# *Curriculum Vitae*

Name            **:  Adel Ibrahim Awad El-Banna**

Position        :  Prof. Emeritus of Curriculum, EFL Language Teaching and Testing

Nationality     :  Egyptian

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Passport No.  : A03122872.

## Education:

**1. Ph.D. (1983)**       :  **"Teaching English as a Foreign Language",** University of Tanta, Egypt.

**2. M.A. (1980)**        :  **"Teaching English as a Foreign Language",** University of Tanta, Egypt. Final Comprehensive Grade "**Excellent**"

**3. M.Sc. (1982)**       :  **Bilingual/Bicultural Education.** Fordham

University, New York, U.S.A. Final Comprehensive Grade (**GPA = 4.00**).

**4. Special Diploma (1977)**: **"Teaching English as a Foreign Language" & Psychology,** University of Tanta, Egypt. General Grade (**Very Good**)".

**5. B.A. (1975)** : **English and Education,** University of Tanta, Egypt. General Grade "**Very Good".**

## Job Gradation:

1. **Prof. Emeritus of Curriculum & TEFL (2013-present):** University of Kafr El-Sheikh, Egypt. Teaching ESP courses, teaching courses in TEFL, teaching courses to English Department candidates and conducting research in the field.

2. **Prof. of Curriculum & TEFL (1995-present):** University of Tanta, Egypt. Teaching ESP courses, teaching courses in TEFL, teaching courses to English Department candidates and conducting research in the field.

3. **Associate Prof. of Curriculum & TEFL (1989-1995):** University of Tanta, Egypt. Teaching courses in TEFL, teaching courses to English Department candidates and conducting research in the field.

4. **Lecturer of Curriculum and TEFL (1983-1989):** University of Tanta, Egypt. Teaching courses in TEFL, teaching ESP courses, teaching courses to English department candidates and conducting research in the field.

5. **Assistant lecturer of TEFL (1980-1983)":** University of Tanta, Egypt. Teaching ESP courses, teaching courses to English department candidates and supervising EFL student-teachers in practice teaching.

6. **Demonstrator of TEFL (1975-1980):** University of Tanta, Egypt., Teaching ESP courses, and supervising EFL student-teachers.

**Thesis and Researches:**

- Different Techniques Of Teaching Reading Comprehension In English In The Secondary Stage (An Experimental Study). (1980). *An M.Ed. Thesis*.

Supervised by:

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|---|---|
| Prof. Dr Fouad Soliman Keladah | Associat Prof. Awatef Aly Shoair |
| TEFL Teaching and Testing | TEFL Teaching and Testing |
| Faculty of Education – Tanta University | Faculty of Education – Mansoura University |

- Designing A General Proficiency English Test To Be Used As A Basis For Acceptance Among Candidates To The English Department. (1983). *A Ph. D. Dissertation*.

Supervised by:

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| Prof. Dr Fouad Soliman Keladah | Associat Prof. Awatef Aly Shoair |
| TEFL Teaching and Testing | TEFL Teaching and Testing |
| Faculty of Education – Tanta University | Faculty of Education – Mansoura University |

## Published Research Works

- Deductive versus Inductive Teaching of Grammar: An Experimental Investigation. (1985). ED299824.

- The Development and Validation of a Multiple-Choice Cloze Test for Non-Native College Freshmen. (1986). ED302083.

- English Language Proficiency Levels among Non-Native EFL Teachers: An Exploratory Investigation. (1987). ED299823.

- Language Anxiety and Language Proficiency among EFL/ESL Learners at University Level: An Exploratory Investigation. (1989). ED308698.

- A Study of ESL Student-Teachers' Language Proficiency Levels in Some Faculties of Education. (1990). ED323791.

- The Development and Validation of a Multiple-Choice Translation Test for ESL College Freshmen. (1993). ED374661.

- The Effect of Formal Grammar Teaching on the Improvement of ESL Learners' Writing: An Experimental Study. (1994). ED374660.
- "The Effect of Computer-Assisted Language Learning Morphology on Developing EFL Prospective Teachers' Writing Skills", *Studies in Curriculum and Instruction*, No. 189. pp. 40 – 74. December (2012).
- "The Development of Some Writing Sub-skills and Its Relationship to Computer-Assisted Language Learning English Syntax: An Experimental Study", *Studies in Curriculum and Instruction*, No. 193. pp. 31 – 57. April (2013).
- Machine Translation as a Model for Overcoming Some Common Errors in English-into-Arabic Translation among EFL University Freshmen. (2016). ED580942.
- "General Secondary Certificate English Language Scores as a Predictor of Prospective Pharmacists' EFL Achievement", *Studies in Curriculum and Instruction*, No. 243. pp.1 – 21. March, (2019).

## Published Books

- *A Remedial Eclectic CALL Program for Grammar Development*. LAMBERT Academic Publishing (LAP), Saarbrücken, Germany. **(ISBN: 978-3-8473-3214-5)**. December 30, 2011.

## Teaching Experiences:

\*    Teaching courses in TEFL (1983-present).

\*    Teaching ESP courses (1983-present).

\*    Teaching courses to English department candidates: Essay writing, Reading Comprehension, Phonetics, Grammar and Translation for Non-specialist EFL learners (1983-present).

\*    Teaching ESP courses to post-graduate students at Tanta Faculty of Education, Tanta University (1983-present).

* Teaching language courses: elementary, intermediate and advanced, public service programme, Faculty of Education, Tanta University, 1979-1985.
* Teaching an ESP course to undergraduate social works students, Higher Institute of Social work at Kafr El-Sheikh, 1983-present.
* Teaching an ESP course to post graduate students, Higher Institute of Social Work at Kafr El-Sheikh, 2001-present.
* Teaching language courses to MA, M.Sc. and Ph.D. candidates, Faculty of Education, Tanta University, 1983-1985.
* Teaching ESP Courses at Imam Mohamed Ibn Saud Islamic University, Faculty of Arabic and Social Sciences at Qassim, 1986-1991.
* Teaching ESP courses and TEFL courses to under and post graduate candidates, Faculty of Education at Kafr El-Sheikh, 1992-present.
* Teaching language courses: Essay Writing, Reading Comprehension, Grammar, Translation, Conversation, Listening and General Linguistics, to English Department candidates, 1992-present.
* Teaching curriculum courses to under and post graduate candidates, Faculty of Education at Kafr El-Sheikh, 1983-present.
* At present, Teaching language courses to English Department candidates and ESP Courses to Mass Media Department candidates at the Faculty of Arts at Kafr El-Sheikh.
* Teaching ESP Courses to under and post graduate candidates, the Faculty of Agriculture at Kafr El-Sheikh.
* Teaching ESP Courses to the Faculty of Arabic and Islamic Studies – Al-Azhar University Branch at Kafr El-Sheikh.

* Teaching the Mass Media Translation and Readings in a Foreign Language courses for second year undergraduates at the Faculty of Specific Education, Kafr El-Sheikh University.

* Teaching ESP Courses at the Higher Institute of Computer Science at Kafr El-Sheikh.

* Teaching ESP Courses at the Higher Institute of Engineering and Technology at Kafr El-Sheikh.

* Teaching applied courses: Applied Linguistics and Discourse Analysis.

* Teaching three Intensive Language Programs held by Kafr El-Sheikh University for Master and Ph. D. candidates from different colleges:

  - First Intensive Language Program: July 7th – August 8th, 2007.
  - Second Intensive Language Program: February 26th – March 30th, 2008.
  - Third Intensive Language Program: August 10th – September 10th, 2008.

**<u>Administrative Positions:</u>**

1. Vice-Chairman, Department of English, Imam Mohamed Ibn Saud Islamic University at Qassim, 1987-1989.

2. Head, Department of English Imam Mohamed Ibn Saud Islamic University at Qassim, 1989-1991.

3. Head, Department of Curriculum & Methods of Teaching, Faculty of Education, Tanta University, Kafr El-Sheikh Branch, 18/8/1992-7/8/1998; 16/9/2003-4/10/2006; 4/10/2006-16/9/2009 and 18/12/2011- 13/3/2013.

4. Vice-Dean for Post-Graduate Studies, Tanta University, Faculty of Education, Kafr El-Sheikh Branch, 1996-2002.

5. Acting Dean, Faculty of Education, Tanta University, Kafr El-Sheikh Branch, from 15/5/1999 to 20/5/1999; from 28/10/1999 to 6/11/1999; from 21/4/2001 to 28/4/2001; and from 7/11/2001 to 16/11/2001.

6.  Head Department of Foreign Languages, Faculty of Education, Tanta University, Kafr El-Sheikh Branch, 1998-2002.

7.  Director of Public Service Center for Computer Science and Language Teaching, Faculty of Education, Tanta University, Kafr El-Sheikh Branch, 2001-2013.

8.  Chairman of Cultural Affairs Committee, Faculty of Education, Tanta University, Kafr El-Sheikh Branch, 1996-present.

9.  Head Department of Educational and Psychological Sciences, Faculty of Specific Education, 21/8/2006-September, 2009.

**Membership in Professional Societies:**

a.  Member of the Egyptian Society for Curriculum and Methods of Teaching.

b.  Ex-member of Teachers of English to Speakers of Other Languages "TESOL".

c.  Ex-member of Educational Leadership.

d.  Judge in Permanent Scientific Committee for Assistant Prof. and Professors' Promotion.

e.  Member of *The Association of Arab Educators (A. A. E.)* from, 2017 up to the present. (*Membership No.*).

f.  Member of the Counseling Board Jury of *The Association of Arab Educators (A. A. E.)* in Banha from January, 2017 up to the present.

g.  A peer reviewer of the *Teacher Education and Curriculum Studies Journal* issued by *Science Publishing Group (Science PG)* in New York from January, 2021 up to the present.

**Fellowships:**

a.  Peace Fellow "Programme for Egypt", 1980-1982.

**Workshops, Conferences and Conventions:**

* Member of the Maculaitis Assessment Program (MAC) for Non-Native speakers of English in Grades K-12, Newark, New Jersey, the U.S.A., 1980-1982.

* Attended the TESOL'81 Summer Institute (TESOL, TEFL and Linguistics), Columbia University, Teachers College, New York, the U.S.A., July 6th to Aug. 14th, 1981.

* Attended the TESOL'82 convention (TESOL, TEFL, Linguistics and Language Testing), Honolulu, Hawaii, the U.S.A., May 1st – 6th, 1982.

