

## Curriculum Vitae

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**Prof. Ahmad Alkhawaldh**

Rank: **Professor**

Specialization: **Applied linguistics (TEFL)**

Year rank obtained (2012)

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 Building No. 2, left ground flat

Address: Jordan, Amman, The university of Jordan, Faculty of educational sciences, department of curriculum and instruction

E-mail: [ahmadalkawaldeh2002@yahoo.com](mailto:ahmadalkawaldeh2002@yahoo.com)

Mobile: 00962777484489

- **Distinguished researcher, University of Jordan, 2011**
- **Editor- In- Chief, New ground Research journals**
- **Editorial board member for the International Online Journal of Educational Sciences/ Turkey**
- **Editorial board member for Educational Research and Reviews ( ERR) Journal issued by Academic Journals**
- **Editorial board member for International Journal of Humanities and Social Sciences Research ( Karachi University, Pakistan)**
- **Editorial board member for the International Journal of English literature and culture**
- **Regional editor for European scientific journal**
- **Reviewer for international journals such as ( System Journal and Teaching and Teacher Education Journal, Universal Journal of Educational Journal, Journal of Education and training ( JET) USA ) published by Elsevier**
- **Advisory Board member - AWEJ.org**
- **Chairing international conferences sessions**
- **Received a plaque of gratitude from College of Languages and Translation from Imam University (Kingdom of Saudi Arabia)**
- **Received a plaque of gratitude from European Journal of scientific research**
- **Director of the practicum programme at University of Jordan ( for two terms)**
- **Chair of the Department of Curriculum and Instruction**

- **Vice Dean of the Faculty of Educational Sciences/ University of Jordan**
- **Interviewed by Jordan TV (YoumJadid programme) 22-4-2015**
- **Chairing several committees at the faculty and departmental levels at the faculty of educational sciences such as faculty promotion committee among others.**
- **Chairing the technical committee for the University model school (University of Jordan)**
- عضو مجلس تنمية القوالب البشرية في الجامعة الأردنية
- **Supervision and examination of PhD and M.A theses and dissertations ( University of Jordan, Amman Arab University, Yarmouk university and international Islamic university)**
- **Teaching at graduate and undergraduate levels**
- **Publishing in ISI web of Knowledge journals ( more than 25 articles)**
- **Membership of the International reading Association, USA**
- **Leading a national project with a team of six specialists supported by the Scientific research Fund\ Ministry of higher education/ on the improvement of the reading skill among high ( secondary) school students in Jordan**

## **Areas of research and interest**

Methods of teaching English, Functional grammar, Psycholinguistics, sociolinguistics, teaching literacy skills, EFL curriculum design and evaluation, bilingual/bicultural studies, discourse analysis, lexicography and ESP.

### **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)

## **Ph.D Dissertation**

### **Abstract**

This study attempts to investigate the relationship between theory and practice and the possible tension between them in the initial preparation of student teachers of English in Jordan . Because the purpose the study was to explore the possible tensions between theory and practice in ITP, it was considered important to inquire into the perceptions, views and experiences of those involved .Hence the methodology adopted was qualitative . It involved the use of the following methods: semi-structured interviews with different categories of participants in the initial teacher preparation process .It also drew on classroom observation with interviews, reports written by a number of participants and the analysis of documentary material .Field work took place in the first semester of 1999-2000 based on initial teacher preparation programme for teachers of English at the University of Jordan .

Information ,views and perceptions were sought from all stakeholders in the ITP at the University of Jordan . These included tutors from various contributory departments , co-operating teachers, student teachers and classroom students and others less closely involved such as school supervisors.

Findings indicate the existence of three broad views (approaches or models ) with regard to the initial teacher preparation . One model is based in University education referred to as University –based ITP .The second is based in school referred to as school- based ITP. Finally the most popular view in this study is the partnership model of initial teacher preparation.

The three models emerging from the interviews and supporting evidence are discussed and their implications for future developments in ITP in Jordan considered. The partnership model is proposed as most appropriate of the three.

