

CURRICULUM VITAE

Khaled Masood (Assistant Professor)

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1. Current post

Assistant Professor in English Language and Literature, Al-Istiqlal University, Jericho, Palestine.

2. Professional Summary

Analytical English Professor with outstanding analysis, critical thinking and writing skills. Friendly and personable with skill to stay organized and on top of important deadlines. Strong philosophy of classical teaching and knowledge of various methods to excite students about literature, language and communications. Confident instructor of English language delivering results-focused teaching for consistent, measurable academic achievement. Easily manages both large and small classes using adaptable strategies that appeal to diverse personalities, backgrounds and learning types. Accustomed to both in-person and online instruction environments, allowing for optimal lesson engagement and schedule flexibility. Results-oriented Adult Education Instructor dedicated to strengthening student knowledge, skills and judgment using innovative tools and responsive learning strategies. Actively evaluates student engagement and progress to evolve lesson plans and boost classroom productivity. Pushes technology-centered teaching methods to promote lesson interaction and inspire drive for independent learning. To seek and maintain full-time position that offers professional challenges utilizing interpersonal skills, excellent time management and problem-solving skills.

3. Education and qualifications

- May 2007 - September 2009
Jain Narian Vyas University Johdpur
Ph.D. English Language and Literature
- August 1993 - April 1995
Aligarh Muslim University Aligarh-India
Master of Arts English Language and Literature
- August 1990 - May 1993
Nagpur University Nagpur-India
Bachelor of Arts English Language and Literature
- September 1987 - May 1988
Silat Aldaher School Jenin
High School Certificate (GSC)

4. Employment

1- August 2016 - Current
Al-Istiqlal University Jericho, Palestine
Assistant Professor of English

Duties

- Evaluate students' abilities and grasp of English language, keeping appropriate records and preparing progress reports.
- Designed and developed instructional activities using data from student learning style assessments.
- Immerse students in unfamiliar cultures by devising hands-on activities.
- Select and prepared educational resources, taking account of students' interests and cultural backgrounds.
- Initiate, facilitated and moderated classroom discussions for college-level English students.
- Use effective teaching techniques and learning strategies in translating lesson plans into productive student learning experiences
- Organize detailed list of resources to help students go beyond classroom environments and delve into topics of interest.
- Establish and maintained student behavioral standards to achieve functional learning environment.
- Develop lesson plans and adapted curriculum to meet individual needs of students
- Conduct intensive summer courses in analysis of English texts.
- Encourage participation by maintaining positive attitude and proactively engaging students in activities and lessons.
- Source optimal curricula and developed lesson plans to fully cover target material for each course.
- Make use of available technologies in daily learning, such as Edmodo and MOODLE.

2- January 2017 - August 2021
Al-Istiqlal University Jericho, Palestine
Head of Languages Department

Duties

- Offered friendly and efficient service to instructors and students, handled challenging situations with ease.
- Maintained excellent attendance record, consistently arriving to work on time.
- Used critical thinking to break down problems, evaluate solutions and make decisions.
- Devoted special emphasis to punctuality and worked to maintain outstanding attendance record.
- Led projects and analyzed data to identify opportunities for improvement.
- Participated in continuous improvement by generating suggestions, engaging in problem-solving activities to support teamwork.
- Used coordination and planning skills to achieve results according to schedule.
- Conducted research, gathered information from multiple sources and presented results.
- Maintained energy and enthusiasm in fast-paced environment.
- Worked with students, administration and teaching staff to understand needs and provide excellent educational outputs.

3- January 1998 - July 2016
The Ministry of Education Jenin, Palestine
English Language Supervisor

Duties

- Monitored educational process at the schools in the directorate.
- Adhered to the regulations set out by the Ministry to maintain progress in the field of education.
- Worked flexible hours across weekend and holiday shifts.
- Offered friendly and efficient support to English teachers, handled challenging situations with ease.
- Carried out day-to-day supervision duties accurately and efficiently.
- Resolved educational problems, improved learning outcomes and provided exceptional guidance for teachers and head teachers.
- Collaborated with team members to achieve target results.