* Attended the 5th National Symposium on ELT in Egypt, 26th – 28th March, Ain Shams University, 1985.

* Attended the 6th National Symposium on ELT in Egypt, 25th – 27th March, Suez Canal University, Ismailia Campus, 1986.

* Attended the 13th National Symposium on ELT in Egypt, Ain Shams University, March 13th – April 1st, 1993.

* Attended the 14th National Symposium on ELT in Egypt, Ain Shams University, April 9th – 11th, 1994.

* Attended the 1994 First Professional Enhancement Seminar in Alexandria, May 12th, 1994 Sponsored by Binational Fulbright Commission.

* Attended the 1st Symposium for Educational and Psychological Sciences, Tanta University, Kafr El-Sheikh Faculty of Education, Feb., 5-7, 1994.

* Attended Fulbright Summer Enrichment Institute at State University of New York at Buffalo's Graduate School of Education, Buffalo, New York the U.S.A., July 7th – August 20th, 1994.

* Attended the 1995 Second Professional Enhancement Seminar in Cairo, March 15th and 16th, Sponsored by Fulbright, 1995.

* Attended the 15$^{th}$ National Symposium on ELT in Egypt, Ain Shams University Guest House, April 4$^{th}$ – 6$^{th}$, 1995.

* Attended the 2$^{nd}$ Symposium for Educational and Psychological Sciences, Tanta University, Kafr El-Sheikh Faculty of Education, Oct., 14-16, 1995.

* Attended the 8$^{th}$ Symposium of Egyptian Society for Curriculum and Methods of Teaching, Ain Shams University, Guest House Faculty of Education, Sept. 25-26, 1996.

* Attended the 3$^{rd}$ Symposium for Educational And Psychological Sciences: Tanta University, Kafr El-Sheikh Branch, April 13$^{th}$, 14$^{th}$, 1997.

* Attended the 9$^{th}$ Symposium of Egyptian Society for Curriculum and Methods of Teaching, Ain Shams University, Guest House, July 29-31, 1997.

* Attended Cairo 3$^{rd}$ Symposium for Integrated English Language Programe (IELP II), April 18$^{th}$-19$^{th}$, 2001.

* Attended a Symposium on: English Language Teaching in Egypt, Ain Shams University Guest House, April 22$^{nd}$ – 24$^{th}$, 2002.

* Attended 14$^{th}$ Symposium of Egyptian Society for Curriculum and Methods of Teaching, Ain Shams University Guest House, July 24$^{th}$ – 25$^{th}$, 2002.

* Attended a conference on: Curricula of General Education between Reality and the Requirements of the Third Millennium. Annual Academic Conference, Faculty of Education, Mansoura, March 25 – 26$^{th}$, 2003.

* Attended a workshop: Faculties of Education Reform Program on Tuesday, May 24$^{th}$, 2005.

* Attended Intel Program: Teach to the Future, Faculty of Education in Kafr El-Sheikh, 3rd – 8th May, 2008.

* Attended a workshop on *Strategic Planning* in the context of the Quality Assurance and Accreditation Project (QAAP) at the Faculty of Education in Kafr El-Sheikh on Monday, September 7th, 2009.

* Attended a workshop on *E-learning* in the context of the Quality Assurance and Accreditation Project (QAAP) at the Faculty of Education in Kafr El-Sheikh on Saturday, October 4th, 2009.

✶ A member of the Academic Committee of the Conference on: Quality of Life as an Investment of Educational and Psychological Sciences – The Seventh Conference of the Faculty of Education at Kafr El-Sheikh University, 13 – 14 / 4 / 2010.

✶ A member of the Academic Committee of the Conference on: Faculties of Education and Permanent Human Development – The Eighth Conference of the Faculty of Education at Kafr El-Sheikh University, 13 – 14 / 4 / 2011.

✶ Participated in the proceedings of the Fourteenth Symposium of the Department of Education Foundations, Faculty of Education, Kafr El-Sheikh University; entitled: **The Future of Educational Change after January Revolution (Basics, Priorities and Requirements)** held on Wednesday, March 14, 2012.

✶ Attended a workshop on **Academic Course Moodle and Using Google Scholar** at Kafr El-Sheikh University on February 19, 2013.

✶ Attended a training course on TOT at the Development and Information Centre at Kafr El-Sheikh University from 23rd to 26th of February, 2013.

✶ Participated in the proceedings of the fifteenth Foundations of Education Department symposium of **"A Teacher and Third**

**Millennium Challenges: Opportunities and Choices"** held at the Faculty of Education, Kafr El-Sheikh University on Wednesday, March 13th, 2013.

✶ Attended the second Comparative Education Department symposium of "**The Higher Education Systems in the Competition Age**" held at the Faculty of Education, Kafr El-Sheikh University on Tuesday, April 23rd, 2013.

✶ A member of the Academic Committee of the Conference on: **Higher Education (Social and Psychological Safety)** – The tenth (First International) Conference of the Faculty of Education at Kafr El-Sheikh University, 9 – 10 / 12 / 2014.

✶ Participated in the proceedings of the Conference on: **Education and Bringing up a New Egyptian Human Being in the Light of Egypt's Strategic Plan 2030** – The eleventh (Second International) Conference of the Faculty of Education at Kafr El-Sheikh University, 8 – 9 / 11 / 2016.

✶ Attended a workshop on How to Use EKB Facilities (1) at Development and Information Centre – Kafr El-Sheikh University, 21 – 22 / 3 / 2017.

✶ Attended a workshop on How to Use EKB Facilities (2) at Development and Information Centre – Kafr El-Sheikh University, 30 – 31 / 10 / 2017.

✶ Participated in the twentieth Foundations of Education Department Symposium of **"Education Reform in Egypt: From Where? To Where?"** held at the Faculty of Education, Kafr El-Sheikh University on Wednesday, March 14th, 2018.

✴ Attended a Symposium on "**People with Special Difficulties: Who are they? What do they want?**" at the Faculty of Education, Kafr El-Sheikh University on Sunday, April 15th, 2018.

✴ A member of the Scientific Committee of the Conference on: **Creativity and Technological Innovations and Their Roles in Developing the Specific Education to Achieve Sustainable Development** – The second International Conference of the Faculty of Specific Education at Kafr El-Sheikh University, Hurghada, 6 – 9 / 10 / 2019.

✴ Participated in the proceedings of the Conference on: **i-Teach: Humachine in English Language Teaching** – The thirty-sixth International Conference of the Center for Developing English Language Teaching (CDELT) at Ain Shams Faculty of Education Theatre, 2 – 3 / 11 / 2019.

**Academic and Societal Activities:**

✴ Head of the Elective Council of electing Kafr El-Sheikh University Chancellor (September, 2011).

✴ A supervisor of Kafr El-Sheikh University English Version Website (2010 – 2011).

✴ A member of the Committee devoted to examine the candidates' papers and test them in the context of the Information Technology System Development Project jobs at Kafr El-Sheikh University (January, 2012).

✴ A member of the Organizational Skeleton Criterion Evaluation and Development Committee at the Faculty of Education, Kafr El-Sheikh University in the context of obtaining the CIQAP (February – March, 2012).

✴ A member of the Jury that evaluated the best theses and dissertations in 2007 at Mansoura University, Egypt.

✴ A certified TOT at Kafr El-Sheikh University.

✴ A member of the Listening Committee of Linguistics to employ lecturers at the English Department, Faculty of Education, Damanhur University (March 30, 2016).

✴ A principal representative in the Committee of Nominating a Dean for the Faculty of Education, Kafr El-Sheikh University according to the Ministerial Decision No. 5163; issued by the Minister of Higher Education, Academic Research and Head of University Supreme Council on 18/10/2016.

# RESEARCH WORKS

| No. | Research Tittle | Place of Publication | Date of Publication |
|---|---|---|---|
| 1. | **English Language Proficiency Levels Among Non-Native Teachers of English as a Foreign Language: An Exploratory Investigation.** | *ERIC Clearinghouse on Languages and Linguistics, The Center for Applied Linguistics, Washington D.C.: U.S.A.* | Mar., 1989 |
| 2. | **Deductive Versus Inductive Teaching of Grammar: An Experimental Study.** | *ERIC Clearinghouse on Languages and Linguistics, The Center for Applied Linguistics, Washington D.C.: U.S.A.* | Mar., 1989 |
| 3. | **The Development and Validation of a Multiple-Choice Cloze Test for EFL College Freshmen** | *Journal of Research in Education and Psychology. Faculty of Education, Minia University* | July, 1988 |
| 4. | **ESL Learners' Attitudes Toward the Cloze Procedures as a Measure of English Language Proficiency.** | *Journal of Research in Education and Psychology. Faculty of Education, Minia University* | Jan., 1989 |
| 5. | **The Development of Linguistic Performance among Prospective FFL Teachers: A Longitudinal Study.** | *Journal of the Faculty of Education at Damietta, Mansoura University* | June, 1988 |

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|---|---|---|
| 6. **Language Anxiety and Language Proficiency among EFL/ESL learners at University Level: An Exploratory Investigation.** | *ERIC Clearinghouse on Languages and Linguistics. The Center for Applied Linguistics, Washington D.C.: U.S.A.* | Dec., 1989 |
| 7. **A Study of ESL Student-Teachers' Language Proficiency Levels In Some Faculties Of Education** | *ERIC Clearinghouse on Languages and Linguistics, The Center for Applied Linguistics, Washington D.C.: U.S.A.* | Mar., 1991 |
| 8. **Impact of Creativity and Intelligence on ESL Learners' Language Performance.** | *Journal of Educational Sciences, South Valley University, Faculty of Education at Qena.* | Nov., 1994 |
| 9. **The Development and Validation of a Multiple-Choice Cloze Test of Translation for College Freshmen** | *ERIC Clearinghouse on Languages and Linguistics., The Center for Applied Linguistics Washington D.C.: U.S.A.* | Feb., 1995 |
| 10. **The Effect of Formal Grammar Teaching on the Improvement of ESL Learners' Writing: An Experimental Study.** | *ERIC Clearinghouse on Languages and Linguistics. The Center for Applied Linguistics Washington, D.C.: U.S.A.* | Feb., 1995 |
| 11. **The Relationship between Creativity and Translation: An Exploratory Investigation.** | *CDELT's, Occasional Papers, in the Development of English Language Education, Ain Shams University, Vol. 20, Spring, 1995* | April, 1995 |