In light of the partnership model, a set of recommendations are proposed by the author which mainly call for the more explicit linking of theory to practice by the incorporation of practical learning into University study and by revising and restructuring university modules to achieve this . It is also

**recommended that school teachers should be trained in recent teaching methodology as the case of teachers who do not have relevant educational qualifications .It was also advised that co-operating teachers should be trained to act as effective mentors.**

6-Title of M.A. thesis: Dictionary Use Strategies in Reading and Writing in English among Secondary school students in Jordan

### **Experiences**

1. Teacher of English recruited by Ministry of Education between 1983-1995 and worked at different schools in governmental schools (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 to teach English as a foreign language.
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**

**Early 2015 taught courses: Functional grammar and Teaching reading and writing ( M.A.) and models of developing school curriculum (Ph.D) in addition to supervising 9 graduate students.**

**Late 2014 taught courses: Theories of teaching English, English language learning evaluation (M.A) and curriculum policy making ( M.A), Curriculum and teaching issues ( PhD) and Teacher Education (PhD)**

**Recent taught courses at Imam Mohammad Bin Saud University ( Kingdom of Saudi Arabia)**

**Language acquisition and learning and psycholinguistics ( PhD level), sociolinguistics, CALL for linguistics students and teaching methods ( M.A linguistics students) and writing and CALL courses for B.A. students.**

**Courses taught University of Jordan, Amman Arab university ,Islamic Sciences university and Alfaisal Academy, Imam University / kingdom of Saudi Arabia**

Various courses such as methods of teaching English ( M.A TEFL, M.A linguistics and translation) , psycholinguistics ( PhD linguistics), sociolinguistics ( M.A linguistics), language Acquisition ( PhD linguistics), CALL ( M.A linguistics), recent trends in EFL curricula, issues in English language teaching, language learning and teaching methods, teaching EFL writing, 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).

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).

2014/ 2015 Various recent courses include methods of teaching English ( M.A TEFL, M.A linguistics and translation) , psycholinguistics ( PhD linguistics), sociolinguistics ( M.A linguistics), language Acquisition ( PhD linguistics), CALL ( M.A linguistics), EFL teaching methods, functional grammar, language instruction evaluation and teaching reading and writing (M.A TEFL)

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
  - 8- TurkiDiab, Ahmad Khawaldeh and Nils Anderson (1997) Kandidaters (Self-reports). in Praktik&Teori: Texteromdidaktikoachlararutbildning; Nr 1/1997, LundsUniversitet, Sweden.

### **Research articles published in international journals ( from 2007-2011)**

### **Abstracts from published articles**

**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 .....

### **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 PhD and M.A TEFL 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 a PhD dissertation at Yarmouk University
  
- 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.

### **Supervised PhD dissertations from outside University of Jordan**

<b>Title</b>	<b>Student</b>	<b>University</b>
“Interference between mother tongue and English language...”	Mohammad Alabadi	Yarmouk University
“The effect of extensive reading on students’ reading comprehension, vocabulary development.....”	Mohammad Alananzeh	Amman Arab university

Designing a programme based on picture storybook of children's literature and measuring its effect on developing values, communication and problem solving skills at kindergarten stage	Mona Alsmadi	Amman Arab university
The effect of the synthetic and analytic phonics strategies on lower basic stage students' reading and writing skills in the UAE	JehadBani Baker	Amman Arab university

**International articles ( international: 11 articles, national and Arab wide: 10 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
- 8- Publishing six articles in both **European journal of social sciences** and **European journal of scientific research**

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

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

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.

[FindArticles](#) / [Reference](#) / [College Student Journal](#) / [June, 2011](#)

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

**by Ahmad Alkhawaldeh**

This study surveyed the professional needs of a randomly chosen 125 English language teachers from Amman (1st and 2nd) directorates of education.