- Improved operations through consistent hard work and dedication.
- Actively listened to teachers' requests, confirming full understanding before addressing concerns.
- Demonstrated respect, friendliness and willingness to help wherever needed.
- Worked with teachers to understand needs and provide excellent service.
- Participated in continuous improvement by generating suggestions, engaging in problem-solving activities to support teamwork.
- Participated in team-building activities to enhance the educational process.
- Executing training workshops for both teachers and head teachers.

5. September 1996 - May 2007

Al-Quds Open University Jenin, Palestine

Part-Time English Language Instructor

Duties

- Delivered instruction in language arts encompassing reading, grammar, composition and literature, working with students in other subjects to integrate skills across curriculum.
- Developed teaching materials to supplement standard curriculum, enhancing learning concepts and promoting student engagement.
- Implemented innovative teaching approaches for special needs students to meet requirements of individualized education plans.
- Identified students struggling with material and made arrangements to meet one-on-one during study hall or other time periods to provide additional instruction in one-on-one environment.
- Developed age-appropriate lesson content for literature pieces to meet diverse learning styles.
- Monitored comprehension of material among students and created re-teaching strategies to cover gaps in learning indicated by test scores and quizzes.
- Developed and implemented exercises to help students understand and improve sound and symbol relationships, spelling, punctuation, style and pronunciation.
- Educated and coached officers and civilian personnel in English language fundamentals, creating instructional environment enabling achievement of personal and professional goals.

6- September 1995- August 1996

Hebron University, Hebron, Palestine

English Language Lecturer

Duties

- Evaluated students' abilities and grasp of English language, keeping appropriate records and preparing progress reports.
- Taught English language to English major students.
- Encouraged participation by maintaining positive attitude and proactively engaging students in activities and lessons.
- Delivered 12 hours per week of classroom lectures, instructing over 100 students per semester in English language and literature.
- Used effective teaching techniques and learning strategies in translating lesson plans into productive student learning experiences
- Assigned books and other materials to improve reading comprehension.
- Improved student performance by defining clear goals and communicating performance metrics.
- Sourced optimal curricula and developed lesson plans to fully cover target material for each course.
- Expanded student understanding of texts by spearheading in-depth discussions and assigning exploratory essays to help students articulate knowledge.
- Selected and prepared educational resources, taking account of students' interests and cultural backgrounds.
- Developed lesson plans and adapted curriculum to meet individual needs of students
- Established and maintained student behavioral standards to achieve functional learning environment.

- Immersed students in unfamiliar cultures by devising hands-on activities.
- Planned, prepared and delivered lessons on American literature, British literature and grammar to students daily.
- Designed and developed instructional activities using data from student learning style assessments.
- Organized detailed list of resources to help students go beyond classroom environments and delve into topics of interest.
- Developed interesting lectures and educational activities to maximize learning within classroom.
- Employed diverse teaching approaches to help students of all abilities understand material.

6. Membership of professional and policy organizations

College Council- Faculty of Humanities- Al-Istiqlal University 2018-2021
 University Council- Al-Istiqlal University Royal Society Department Council. 2016-2018
 Erasmus+ project-TEFL-ePAL 2017-2021
 Quality Assurance and Development 2019-2021
 Curricula Development 2020-2021

7. Publications (books)

Advanced English- A Bridge to Success with Nawal & Hussam, 2022

8. Reviewed books

Pre-Intermediate English- A Bridge to Success
 Intermediate English 1- A Bridge to Success
 Intermediate English 2- A Bridge to Success

9. Publications (refereed articles)

Masood, Khaled M. S. (2022) *Universal Pro-Human Message Expressed in Diana Abu-Jaber's Crescent. European Journal of English Language and Literature Studies, 10 (2)*. pp. 1-14. ISSN 2055-0138(Print), 2055-0146(Online) <https://doi.org/10.37745/ejells.2013/vol10no2>

Masood, K. M. (2022). Cultural Representation in EFL Courses for the Secondary Stage from Palestinian Teachers' Perspectives. *Journal of Tikrit University. 11*

Nawal Al-Sheikh & Khaled M S Masood. (2020). Requirements and Barriers of Learning English for specific Purposes: Criminology Cadets at AL ISTIQLAL University. *Rihan Journal for Scientific Publishing*, issue 21, PP 153:189

