

## Curriculum Vitae

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**Dr. Ahmad Alkhwaldh**

**Rank: Associate professor in English Language Teaching methodology (TEFL)**

**(Rank obtained in 2007)**

**Date of birth:1/1/1960**

**Marital status: married**

**Children: 3 children, two sons and a daughter**

**Residence: Amman, Jubaiha, Alrayan quarter, Adel Halawa street**

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### Qualification

1. Secondary School certificate 1979
2. B.A in English language & Arts 1983/Yarmouk University.
3. M.A in Teaching English language 1994/University of Jordan.
4. Ph.D. in English language education from Liverpool University/ England 2001
5. Title of PhD Dissertation:  
(The Tension between Theory and Practice in the Preparation of Foreign Language Student teachers in Jordan)
- 6-Title of M.A. thesis: Dictionary Use Strategies in Reading and Writing in English used by Secondary school students in Jordan

### Experiences

1. Teacher of English recruited by Ministry of Education between 1983-1995 and worked at different schools in Mafraq Governorate (both primary and secondary schools).
2. Trainer of English language teachers, at Mafraq Directorate of Education, between 1995-1998.
3. Appointed as an assistant professor in the Department of Curriculum and Instruction at the University of Jordan in 2001.
4. Promoted to the Rank of an Associate Professor in the Department of Curriculum & Instruction at the University of Jordan in 2007.
5. Supervision of M.A theses in methods of teaching English & (M. A) and (PhD) in Curriculum and Instruction ( with special emphasis on EFL instruction).

## **Teaching**

Various courses such as methods of teaching English, teaching reading and writing in English, evaluation of English language learning, 101 AND 102 English for graduate Islamic studies students at the World Islamic university in Jordan, communication skills (in English), EFL syllabus design, Issues in English Language learning and teaching ( M.A level), EFL syllabus design and relevant trends (M.A level), EFL practical Education, grade teacher practical education, vocational practical education, study and research skills, introduction to curriculum& Instruction, curriculum and Instructional methods, classroom Management, action research, curriculum design& organization (Ph.D level).

Recent 2009/2010 taught courses: theories of second language learning and teaching, current trends in second language curricula, teaching oral skills and academic writing in English.

Other courses include Developing thinking skills among kindergarten children and Computer in school administration (Summer semester, 2011).

6-Participation in committees in the Faculty of Educational Sciences, Department of curriculum& Instruction and Ministry of Education

7-Acting as Director of the practical Education Program/ University of Jordan 2004- 2005.

8- Reappointed as Director of the Practical Education Program in 2007-present

9- Heading consultancy committees to develop teacher education programs at the University of Jordan

10- Heading a committee to prepare for the university qualification exam administered together with Ministry of Higher Education to measure the teaching skills of Faculty of Educational Sciences graduates after finishing the practicum course.

- Teaching various PhD courses at University of Jordan Amman Arab university for graduate studies in the field of teaching English as a foreign language in Jordan and the region.

## **Research articles, books, activities**

- ❖ Participation in ICDL and Intel courses in the University of Jordan.
- ❖ 14 published and accepted (articles) for publication on language teaching, EFL syllabus design, EFL curriculum evaluation and language teacher education. Among the relevant language teacher education published articles are the following:
  - 1- English language student teachers as change agents with reference to the training experience in the University of Jordan
  - 2- EFL student teachers reflections on their accomplishments in the training course
  - 3- Jordanian EFL student teachers' views about the contribution of University and Co-operating school to their initial teacher education
  - 4- Jordanian English Language teachers' awareness of language learning theories and teaching methods
  - 5- EFL student teachers' views about the roles and responsibilities of partners in the training program
  - 6- EFL syllabus design and organization from the point of view of Jordanian English language teachers
  - 7- The professional roles of teacher trainers at the practical education program at the University of Jordan

### **Abstracts from published articles**

Damascus University Journal, Vol. 24, No1, 2008 Ahmad H. Alkhaldeh  
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#### **The Reflections of Jordanian EFL Student Teachers on their Instructional Accomplishments in the Practical Education Programme**