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

260

### **The Contribution of Reading Comprehension to Writing Skill Development in English among University Students in Jordan**

**Ahmad Alkhawaldeh**

*University of Jordan, Faculty of Educational Sciences*

E-mail: [ahmadalkhawaldeh2002@yahoo.com](mailto:ahmadalkhawaldeh2002@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.

## 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
- Refereeing an article for the Jordan journal for educational sciences published at Yarmouk university.
- Referring an article for the Hebron university in Palestine.

#### Invitation to Arab journals referring

- Refereeing an article for a staff member at Tabouk university/ KSA
- Refereeing an article to Damascus university educational journal
- Refereeing an article on English language learning for Hebron university, Palestine.
- refereeing an article for Dirasat (a refereed Jordanian journal)

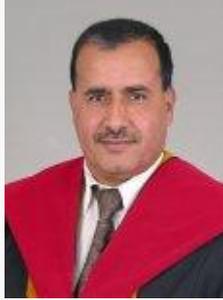
## Invitation to international journals refereeing

<b>Reviewing for Journal name</b>	<b>Publisher</b>	<b>International RANK</b>
Teaching and Teacher Education	Elsevier	ISI
System	Elsevier	ISI
Standard Journal of Educational Research and Essay (SJERE)		International
ERJ		International
Universal Journal of Education and General Studies		International
 <b>iojes</b> International Online Journal of Educational Sciences <a href="http://www.iojes.net">www.iojes.net</a>		International
University of Jordan Dirasat journal		International
<u>Hebron University journal</u>		

<u>Yarmouk university educational journal</u>	<b>International</b>
<u>Damascus university Journals</u>	<u>Regional</u>

### Google Scholar Citations

**Google Scholar**



[تغيير الصورة](#)

## Prof.ahmadalkhawaldeh

university of Jordan, Amman Jordan/ Imam Mohammad university Saudi Arabia, Amman Arab University

[لماذا؟. في انتظار التحقق ju.edu.jo البريد الإلكتروني على](#)

ملفي الشخصي عام



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- ليس هناك مؤلفون مشاركون

	عنوان إضافة	المزيد	عدم راتالاقْتباسات
		1-18	
<input type="checkbox"/>	<u>The effect of EFL reading comprehension on writing achievement among Jordanian eighth grade students</u>	A Alkhalwaldeh	<u>5</u>
		European Journal of Scientific Research 66 (3), 352-365	
<input type="checkbox"/>	<u>The challenges faced by Jordanian English language teachers at Amman 1st and 2nd Directorates of Education</u>	A Alkhalwaldeh	<u>5</u>
		College Student Journal 44 (4), 836	
<input type="checkbox"/>	<u>An evaluation of action pack textbooks as perceived by Jordanian English language supervisors, teachers and students</u>	MAA Karsou	<u>5</u>
		university of jordan	
<input type="checkbox"/>	<u>Pre-service training of English language teachers in Jordan: Difficulties and solutions</u>	A Alkhalwaldeh	<u>2</u>
		European Journal of Social Sciences 26 (1), 98-114	
<input type="checkbox"/>	<u>The Reflections of Jordanian EFL Student Teachers on their Instructional Accomplishments in the Practical Education Programme</u>	AH Alkhalwaldeh	<u>2</u>
		Damascus University Journal 24 (1), 29-58	

	عنوان إضافة	المزيد	عدم ائالاتقتباسات
☐	<a href="#"><u>The EFL Reading Comprehension Challenges Faced by Secondary School Students in Jordan</u></a>	A Alkhalwaldeh	1-18
☐	<a href="#"><u>The professional needs of English language teachers at Amman 1st and 2nd directorates of education</u></a>	A Alkhalwaldeh	1
☐	<a href="#"><u>The views of students enrolled in 102 communication skills courses at the University of Jordan on various aspects of English their language instruction</u></a>	A Alkhalwaldeh	1
☐	<a href="#"><u>The roles and responsibilities of Jordanian teacher trainers in pre-service teacher training</u></a>	A Alkhalwaldeh	-
☐	<a href="#"><u>High School Students' Challenges in English Reading Comprehension in Amman Second Directorate of Education</u></a>	A Alkhalwaldeh	-
☐	<a href="#"><u>Teaching Reading Comprehension in Jordan: Concerns, Challenges, Instructional and Assessment Strategies</u></a>		-

