

Name: Tareq Murad

Date: 01/09/2023

CURRICULUM VITAE

1. Personal Details:

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2. Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
1985-1990	Ben Gurion University of the Negev, Department of Foreign Literature and Linguistics: English and Department of Education	BA	1991
1988-1990	Ben Gurion University of the Negev, Beer Sheva, Israel, Department of Education	Teaching Certificate	1991
1997-2000	The University of Haifa, Department of English Linguistics and Literature	MA	2001

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
2003-2005	Mofet Institute Tel Aviv	Pedagogical Supervision Certificate	2005
2006-2010	University of Yarmouk, Irbid, Jordan. Dept. of Curricula and Instructions	PhD	2010

3. Academic Ranks and Tenure in Institutes of Higher Education

Dates	Name of Institution and Department	Rank/position
2004- 2012	Sakhnin College Department of English	Senior teacher Tenure
2012-2015	Sakhnin College Practicum and English Department	Lecturer Tenure
2015-2016	Sakhnin College Practicum and English Department	Senior lecturer Tenure
2017	Sakhnin College Departments of Pedagogical Instruction and English Linguistics	Senior lecturer

4. Offices in Academic Administration

2001-Present: Lecturer of Linguistics. Department of English, Sakhnin College.

2001-Present: TEFL Pedagogical Supervisor, Department of English, Sakhnin College.

2004-Present: Pedagogical supervisor for EFL teachers, Sakhnin College.

2012-Present: Head of the Pedagogical Supervision Department. Sakhnin College.

2013-Present: Member of the Pedagogical Instruction Committee, Sakhnin College.

- 2013-2021: Professional Development Schools (PDS) Coordinator, Sakhnin College.
- 2014-2015: Head of the Department of English at Sakhnin College.
- 2014-2015: Member of the Committee for Using Technology in Teaching, Sakhnin College and Mofet Institute.
- 2015-Present: Coordinator of Itgarim for improving graduates in the Arab Sector.
- 2015-2016: Photo Voice Coordinator. Sakhnin College and Ministry of Education
- 2015-2019: Member of Academia-Classroom [Academia-Kita] Steering Committee, Mofet Institute.
- 2015-Present: Member of the Forum for Academia-Classroom, a clinical model for teacher education, Mofet Institute.
- 2015-2022: Academia-Classroom program coordinator, Sakhnin College
- 2017-2018: Coordinator of the project “The involvement of parents in school life,” Ministry of Education, Sakhnin College, and Almotanabi Elementary School, Sakhnin.
- 2017-2019: Mentoring Project Coordinator, Ministry of Sciences and Technology and Sakhnin College.
- 2017-2020: Member of the Simulation Department Committee, Sakhnin College.
- 2018-2019: Coordinator of Nitsanim, a program for children during the school holidays.
- 2018-2019: Coordinator of the project "Mentoring", Ministry of Sciences and Technology and Sakhnin College.
- 2018-2021: Member of the Staff Ethics Committee, Sakhnin College.
- 2019-Present: Member of Pro-Mentors Erasmus+ international consortium led by Mofet Institute.
- 2019-Present: Member of the Steering Committee for the International Relations Unit, Sakhnin College.

- 2020-2021: Leading and establishing professional learning community (PLC) for PDS in teacher training, Sakhnin College and training schools.
- 2020-Present: Member of "the Academia-Classroom coordinators' community for Israeli Colleges and universities". Ministry of Education and Mofet Institute.
- 2021-2022: Member of the committee for implementing the pilot model in the clinical model for teacher education, Academia-Classroom Colleagues. Sakhnin College and Elsalam School.
- 2022-2023: Member of the forum for implementing Acdemeia-Kitta for teacher education colleges and universities in Israel. Makhon Mofet

5. Scholarly Positions and Activities outside the Institution

- 1990 1993: Coordinator of English at Kufar Kana High School
- 1994-1995: Member of the Parents' Committee at Elrazi Elementary School
- 1997-2006: Coordinator of English at Bueina-Nujidat Comprehensive School
- 1999- 2004: Head of the Teachers' Committee at Bueina Nujidat Comprehensive School
- 2000- 2016: Contributor to ETNI: www.etni.org.il
- 2003-2016: Contributor to Studies in Literature and Language: CScanada.net
- 2006-2010: Evaluator of Bagrut Exams (Matriculation), Ministry of Education
- 2009-2014: Member of the English Teacher Association in Israel (ETAI). www.etai.org.il
- 2011-2016. Reviewer for the Journal of Pragmatics. <http://ees.elsevier.com/pragma/>
- 2011-2017: Reviewer for the Journal of Pragmatics. <http://ees.elsevier.com/pragma/>
- 2012- 2018: Member of the forum of the practicum coordinators of Israeli Colleges for Teacher Education

2015-2019: Member of the district committee for Professional Development, Academia-Classroom. Ministry of Education.

2015-2021: A member of the staff committees of Itgarim. A committee for the recommendation for teacher education in the Arab Sector. Mofet Institute and Ministry of Education.