# Abstracts

# of

# Research

# Works

**By**

**Adel-Ibrahim El-Banna, Ph.D.**

Prof. of TEFL

*Faculty of Education,*

*Tanta University*

*Kafr El-Sheikh Branch*

# ENGLISH LANGUAGE PROFICIENCY LEVELS AMONG NON-NATIVE TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE: AN EXPLORATORY INVESTIGATION

**Adel I. El-Banna, Ph.D.**

*Tanta University, Faculty of Education*

## ABSTRACT

The present investigation was conducted in an attempt to measure the English language proficiency of three groups of non-native teachers of English as a specialist EFL teachers and senior prospective EFL teachers in an English department. Comparisons were made to determine whether there were differences between the English proficiencies of the three groups. Comparisons were also made between the reading and writing proficiencies of the three groups. In addition, the reading sub-skills, and writing sub-skills of the three groups were investigated. An attempt was made to determine effect and interaction between EFL teachers experience, sex, specialization and language proficiency, reading proficiency and writing proficiency. The Five-Skill Language Proficiency Test of Reading Comprehension and the Five-Skill Writing proficiency Test were administered in 1986, to a sample including 208 non-native EFL teachers. One Way Analysis of Variance, a 2 x 2 x 2 Analysis of Variance, the t-Test for independent groups and the t-Test for equal numbers were performed on the data. Research findings revealed significant differences between the three groups. Prospective EFL teachers outperformed both specialists and non-specialist EFL teachers in the general English Language level and in reading proficiency level, whereas specialist EFL teachers were superior to both prospective EFL teachers and non-specialists in writing proficiency level, and non-specialists came last in their general language proficiency, reading proficiency and writing proficiency. No effects were found for a teacher's specialization and English language proficiency. No interactions

were disclosed. On the basis of the findings, it is recommended that all teachers of English as a foreign language must receive formal training, and Faculties of Education must ensure that licensees posses particular competencies in the language before being allowed to practice the profession (32 Tables are included).

# DEDUCTIVE VERSUS INDUCTIVE TEACHING OF GRAMMAR: AN EXPERIMENTAL INVESTIGATION

**Adel I. El-Banna, Ph.D.**

*Tanta University, Faculty of Education*

## ABSTRACT

The present experimental investigation was designed to study the effectiveness of deductive and inductive approaches, the impact of general intelligence, verbal ability and thinking ability on the teaching of grammar, and to study differences between males and females when taught by the two approaches. Interactions between approaches and sex; approaches and verbal ability; and approaches and thinking ability were also investigated. Tanta University Language Proficiency Test of English Syntax, Test of Primary Intellectual Abilities and Test of High Intelligence were administered in 1985, to 259 subjects, 116 males and 143 females enrolled in the Faculty of Education at Kafr El-Sheikh. The experimental groups were taught an intensive course in English grammar and teaching the experimental groups lasted for seven weeks. A 2 x 2 Analysis of Variance, the t-Test for Independent groups, simple coefficients of correlation and partial coefficients of correlations were performed on the data. Research findings disclosed no significant differences between the deductive and the inductive approaches. However, significant differences were revealed between students with high general intelligence and those with low general intelligence in favour of students of high general intelligence; significant differences were also found between students with high verbal ability and those with low verbal ability in favour of students of high verbal ability; and significant differences were revealed between students of high thinking ability and those with low thinking ability in favour of students of high thinking ability. Significant differences were also indicated between males and females. No significant interactions were disclosed between the two

approaches and general intelligence, verbal ability, and sex. Significant interaction, however, was found between the two approaches and thinking ability. On the basis of the findings, it is recommended that any steps taken to teach the grammatical structures of the language should not be limited to utilizing either a deductive or an inductive approach but rather making use of both approaches as the occasion would seems to demand. (10 Tables are included).

# THE DEVELOPMENT AND VALIDATION OF A MULTIPLE-CHOICE CLOZE TEST FOR EFL COLLEGE FRESHMEN

**Adel I. El-Banna, Ph.D.**

*Tanta University, Faculty of Education*

## ABSTRACT

This study presents the different procedures of developing and validating a multiple-choice cloze test to be used for quick placement of EFL college freshmen. This kind of test is a modified cloze test which overcomes some of the problems of Taylor's original cloze test. In addition, it reduces anxiety level on the part of the learners, and can be machine scored. The development of the multiple-choice cloze test had undergone different steps which can be summarized as follows: 1) Text selection; 2) determining deletion rate; 3) administering the test following Taylor's original cloze,; and 4) scoring the test. The pilot test was administered to 376 first year college freshmen at Tanta, Mansoura, and Kafr El-Sheikh Faculties of Education in Nov., 1984. The purpose of the pilot administration was to obtain the necessary distractors with the aim of utilizing them in the final form of the multiple-choice cloze test. The final form of the MCC was administered to 95 first year college freshmen in Jan., 1985 at Tanta and Kafr El-Sheikh Faculties of Education. The purpose of the experimental test was to collect item analysis data; calculate test validity; test reliability and determine test optimum time limit. The test validity was achieved through using point-biserial correlation; the test reliability was calculated through using Kuder-Richardson 21; the test items' reliability was achieved through employing modal probability and item analysis data were also obtained. In closing, the test validity, test reliability and test item analysis data show that the test as a whole provides good assessment of EFL learners' general language ability. In other words, scores obtained on the entire test seem to be

good indicator of EFL learners' general English language proficiency level. (4 Tables are included).

# ESL LEARNERS' ATTITUDES TOWARD THE CLOZE PROCEDURE AS A MEASURE OF ENGLISH LANGUAGE PROFICIENCY

**Adel I. El-Banna, Ph.D.**

*Tanta University, Faculty of Education*

## ABSTRACT

This paper reports an exploratory investigation which was designed to study ESL learners' attitudes toward the cloze test as a measure of English language proficiency. Firstly the main question investigated was to know whether or not the cloze test is anxiety-provoking, a difficult test, and whether or not ESL learners preferred the multiple-choice test to the cloze test. Secondly, the author wanted to know if ESL learner's' performance on these two tests is affected by their attitudes toward these two different types of tests. Thirdly, the attitudes of ESL learners toward both the cloze and the multiple-choice tests regardless of their differing grade levels was of particular interest to the author. In 1986, Tanta University English Language Proficiency Test (multiple-choice) and a cloze Test developed by the author were administered to 624 ESL subjects enrolled in the English Department at Kafr El-Sheikh and Tanta Faculties of Education. The Chi Square, Statistical Significance of Differences for Independent Samples, and the t-Test for Independent Samples were performed on the data. The Chi Square indicated that the cloze test is anxiety-provoking, a difficulty test, and that all most ESL subjects favoured the multiple-choice test over the cloze. Results of differences between correlated proportions revealed that the cloze test caused more anxiety to a larger sample size than that caused by the multiple-choice test. Results also showed that anxiety caused by the cloze exceeded its difficulty to the sample used, and most ESL subjects favoured taking the multiple-choice test as a measure of English language proficiency. The t-Test disclosed significant differences in ESL subjects' performance on the two tests employed in the study. The performance of ESL subjects who reported

that the cloze test is not anxiety-provoking, is not difficult, and favoured the multiple-choice was higher than that of ESL subjects who acknowledged otherwise. Significant differences were revealed in ESL subjects' attitudes toward both the cloze and the multiple-choice test regardless of their grade levels. However, insignificant differences were indicated in ESL subjects' performance and attitudes. Discussion of the results embraces possible reasons for the findings (14 Tables are included).

# THE DEVELOPMENT OF LINGUISTIC PERFORMANCE AMONG PROSPECTIVE EFL TEACHERS:
# A LONGITUDINAL STUDY

**Adel I. El-Banna, Ph.D.**

*Tanta University, Faculty of Education*

## ABSTRACT

The present  study was intended as a longitudinal study; its primary purpose was to evaluate prospective EFL teachers' general linguistic performance over a three year period. The linguistic performance of the sample used was also studied in terms of five reading comprehension skills. Of particular concern was the question of differences between males and females. The sample employed in this study consisted of 32 subjects (11 males and 21 females) majoring in English at Kafr El-Sheikh Faculty of Education. Tanta University English Language Proficiency Test was administered to the same individuals over a three year period. One Way Analysis of Variance, Newman-Keuls Test and the t-Test were performed on the data. Research findings disclosed significant differences in prospective EFL teachers' linguistic performance over the three year period in both general linguistic performance and linguistic performance in terms of the five reading skills under study. No significant differences, however, were found in their performance during the year 1984-85. No significant differences were revealed between sexes. It is recommended that language courses offered to prospective EFL teachers be reviewed or adapted so as to help develop prospective EFL teachers linguistic performance and not to mention their reading skills (13 Tables are included).

# LANGUAGE ANXIETY AND LANGUAGE PROFICIENCY AMONG EFL/ESL LEARNERS AT UNIVERSITY LEVEL: AN EXPLORATORY INVESTIGATION

**Adel I. El-Banna, Ph.D.**

*Tanta University, Faculty of Education*

## ABSTRACT

The present research work was intended as an exploratory investigation which was designed to study EFL and ESL learners' language anxiety and language proficiency level. More specifically, its purposes were 1) to determine the extent to which levels of English language anxiety differ as a function of sex and learners' specialization; 2) to study interaction between sex and academic specialization in language testing anxiety; 3) to know whether or not EFL/ESL learners' language proficiency level is influenced by EFL/ESL learner's language anxiety level; and 4) to investigate the relationship between EFL/ESL learners' language anxiety test scores and language proficiency test scores. The Test Anxiety Inventory, Tanta University English Language Proficiency Test for College Freshmen, and Tanta University English Proficiency Test of English Syntax were administered to a total sample of 731 college EFL/ESL learners at Kafr El-Sheikh, Tanta, Mansoura, Alexandria, and Ain Shams Faculties of Education in 1986. The data obtained were subjected to some statistical procedures. These were: Two Way Analysis of Variance, Newman-Keuls Test, the t-Test for Independent Samples, and Pearson's Correlation Coefficients. Research findings disclosed significant differences between male EFL/ESL learners and female EFL/ESL learners in language anxiety in favour of the latter. Significant differences were also revealed between ESL learners and EFL learners in language anxiety in favour of the latter. Results indicated significant interaction between sex and specialization in language anxiety. EFL/ESL learners with high language anxiety levels tended to do poorly on language tests

whereas EFL/ESL learners with low language anxiety level seemed to perform successfully on the language tests used. Finally, Pearson's Correlation Coefficients for language anxiety tests scores and language proficiency test scores were negative as well as weak. Discussion of the results includes possible reasons for the findings. (5 Tables are included).

