

INOUSSA MALGOUBRI, PhD

Multilingual Education • Applied Linguistics • Teacher Education • Educational Technology

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RESEARCH INTERESTS

Multilingual education; culturally sustaining pedagogy; arts-based pedagogy; applied linguistics of English and language teaching (TESOL); language policy, identity, and linguistic justice; teacher education and teacher agency; quantitative educational measurement (multilevel modelling); and artificial intelligence and technology integration in education.

TEACHING INTERESTS

Applied linguistics and English language teaching; second/foreign language pedagogy and TESOL methods; multilingual and multicultural education; curriculum principles and design; English for specific purposes; and educational technology and AI literacy for educators.

EDUCATION

Ph.D., Educational Studies

May 2025

University of Nebraska–Lincoln, Lincoln, NE, USA — US Government Fulbright Foreign Student Scholar

- ❖ **Specializations:** Teaching, Curriculum & Learning; Innovative Learning Technologies
- ❖ **Dissertation:** Empowering Multilingual Learners Through Culturally Sustaining Pedagogy and Arts-Based Learning in Burkina Faso
- ❖ **Supervisor:** Prof. Theresa Catalano, PhD

Graduate Diploma, Comparative Education

March

2021

Nagasaki University, Nagasaki, Japan — Japanese Government (MEXT) Scholar

M.A., Anglophone Studies (Applied Linguistics)

June

2019

Université Joseph Ki-Zerbo, Ouagadougou, Burkina Faso

Maîtrise (Graduate Degree), English (Applied Linguistics)

December 2014

Université Joseph Ki-Zerbo, Ouagadougou, Burkina Faso

B.A., English Language and Literature

June

2011

Université Joseph Ki-Zerbo, Ouagadougou, Burkina Faso

RESEARCH EXPERIENCE

Postdoctoral Research Associate

January 2026–Present

Department of Teaching, Learning & Teacher Education, University of Nebraska–Lincoln, USA

- ❖ Examine institutional and structural determinants of student achievement across school types in multilingual, postcolonial education systems using large-scale quantitative datasets.
- ❖ Investigate how multilingual learners navigate linguistically dominant educational systems in postcolonial West African and immigrant Western school contexts.
- ❖ Develop equity-centered frameworks for AI integration in multilingual and emerging bilingual learning environments, with attention to culturally sustaining pedagogical practice.

Doctoral Researcher

2021–2025

University of Nebraska–Lincoln, USA, and Burkina Faso

- ❖ Designed and conducted a qualitative study on culturally sustaining and arts-based pedagogy with multilingual learners, including fieldwork in Burkina Faso, supported by a West African Research Association mobility fellowship.
- ❖ Collaborated on multiple co-authored studies on teaching quality, parent perspectives, and arts-practice research in teacher education.

TEACHING EXPERIENCE

Lecturer, English for Specific Purposes (Online / Distance)

May 2021–Present

Université Joseph Ki-Zerbo / Institut de Formation Ouverte à Distance (IFOAD), Burkina Faso

- ❖ Design and deliver fully online English for Specific Purposes courses (Business English; English for Data Science) for 100+ L3 and M1 students annually via a Moodle-based bilingual platform.
- ❖ Build performance-based assessments integrating real-world datasets and professional communication competencies; develop scaffolded French–English learning sequences for IT and business programs.

Graduate Instructor & Practicum Supervisor

August 2023–May 2025

Department of Teaching, Learning & Teacher Education, University of Nebraska–Lincoln, USA

- ❖ Designed and taught undergraduate and graduate courses in multilingual learner education, multicultural education, and curriculum principles for pre-service teachers.
- ❖ Supervised student teachers in secondary modern-language placements; coached reflective practice and culturally sustaining pedagogy.

Courses taught: TEAC 317 Teaching Multilingual Learners (co-instructor); TEAC 330 Multicultural Education (instructor of record); TEAC 452R/852R Curriculum Principles & Practices (teaching assistant); TEAC 397R/894R Professional Practicum in Secondary Modern Languages (supervisor); TEAC 497R Student Teaching in Secondary Modern Languages (instructor of record).

English Lecturer

October 2017–September 2019

Université Aube Nouvelle, Ouagadougou, Burkina Faso

- ❖ Designed and taught university-level English language and English for Specific Purposes courses;
- ❖ Developed communicative course materials and assessments for adult learners.

