1 - Language Learning Activities Suitable for Teaching English to Young Learners

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Abstract
Teaching of English to young children has recently become important. As, young learners have not yet mastered their first language, so the base at which new material of the foreign language should be introduced and the time required for mastering it can differ significantly from that of older learners. This has raised questions about how to best teach English to Egyptian young learners. The researcher has attempted to survey the related literature in a trial of answering these questions. Survey showed that using a coherent set of English language learning activities suitable to the those learners is the sound way because it is grounded in information about the principles of children's first and foreign language learning thus ensuring being different from the traditional English language exercises. These principles suggested using the communicative approach which focuses on information gab activities of which the researcher provided numerous interesting examples for teaching English to Egyptian kindergarten and primary learners.

Reference:

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2- Missing Electronic Feedback in Egyptian EFL Essay Writing Classes

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Abstract

The aim of the current study was to shed light on the potential of e-feedback for student teachers and their lecturers in an EFL essay writing class at the faculty of Education, Helwen University in Egypt. Eighty student teachers of English and seven essay writing lecturers exchanged e-mail to investigate the effect of e-feedback in essay writing. Eighty student teachers responded to the study questionnaire, 14 student teachers and 7 essay writing course. Findings revealed that student teachers perceived lecturers’ e-feedback as impacting their revision than oral feedback but peer e-feedback as invaluable as students were nearly the same language proficiency level. Lecturers emphasized that that e-feedback was a good experience but exhausting with repeated mistakes. Yet, electronic feedback was in general effective

Reference:

Center for Developing English language (CEDLT) :Occasional papers Ain shams University, Cairo, volume 44,June 2009,pp 71-104.

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3- The Effect of Using Team Teaching and Critical Incidents Analysis Strategies on Improving Non-specialist EFL Primary Teachers' Language Proficiency and Professional Knowledge Base

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Abstract

The purpose of the present study was to investigate the effect of using two professional development strategies' team teaching and critical incidents analysis, on improving two major domains of in service English teacher standards: namely language proficiency and professional knowledge base. The total sample of the study consisted of thirty five EFL primary teachers who were randomly selected among the primary school teachers of English in Helwan district. They were assigned to a one treatment group. The study made use of three tools: an observation checklist, language proficiency and professional knowledge base assessment rubric, and a pre-post English language proficiency test. Results of the study indicated that the proposed strategies had a large effect size in terms of improving the teaching performance of the primary school teachers of English concerning the target domains; theoretically and practically. Based on the results, conclusion and recommendations were presented.

Reference:
Egyptian Council for Curriculum & Instruction, studies in Curriculum & Instruction issue 164 Nov.2010, pp 1-29

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4- The Effectiveness of A Suggested Self-Instruction Programme on Developing Student-Teachers' English Language Study Skills

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Abstract

The main purpose of this study was to design a self instruction English Language programme to provide student-teachers with some of the study skills they need for academic and professional development. To achieve this aim, two needs analysis questionnaires. One for student teachers and the other for their professors, were conducted, validated and administrated. The results of these questionnaires were analyzed to determine the highly required study skills necessary for the target population. As a result, the suggested programme specified for student teachers was fully developed. Thirty student-teachers at the faculty of education, Helwan University were tested before and after teaching the programme through a pre / post study skills test designed by the researchers. Results showed evidence statistically significant differences between the mean scores of student –teachers on the pre and post administrations of the study skills test and the effectiveness of the programme

Reference:
The first International conference ( the 15th scientific conference) "Teacher's preparation and Development "Helwan University Faculty of Education ,2008,3rd part,pp.1355-1372.

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5- Using Appreciative Inquiry Approach to Improve Teaching Performance of English Basic Education Student - Teacher

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Abstract

The study aimed at investigating the effect of using appreciative inquiry approach on improving teaching performance of English Basic Education student-teachers, Faculty of Education ,Helwan University. The Sample of the study consisted of 30 third year and 30 fourth year student - teachers of English and social studies section , Faculty of Education, Helwan University. The tools of the study ( the interview questions and the teaching performance observation sheet) were designed after reviewing pertinent and after carrying out the experiment using appreciative inquiry approach . Obtained data statistically analyzed and results were positive. Results were discussed revealed that using appreciative inquiry had a notable effect on improving teaching performance of English Basic Education student-teachers, Faculty of Education ,Helwan University. It was recommended to be used in the same faculty and in other faculties of Education.

Reference:

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