	عنوان إضافة	عدد مرات الاقتباسات المزيد 1-18
	A Alkhalwaldeh Reading Improvement Journal	
<input type="checkbox"/>	<a href="#"><u>EFL Reading Comprehension Interests among Jordanian High School Students and their Relationship with Gender, Achievement Level and Academic Stream</u></a>	A Alkhalwaldeh - European Journal of social sciences 23 (3), 454-465
<input type="checkbox"/>	<a href="#"><u>The Contribution of Reading Comprehension to Writing Skill Development in English among University Students in Jordan</u></a>	A Alkhalwaldeh - European journal of social sciences 25 (2), 260
<input type="checkbox"/>	<a href="#"><u>Freshmen Students' Beliefs about their Pre-University Instruction and First Year University Instruction</u></a>	A Alkhalwaldeh - European Journal of Scientific Research 67 (1), 5-15
<input type="checkbox"/>	<a href="#"><u>The learning styles of Jordanian secondary stage EFL students and the Degree their teachers are Aware of these styles</u></a>	A Al-Omari, Hamza and Alkhalwaldeh - Journal for Education and Psychology 8 (2), 15-33
<input type="checkbox"/>	<a href="#"><u>initial teacher training: who should lead? university or school</u></a>	A Alkhalwaldeh, Ahmad and Qualter - The Educational Journal 18 (72)

	<u>عنوان إضافة</u>
	عدم ائالاقتباسات      المزيد 1-18
<input type="checkbox"/>	<u>Autonomous English language learning of Jordanian EFL pre-service teachers and their mentors</u> A Alkhawaldeh - EDUCATION
<input type="checkbox"/>	<u>English language student teachers as change agents with reference to the practical education programme</u> A Alkhawaldeh - Damascus university educational journal

عرض المزيد

يتم تقدير أعداد التواريخ والاقتباسات وتحديدها تلقائيًا من خلال برنامج كمبيوتر.

تقديم تعليقات البنود الخصوصية مساعدة

**Referring for an international ( ISI ) journal called ' Teaching and Teacher Education' Journal published at Amsterdam in the Netherlands. ( Impact factor 1.545)**

**Teaching and Teacher Education, Reviewer Invitation for TATE-D-12-00512**

Thursday, August 9, 2012 9:07 PM

**From:**

"Teaching and Teacher Education" <tate@elsevier.com>

[Add sender to Contacts](#)

**To:**

ahmadalkhawaldeh2002@yahoo.com

Ms. Ref. No.: TATE-D-12-00512

Title: Teachers Learning from Analysis of Other Teachers' Reading Lessons

Teaching and Teacher Education

Dear ahmad,

Hello. I hope you will consider reviewing the manuscript described below. Given your expertise in this area, I would appreciate your comments on this work. I include an abstract of the manuscript below to provide you with an overview.

If you accept this invitation, your comments will be due by Sep 08, 2012. If you are unable to act as a reviewer at this time, I would greatly appreciate your suggestions for alternate reviewers.

To accept this invitation, please click here:

<http://ees.elsevier.com/tate/l.asp?i=37477&l=7ZU2FW1X>

To decline this invitation, please click here:

<http://ees.elsevier.com/tate/l.asp?i=37476&l=KM2R5K53>

Alternatively, to register your response using the Elsevier Editorial System please do the following:

1. Go to this URL: <http://ees.elsevier.com/tate/>
2. Enter these login details:  
Your username is: ahmadkhawaldeh

If you need to retrieve password details, please go to:  
[http://ees.elsevier.com/tate/automail\\_query.asp](http://ees.elsevier.com/tate/automail_query.asp)