# A STUDY OF ESL STUDENT-TEACHERS' LANGUAGE PROFICIENCY LEVELS IN SOME FACULTIES OF EDUCATION

**Adel I. El-Banna, Ph.D.**

*Tanta University, Faculty of Education*

## ABSTRACT

This study was carried out in an attempt to determine the English language proficiency level of ESL student-teachers in some Faculties of Education. Comparisons were made between the different Faculties in English language proficiency levels. Comparisons were also made between ESL student-teachers on the basis of grade level and sex. Interactions were studied, too. Tanta University English Language Proficiency Test was administered to 932 subjects 347 male and 585 female ESL student-teachers enrolled in the English Departments in the participating Faculties. A 5 x 2 x 2 Analysis of Variance and Newman-Keuls Test were performed on the data. Research results revealed significant differences between the different Faculties in differences were also disclosed between grades. However, no significant differences were indicated between males and females. The results also revealed significant interaction between Faculties and grades, grade and sex, sand among Faculty, grade, sex and English language proficiency level. No interaction was found between Faculty and sex. On the basis of the findings, it is recommended that steps be taken to improve the English preparation of EFL/ESL student-teachers. Regional Faculties of Education must try hard to select the better qualified applicants, and not to admit everyone who applies to the English departments. The Ministry of Higher Education together with University Boards have to make sure that courses offered to EFL/ESL candidates are adequate both in quantity and quality to produce the most proficient EFL/ESL teachers. (6 Tables are included).

# IMPACT OF CREATIVITY AND INTELLIGENCE ON ESL LEARNERS' LANGUAGE PERFORMANCE

**Adel I. El-Banna, Ph.D.**

*Tanta University, Faculty of Education, Kafr El-Sheikh Branch*

## ABSTRACT

The present study was designed in an attempt to investigate the effect of creativity and intelligence on ESL learners' performance in the language. Correlation coefficients between creativity and language performance, between intelligence and language performance, and between creativity and intelligence and language performance, and between creativity and intelligence were studied. Differences in language performance among ESL subjects were investigated on the basis of creativity and intelligence test scores. Sex differences among ESL subjects in both creativity and intelligence were studied. In addition, the relative significance of each of the measures of creative thinking and IQ on language performance was investigated. Torrrance Test of Creative Thinking: Figural Form A, a Standard Cloze Test, a Multiple-Choice Cloze Test and Test of High Intelligence were administered in 1994 to a sample including 121 undergraduate ESL subjects males (N = 52) and females (N = 69) majoring in English at Kafr El-Sheikh Faculty of Education. Pearson's Correlation Coefficients, ANOVA and Scheffé, and the Linear Regression Analysis were performed on the data. Eleven null hypotheses and two directional ones were formulated to be tested. Pearson's correlation coefficients revealed no significant correlation between creativity and ESL learner's language performance. However, a significant correlation was found between creativity and intelligence, and a significant correlation was also indicated between intelligence and ESL learners' language performance. ANOVA and Scheffé disclosed no significant differences between high creative ESL learners and low creative ESL learners in language performance. However, a significant difference in language performance

between high IQ ESL subjects and low IQ ESL subjects in favour of the former was found; a significant differences between high creative ESL subjects and high IQ ESL subjects in language performance was revealed in favour of the latter; and a significant difference in language performance between low creative ESL subjects and low IQ ESL subjects in favour of the former was also indicated. ANOVA revealed no significant differences between the two sexes in their language performance in relation to their creativity and intelligence test scores. Results of using the Linear Regression Analysis indicated that the creativity measure could not be used to predict successful language performance whereas intelligence test scores could be utilized in predicting successful language performance. (11 Tables and one Figure are included).

# THE DEVELOPMENT AND VALIDATION OF A MULTIPLE-CHOICE TRANSLATION TEST FOR ESL COLLEGE FRESHMEN

**Adel I. El-Banna, Ph.D.**

*Tanta University, Faculty of Education, Kafr El-Sheikh Branch*

## ABSTRACT

This research project presents the various procedures of developing and validating a multiple-choice translation test to be utilized for assessing ESL learners' proficiency level in translating literary texts from English into good Arabic and vice versa, and it could be used for quick placement. This kind of test overcomes most of the defects inherent in traditional translation tests currently used in schools and colleges. The development of the multiple-choice translation test had undergone different steps which can be summarized as follows: (1) Text selection; (2) preparation of test material; (3) pilot test administration to generate the necessary destractors from ESL candidates; (4) scoring pilot test which was administered to 240 ESL college freshmen at two Facuties of Education: Kafr El-Sheikh and Tanta on March 10, 1993. The purpose behind piloting the test was to generate the necessary descractors with the aim of employing them in the experimental forms of the multiple-choice translation test (Part 1, Translation from English into good Arabic; and part II, Translation from Arabic into good English). The experimental forms of the test (Part 1 & II) were administered to 92 ESL College Freshmen on June 6 of 1993 at Kafr El-Sheikh Faculty of Education. The purpose behind the experimental testing was to collect item analysis data; calculate test validity; estimate test reliability; determine translation levels and determine test optimum time limit. The test validity was calculated through using content validation, intrinsic validity and item validation using Point Biserial Correlation. The test validity for part I is 0.81 and it is 0.82 for part II. The test reliability was achieved through employing Guttman's equation. The reliability of Part I of the test is

0.66 whereas the test reliability of Part II is 0.67. The reliability of test items was achieved through using Point Biserial Correlations. In conclusion, the test validity, test reliability and test item analysis data show that the test (Part I & II) as a whole provides good assessment of ESL learners' translation ability (15 Tables are included).

# THE EFFECT OF FORMAL GRAMMAR TEACHING ON THE IMPROVEMENT OF ESL LEARNER'S WRITING SKILL: AN EXPERIMENTAL STUDY

**Adel I. El-Banna, Ph.D.**

*Tanta University, Faculty of Education*

*at Kafr El-Sheikh*

## ABSTRACT

The present experimental study was designed to investigate the effectiveness of teaching formal grammar and grammatical structures on developing the writing skill of ESL learners' and to study differences between males and females when taught grammar rules. On March, 4 of 1993, Tanta University Grammar Test and a Composition Test were administered to 97 subjects, 48 males and 49 females enrolled in the Faculty of Education at Kafr El-Sheikh. The experimental group was taught an intensive grammar course; teaching lasted for about twelve weeks. One Way Analysis of Variance (ANOVA) and Scheffeé test were performed on the data. Research findings disclosed significant differences between the two groups on the grammar test in favour of the experimental group; significant differences were revealed between the experimental group (females) in grammar and the control group (males) in grammar in favour of the experimental group; and significant differences were also found between the experimental group (males) and the control group (males) in grammar in favour of the experimental group; and significant differences were also found between the experimental group (males) and the control group (males) in grammar in favour of the experimental group: However, no significant differences were indicated between the experimental groups (females) in grammar and between the control (females) and the experimental (males) in grammar. Significant differences were also indicated between the experimental group and the control group in composition writing in

favour of the experimental group. However, no significant differences were revealed between the experimental group (females) and the control group (males) in composition writing; and no significant differences were indicated between the experimental group (male) and the experimental group (females) in composition writing. On the basis of the findings and view points of researchers it seems that there would be no consensus of opinion on the utility of formal grammar teaching and its effect on improving EFL/ESL learners' writing skill (12 Tables are included).

# THE RELATIONSHIP BETWEEN CREATIVITY AND TRANSLATION: AN EXPLORATORY INVESTIGATION

**Adel I. El-Banna, Ph.D.**

*Tanta University, Faculty of Education, Kafr El-Sheikh Branch*

## ABSTRACT

The current research work was carried out in an attempt to study the correlation between creativity and translation. Correlation between creativity and overall translation, creativity and translation from English into Arabic (Part 1), and creativity and translation from Arabic into English (Part II) were calculated. Comparisons were made to determine whether there were significant differences between high creative subjects and low creative subjects in translation. In addition, an attempt was made to study sex differences in this area. Frank Williams Creativity Assessment Packet, and Tanta University Multiple-Choice Translation Test for ESL College Freshmen (Part I and Part II) were administered to a sample including 75 ESL subjects males and females in 1993. Pearson's Correlation coefficients, the t-Test and ANOVA were performed on the data. Sixteen null hypotheses were formulated to be tested. Research findings revealed significant correlations between measures of creativity and measures of overall translation. Positive relationships between creativity and translation from English into Arabic and vice versa were also indicated. No significant correlations, however, were disclosed between low creative subjects and overall translation, and low creative subjects and translation from English into Arabic and vice Versa. Significant differences were found between high creative subjects and low creative subjects in overall translation and in translation from English into Arabic and vice versa. High creative subjects outperformed low creative subjects on overall translation and high creative subjects outscored low creative subjects in translation (Part I and Part II). No significant differences were found between high creative males and

high creative females or between low creative male subjects and low creative female subjects. On the basis of the findings, it is recommended that EFL/ESL language teachers should strive to foster and develop EFL/ESL learners' creative abilities by adopting and employing creative approaches, creative techniques and creative teaching producers which aid in the development of all learners' creative abilities (16 Tables are included).