Qaddumi, H., Masood, K., Qaddomi, H., Samir, R. (2021). Teaching English Language Courses for Tourism and Hospitality Purposes (A Study of Graduates Workplace Needs). *Academic Journal of Research and Scientific Publishing, 3*, 31
 DOI: 10.52132/Ajrsp.e.2021.31.3

Khaled M S Masood, & Hussam A Qadomi. (2020). Investigating Students' Attitudes Towards Listening and Speaking in the English Classroom at Al Istiqlal University: An Action Research. *International Journal on Integrated Education, 3(8)*, 70-76.
<https://doi.org/10.31149/ijie.v3i8.538>

- Khaled M S Masood, Nawal Al-Sheikh. (2020). Investigating the Challenges and Complexities of Conducting Research: Viewpoint of Undergraduate Students at Al-Istiqlal University. *International Journal of Advanced Science and Technology*, 29(7), 8362-8377. Retrieved from <http://sersc.org/journals/index.php/IJAST/article/view/24869>
- Masood, K. M. (2020). Manifestations of Nature and Politics in Mahmoud Darwish's Metaphors. *Journal of Literature, Languages and Linguistics*. Vol.66. DOI: 10.7176/JLLL/66-08 <https://iiste.org/Journals/index.php/JLLL/article/view/52058>
- Ibrahim, Nawal Rashid Sheikh, Khaled. M. (2018). Learning English by Palestinian Military Cadets at Al-Istiqlal University: An Evaluation Study. *Dirassat Journal*. Vol. 7. Issue. 3. <https://www.asjp.cerist.dz/en/downArticle/332/7/3/67614>
- Masood, K., & Al-Sheikh, A. (2017). Undergraduates' Proficiency in English Language through Studying Oral Courses at Al-Istiqlal University. *Scholarlink Research Institute*. Vol.8. No.5. <https://journals.co.za/doi/epdf/10.10520/EJC-e5f1963ce>
- Masood, K. M. (2017). Negotiating Borders: Cultural Communication in Abu-Jaber's Literary Works. *SMART MOVES JOURNAL IJELLH*, 20. Retrieved from <https://ijellh.com/OJS/index.php/OJS/article/view/2400>

10. Training Sessions/ Trainer

ICT Training for Teachers

English Intermediate Module (ICT Training for Teachers)

Assessment and Evaluation for English Teachers

Phonetics

Teaching Methodology

Teaching Practices for Teachers of the Elementary Level

Classroom Practices

Novice Teachers Training

Strategic Plan for Head Teachers

11. Skills

Lecturing

Innovative program development

ESL teaching methods

Training material development

Skills assessments

12. Interests and hobbies

- Analysis of literary works
- Working with teams
- Working under pressure
- Running cooperative works

13. Taught Courses

- **Introduction to Literature**

The course aims at introducing literary terms related to the domains of English literature. Students

are introduced to the features of the eras of literature. Discussing sample short stories and drama in the introduction of the course. Students are required to read poems and provide literary explanations

- **Literature One**

The course aims at introducing cadets to the different genres and terminology of English literature, fiction, poetry and drama. It encourages cadets to appreciate literary texts through discussion and analysis. Cadets are trained to respond to such texts orally and writing critically and creatively

- **Introduction to Linguistics**

This course is an introduction to the study of language. It includes a definition of language as a system of human communication and what distinguishes human language from other communication systems such as animals' communication. Emphasis will be on the various linguistic levels including phonetics, phonology, morphology, syntax, semantics and discourse analysis.

- **Listening Skills**

This course aims at providing cadets with listening situations to understand spoken English and to express themselves verbally. This comes through a variety of classroom activities, language laboratory exercises, and oral presentations. Cadets improve their skills in listening situations in law enforcement context. Emphasis is on effective communication for specific tasks such as listening for the main idea, asking for information, telling, and others as related to cadets' real life situation in workplace.