**Dr. Ahmad H. Alkhaldeh**  
**Faculty of Education**  
**University of Jordan**

#### **Abstract**

This study attempted to explore the accomplishments achieved by (78) EFL student teachers who were taking the practicum courses in the second semester 2004/2005. To achieve this purpose, an open questionnaire was used to elicit data from the participants in this study about their accomplishments in the spheres of classroom management skills, lesson planning, development and design and production of instructional aids, instructional methods, the acquisition of interpersonal skills and finally the evaluation of EFL classroom students' learning. The results of the study, above all, pointed to the importance of the practicum.. It was also found out that most of the instructional skills were acquired by the EFL student teacher gradually as the student teachers

advance in the practicum. As far as classroom management skills were concerned, their acquisition was linked to the nature of the classroom, its size; relationships with EFL classroom students, quality of instruction and nature of teaching methods adopted by the student teacher. In the The Reflections of Jordanian EFL Student Teachers on their Instructional .....  
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sphere of lesson planning, the student teachers discovered, through lesson planning, the importance of new teaching methods and media and aids as well as the importance of the lesson plan itself. In the acquisition of interpersonal skills, student teachers in this study pointed to the importance of establishing links with practitioners in the co-operating school and the significance of such interpersonal skills in solving problems classroom students encountered. Also, the results pointed out that student teacher's development of the interpersonal skills was transferable to classroom students themselves in becoming willing to work together through co-operative learning activities. As to subject matter mastery, the responses of the student teachers varied who pointed to the need to have further links between university courses and school syllabuses and to give more specialization courses to these student teachers while several of them said that there was no problem with this competency.

The researcher recommended the importance of following up and monitoring the training of the student teachers in the pre-service programmes to ensure both the quality of such programmes and the extent of their contribution to the development of the instructional skills required to practice the teaching profession.

## **Supervision**

Supervising several M.A. theses and PhD dissertations on English language teaching and Curriculum and Instruction in the Faculty of Educational Sciences in the University of Jordan and at Amman Arab University for Graduate Studies

Foci of supervised M.A theses:

- EFL lesson planning
- EFL Curriculum Evaluation
- Role of parents in the development of their children's ability in Reading
- Relationship between anxiety and language learning
- Listening comprehension strategies
- Vocabulary language learning and teaching as embedded in the formal and implemented EFL curriculum
- Critical and creative skills embedded in the EFL formal and implemented curriculum
- Supervision of 6 PhD and M.A TEFL theses at Amman Arab university for graduate studies

- Supervision and examining of PhD theses in TEFL of more than 20 dissertations at the University of Jordan and Amman Arab university for Graduate Studies.
- Chairing several PhD dissertations and theses examination committees.

## **International articles**

- 1- Two article accepted for publication by the **College Student Journal** (CSJ) entitled ( the challenges faced by Jordanian language teachers in Amman 1<sup>st</sup> and 2<sup>nd</sup> directorates of Education) while another on reading comprehension in English
- 2- Publishing an article on reading in English in **Reading improvement journal**
- 3- Publishing a paper on EFL learner autonomy in **Education** as an international journal
- 4- A paper on EFL learner autonomy accepted and presented at **Paris 2<sup>nd</sup> international conference 2010**
- 5- A paper on reading interests among Jordanian secondary students sent accepted for publication in the reading improvement journal
- 6- A paper on reading challenges among high school students in Jordan was accepted for publication by college student journal
- 7- An article on EFL learner autonomy was accepted for publication by EDUCATION

## **The challenges faced by Jordanian English language teachers at Amman 1st and 2nd Directorates of Education**

## [College Student Journal, Dec, 2010](#) by [Ahmad Alkhaldeh](#)

This study surveyed the types of challenges EFL teachers encountered in Amman 1st and 2nd Directorates of Education via a questionnaire to which three open questions were attached. The sample consisted of 125 EFL teachers who were randomly chosen from the above directorates of education. By using the appropriate statistical measures, the findings of the study brought massive challenges, various factors behind them and different solutions the participants suggested to sort them out. Among these challenges were the arousing of students' interest to learn English, big classroom size, low achievement in English by students, covering the EFL curriculum within the allotted span of time irrespective of students' level in English and absence of educational preparation of teachers who graduate from the English department and the gap between pre-service preparation of EFL teachers and the actual teaching practice in the classroom. Similar findings were confirmed in the participating teachers' responses to the open questions in this study with challenges such as weakness in English, students' negative attitudes towards English, classroom size, variation in students' achievement in English, private lessons students take in private centers and the associated difference in instructional methods between school and these private centers, inability of students to communicate in English, lack of training teachers on modern technology and the lack of parental follow up of their children's English language learning were top on the challenges list.