# Supervision of Theses and Dissertations

| Researcher's Name | Research Title | Specialization |
|---|---|---|
| 1. Mohamed Farag Badawi | The measuring readability of the teacher's guide to Hello! Primary English Book One, 1996-1998. | TEFL (Master) |
| 2. Hanan Shaaban El-Kafrawy | Teaching Grammatical Structures to EFL Students Using the Deductive and Inductive Techniques: An Experimental Study, 1996-2000. | TEFL (Master) |
| 3. Khalid Mahmoud El-Ebiary | A Suggested Program for Developing Speaking Skills among EFL Teachers in the Primary Stage during the Service, 1996-2000. | TEFL (Master) |
| 4. Eman Arafa Abd El-Razik | The Effectiveness of Some Intellectual Styles in Developing the Writing Skills and Creative Thinking among College Freshmen at Faculties of Education, 1998. | TEFL (Ph. D.) |
| 5. Elham El-Said Mohammed | Evaluating Islamic Education Text-Books in the Light of Environmental Education in the Primary Stage, 1996-1999. | Curriculum & Methods of Teaching Arabic (Master) |

| Researcher's Name | Research Title | Specialization |
|---|---|---|
| 6. Mohammed Saad Mosa | The Effects of Bloom's Mastery Learning Strategy on the Azhari Preparatory Third Grade Students' Achievement and their Tendency Towards Morphology Coruse, 1996-1998. | Curriculum & Methods of Teaching Arabic (Master) |
| 7. Dalia Mohey Rezk | The Effectiveness of Guided Discovery and Cognitive Styles on Achievement and Developing Practical Skills among Secondary School, Agriculture Students, 1995-1996. | Curriculum and Methods of Teaching Sciences (Master) |
| 8. Fathy Rezk Al-Ashry | Brain Storming Techniques in Teaching Oral Expression and Its Effect on the Development of the Discussion Skills among Secondary School Students, 1997-2001. | Curriculum and Methods of Teaching Arabic (Master) |
| 9. Islam El-Refae Abd El-Halim | A Proposed Program for Developing Science Nature Understanding and Scientific Attitudes of Callers (DOAH), 1996-1998. | Curriculum and Methods of Teaching Sciences (Master) |
| 10. Salwa Solyman Badr | The Effectiveness of Utilizing Some Techniques of Teaching on Developing the Creative Abilities and Achievement of the Primary Stage Pupils, 1997-1999. | Curriculum and Methods of Teaching Social Studies (Master) |

| Researcher's Name | Research Title | Specialization |
|---|---|---|
| 11. El-Sayed Fathy Attia Rizk | Analysis of History Curricula in the Secondary Stage in the Light of Some Orientalistic Trends, 1997-2000. | Curriculum and Methods of Teaching Social Studies (Master) |
| 12. El-Sayed Abdel-Aziz Eweida | The Effectiveness of a Suggested Program for Developing Geometrical Problem-Solving Performance of the Prep. Stage Students in the Light of Some Problem Structure Variables and Students' Cognitive Characteristics, 1997-2000. | Curriculum and Methods of Teaching Mathematics (Ph.D.) |
| 13. Fatma Mahmoud Al-Abd | Touristic Awareness of both teachers and learners at Primary Stage: An Evaluative Study, 1997-1999. | Curriculum and Methods of Teaching, Social Studies (Master) |
| 14. Abd El-Gawad Abd El-Gawad Bouhout | The Effectiveness of a Suggested Strategy for Teaching Analytical Geometry on Achievement and Development of Creative Thinking among Secondary School Students, 1994-1996. | Curriculum and Methods of Teaching Mathematics. (Ph.D.) |
| 15. Mohamed Saad Mosa | An Integrative Programme For Developing Linguistic Competence Among Prep. School Azhari Students, 2002. | Curriculum and Methods of Teaching Arabic. (Ph.D.) |

| Researcher's Name | Research Title | Specialization |
|---|---|---|
| 16. Akram Ibrahim El-Sayed | The Effectiveness of a Suggested Program in Developing Prep-stage Students' Written Expression Skill and Reading Tendancies Via School Library as an Informal Activity, 2002. | TEFL (Master) |
| 17. Mohamed Ahmed Hamed Okasha | The Effectiveness of a Suggested Programme for Developing Some Speed Reading Comprehension Skills of First Year Secondary Stage Students by Using Computers, 2002 | TEFL (Master) |
| 18. Ismael Ahmed Ismael | The Effectiveness of An Approach Based on Meaning in Teaching Arabic Grammar in developing Third Prep-students' Grammar Comprehension Skills, 2003. | Curriculum and Methods of Teaching Arabic. (Master) |
| 19. Mohamed Bahaa Hanafy Mahmoud | The Effectiveness of A Suggested Analytic-Reading Program in First Secondary Grade Students' Understanding Qura'n Texts, 2003. | Curriculum and Methods of Teaching Arabic. (Master) |
| 20. Rabab Abd El-Maqsood Yusuf | A Program To Develop Some Communication Skills in the Field of Business For Commerce Secondary School Students In The Light of International Criteria, 2005. | Curriculum and Methods of Teaching Commerce. (Master) |

| Researcher's Name | Research Title | Specialization |
|---|---|---|
| 21. Yaser Hassan Mohamed El-Kosair | The Effectiveness of a Computer-Assisted Instructional Program in Developing the English Vocabulary Acquisition and Reading Comprehension of the Third Year Basic Prep-Stage Students. 2004 -2006 | TEFL (Master) |
| 22. Yousria Ahmed Aly Al-Hamshary | The Effectiveness of Using a Multimedia Computer Program to Develop English Writing Skills of 2nd Year Secondary Stage Students. 2004-2006. | TEFL (Master) |
| 23. Saeed Fetouh Mohamed Atta | The Effect of a Program Including Some Related Issues to Science Curricula on Developing Basic Education Students' Academic Achievement and Directions, 2007. | Curriculum and Methods of Teaching Science. (Ph. D.) |
| 24. Marwa Ahmed Refat Naeem | A Suggested CALL Program to Develop EFL College Learners' Mechanics of Writing. 2006 – 2007. | TEFL (Master) |
| 25. Taher El-Sayed Hafez | The Effect of Using a Modern Strategy of Multiple Intelligences on Developing Secondary Stage Students' Literary Reading Skills, 2006 – present. | TEFL (Master) |

| Researcher's Name | Research Title | Specialization |
|---|---|---|
| 26. Ahmed Mohamed El-Sheikh | The Effectiveness of Using Cooperative Learning in Developing First Grade Secondary Students' Written Expression, 2006 – present. | TEFL (Master) |
| 27. Ashraf Rateb Mohamed | The Effectiveness of a Suggested Remedial Program for Overcoming Secondary Stage Students' Translation Difficulties, 2006 – 2010. | TEFL (Master) |
| 28. Sharihan Abd El-Fattah | The Effect of a Multimedia Program Based on Some Morphological Rules to Develop Second Stage of Basic Education Students' Verbal Fluency and Attitudes Towards Arabic Language, 2005 – 2008. | Curriculum and Methods of Teaching Arabic. (Master) |
| 29. Madiha Gaber Farag | Developing Qura'n Analytic Skills Via Discussion and The Relation Between It and Meaning Comprehension For Azhar Secondary Stage Female Students, 2004 – present. | Curriculum and Methods of Teaching Arabic. (Master) |
| 30. Noura Abd El-Wahab Dekhail | The Effect of Using a Computer Program on Developing Secondary Stage Students' Translation Skills, 2006 – 2009. | TEFL (Master) |
| 31. Ashraf El-Sayed Qawoud | The Effectiveness of Group Discussion Through the Internet in Developing Some Written Expression Skills For First Secondary Grade Students, 2005 – 2010. | TEFL (Master) |

| Researcher's Name | Research Title | Specialization |
|---|---|---|
| 32. Hanan El-Saeed Dawoud | A Remedial Program for Audible Reading Defects in the Light of Second Basic Stage Students' Skill Performance Level, 2005 – 2008. | Curriculum and Methods of Teaching Arabic. (Ph. D.) |
| 33. El-Sayed Fathy Attia Rizk | The Effect of Metacognitive Strategy and Introversion-Based Learning on Developing Creative Achievement, Critical Thinking of Social Studies and the Attitude Towards the Subject for Second Stage Basic Education Students, 2006 – 2010. | Curriculum and Methods of Teaching Social Studies (Ph. D.) |
| 34. Marwa Ahmed Refat Naeem | The Effectiveness of a Remedial Computer-Assisted Language Learning Program Based on the Eclectic Approach in Developing Prospective Teachers' English Grammar, 2008 – 2010. | TEFL (Ph. D.) |
| 35. Mazen Fawzy Badawy | Evaluating and Developing Critical Reading Skills Using an Interactive Digital Storytelling | TEFL (Ph. D.) |
| 36. Mohamed Moustafa Said El-Gamal | Authentic Assessment of Speaking Skills for First Year Secondary School Students | TEFL (Master) |
| 37. Manar Moustafa Kamal El-Sayed Tayel | Difficulties in Teaching The "Reader" for Third Year Preparatory Students: An Evaluative Study | TEFL (Master) |

| Researcher's Name | Research Title | Specialization |
|---|---|---|
| 38. Ahmed Mohamed Hafez Abd El-Gaied | Developing Authentic Assessment Techniques via Adaptive Learning Environments and Its Effect on Enhancing Self-regulated E-learning Skills for Prep. Stage Pupils | Technology (Master) |
| 39. Osama Ali Abd El-Aziz Wahba | The Effectiveness of Drama-Based Instruction in Reducing Prep School Pupils' Foreign Language Anxiety | TEFL (Master) |
| 40. Ahmed El-Shahat Gom'a Mohamed | The Effect of Interaction Between Content Presentation Strategy and E-Training Environment Experience Factor on Developing Digital Knowledge Management Skills for Librarians | Technology (Master) |
| 41. Mohamed Omar Mohamed Abo Khadra | Using E-learning Environment for Enhancing Creative Writing Skills among Secondary School EFL Students | TEFL (Master) |
| 42. Ayman Mohamed Kamel Mohamed | The Effect of the Flipped Classroom Strategy on Developing First Year Secondary School Students' Reading Comprehension Skills | TEFL (Master) |
| 43. Lina Mohamed Sa'd El-Motairy | | Mathematics Methods of Teaching (Master) |
| 44. Dana Hamad | | Technology |

| Researcher's Name | Research Title | Specialization |
|---|---|---|
| Soliman Sa'dan | | (Master) |
| 45. Yaccoup Abd El-Razeq Yaccoup El-Loghany | | Arabic Methods of Teaching (Ph. D.) |
| 46. Maha Hindal Dekhail | | Arabic Methods of Teaching (Ph. D.) |
| 47. Ahmed Aiad Mohamed Othman | | Social Studies Methods of Teaching (Master) |
| 48. Yousra Mohamed Emara | An Evaluation Study of Primary Stage Pupils' Sentence Writing Errors | TEFL (Master) |
| 49. El-Saeed Talat Abd El-Dayem El-Gady | Programme Basé Sur L'enseignement Différencié Pour Développer Quelques Compétences De La Communication Écrite Et Les Croyances Épistémologiques Auprès Des Étudiants De La Section De Français À La Faculté De Pédagogie | French Methodology (Ph. D.) |
| 50. Sahar Khalifa Mahmoud Abo Kahf | Using WebQuest for Developing Oral Communication Skills and Emotional Intelligence for Faculty of Commerce Students | TEFL (Master) |
| 51. Ahmed El-Shahat Gom'a Mohamed | The Effect of Interaction Between Content Presentation Strategy and E-Training Environment Experience | Educational Technology (Ph. D.) |

| Researcher's Name | Research Title | Specialization |
|---|---|---|
| | Factor on Developing Digital Knowledge Management Skills for Librarians | |

