Waleed Al-Dhawi Almishraqi

Assistant Professor of English · Department of English, Faculty of Arts – Al-Asaba, University of Gharyan, Libya

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Research interests: Applied linguistics, critical discourse analysis, English syntax, EFL teaching methodology, translation

Education

- **Ph.D. in Applied Linguistics** (in progress – coursework stage), The Libyan Academy for Postgraduate Studies, Libya
- **M.A. in Linguistics** (by coursework), The Libyan Academy for Postgraduate Studies, Libya, 2014
- **B.A. (Licence) in English Language**, University of Tripoli (formerly Al-Fateh University), Libya, 2005

Academic and Professional Experience

Period	Position	Institution
2022 – present	Quality Assurance Coordinator	Department of English, Faculty of Arts – Al-Asaba, University of Gharyan
2016 – present	Assistant Professor of English	Department of English, Faculty of Arts – Al-Asaba, University of Gharyan
2007 – 2015	English Language Teacher	Secondary schools, Libya

Courses Taught

University of Gharyan, Faculty of Arts – Al-Asaba:

- English Syntax
- Introduction to Linguistics
- English Literature II (Poetry, Short Fiction, and Drama)
- Poetry
- Reading Comprehension

- Introduction to Translation
- Research Methods

Publications

Book

Almishraqi, W. A. (n.d.). *English for first-year university students, Volume 1: Foundations and core grammar – A foundation course in grammar, vocabulary, reading, speaking, and writing*.

Journal Articles

1. Almishraqi, W. A. (2026). Ideological framing in British newspaper headlines: A critical discourse analysis of *The Times*, *The Sun*, and the *Daily Mail*. *Sada Al-Qalam Journal for Human and Applied Sciences, 2*(2), 107–128.
2. Almogatef, A., & Almishraqi, W. A. (2026). The effectiveness of Suggestopedia in developing basic English skills among primary school students in Libya: A case study in the Assaba area (Al-Qods Primary School). *Journal of Scientific and Human Dimensions*, 107–115.
3. Almishraqi, W. A., & Almogatef, A. (2026). The effectiveness of using pictures to improve the writing skills of Libyan university students at the Faculty of Arts in Assaba (first-semester English language students). *Alqalam Almoner, 1*(1), 36–48.
4. Almishraqi, W. A. (2022). The impact of using Total Physical Response in teaching vocabulary to younger learners in Assaba area (Jandoba Preparatory School). *Rewaq Al-Hikma Journal*, (12), 59–78.
5. Abubaker, K. M., & Almishraqi, W. A. (2022). Errors committed by English majors in using some punctuation marks. *Al-Qalam Al-Mubeen Journal*.
6. Almishraqi, W. A. (2021). Problems in teaching listening to Libyan third-year secondary school students (Assaba area). *Al-Manara Journal*.
7. Almishraqi, W. A. (2021). Problems encountered by Libyan university students in translating Libyan proverbs into English.
8. Almogatef, A., & Almishraqi, W. A. (2020). Investigation of the use and function of cohesive devices in translating English. *Al-Manara Journal*.

Workshops and Training

- Workshop on Education in Emergencies, UNESCO, 2013

Skills, Certificates, and Languages

- **Certificate:** TOEIC (Test of English for International Communication)
- **Computer skills:** Windows 10 and 11; Microsoft Office
- **Languages:** Arabic (native); English (advanced)