3. Click [Reviewer Login]  
This takes you to the Reviewer Main Menu.
4. Click [New Reviewer Invitations]
5. Click either [Agree to Review] or [Decline to Review]

To assist you in the reviewing process, I am delighted to offer you full access to Scopus\* for 30 days. With Scopus you can search for related articles. You may also use Scopus for your own purposes at any time during the 30-day period. If you already use Scopus at your institute, having this 30 day full access means that you will also be able to access Scopus from home. Access

instructions will follow once you have accepted this invitation to review

\*Scopus is the world's largest abstract and citation database of research information and quality internet sources.

I look forward to hearing from you in the near future.

Yours sincerely,

ML

Mary Lynn Hamilton  
Co-Editor  
Teaching and Teacher Education

ABSTRACT:

An innovative web-based multimedia program was developed to help teachers become more analytic in their thinking about early literacy instruction. Case Studies of Reading Lessons includes questions to guide analysis of reading lessons and contextualizing resources. Eighteen of 59 teachers were interviewed to understand their views of the program as they worked with the case studies in three different conditions. Teachers noticed specific literacy practices, considered broad principles of teaching and learning, found it beneficial to analyze and interpret the practice of other teachers, and some reported making significant changes in their own practices. Questions for further research are identified.

\*\*\*\*\*

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For The Americas: +1 888 834 7287 (toll-free for US & Canadian customers) For

**Reviewing for System - please help the editors**

Thursday, February 7, 2013 6:02 AM

**From:**

"System Journal" <Systemjournal@elsevier.com>

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**No virus threat detected**

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Dear Reviewer

Like all international journals, *System* relies enormously on its reviewers. With increasing levels of submissions (we are now getting about 500-600 a year), we need (1) to allocate papers to reviewers as efficiently as possible, and (2) to recruit new reviewers.

(1) Those of you who have been reviewing for *System* since before 2011 will know that there was previously no need for the editor to have a detailed knowledge or database of individual specialisms, since every abstract went to every reviewer. Within the Elsevier Editorial System, and especially now that we have an Editorial Assistant

Dear Dr. Ahmad Alkhalid

We have received your evaluation form about the manuscript named "Analogous Study of English Linguistic Knowledge between Monolingual and Bilingual Sixth Grade Students".

Thanks for your effort and contributions in this process.

Sincerely yours,

IOJES

Editorial Team

**Invitation to review: UJEGS-13-020**

Tuesday, February 12, 2013 12:33 PM

**From:**

"ujegs@universalresearchjournals.org" <ujegs@universalresearchjournals.org>

[Add sender to Contacts](#)

**To:**

ujegs@universalresearchjournals.org

Universal Journal of Education and General Studies

<http://universalresearchjournals.org/ujegs>

Dear Colleague,

A manuscript titled: **“The Effectiveness of Computerized Cognitive Rehabilitation Program on the Performance of Visual Spatial Working Memory of Students with Reading Problems: An ERPs Study”** was received by us for publication.

We will be highly obliged if you could find time to review the manuscript. Kindly find the abstract below:

## **Abstract**

- Listed among the Editorial board and executive peer reviewers of the international online journal for social sciences

Invitation as speaker in international conferences

**Fwd: Participate as a speaker and engage with educators from all over the world for 2 days at 3rd QS-MAPLE**

Friday, August 10, 2012 4:27 AM

From:

"Marcoms" <marcoms@qs-asia.com>

[Add sender to Contacts](#)

To:

ahmadalkhawaldeh2002@yahoo.com

Thanks Prof Ahmad. Looking forward to your participation.

Regards.

Begin forwarded message:

**From:** <[noreply@qs-email.com](mailto:noreply@qs-email.com)>

**Date:** August 9, 2012 PM 02:06:31 GMT+08:00

**To:** "[marcoms@qs-asia.com](mailto:marcoms@qs-asia.com)" <[marcoms@qs-asia.com](mailto:marcoms@qs-asia.com)>

**Subject: Re: Participate as a speaker and engage with educators from all over the world for 2 days at 3rd QS-MAPLE**

This message has been forwarded to you on behalf of [ahmadalkhawaldeh2002@yahoo.com](mailto:ahmadalkhawaldeh2002@yahoo.com).