**Arab League**
**Organization of Arab Science, Culture and Education**
**Institute of Arab Studies and Research**

# Supervision of Theses and Dissertations

| Researcher's Name | Research Title | Specialization | Registration Date | Discussion Date |
|---|---|---|---|---|
| 1. Mona Gamal Helmi Abdullah | The Effect of Using Storytelling Strategy on Developing Creative Writing for EFL Language Preparatory School Pupils. | TEFL (Master) | 15/5/2017 | 11 / 8 / 2018 |
| 2. Gomaa Mosaad El-Sharnouby Younis | The Effect of Written Explanatory Feedback on Developing Written Achievement and Motivation of the Seventh Grade Students of Basic Education | TEFL (Master) | April, 2018 | |
| 3. Malek Mohamed Ali Ali | Effectiveness of a Proposed Program Based on Some Active Learning Strategies in Developing English Oral Performance Skills among 3rd Year Preparatory EFL Pupils | TEFL (Master) | 14/10/2019 | 23/12/2020 |
| 4. Mohamed Abd El-Moneim Mousa Seyam | Using Group Mind Mapping Strategy to Improve the Writing Skill of First Year Prep School Pupils | TEFL (Master) | | 1 / 7 / 2020 |
| 5. Raeifa Ahmed Mohamed Gad | Using an Integrative Model in Teaching Literature to Develop Creative Writing Skills among Secondary Stage EFL Students | TEFL (Master) | | 7 / 7 / 2020 |

# Theses and Dissertations Evaluated by Applicants Inside and Outside Kafr El-Sheikh University

| Name | Research Title | Specialization |
|---|---|---|
| 1. Hussein El-Ghamry M. Hussein | A Proposed ESP Program for Teaching English to Technology of Education Students in the Faculties of Specific Education, Tanta University, Faculty of Education, 1994. | TEFL |
| 2. Taher Mohamed Abd El-Halim | A Study of Some Difficulties that Encounter Secondary School EFL Teachers in Large Classes, Menufiya University, Faculty of Education, 1995. | TEFL |
| 3. Abdalla Mahmoud Ismail | The Effects of an Inservice Training Program on Developing Lesson Presentation Skills of the Pedagogically Non-Qualified EFL Teachers, Assiut University, Faculty of Education, Sohag Branch, 1996. | TEFL |
| 4. Mohammad Reyad Omar | A Comparison between Knowledge of Phonetics and Actual Performance in Pronounciation among Fourth Year Students English Section at Assiut University, Faculty of Education, Sohag Branch, 1996. | TEFL |

| Name | Research Title | Specialization |
|---|---|---|
| 5. Mohammed Abol Yosr | Designing a Programme for Developing the Writing Skill: An Integrative Interactive Approach, South Valley University, Faculty of Education at Qena, 1996. | TEFL Ph.D. |
| 6. Ola Bayomi Mira | The Effect of Microteaching on Developing the Communicative Language Teaching Skills of EFL Student-Teachers, Tanta University, Faculty of Education, 1997. | TEFL |
| 7. Ahmed El-Shawadfy Yousif | Content Analysis of General Secondary School Histroy Books in the Light of Diverse Cultural Global Education Aims, Tanta University, Faculty of Education, Kafr El-Sheikh Branch, 2000. | Curriculum and Methods of Teaching Social Studies |
| 8. Lamiaa Ismael Gad | The Effectiveness of Using a Computer Program on Developing English Speaking Skills at the Secondary Stage, Kafr El-Sheikh University, 2008. | TEFL Master |
| 9. Mazen Fawzi Mohamed Badawi | The Effect of Using a Suggested Metacognitive Strategy Training on Improving Grammar Achievement of EFL Engineering Students, 2010. | TEFL Master |
| 10. Yousrya Ahmed Ali El-Hamshary | Developing an Electronic English Unit and Investigating the Effect of its Teaching via the Internet on the | TEFL Ph.D. |

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|---|---|---|
| | Mastery of University Learners' Language Skills and their Creative Ability, 2010. | |
| 11. Mahmoud Mohammed Awad Kamel | The Effectiveness of a Suggested Program for Developing Syntactic and Morphological Skills in Basic Education Ninth Grade Students' Reading Performance, 2010. | Arabic Methods of Teaching (Master) |
| 12. Hamdy Ahmed Ibrahim Ghanem | The Effectiveness of the Natural and Communicative Approaches in Developing Fifth Graders' Listening Skill and Attitudes towards English | TEFL (Master) |
| 13. Mahmoud Mohamed Awad Kamel | The Effectiveness of a Suggested Program for Developing Syntactic and Morphological Skills in Basic Education Ninth Grade Students' Reading Performance | Arabic Methods of Teaching (Master) |
| 14. Manar Moustafa Kamal El-Sayed Tayel | Difficulties in Teaching The "Reader" for Third Year Preparatory Students: An Evaluative Study, 2017. | TEFL (Master) |
| 15. Hasnaa Fawzy Abd El-Azeem Basiouny | Utilizing the Web Quest in Developing Some Business Communication Skills and Creative Thinking Skills in Arabic Secretary Course for Secondary Commercial Students, 2017. | Commercial Methods of Teaching (Master) |
| 16. Hasnaa Mohamed Ibrahim Rizq | The Effect of Feedback Style via Web-based E-learning Environments on Imparting Object Programming Skills | Educational Technology Curricula and |

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|---|---|---|
| | for Preparatory Stage Pupils | Methods of Teaching (Master) |
| 17. Ashraf Ibrahim El-Adl Eid | The Effect of Integration of Some Alternative Evaluation Techniques on Developing Executive Secretary Skills and Decision Taking Among Commercial Secondary School Students in the Light of the Web-based Collaborative Learning | Commercial Methods of Teaching (Ph. D.) |
| 18. Ahmed Mohamed Sabry Mohamed | The Impact of a Flipped Classroom Strategy on Secondary School Students' EFL Composition Writing Skills and Their Attitude towards the Strategy | TEFL (Master) |
| 19. Marwa Moustafa Abbas El-Mahdi | A Short Story-Based Program for Developing Creative Writing Skills of First Year Secondary School Students and Their Motivation Towards Writing | TEFL (Master) |
| 20. Hebatallah Ali Abdo Shahawy | Flipped Learning and Its Effect on Developing Some Historical Research Skills and Dimensions of Digital Culture Among Faculty of Education Students | Social Studies Methods of Teaching (Master) |
| 21. Rania Abd El-Samie Yusuf | The Effectiveness of Using E-portfolio on Developing Logical Thinking and Self-efficacy Skills of Faculty of Engineering Students | Educational Technology Curricula and Methods of Teaching |

| | | (Master) |
|---|---|---|
| 22. Mohamed Moustafa Said El-Gamal | Authentic Assessment of Speaking Skills for First Year Secondary School Students | TEFL (Master) |
| 23. Soha Atef Abd El-Hameed Zoghaib | The Effectiveness of Unplugged Teaching in Enhancing Speaking Performance among Second Grade Preparatory Language School Pupils | TEFL (Master) |
| 24. Simon Saeed Anis Farag | A Training Program Based on Some 'Triz' Theory Principles in Developing Creative Problem-solving and Self-monitoring for Prospective Teachers | Psychology Methods of Teaching (Master) |
| 25. Shereen El-Sayed Salama Ibrahim | A Multi-source Program and Its Effect on Imparting Historical Concepts among Primary Stage Pupils with Learning Disabilities | Social Studies Methods of Teaching (Master) |
| 26. Osama Ali Abd El-Aziz Wahba | The Effectiveness of Drama-Based Instruction in Reducing Prep School Pupils' Foreign Language Anxiety | TEFL (Master) |
| 27. Ayman Mohamed Kamel Mohamed | The Effect of the Flipped Classroom Strategy on Developing First Year Secondary School Students' Reading Comprehension Skills | TEFL (Master) |
| 28. El-Saeed Talat Abd El-Dayem El-Gady | Programme Basé Sur L'enseignement Différencié Pour Développer Quelques Compétences De La Communication Écrite Et Les Croyances | French Methodology (Ph. D.) |

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| | Épistémologiques Auprès Des Étudiants De La Section De Français À La Faculté De Pédagogie | |
| 29. Sahar Khalifa Mahmoud Abo Kahf | Using WebQuest for Developing Oral Communication Skills and Emotional Intelligence for Faculty of Commerce Students | TEFL (Master) |
| 30. Hend Reda Mahmoud | A Program Based on Online Extensive Reading Activities to Enhance the EFL Reading and Essay Writing Skills of Secondary School Students | TEFL (Ph. D.) |
| 31. Mohamed Sa'd Mohamed El-Baz | Using Mingle Games in Collaborative Blended Instruction to Enhance the Speaking Skill and Motivation of EFL Secondary School Students | TEFL (Master) |
| 32. Maha Mohamed Mohamed Mansour | The Effect of Utilizing Concept Maps on Enhancing EFL Student-Teachers' Writing Performance and Reducing Writing Apprehension | TEFL (Master) |
| 33. Ahmed El-Shahat Gom'a Mohamed | The Effect of Interaction Between Content Presentation Strategy and E-Training Environment Experience Factor on Developing Digital Knowledge Management Skills for Librarians | Educational Technology (Ph. D.) |
| 34. Maha Hazal Nougy Al- | The Effectiveness of a Training | Arabic |

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|---|---|---|
| Muttairi | Program Based on Competencies Curriculum in Developing Professional Practices for Islamic Education Middle Stage Teachers | Methods of Teaching (Ph. D.) |
| 35. Yaccoup Abd El-Razeq Yaccoup El-Loghany | | Arabic Methods of Teaching (Ph. D.) |
| 36. Sanaa Adel Khair El-Deen | | TEFL (Master) |

**Research Papers Evaluated for Applicant for Associate Prof.
and Professors' Promotion in Al-Hussein Bin Talal University**

**(1)**

**Name of Applicant: Mahmoud Sulaiman Hamad Bani Abdelrahman**

**Degree and Rank on Judgment: A lecturer of TEFL at the Department of Curriculum and Instruction, Faculty of Education, Al-Hussein Bin Talal University, Jordan.**

