

Candidate for TESOL Nominating Committee, 2019–2020

Aymen Elsheikh

Texas A&M University at Qatar
Doha, Qatar

Education

- PhD, Literacy, Culture, and Language Education, Indiana University at Bloomington
- M.S., TEFL, Southern New Hampshire University
- BA, English Education, Omdurman Islamic University

Professional Work Experience

- Instructional Assistant Professor, Texas A&M University at Qatar, Doha, Qatar, (2017 – present)
- Adjunct Assistant Professor, Abu Dhabi University, Abu Dhabi, UAE, (2015 – 2017)
- Adjunct TESOL Instructor, University of Missouri, Columbia, MO, USA, (2015 – 2017)
- Lecturer, Qatar University, Doha, Qatar, (2010 – 2015)
- Adjunct Instructor, Omdurman Islamic University, Omdurman, Sudan, (2009 – 2010)
- Associate Instructor, Indiana University, Bloomington, IN, USA, (2007 – 2009)

Professional Affiliation

- Africa TESOL: Co-founder and Vice President (2017 – present); Conference Program Co-chair (2017 – present); inaugural conference co-chair (2016)
- TESOL Arabia: Publications Coordinator (2015 – 2016)
- TESOL Sudan: Co-founder and Vice President (2013 – 2016); Liaison Officer (2010 – 2013); Liaison Officer (2017 – present)

Research and Publications

- Elsheikh, A., Coombe, C., & Effiong, O. (Eds.) (in press). *The role of language teacher associations in professional development*. Springer.
- Elsheikh, A. (2018) "Rubrics", in *The TESOL Encyclopedia of English Language Teaching*, First Edition. Edited by John I. Lontas (Project Editor: Margo DelliCarpini; Volume Editor: Christine Coombe), Hoboken, USA: John Wiley & Sons, Inc.
- Elsheikh, A. (2017). Researching motivation: Then, now, and the future. In S. Abu-Rmaileh, A. Elsheikh, & S. Al-Alami, *Motivation and classroom management: Theory, practice, and implications* (pp. 110 – 116). Dubai, UAE: TESOL Arabia
- Elsheikh, A. (2016). Teacher education and the development of teacher identity. In J. Crandall & M. Christison (Eds.), *Teacher education and professional development in TESOL: Global perspectives* (pp. 37-52). New York, NY: Routledge.
- Elsheikh, A. (2015). Teachers' perceptions of teaching English as an international language. *IJBMT*, 3(2), 131-141.

Candidate's Statement

What kind of leaders does the association need? Why are you a good candidate to choose them?

I have been a member of TESOL since 2009 and I am very familiar with its mission and vision as I have just completed the Leaders Mentorship Program. I am also familiar with the workings of TESOL affiliates, as I have served in leadership roles in three different TESOL organizations and two of which are affiliates of TESOL. At the heart of any organization's success is the choice it makes about who should lead. Therefore, I believe that, based on my leadership experience, I am armed with knowledge and skills that are pertinent to the Nominating Committee (NC) which is charged with selecting future leaders of TESOL.

Being a leader in my local (and regional) affiliate also contributed to developing numerous skills that are essential to the NC, such as decision-making, strategic thinking, communication, collaboration, problem-solving, time-management, and many more. Serving as the Vice President of Africa TESOL is a prime example of collaboration because the association is composed of more than 20 national associations and collaboration is an essential aspect of its success. Spearheading three international conferences which took place in three different African countries is a success story and collaboration played a key role in it. This experience will help me work with colleagues in the NC to ensure that we arrive at a collective decision in vetting and selecting the leaders who are most qualified to bring about positive change for the betterment of the organization and its members.