Key words: challenges of English language teachers, language learning and teaching, EFL teacher training

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# **The professional needs of English language teachers at Amman 1st and 2nd directorates of education**

**by Ahmad Alkhaldeh**

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This study surveyed the professional needs of a randomly chosen 125 English language teachers from Amman (1st and 2nd) directorates of education. By using a close questionnaire, the study revealed different professional needs demanded by EFL teachers which embodied the need for effective organization of the EFL curriculum and welcoming teachers' remarks on it, securing instructional media and facilities for effective English language instruction, raising students' motivation and attitudes towards English language, the need for training courses to mix with native English speaking communities, the need to use appropriate EFL teaching methods, the need to understand the EFL teacher's new roles and the necessity of effective in-service training of English language teachers. The study also highlighted the need to get teachers of English to engage in collaborative learning and be open to critical evaluation of their teaching, to raise their motivation to teach and to provide them with teaching labs to promote natural language learning, reducing class size and the use of co-operative learning and autonomous learning, basing EFL curriculum on the actual needs of students as well as considering their societal and cultural frames. Further, parents should be contacted and their attitudes and those of their children towards learning English should be investigated. Finally, teachers of English should use a wide variety of teaching methods that address the various needs of school students and match their multiple learning styles abandoning, at the same time, traditional methods of teaching.

Key words: professional needs of foreign language teachers, foreign/second language instruction

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*European Journal of Social Sciences – Volume 25, Number 2 (2011)*  
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## **The Contribution of Reading Comprehension to Writing Skill Development in English among University Students in Jordan**

**Ahmad Alkhaldeh**

*University of Jordan, Faculty of Educational Sciences*

E-mail: [ahmadalkhaldeh2002@yahoo.com](mailto:ahmadalkhaldeh2002@yahoo.com)

### **Abstract**

This study examined the relationship between EFL reading comprehension and the writing performance among University of Jordan sophomore students by using reading comprehension to inform writing composition among university students. While developing their writing along side with related reading material, 60 university students responded to an open questionnaire and reflected on the relationship between these two skills. The results of this study confirmed the relationship between these two skills highlighting the contribution of reading comprehension to students' writing style, vocabulary needed in the writing task, general ideas students needed, besides providing a background knowledge to them to write their compositions together with the provision with linking words and using the reading text to check spelling of students' writing. The study revealed that students' benefit from the reading text was conditioned by the student's level of achievement where it was noticed that high achieving

students scantily referred to the reading text while, in contrast, low achieving students relied more on it. Less contribution of the reading passage was noticed with respect to the specific ideas students used in writing, but there was a positive impact pertaining paragraph development and the structure of the topic as well as beginning and end of the composition. Some participants revealed difficulties in this relationship which embodied the idea that the writing style of the reading passage is difficult for them to understand. They also mentioned that some of the reading passages are difficult. They reflected on the lack of familiarity with scientific reading passages and that excessive reliance on the reading text and its vocabulary items limits their writing. The study highlighted the provision with reading texts to be as models to the students to emulate especially for low ability writing students. In their composition writing, EFL instructors should be trained on how to alert university students to effectively benefit from the reading text.