**Date of Handing Judgment Final Reports: 3 / 6 / 2011**

**Titles of Judged Pieces of Research:**

1. The Reality of Training Program for Teachers of Social Studies in the Light of Their Training Needs

2. The Effect of Students' Reluctance of Studying History on Their Level of Historical Culture

3. An Analysis of "Jordan Opportunities" Objectives in the General Secondary Certificate Examination of English: A Case Study in Jordan between 2008 and 2010

4. The Effect of Teachers' Error Feedback on Al-Hussein Bin Talal University Students' Self Correction Ability

5. Integrative and Instrumental Orientations among a Sample of University Students

6. The Degree of Achieving the Goals of Using "Basic English Skills" by the Elementary level Students in the Institute of Public Administration

**Name of Applicant: Khitam Mohammed El-Ghazo**

**Degree and Rank on Judgment: A lecturer of TEFL at the Department of Curriculum and Instruction, Faculty of Education, Al-Hussein Bin Talal University, Jordan.**

**Date of Handing Judgment Final Reports: 6 / 6 / 2011**

**Titles of Judged Pieces of Research:**

١. العلاقة بين ما وراء الذاكرة والتحصيل الدراسي لدى طلبة جامعة الحسين بن طلال

٢. أنماط التفكير المركب لدى معلمي اللغة الانجليزية في محافظة معان في الأردن وعلاقتها ببعض المتغيرات

٣. مدى وعي طلبة الثانوية العامة بأهمية استراتيجيات التعلّم وممارستهم لها

٤. مدى معرفة معلمي الدراسات الاجتماعية بأنماط التغذية الراجعة، ودرجة امتلاكهم لمهارات استخدامها

5. Types of Multiple Intelligences in Social Studies, Arabic and English Language Textbooks for the First Three Grades

6. The Effect of Linguistic Complexity on The Reading Comprehension of Jordanian Students Learning English As a Foreign Language

7. Students perceptions of Professors' Annoying Habits in Higher Education

8. Using Students' Reflective Writing Journal To Develop Critical Thinking Skills among AL-Hussein Bin Talal University Students

9. The Effect of Teachers' Error Feedback on Al-Hussein Bin Talal University Students' Self Correction Ability

# Research Papers Evaluated for Applicant for Associate Prof. and Professors' Promotion in Shaqra University

**(1)**

**Name of Applicant: Abdullah Abd El-Mohsen Sa'd El-Harby**

**Degree and Rank on Judgment: A lecturer of TEFL and vice dean for quality and development at the Faculty of Education in Aldawadmi – Shaqra University.**

**Date of Handing Judgment Final Reports: May, 2017.**

**Titles of Judged Pieces of Research:**

1. **The Effectiveness of Interactive Visualized Software in the Acquisition of Reading and Speaking Skills in English Language Course for EFL Students in the Primary Stage**.

2. **Research Trends in the Field of TEFL at Saudi Universities: An Analytical Study for Selected M. A. Theses and Ph. D. Dissertations.**

3. **Evaluation Study for Secondary Stage EFL Textbook: EFL Teachers' Perspectives.**

4. **English Teaches' Perceptions of the Reality of Teaching Skills Practices in the Schools of Aldowadmi District.**

5. **The Role of Social Software in the Professional Development of Faculty Members in Saudi Universities.**

**Papers Evaluated for Specialized Journals and Periodicals and Research Papers Evaluated for Applicant for the Permanent Scientific Committee for Assistant Prof. and Professors' Promotion**

| 1 | |
|---|---|
| **Paper Title** | The Widening Gap between Genders in African Fiction: A Study on Two Novels: *Season of Migration to the North* & *Things Fall Apart* |
| **Publisher** | Kafr El-Sheikh Faculty of Education Magazine |
| **Publication Place** | Kafr El-Sheikh, Egypt |
| **Evaluation Date** | April, 2008 |

| 2 | |
|---|---|
| **Paper Title** | Novel of the Countryside With Particular Reference to Thomas Hardy's *The Mayor of Casterbridge* (1886) and Al-Mahallawi's *The Story of a Village* (2007) |
| **Publisher** | Kafr El-Sheikh Faculty of Education Magazine |
| **Publication Place** | Kafr El-Sheikh, Egypt |
| **Evaluation Date** | June, 2008 |

| 3 | |
|---|---|
| **Paper Title** | The Impact of the Arabian Nights and Hayy Ibn Yakzan on the English Novel |
| **Publisher** | Kafr El-Sheikh Faculty of Education Magazine |

| | |
|---|---|
| **Publication Place** | Kafr El-Sheikh, Egypt |
| **Evaluation Date** | June, 2008 |

| | |
|---|---|
| **4** | |
| **Paper Title** | The Effectiveness of a Note Taking-Based Program in Improving Undergraduate EFL Students' Lecture Comprehension Ability |
| **Publisher** | Kafr El-Sheikh Faculty of Education Magazine |
| **Publication Place** | Kafr El-Sheikh, Egypt |
| **Evaluation Date** | January, 2007 |

| | |
|---|---|
| **5** | |
| **Paper Title** | Student's Perceptions of Their Professor's Annoying Habits at Al-Hussein Bin Talal University |
| **Publisher** | Association of Arab Universities Journal |
| **Publication Place** | Damascus, Syria |
| **Evaluation Date** | December, 2006 |

| | |
|---|---|
| **6** | |
| **Paper Title** | An Investigation Into The Lesson Plans of Tenth Grade EFL Teachers in Amman Second Directorate of Education |
| **Publisher** | Association of Arab Universities Journal |

| | |
|---|---|
| **Publication Place** | Damascus, Syria |
| **Evaluation Date** | October, 2006 |

| 7 | |
|---|---|
| **Paper Title** | English Language Student Teachers as Change Agents With Reference to the Training Experience in the University of Jordan |
| **Publisher** | Arab Universities Union Magazine |
| **Publication Place** | Damascus, Syria |
| **Evaluation Date** | August, 2006 |

| 8 | |
|---|---|
| **Paper Title** | Supporting Teacher Change Through Action Research |
| **Publisher** | Kafr El-Sheikh Faculty of Education Magazine |
| **Publication Place** | Kafr El-Sheikh, Egypt |
| **Evaluation Date** | June, 2006 |

| 9 | |
|---|---|
| **Paper Title** | Ideologies Governing Teaching the Language Skills in the Omani ELT System |

| Publisher | Association of Arab Universities Journal |
|---|---|
| Publication Place | Damascus, Syria |
| Evaluation Date | April, 2006 |

| 10 | |
|---|---|
| Paper Title | The Effect of Using an Extensive Reading Program Taught Through Active Learning Strategies on Improving Primary Stage Pupils' English Language Proficiency and Their Creative Thinking |
| Publisher | Journal of Research in Education and Psychology |
| Publication Place | Minia, Egypt |
| Evaluation Date | January, 2005 |

| 11 | |
|---|---|
| Paper Title | The Effect of Using Instructional Computer Vs. Video Tapes On Developing Basic Literacy and Numeracy Skills of Pre-schoolers |
| Publisher | Faculty of Education at The New Valley |
| Publication Place | Asuit, Egypt |
| Evaluation Date | January, 2005 |

| 12 | |
|---|---|
| Paper Title | Using Previews With Difficult Short Stories and The Effects on |

|  | Developing Elementary Low Achievers' Comprehension and Recall of These Target Short Stories |
|---|---|
| **Publisher** | Faculty of Education at The New Valley |
| **Publication Place** | Asuit, Egypt |
| **Evaluation Date** | January, 2005 |

| **13** ||
|---|---|
| **Paper Title** | The Effect of Using a Program Based on Case Study on Improving Pre-service Teachers' Deep Thinking, Their Teaching Skills and Their Directions Towards Teaching Profession |
| **Publisher** | Egyptian Council for Curriculum and Instruction |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | January, 2005 |

| **14** ||
|---|---|
| **Paper Title** | Exploring Pre- and In-service EFL Teachers' Prevalent Levels of Reflection and Their Relationship to Teaching Performance |
| **Publisher** | CDELT |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | October, 2004 |
| **15** ||
| **Paper Title** | Using Culture-Oriented Activities on Improving Speaking and |

| | Listening Skills among Third Year Basic Education English Majors |
|---|---|
| **Publisher** | Readings and Knowledge Magazine |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | April, 2004 |

| | 16 |
|---|---|
| **Paper Title** | The Effects of the Use of The Direct Vs. The Indirect Approach in Teaching Meaning Negotiation Strategies To New Valley, Faculty of Education Fourth Year English Majors on The Acquisition of These Strategies, and Their Attitudes Towards EFL |
| **Publisher** | Faculty of Education at The New Valley |
| **Publication Place** | Asuit, Egypt |
| **Evaluation Date** | February, 2004 |

| | 17 |
|---|---|
| **Paper Title** | A Proposed Program for Training EFL In-service Teachers in Standards-Based Classroom Assessment |
| **Publisher** | Faculty of Education at Mansoura |
| **Publication Place** | Mansoura, Egypt |
| **Evaluation Date** | May, 2003 |
| | **18** |
| **Paper Title** | The Video Conferencing Technology as a Tool for the English |

| | Language Teachers' In-service Training: An Evaluative Study |
|---|---|
| **Publisher** | Faculty of Education at Benha |
| **Publication Place** | Benha, Egypt |
| **Evaluation Date** | April, 2003 |

| 19 | |
|---|---|
| **Paper Title** | Egyptian Undergraduate Students' Attitudes Toward the Study of Literature |
| **Publisher** | Pharos ESP Journal |
| **Publication Place** | Alexandria, Egypt |
| **Evaluation Date** | June, 2002 |

| 20 | |
|---|---|
| **Paper Title** | The Effectiveness of a Proposed Interaction Process Model in the Writing Performances, Self-Efficacy and Appreciation of ESP College Students |
| **Publisher** | Faculty of Education at Mansoura |
| **Publication Place** | Mansoura, Egypt |
| **Evaluation Date** | May, 2002 |

| 21 |
|---|

| Paper Title | Academic and Psychological Problems of First Year Students at the English Language Section |
|---|---|
| Publisher | Benha Faculty of Education  Magazine |
| Publication Place | Benha, Egypt |
| Evaluation Date | April, 2002 |