PROFESSIONAL & LEADERSHIP EXPERIENCE

Teacher of English Learners, Grades K–12

August 2025– May 2026

Lincoln Public Schools, Lincoln, NE, USA

- ❖ Design and deliver differentiated instruction for multilingual K–12 learners aligned with Nebraska English Language Proficiency Standards;
- ❖ Document culturally sustaining practices informing curriculum and training design.
- ❖ Taught Developing Writing and Literacy (Level 2)

Curriculum Officer

April–August 2021

Direction Générale de la Recherche et de l'Innovation Pédagogique (DGREIP), Ministry of National Education, Burkina Faso

- ❖ Contributed to national curriculum review and educational innovation policy at the ministry level;
- ❖ Developed instructional frameworks aligned with national priorities and international benchmarks.

School Principal (Head of School)

January 2017–September 2019

Ministry of National Education and Literacy, Burkina Faso

- ❖ Led institutional administration, faculty supervision, and curriculum coordination for public secondary schools in multilingual, resource-constrained contexts;

Secondary English Teacher

October 2011–May 2017

Ministry of National Education, various schools, Burkina Faso

- ❖ Taught English across multiple provincial secondary-school contexts;
- ❖ Designed curriculum and assessments aligned with national standards and participated in national examinations.

PUBLICATIONS

Peer-Reviewed Journal Articles

Malgoubri, I. (2026). Toward a pedagogy of dignification: conceptualizing epistemic sovereignty in multilingual education. *Critical Inquiry in Language Studies*, 1–25.

<https://doi-org.libproxy.unl.edu/10.1080/15427587.2026.2708302>

Malgoubri, I. (2025). Empowering teachers and reclaiming agency through culturally sustaining arts-based pedagogy in English language teaching. *Teaching and Teacher Education*, 171, 105328.

<https://doi.org/10.1016/j.tate.2025.105328>

Catalano, T., **Malgoubri, I.**, Shende, M., Ganesan, U., & Pir, H. (2024). Supporting our multilingual transnational children and their home languages: *Parent perspectives*. *Journal of Language, Identity & Education*. Advance online publication. <https://doi.org/10.1080/15348458.2024.2424872>

Catalano, T., **Malgoubri, I.**, Bockerman, J., Palala Martinez, H., Kelsey, M., Brandolini, L., & Shcherbakov, I. (2024). Collaborative aesthetic experiences and teacher learners: Arts-practice research in a teacher education classroom. *International Journal of Education & the Arts*, 25(13).

<https://doi.org/10.26209/ijea25n13>

Sanfo, J. B. M., & **Malgoubri, I.** (2023). Teaching quality and student learning achievements in Ethiopian primary education: How effective is instructional quality in closing socioeconomic learning achievement

inequalities? *International Journal of Educational Development*, 99, 102759.

<https://doi.org/10.1016/j.ijedudev.2023.102759>

Sanfo, J. B. M., & **Malgoubri, I.** (2021). Teaching quality and students' EFL achievements in Ethiopia: Analysis from the perspective of the basic dimensions of teaching quality. *Theory and Practice in Language Studies*, 11(10), 1131–1145. <https://doi.org/10.17507/tpls.1110.01>

Malgoubri, I., Sawadogo, M., & Kambou, M. K. (2020). Digital audio-visual aids and listening in English as a Foreign Language classrooms. *Asemka: A Bilingual Literary Journal of the University of Cape Coast*, 10, 253–269. <https://doi.org/10.47963/aseamka.vi10.285>

Book Chapters

Catalano, T., & **Malgoubri, I.** (2025). Developing critical cultural awareness and critical consciousness in world language classrooms. In V. Russell, K. Murphy-Judy, F. Troyan, A. Moeller, & K. Hines-Gaither (Eds.), *The Handbook of Research on World Language Instruction* (pp. 216–229). Routledge. <https://doi.org/10.4324/9781003409182-18>

Malgoubri, I. (2023). Home language policy and identity in multilingual families in Ouagadougou. In L. A. Yoda & F. E. G. Sanon/Ouattara (Eds.), *Langues, Littératures et Identités: Nouveaux Enjeux et Perspectives* (Vol. 1, pp. 187–204). Presses Universitaires, LaLiCA, Université Joseph Ki-Zerbo. <https://digitalcommons.unl.edu/teachlearnstudent/150/>

CONFERENCE PRESENTATIONS

Schafer, Z., Tamimdari, Z., Buhrman, D., Chan, E., Faye, N., Friesen, K. E., **Malgoubri, I.**, & Pir, H. (2025, April). Defining foundational knowledge in teacher education: A collaborative narrative inquiry [Roundtable]. American Educational Research Association (AERA) Annual Meeting, Denver, CO, USA.