**Keywords:** EFL reading, writing, relationship between reading and writing

*European Journal of Social Sciences – Volume 25, Number 2 (2011)*

## **Conferences**

- 1- Participating and giving a presentation in the fifth international conference on language, literature and culture held at Minia University at Egypt 2005**
- 2- Participation and giving a presentation in the fifth international conference: CARLA Language Teacher Education Conference 2007 at the university of Minnesota/ USA.**
- 3- Representing the university of Jordan in a conference held in Aqaba 2008 about school-based training and participating in the sessions of this conference**
- 4- Submitting and presenting a research paper on bridging the cultural gap between mother culture and English culture in English language education**
- 5- A paper on EFL learner autonomy accepted and presented at Paris 2<sup>nd</sup> international conference 2010**

## **Examining committees**

**Examining several M.A theses and PhD Dissertations in different spheres in English language teacher education, language learning and teaching, syllabus design and other relevant field both at the university of Jordan and Amman Arab university for graduate studies.**

**Chairing a session in a conference held at Zerka private university 2008 which handled new visions in teacher education.**

## **External examiner**

**Acting as an external examiner of several M.A and PhD theses and dissertation in Jordanian universities on linguistics and English language teaching at Yarmouk university, Mutah university, Amman Arab university and Middle East University.**

## **National projects**



**Representing the University of Jordan in a project investigating the levels of literacy in Jordan and compare it with other countries called the LAMP project administered by the national center for human resources development.**

### **Contact with local community**

- 1. Together with a colleague from the English department, we gave a workshop to EFL teachers to put forward a perspective on the reasons behind school students' weakness in English in the District of Jerash / north of Jordan.**
- 2. Giving Consultation, advice, guidance to practicing teachers in the field.**
- 3. Participation in committees for M.A. theses**
- 4. Giving consultation to in EFL graduate students.**

### **Refereeing**

- Refereeing for specialized journals articles on EFL teaching and training.**
  - Refereeing informally a number of articles on English language teaching and learning by colleagues in different universities.**
  - Refereeing an article for the 2<sup>nd</sup> conference of graduate students' research at the University of Jordan**
- Assessor for Queen Rania teacher award 2011-06-15**

### **Invitation to Arab journals referring**

- Refereeing an article for a staff member at Tabouk university/ KSA**
- Refereeing an article to Damascus university educational journal**

### **Invitation to international journals refereeing**

- Referring for an international journal called ' Teaching and Teacher Education' Journal published at Amsterdam in the Netherlands.**
- Listed among the Editorial board and executive peer reviewers of the international online journal for social sciences**

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**Promotion committee membership**

- **participating in a committee to promote a staff member in English language education in an Arab university to the rank of an associate professor**

Invited to international conferences Louisiana conference

### **International Associations Membership**

- 1- International Reading Association ( IRA)
- 2- Arab professors of English society ( APETAU)
- 3- Reviewer to the teaching and teacher education journal published in the Netherlands

### **Directing research projects**

A project titled: Improving reading comprehension among secondary students in Jordan has which has received initial acceptance with a teach of specialists headed by me as the premier author.

### **Writing on issues in EFL instruction in Jordanian Newspapers**

- An essay entitled the EDUCATIONAL LINK appeared in the Jordan times
- Another essay entitled OF EDUCATION appeared in the JORDAN TIMES April 12, 2011.

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More than any time before, the Ministry of Education and universities need to engage in shared educational partnerships.

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The classical relationship between universities and the Ministry of Education has been manifesting in a restricted form since the two parties have not reached a shared vision that could serve both. The ministry has always claimed it could do the business of managing and leading the school education in the country alone, without interference from universities. Universities, on their part, satisfied themselves with university education and doing some research is rarely, if at all, applied in the field of education.

I suggest a rethink of the relationship. Academics need to do research that is based on the needs of the educational field and the ministry's needs. This should be later used to take serious and courageous decisions based on the bulk of data used for this reason.

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University professors need to be linked through different educational directorates, for example, with schools, to know their needs, challenges and aspirations and, accordingly, provide necessary consultations to improve the instructional process.

School people and ministry supervisors need to be involved in higher education by providing successful stories of teaching and supervision, and should accept having their experience challenged by researchers and university professors, to attain progress in both school and university education.

Finally, the suggested partnership should be based on the educational, social and economic bases to reform education both at school and higher education levels.

Ahmad Alkhaldeh,

University of Jordan,

Amman

*9 February 2010*

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