| 22 | |
|---|---|
| Paper Title | A Comparison between Portfolio and Non-Portfolio Assessment |
| Publisher | Journal of World Education |
| Evaluation Date | January, 2002 |

| 23 | |
|---|---|
| Paper Title | The Effect of Some Language Teaching Activities on Improving Conversation Skills in the Secondary Stage |
| Publisher | Egyptian Magazine of Educational Evaluation |
| Publication Place | Cairo, Egypt |
| Evaluation Date | December, 2001 |

| 24 |
|---|

| Paper Title | The Effect of Teaching Phonemic Awareness on the Acquisition of Reading at the Primary Level |
| --- | --- |
| Publisher | Journal of First Arab Conference for Examinations and Educational Evaluation |
| Evaluation Date | December, 2001 |

| 25 | |
| --- | --- |
| Paper Title | The Effectiveness of Test-Wiseness Training in the Test Performance and Test Anxiety of the EFL College Students |
| Publisher | Faculty of Education at Mansoura |
| Publication Place | Mansoura, Egypt |
| Evaluation Date | September, 2001 |

| 26 | |
| --- | --- |
| Paper Title | The Geographical Concepts in the English language Textbooks at the Prep Stage and Teachers' Knowledge of Them |
| Publisher | Benha Faculty of Education Magazine |
| Publication Place | Benha, Egypt |
| Evaluation Date | April, 2001 |

| 27 |
| --- |

| | |
|---|---|
| **Paper Title** | Fundamental Language Skills for Graduate Students |
| **Publisher** | Pharos ESP Journal |
| **Publication Place** | Alexandria, Egypt |
| **Evaluation Date** | March, 2001 |


| 28 | |
|---|---|
| **Paper Title** | The Effect of Reading Stories on the Acquisition of the English Language at the Preparatory Level in Egypt |
| **Publisher** | Journal of Egyptian Society for Curriculum and Methods of Teaching |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | May, 2000 |


| 29 | |
|---|---|
| **Paper Title** | Multiple Choice vs Open-Ended Test Items in Assessing English Reading as a Second Language |
| **Publisher** | Journal of Egyptian Society of Curriculum and Methods of teaching |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | April, 2000 |

| 30 | |
|---|---|
| **Paper Title** | The Effectiveness of Using Different Content -area Reading Strategies on English Language Students Acquiring of New Study Skills and Strategies |
| **Publisher** | Tanta Faculty of Education Magazine |
| **Publication Place** | Tanta, Egypt |
| **Evaluation Date** | August, 1999 |

| 31 | |
|---|---|
| **Paper Title** | Reacting to Young Beginners' Oral Performance: Theoretical Assumptions and Actual Behaviours |
| **Publisher** | Future of the Arab Education |
| **Publication Place** | Ibu Khaldun Center for Development Studies |
| **Evaluation Date** | July, 1999 |

| 32 | |
|---|---|
| **Paper Title** | The Effectiveness of a Program in the Light of Don Model for Improving Learning Techniques in Enhancing Reading Comprehension in English for Prep School Weak Readers |
| **Publisher** | Faculty of Education in Zagazig |
| **Publication Place** | Zagazig, Egypt |
| **Evaluation Date** | June, 1999 |

| 33 | |
|---|---|
| **Paper Title** | The Effect of Some Language Teaching Activities on Improving Conversation Skills in the Secondary Stage |
| **Publisher** | Egyptian Journal for Educational Evaluation |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | May, 1999 |

| 34 | |
|---|---|
| **Paper Title** | School Students' and Supervisors' Perceptions of the Worth of the Teaching Practice Experience and Their Own Responsibilities and Roles |
| **Publisher** | Studies in Curricula and Teaching Methodology |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | October, 1998 |

| 35 | |
|---|---|
| **Paper Title** | Recall of Facts Versus Transfer of Learning and Creativity |
| **Publisher** | Future of the Arab Education |
| **Publication Place** | Ibu Khaldun Center for Development Studies |
| **Evaluation Date** | July, 1998 |

| 36 | |
|---|---|
| **Paper Title** | A Preliminary to Integration: A Profile of Egyptian Student Teachers' Learning Processes |
| **Publisher** | TESOL Convention |
| **Publication Place** | New York, USA |
| **Evaluation Date** | January, 1998 |

| 37 | |
|---|---|
| **Paper Title** | Research on ELT as a Source of Teacher Preparation and Development |
| **Publisher** | Studies in Curricula and Teaching Methodology |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | December, 1997 |

| 38 | |
|---|---|
| **Paper Title** | Grammatical Conscious Raising and Egyptian Learners of English |
| **Publisher** | Journal of Contemporary Education |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | January, 1997 |

| **39** | |
|---|---|
| **Paper Title** | Reading Courses in Faculties of Specific Education: Expectations and Reality |
| **Publisher** | Proceedings of the 16th National Symposium on English Language Teaching in Egypt, CDELT |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | November, 1996 |

| **40** | |
|---|---|
| **Paper Title** | Student Teachers' Beliefs about Language Learning and Teaching in the English Language Methods Course |
| **Publisher** | Contemporary Education |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | January, 1996 |

| **41** | |
|---|---|
| **Paper Title** | A Deep Holistic Approach to Reading Instruction in Difficult Learning Environments |
| **Publisher** | Proceedings of the Third Scientific Conference, Faculty of Education, Minya University |
| **Publication Place** | Minya, Egypt |
| **Evaluation Date** | January, 1996 |

| 42 | |
|---|---|
| **Paper Title** | Developing the Listening Comprehension Skills of Learners at the Primary level |
| **Publisher** | Egyptian Journal for Educational Evaluation |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | January, 1994 |

| 43 | |
|---|---|
| **Paper Title** | A Mathematical and Linguistic Analysis of Egyptian Language School Students' Developing Concept of the Algebraic Equation |
| **Publisher** | Contemporary Education |
| **Publication Place** | Cairo, Egypt |
| **Evaluation Date** | January, 1994 |

| 44 | |
|---|---|
| **Paper Title** | Aspects of Africanness in Five Plays by August Wilson |
| **Author** | Rasha Abbas M. El-Saddany |
| **Publisher** | |
| **Publication Place** | |
| **Evaluation Date** | September, 2010 |

| 45 | |
|---|---|
| **Paper Title** | An Investigation of Prospective EFL Teachers' Vocabulary Learning Strategy Use and Its Relationship to their Language Proficiency |
| **Author** | |
| **Publisher** | The Faculty of Education Periodical |
| **Publication Place** | The Faculty of Education in Tanta |
| **Evaluation Date** | October, 2010 |

| 46 | |
|---|---|
| **Paper Title** | The Politics of Monologist Representation |
| **Author** | Musa Ahmed Al-Halool |
| **Publisher** | The Faculty of Education Periodical |
| **Publication Place** | The Faculty of Education in Kafr El-Sheikh |
| **Evaluation Date** | December, 2010 |

| 4٧ | |
|---|---|
| **Test Title** | English Grammar Test for Second Preparatory Grade (Preliminary Draft) |
| **Author** | Abd El-Aziz Saleh Yahia El-Dahmashi El-Shahrani |
| **Publisher** | The Faculty of Education |
| **Publication Place** | King Khaled University |
| **Evaluation Date** | September, 2011 |

| 48 | |
|---|---|
| **Test Title** | Fusion of Original Thinking in English Language Teafching |
| **Author** | Awwad Osman Abdelaziz Ahmed |
| **Publisher** | College of Arts |
| **Publication Place** | Taif University |
| **Evaluation Date** | January, 2012 |

| 49 | |
|---|---|
| **Paper Title** | Authentic Tasks for Improving EFL Students' Speaking Skills |
| **Publisher** | Alexandria Faculty of Education Magazine |
| **Publication Place** | Alexandria, Egypt |
| **Evaluation Date** | June, 2013 |

| 50 | |
|---|---|
| **Paper Title** | Students' and Teachers' Perceptions of Using Picture Storybooks in EFL Reading Classes |
| **Author** | Hosam El Deen Ahmed El Sawy |
| **Publisher** | Damnhur Faculty of Education Magazine |
| **Details and Date** | Vol. 4, No. 4 (II) - 2012 |
| **Publication Place** | Damnhur, Egypt |

| 51 | |
|---|---|
| **Paper Title** | **Investigating the Notion of Content Grading and Sequencing in English Language Syllabi** |
| **Publisher** | **Journal of Jazan University** |
| **Publication Place** | Jazan, Saudi Arabia |
| **Date** | February, 2014 |


| 52 | |
|---|---|
| **Paper Title** | **Krashen's Five Hypotheses: Teaching of English in the Context of Second Language Acquisition** |
| **Publisher** | **Journal of Jazan University** |
| **Publication Place** | Jazan, Saudi Arabia |
| **Date** | April, 2014 |


| 53 | |
|---|---|
| **Paper Title** | **Pre-service Teacher's Academic Achievement and Attitude towards Tablet PCs' Use in English Pronunciation** |
| **Publisher** | **Journal of The Gulf and Arabian Peninsula Studies** |
| **Publication Place** | Al-Khalidiah, Kuwait |
| **Date** | December, 2014 |

| 54 | |
|---|---|
| **Paper Title** | **The Effect of Using an Interactive Digital Storytelling Critical Reading Skills for Third Environment on Developing Year Preparatory Students** |
| **Publisher** | **Faculty of Education Journal** |
| **Volume** | **1** |
| **Number** | **4** |
| **Publication Place** | Kafr El-Sheikh University, Egypt |
| **Date** | 2017 |

| 55 | |
|---|---|
| **Paper Title** | **Strategies Used by Kuwait University English Language Student Teachers in Learning New English Vocabulary** |
| **Publisher** | **Journal of The Gulf and Arabian Peninsula Studies** |
| **Publication Place** | Al-Khalidiah, Kuwait |
| **Date** | December, 2017 |

| 56 | |
|---|---|
| **Paper Title** | **A Semiotic Approach to Internet Memes: Trump as a Case Study** |
| **Publisher** | **Journal of Faculty of Arts** |

| | |
|---|---|
| **Publication Place** | **Kafr El-Sheikh University** |
| **Date** | December, 2019 |

| | |
|---|---|
| **57** | |
| **Paper Title** | **The Effectiveness of a Program Based on Successful Intelligence in Enhancing Speaking Skills** |
| **Publisher** | **Education Scientific Journal** |
| **Publication Place** | **Faculty of Education in Hurghada** |
| **Date** | 9/7/2020 |