Malgoubri, I. (2025, April). Arts in the English language classroom: Exploring multilingual learners' engagement through indigenous arts [Paper]. AERA Annual Meeting, Denver, CO, USA. <https://doi.org/10.3102/IP.25.2190403>

Malgoubri, I. (2025, March). Embracing creativity: Engaging multilingual learners with griot storytelling, forum theatre, and slam poetry [Paper]. American Association for Applied Linguistics (AAAL) Conference, Denver, CO, USA.

Catalano, T., & **Malgoubri, I.** (2024, November). Critical cultural awareness and critical consciousness in world language classrooms [Paper]. ACTFL Annual Convention, Philadelphia, PA, USA.

Malgoubri, I. (2024, February). Artificial intelligence for language teachers [Paper]. 18th Annual Colloquium on Language Teaching, University of Nebraska Omaha, Omaha, NE, USA.

Catalano, T., **Malgoubri, I.**, Pir, H., Ganesan, U., & Shende, M. (2023, September). What teachers should know about our multilingual children [Paper]. Language, Migration, and Education Conference, University of Nebraska–Lincoln, Lincoln, NE, USA.

Malgoubri, I. (2023). Home language policy and identity in multilingual families in Ouagadougou [Paper]. Colloque International: Langues, Littératures et Identités, Université Joseph Ki-Zerbo, Ouagadougou, Burkina Faso.

Malgoubri, I. (2019, March). Digital audio-visual aids and listening in EFL classrooms [Paper]. Literature and

the Humanities in the 21st Century: Interdisciplinary Perspectives, University of Cape Coast, Cape Coast, Ghana.

INVITED TALKS & WORKSHOPS

- Malgoubri, I.** (2026, May). Building AI Literacy for English Language Teaching. A competency-based workshop for English Language Teachers in Burkina Faso [Featured Speaker]. National Convention of Burkina English Teachers of Burkina English Teachers Association (BETA), Université Aube Nouvelle, Ouagadougou, Burkina Faso.
- Malgoubri, I., et al.** (2025, January). Integration of languages, cultures, and indigenous knowledge in the Burkinabè education system [Invited lecture]. Centre d'Information et de Documentation Citoyen (CIDOC), Ouagadougou, Burkina Faso.
- Malgoubri, I., et al.** (2024, November – 2025, June). Empowering teachers with technology: Leveraging digital tools and AI for English language teaching in Burkina Faso [Invited workshop series]. Burkina English Teachers Association (BETA), various regions, Burkina Faso.
- Olmanson, J., **Malgoubri, I., et al.** (2023, May). AI and ChatGPT in education: Prompt engineering in education [Workshop]. “Let’s Chat about GPT,” University of Nebraska–Lincoln, Lincoln, NE, USA.
- Catalano, T., Morales, A., **Malgoubri, I., & Faye, N.** (2024, April). Forum theatre workshop [Invited workshop]. I-80 Scholar DEIBA Connect, Lincoln Public Schools, Lincoln, NE, USA.
- Malgoubri, I., & Catalano, T.** (2024, February). Responding to racism and othering [Invited talk]. LPS Equity Cadre Event, Lincoln Public Schools, Lincoln, NE, USA.