This was in response to the following campaign: MAPLE reminder.

Subject: Re: Participate as a speaker and engage with educators from all over the world for 2 days at 3rd QS-MAPLE

-----  
Dear professor

I thank you for the invitation. In the future conferences I may participate and exploit this invitation to participate.

Kind regards

Professor Ahmad Alkhaldeh

University of Jordan

--- On **Mon, 8/6/12**, Mandy Mok<[education@qs-email.com](mailto:education@qs-email.com)> wrote:

From: Mandy Mok<[education@qs-email.com](mailto:education@qs-email.com)>

Subject: Participate as a speaker and engage with educators from all over the world for 2 days at 3rd QS-MAPLE

To: "[ahmadalkhawaldeh2002@yahoo.com](mailto:ahmadalkhawaldeh2002@yahoo.com)" <[ahmadalkhawaldeh2002@yahoo.com](mailto:ahmadalkhawaldeh2002@yahoo.com)>

Date: Monday, August 6, 2012, 8:43 AM

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*Deadline for proposal submission: **1<sup>st</sup> September 2012***

lier email, we would like to invite you to participate as a speaker at our 3<sup>rd</sup> QS-MAPLE cc 7 – 8 May 2013 in the Hyatt Regency Hotel, Johannesburg, South Africa. Many institutio proposals. Join them and submit your proposal now!

peaking at the conference include:

; the opportunity to be part of the distinguished panel of speakers that contribute to the advance

ing your credentials in the industry and promote your institution to worldwide participants

- Networking with key players in the industry and potentially forming valuable partnerships and collaborations
- Gaining instant feedback to your initiatives by sharing details of your work and offering your ideas for group discussion

QS-MAPLE offers the ideal platform for actively engaging university leaders, academics and senior administrators, who all contribute to the conference programme by sharing their experiences, providing case studies of internationalisation and taking part in constructive debate about the internationalisation of students, faculty and the curriculum.

[Visit the website](#)

### What do our previous speakers have to say?

<p><b>Mr Richard Yelland,</b> Head of Education Management and Infrastructure Division (Directorate for Education), OECD, France</p>	<p><b>Dr Mosibudi Mangena,</b> Former Minister of Science and Technology, South Africa</p>	<p><b>Prof Sheng-Tung Huang,</b> Dean, Office of International Affairs, National Taipei University of Technology, Taiwan</p>

### Reminder

**1<sup>st</sup> September 2012** is the proposal submission deadline for 3<sup>rd</sup> QS-MAPLE. Don't miss out on the opportunity to speak at this prestigious conference and engage with educators from all over the world.

[Click here to submit your 150-word abstract and 150-word profile now](#)

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### Invitation to Review SJERE-13-026

Saturday, January 12, 2013 5:01 PM

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Standard Journal of Educational Research and Essay  
<http://standardresearchjournals.org/journals/SJERE>

Standard Journal of Educational Research and Essay (SJERE)

Dear colleague,

A manuscript titled: "REGIONAL LEADERSHIP ROLE of TURKEY for ICDEEEWA." was sent to us for publication.

### INVITATION TO REVIEW MS: ERJ-13-0009.

Sunday, February 3, 2013 10:47 AM

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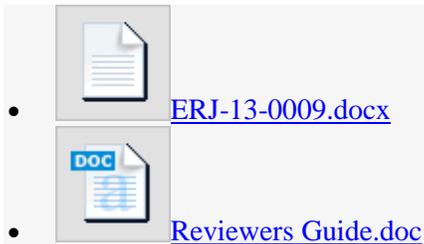
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Dear Colleague,

We received a manuscript titled: **“New strategies and approaches of teaching dynamic assessment (DA) via using reading comprehension to ESL / EFL young university learners”**. I wish to inquire if you can create time to review this manuscript and send it to us within 12 days. Kindly send me an email to acknowledge the receipt of this mail.