2016-2021: A member of leading staff for Academia-Classroom. A staff for reconstructing and restatement the instruction of Academia-Classroom for teacher education. Ministry of Education

2018-2019: A member of the committee for naming roads Bueina Nujidat Local council.

2020-Present: A member of the committee "Researching the Practice" in Academia-Classroom, a clinical model in teacher education. Ministry of Education.

2021-2023: A member of the forum for the coordinates of clinical training in TE, Israeli colleges and universities for teacher education. Ministry of education and Mofet Institute

6. Participation in Scholarly Conferences

a. Active Participation

Date	Name of conference	Place of conference	Subject of lecture/discussion	Role
2011	Israeli English Teachers (ETAI) Summer Conference. The power of the word	Jerusalem	Teaching pragmatics in EFL classes	Workshop Instructor
2012	A vision put into practice	Sakhnin College	The model of practicum in the College of Sakhnin.	Lecturer
3/2012	Sharing Ideas/ETAI Conference	Haifa	From PP to TBLT for EFL teaching	Lecturer

Date	Name of conference	Place of conference	Subject of lecture/ discussion	Role
4/13	Pedagogical supervision	Practicum forum. Mofet Institute, Tel Aviv	The use of the electronic portal in practicum supervision	Participant and Lecturer
1/6/16	Academia-Classroom	Mofet Institute, Tel Aviv	Summary of one-year pilot program in Academia-Classroom	Speaker Representative of Sakhnin College
20/7/16	Photo-Voice	Sakhnin College	From pictures to words	Speaker and organizer
10/7/17	Factors involved in clinical training	Sakhnin College	Training teachers, supervisors, students and representative of local authorities	Speaker and organizer
9/10/18	Research in Academy-Classroom Model	Mofet Institute, Tel Aviv	Students' perspectives of Academia-Classroom model	Researcher
3/7/18	Practical training for teaching: Students practice teaching to a profession	Gordon College, Haifa	The connection between training teachers and student-teachers in Academia-Classroom model	Speaker, Short lecture
31/1/19	Academia-Classroom model	Bueina Intermediate School	Training model and training teachers	Speaker
22/1/19	Clinical Training in Teachers' Education	Mofet Institute, Tel Aviv	Clinical Training	College representative
13/3/19	A workshop by Andy Newell and Christoph Moling Iris Connect	Mofet Institute, Tel Aviv	The world's most advanced platform in the world of photography and sharing lessons for	Representative

Date	Name of conference	Place of conference	Subject of lecture/discussion	Role
			teachers' professional development	
27/3/19	Itgarim coordinators PDS	Gordon College, Haifa	PDS Implementation at Arab Colleges	Representative speaker
22/5/19	PDS Itgarim	Gordon College, Haifa	PDS research	Representative Speaker
18/6/19	Leading staff in clinical training	Ministry of Education and Mofet Institute	Training schools Learning from Success Principles of Choosing Training Schools Pedagogical trainer's professional development	Presenter
24/6/19	The 7 th international innovation in teacher education	Mofet Institute, Tel Aviv	Training teachers' perspectives on the effectiveness of the clinical model	Poster
17-19/2/20	Promentors-Erasmus	Talpiot College, Holon	Kick-off meeting	Participant
25/2/20	Teachers' Education in the religious society	Bayet Vagan, Jerusalem	Developing pre-service teachers in the religious community	Participant
26-27/6/23	8 th International Conference on Teacher Education: 'Passion and Professionalism in Teacher Education	MOFET Institute	Digital Stories and Vocabulary Enrichment	Lecturer

b. Organization of Conferences or Sessions

Date	Place of conference	The subject of Conference/ Role at Conference/ Comments	Role
2016	Sakhnin College	English Sociolinguistics	Coordinator/organizer
2015	Sakhnin College	Academy- filed program	Coordinator/organizer
2016	Sakhnin College	Academy-Class project	Coordinator and organizer
07/2016	Sakhnin College	Photo- voices. A Project related to professional development schools [PDS]	Coordinator organizer
2017-2018	Sakhnin College & Training Schools	Parents' involvement at schools through reading books	
02/2018	Elmotanabi School Sakhnin	Academy class Training and co-teachings	Organizer lecturer
31/01/2019	Bueina Intermediate School	Clinical training Professional development	Organizer speaker
31/01/19	Alhelan Intermediate School	Professional development of teachers	Organizer speaker
15/01/20	Alsalam School	Clinical Training and Learners in a Community	Organizer and speaker
09/06/22	Sakhnin College	Towards clinical training teachers' education	Organizer speaker

Date	Place of conference	The subject of Conference/ Role at Conference/ Comments	Role
11/5/23	Der- Hana B Elementary school	Implementing Academia Communities Model in Teachers' Training	Organizer and Speaker
25/5/23	Sakhnin College for TE	From Theory to Practice in Teacher Training	Organizer and Speaker