- **English for specialization**

This course develops cadets' key cognitive skills such as analyzing, synthesizing and evaluation. Also, it develops the language listening and speaking skills essential for academic success. This course deals with topics like trends (extreme fashion), colors (the color of nature, building with color), courtesy (be polite, classroom etiquette), games (game of life, business is a game), family ties (separated at birth, family history), self-reliance (how to own, sell-it-yourself), use and reuse (sustainable Dave), storytelling (the art of storytelling), numbers and global health

- **English for the Military**

This course is an introduction to the English for local and international cooperation. It contains relevant and functional English language material applicable to military personal to the cadets with no real experience. In this class, cadets will learn how to introduce themselves in the first day in the military. Topics will include boot camp, to be a soldiers, military organization, military technology, headquarters and patrol. The course contains a variety of military life topics. Cadets will be able to think critically, appreciate military language and prepared with the basics of workplace English.

- **Writing 2**

The cadets in this course are expected to practice various modes of expressive, literary, and technical writing. They will also learn how to write neatly, essays, abstracts, CV's, headlines, questionnaires, book reviews and reports, proposals, and articles.

- **Reading Skills**

This course aims at developing cadets' language competency in reading and writing. Also, it aims to

develop their cognitive skills such as analyzing, synthesizing, and evaluating as well as developing the language skills essential for academic success. It enables cadets to read and write about a variety of topics such as: job interviews ,strong first impression, how to make food taste good, what does it take to be successful, technology and our life, why do people help each other, advertising, fear factors, how can we make cities better places to live, money, and social networking sites.

- **English for Psychology**

This course is designed to equip cadets with the specialized English language texts, vocabulary and skills they need to communicate effectively and appropriately in the context of Psychology. It gives students the opportunity to enrich their lexical items, build confidence and improve fluency.

- **English for Security Purposes**

English for Specialization is a fundamental course for those who are studying security sciences. It aims at training the cadets on how to listen, speak, read, write and comprehend through using different strategies. The course exposes cadets to a variety of materials to enhance comprehension and vocabulary related to the law, criminology, security and military context that are used in the Arab world and internationally.

- **English 1**

This course aims to instruct students with the four basic skills, reading, writing, listening and speaking which depends on freestyle of instruction.

Through this course, basic principles are presented in the linguistic structures and vocabulary used in daily life and the principles of writing electronic and formal and informal messages.

- **English 2**

Learning skills: listening, speaking, reading, and writing which are needed for the university student. It attempts to broaden and deepen students' critical thinking skills, vocabulary, grammar, and writing skills.

In addition, various reading strategies (making predictions, identifying main ideas, reading for details, relating information in the text to life experience) are introduced and developed through a wide range of topics for reading and writing.

Writing as a process and a product is emphasized. The students are expected to experience the process of generating ideas, organizing and drafting content, revising, and editing for grammatical structures in a meaningful context through the **Explore writing** page.

- **Literature 2**

This course introduces cadets to the new and influential field of postcolonial studies through different literary genres, focusing on post- colonial writers from Africa, the Caribbean, and the Middle East who through their writings engaged with their countries colonial heritage on many levels. It also highlights these writers response to the ways English literature served and /or contested the British Empire's colonial project in texts, by such authors as Edward Said, Kipling, Kanafani and to colonialism, in general. It's going to be much focus on short stories and novels.

- **English Grammar in Use**

This course will help students increase their English conversation ability, by the practice of expressing

thoughts, feelings, and opinions regarding present activities, past experiences, and future plans. Particular emphasis will be placed on interactional skills through asking and answering questions about general information as well as for the purpose of deepening/confirming comprehension in any moment. This course will also focus on the development of strong pronunciation and listening skills.

- **Research Methodology in Linguistics**

The aim of this course is to train cadets on writing research papers. It introduces the cadets to different research methodologies such as the descriptive, the analytical, the quantitative and the qualitative methods of research. Emphasis will be on writing effective thesis statements, bodies and conclusions, and on developing generally unified and coherent essays. Cadets will also be taught how to put forward research problems, questions, hypotheses, then testing them and writing up conclusions. The course will also briefly introduce the research paper according to the APA style.

- **Senior Seminar**

This is a practical course which allows cadets to focus on a research topic within the field of English Studies, perform an independent, supervised research into the topic, present it in writing, and defend it in an academic seminar.