Kindly find the abstract below.

### **Abstract**

**A procedure that attempts to modify performance, via examiner assistance, in an effort to understand learning potential, is called dynamic assessment (DA). Dynamic assessment stresses the need for unifying assessment and instruction. So, the teaching of dynamic assessment in classroom requires strategies and approaches which can account for the distinctive meaningful features of it. Moreover, in ESL/ EEL learning situations, the instructors require taking into consideration that the students are non-native speakers of English. Thus, the study and teaching of DA may involve an approach to texts as linguistic resources as well as cultural artifacts. Theoretically, DA posits a qualitatively different way of thinking about assessment from how it is traditionally understood by classroom teachers and researchers. The zone of proximal development (ZPD) by Vygotsky’s research into the development of cognitive functions reveals that process is not a matter of innate abilities growing into a mature state but that it is the emergence of new ways of thinking, acting, and being that result from an individual’s engagement in activities where learners are supported by cultural artifacts and by interactions with others Poehner (2008). In this way, the social environment is**

not merely the stage on which development plays out; it is, in fact, the driving force of development. Initially, the teaching of DA should be concerned with enabling students to experience it, and later to enable them to describe and eventually account for the experience by making critical comments. The definition of DA and the style of presentation and the teaching of it should be concerned with students to experience measurement, and later to enable them to describe and eventually account for the experience by making critical comments. Encouraging debates and discussion on major issues of the text can be initiated by focusing on the fundamental elements of the DA teaching using several tips related to DA (ibid). Finally, we need to find out more about the ways in which tests and other assessments are used. Only through the systematic exploration of such questions will it eventually be possible to improve the quality of teaching DA data that language assessments provide. Relatively, this pedagogical approach has come to be known as Dynamic Assessment. So, the focus of this paper is on the implementation of DA materials and texts in reading comprehension in ESL/EFL young English learners in classroom setting([www.finchpark.com/afe/w.htm](http://www.finchpark.com/afe/w.htm) - ).

**Key words:** Dynamic Assessment, reading comprehension in ESL/EFL, sociocultural theory of mind, teaching dynamic assessment, the zone of proximal development, young learners

Find attached the article and the reviewer's guide

I am looking forward to hearing from you.

Best regards,

Kenneth Williams  
Editorial Officer

#### **Promotion committee membership**

- participating in a committee to promote two staff members in English language education in an Arab university to the rank of an associate professor ( Alguds open university)
- 

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 is supported by Ministry of higher education research fund 2011.

## **Distinguished Teacher award evaluation**

- Acting as an assessor for Queen Rania Teacher's award 2011

## **Awarded the Distinguished researcher award, 2011**

- Received distinguished researcher at University of Jordan for the academic year 2011

## **Chairing international conferences sessions**

Invited to chair a session at ICEIM-2012 Istanbul

Sunday, May 13, 2012 12:25 PM

**From:**

"iceim2012@ifrnd.org" <iceim2012@ifrnd.org>

[Add sender to Contacts](#)

**To:**

"Ahmad Alkhalwaldeh" [ahmadalkhalwaldeh2002@yahoo.com](mailto:ahmadalkhalwaldeh2002@yahoo.com)

Dear Prof thank you very much for your interest and submission(s) to ICEIM-2012. We are in the process of finalizing conference program which will be uploaded in coming week. we need your consent to chair one of the session of the conference. Please email us your consent.

If you have any questions or need further assistance please feel free to contact us anytime.

We look forward to welcome you in the ICEIM 2012 Istanbul, Turkey.

<http://www.ifrnd.org/>

Sincerely Yours,

Prof Dr K R Rao

### **Writing on 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.

**Invitation for review for an international (ISI) journal**

**(System) journal**