills to Arab university students: Challenges and antidotes, American International Journal of Contemporary Research, Vol. 7, No. 4, **(USA)**
- Ibrahim, B & Tai, M (May 2017) Digital communication technology and the development of Arabic library service, Journal of Amarabac, Vol. 1, No 1, **(Germany)**
- Ibrahim, B & Hasan, A (Dec 2016) Communication, language skills, and modern technology use, Turjuman Journal Vol. No., **(Morocco)**

### **Professional Experience**

- Translating movies, documentaries, websites and documents English-Arabic-English
- Interpreting conference and official events

- March 2005–Present: **Assistant Professor** - Ajman University
  - **Lecturing and teaching** with all that involves, ranging from language skills teaching to material development. It is noteworthy to say that all courses I have been teaching, be they academic or training, always had the practical aspect to them, most specifically Translation and ESP programs.
  - **Coordinator of the Moodle(e-learning)**: content, design, access, troubleshooting
  - **Coordinator of the English language laboratories**: ensure proper functioning, manuals, attendance ... etc.
  - **Organizing** for conferences and workshops, the successful conference "Celebrating Excellence in English Language Teaching" in collaboration with TESOL Arabia
  - **Supervisor** of English language Unit notice-board: posters printouts, students contribution and the promotion of the unit
  - **Online English club**: coordinating with colleagues and students
  - **Working on different committees**: Committee of Evaluating new candidates, Open Day Committee, Graduation Committee, Preparation for Reaccreditation Committee, and English Placement Test Committee
- January 2009-June 2009 **Director: Continuing Education Center**, AUST
- 2004-2005 **Assistant Professor**: AlQuds Open University, Riyadh-KSA
- March 2003-Feb 2005 **Academic Supervisor**: Saudi British Institute (*Accredited by The University of London & King Saud University*), Riyadh & Madinah – KSA
- 2002-2003 Assistant **Editor-cum-Translator**: AlWijdan Newspaper Amsterdam - The Netherlands

## Courses Taught

- Introduction to Literature
- American Literature
- Translation (English –Arabic, Arabic- English)
- TOEFL Courses for IEP students

- IELTS Courses (for school English teachers at Ajman University-UAE & College of Technology- Madinah-KSA.)
- English 1 & 2 ( Matters & New Interchange 3)
- English for Dentistry (ESP) ( 2<sup>nd</sup> year students of Dentistry)
- Advanced Reading Skills
- Advanced Writing Skills
- Listening Skills
- Speaking Skills
- Study Skills (Freshman)
- Introduction to Morphology
- Introduction to Phonetics
- Contrastive & Error Analysis
- Communication Skills for non-Arabs
- Modern Short Story

## Conferences/Workshops

### • Organized:

- Delivered a professional development workshop for ELU staff, AUST, *The Advantages & Disadvantages of E-Learning*, January 2011
- TESOL ARABIA & AUST *Celebrating Excellence in English Language Teaching*, Feb 2009 (AUST Ajman)

### • Attended:

- TESOL ARABIA Conference at Zayed University: *March 2014*
- Workshop at AUST Fujairah: *How to make IELTS Friendly, Learner-centered and Communicative*  
April 2010
- AUST Symposium *The Development of Teaching English in the Digital Age*, October 2009, (AUST Fujairah)
- Conference *Hands-on English*, June 2009, (Aisha Bint Abdallah School, Ajman)
- TESOL ARABIA & The US State Department *Teacher Leadership Academy*, May 2009  
(Dubai Men's College)

- Moodle Workshop March 2009, (AUST Ajman)
- TESOL ARABIA Conference *The Power of Language*, March 29-31 2006
- TESOL ARABIA Conference *Teaching, Learning and Leading*, March 2005
- Seminar Oct. 2003 *The Use of Code Switching Technique*, (University of Amsterdam)
- Seminar May 2004 *Daring Feminist Voices in the Arab World*, (University of Jordan)
- Seminar Nov. 2003 *Teaching Dutch as a Foreign Language*, (University of Rotterdam).
- Seminar and Workshop May 2006 *Testing and Evaluation*, (AUST Ajman)

### Membership

- Member of the European Centre for Research Training and Development (ECRTD), United Kingdom
- Member of Indo-American Research Center

### Academic Interests

- Reading Literature & Film Critiques in both English and Dutch
- Reading political books discussing post-colonialism, especially those authored by Edward Said, Ijaz Ahmed, Maseeri and Noam Chomsky
- Reading history, philosophy, psychology, gender, social & cultural issues, languages and their beauty

### Computer Skills

- Extensive knowledge of **e-learning** tools and techniques ranging from the use of Wikis to Moodle
- Windows XP/2000 Applications
- An excellent knowledge of language teaching using **Multimedia Language Laboratory**

### Teaching Philosophy:

Teaching is a reflective, dynamic, and hopeful craft. Teaching awakens individuals to a potential for change. My educational goals will vary with each course, but my main hope is to help students help themselves. I want to guide students as they follow their

interests. I also want to help them push past their comfort zones to explore new ideas, learn new information, and strengthen skills.

I often take an interdisciplinary approach. Using concepts from sociology, psychology, and the humanities has helped me to guide students to new understandings. Film, literature, music, and news items from current events are useful means for exploring ideas and connecting course material to other aspects of students' lives.

I enjoy teaching courses where I can draw upon students' interests to encourage them to explore their own lives as well as social theories. I have found students resistant to explorations of culture and enjoy finding ways to challenge their assumptions without building walls of resistance. In my courses, I often encourage students to visualize their present situation and reflect on the active roles they already take. I give them opportunities to develop their skills as an observer of culture and ask them to reflect on how they can be more active as a participant in a larger system. It is my hope that I will be able to encourage all my students to become reflective in their professional practice.

In all of the courses I have taught, I have found that if students are not being asked to solve problems they find to be connected to practical or personal experience then they will not become engaged or reflective. It is important to me that my students feel involved in their own learning and take ownership of it. For this to happen, they must be offered opportunities to contribute to curriculum development. I tend to create activities and select

examples that I believe will promote the message that content or skills have use value beyond the walls of the classroom.

My goal as an educator is to enable my students to be reflective, more knowledgeable, and confident in their skills. It is my hope that students will leave my class able to imagine greater opportunities for success. We cannot force ideas and perspectives on students, we can only guide, facilitate and encourage through dynamic, reflective, and hopeful interactions: this is my philosophy of teaching.

**References** - Upon request