GRANTS, FELLOWSHIPS, & AWARDS

- ❖ Fulbright Foreign Student Scholarship, U.S. Department of State, 2021–2025 (~\$150,000).
- ❖ Japanese Government (MEXT) Scholarship, Ministry of Education, Culture, Sports, Science and Technology, Japan, 2019–2021 (~\$50,000).
- ❖ Maude Hammond Fling Fellowship, University of Nebraska–Lincoln, 2024–2025 (\$20,000) — doctoral research excellence.
- ❖ TIRF Doctoral Dissertation Grant, The International Research Foundation for English Language Education (British Council / TOEFL), 2024–2026 (\$3,000).
- ❖ West African Research Association (WARA) Mobility Fellowship, 2024 (\$4,000).
- ❖ Gordon F. & Erma M. Culver Fellowship, Department of Teaching, Learning & Teacher Education, UNL, 2024–2025 (\$1,500).
- ❖ Judy Trumble Frederick International Experience Fellowship, College of Education and Human Sciences, UNL, 2024 (\$1,000).
- ❖ Graduate Student Travel Award, University of Nebraska Foundation, 2024 (\$500).
- ❖ Young African Leaders Initiative (YALI) Fellowship, U.S. Department of State, 2016.

ACADEMIC & PROFESSIONAL SERVICE

Peer Review & Editorial Service

- ❖ Verified peer-review record: 57 reviews across 42 manuscripts

- ❖ Book Manuscript Reviewer, Cambridge University Press.
- ❖ Conference Proposal Reviewer, American Educational Research Association (AERA) — Social Context of Education; SIG-Technology as an Agent of Change in Teaching & Learning.

Teacher Training & National Service

National Trainer, AI Integration & Digital Pedagogy 2024–2025

Burkina English Teachers Association (BETA) — FHI 360 & U.S. Embassy-Sponsored, Burkina Faso

- ❖ Designed and delivered training on AI tools, digital pedagogy, and media literacy to 210+ English educators across 7 national regions;
- ❖ Created open educational resources and AI-literacy assessment protocols for resource-limited contexts.

University Service

- ❖ Member, University Conduct Board, University of Nebraska–Lincoln, 2024–2025.
- ❖ Member, Department Advisory Board, Teaching, Learning & Teacher Education, UNL, 2023–2025.
- ❖ President (2023–2024) and Treasurer (2022–2023), UNL Fulbright Association — led an association of international scholars and organized the flagship intercultural event mobilizing 180+ participants from 50+ countries.
- ❖ Facilitator, Teachers of Color Summit, UNL, Spring 2022 and Spring 2023.

Community-Engaged Scholarship

English Language & Curriculum Specialist January 2022–August 2026

African Immigrant Family Services (AIFS), Lincoln, NE, USA

- ❖ Designed English-language curriculum and delivered weekly instruction for adult and family newcomer learners, supporting language development, settlement, and community integration.
- ❖ Developed culturally and linguistically responsive materials and assessments for multilingual immigrant learners;
- ❖ Led intercultural programming connecting international scholars with K–12 schools.

PROFESSIONAL DEVELOPMENT & CERTIFICATIONS

- ❖ Teaching English to Speakers of Other Languages (TESOL) Certificate, University of Nebraska–Lincoln, 2022.
- ❖ Social Justice and Diversity Education Certificate, University of Nebraska–Lincoln, 2023.
- ❖ Online Teaching & Learning Certificate, University of Nebraska–Lincoln, 2024.
- ❖ Leadership & Ethics, Young African Leaders Initiative (YALI) Regional Leadership Center, Accra, Ghana, 2016.
- ❖ Nebraska Educator’s Certificate — English as a Second Language (Grades 7–12, valid through 2028) and World Language: French (Grades 7–12, valid through 2030).
- ❖ Google Certified Educator, Level 2 (valid through 2028).

RESEARCH COMPETENCIES & TECHNICAL SKILLS

Qualitative methods: Ethnography, phenomenology, critical discourse analysis, case study, thematic analysis,

and interviewing.

Quantitative methods: Survey design, regression, (quasi-)experimental design, inferential statistics, hierarchical/multilevel modelling (HLM).

Mixed methods: Sequential and concurrent designs.

Software: SPSS, R, MAXQDA, Qualtrics, Google Forms; Zotero, EndNote; Moodle, Canvas.

AI & educational technology: LLMs in education, AI-literacy frameworks, prompt engineering, learning analytics, digital and distance learning design.

LANGUAGES

Mooré (native/bilingual) • French (native/bilingual) • English (full professional) • Bissa (proficient) • Japanese (intermediate) • German (reading knowledge) • Spanish (basic).

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA) • American Association for Applied Linguistics (AAAL) • TESOL International Association • American Council on the Teaching of Foreign Languages (ACTFL).

REFERENCES

Additional references available upon request.