8. Research Grants

a. Grants Awarded

Role in Research	Co-researcher	Topic	Funded by	Year
Primary Investigator		Apology strategies	Sakhnin College Amount 1,000 NIS	2013
Primary Investigator	Ibdah Mohamad Yaser Awad Nabil assadi	The Pedagogical Instructors' Perspective of the PDS Model in Teachers' Training	40,000 NIS	2019
Primary Investigator	Ibdah Assadi	Students' perspectives of the effectiveness of Training supervision in remote learning	28,000 NIS	2020
Primary Investigator	Hamzi Zoabo	Professional learning community (PLC)	25,000 NIS	2021

Role in Research	Co-researcher	Topic	Funded by	Year
		in PDS, training model in TE		
Primary Investigator	Ibdah Hamza Assadi	Contribution of the model Academia Classroom Colleagues to the professional development of teacher students and training teachers	20,000 NIS	2023
Primary Investigator	Assadi Hamzi Ibdah	The contribution of interior laboratory (Spiral) at Sakhnin College to the professional development of pedagogical supervisors in learning communities	36000 NIS	2024

b. Submission of Research Proposals – Pending

Primary Investigator				
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c. Submission of Research Proposals – Not Funded

Role	Co-Researcher	Topic	year
Primary Investigator	Shebar & Assadi	The Contribution of Teaching Songs to the Improvement of Students' Oral Proficiency, from Teachers' Perspective	2023/24
Primary Investigator	Assadi Abo Assa	Teachers' Point of View Concerning the Effect of Bedouin Culture on EFL Speaking Skills among High School Arab Students in the Negev (Southern Israel).	2023/2024

9. Scholarships, Awards and Prizes

2015-2016: Ministry of Education to Sakhnin College for Academy Class Program. Amount 1,500,000 NIS

2015-2016: Ministry of Education to Sakhnin College for operating a project of Academy field in two elementary schools. Amount 280,000 NIS

2016-2017: Ministry of Education to Sakhnin College for academy class. Amount 3,200,000 NIS

2016-2017: Ministry of Education: Itgarim Committee, additional budget for PDS. Amount 20 annual hours.

2016-2017: Mofet Institute for a research: The contribution of the instruction Academy-class to the students of secular' religious and Arab colleges. Amount 49,000 NIS

2017-2018: Ministry of Education to Sakhnin College: Yes, parents are involved in our school" Initiative. 53,000 NIS

2017-2018: Ministry of Sciences to Sakhnin College: mentoring for science studies. 780,000 NIS

2017-2018: Ministry of Education to Sakhnin College: Academia-Classroom Amount 3,900,000 NIS

2018-2019: Ministry of Education: Itgarim Committee, additional budget for PDS. Amount 12 annual hours.

2018-2019: Ministry of Sciences to Sakhnin College: mentoring for science studies. 910,000NIS

2018-2019: Ministry of Education: PDS 170,000 NIS

2018-2019: Ministry of Education to Sakhnin College: Academia-Classroom amount 4,000,000 NIS

2019-2020: Ministry of Education: Itgarim Committee, additional budget for PDS. 82,000 NIS.

2019-2020: Ministry of Education to Sakhnin College: Academia-Classroom amount 3,000,000 NIS

2020-2021: Ministry of Education: Itgarim Committee, additional budget for PDS. 132,000 NIS.

2020-2021: Ministry of Education to Sakhnin College: Academia-Classroom. 2,500,000 NIS

2021-2022: Ministry of Education. Clinical Models: Academia-Classroom, Academia-Classroom Community, Academia Colleagues. 3,000,000 NIS

2022-2023: Ministry of Education. Clinical Models in Teacher Education: Academy-Classroom with theory and Practice courses, Communities of Academy and Academy-Colleagues: 3200000 NIS.

2023- 2024: Ministry of Education. Clinical Training in Teacher Education: Learning Communities and Academy Colleagues- 4000000 NIS

10. Teaching

a. Courses Taught in Recent Years

Year	Name of Course	Type of course	Degree	Number of students
2001-Present	Introduction to linguistics	Introduction course	B.Ed.	25-35
2001-2017	English Morphology	Lecture	B.Ed.	25-35
2001-2017	Semantics	Lecture	B.Ed.	25-35
2001-2019	Syntax	Lecture	B.Ed.	25-35
2004-Present	Discourse Analysis	Seminar	B.Ed.	25-40
2008-2010	SLA	Lecture	B.Ed.	20-30
2009-Present	Pedagogical Seminar	Workshop	B.Ed.	10-15
2012-Present	Pedagogical supervision	Advanced course	Guides	20-30
2017-Present	Didactic seminar	Seminar	B.Ed.	10
2019-Present	Using Alternative Assessment in the 21st-Century English Classroom	Postgraduate	Mteach	14

b. Supervision of Graduate Students

Name of student	Title of thesis	Degree	Date of completion/ in progress	Students' achievement
Yosra Ghader	Collaborative Teaching Method and	Mteach	12/20	90

Name of student	Title of thesis	Degree	Date of completion/ in progress	Students' achievement
	Implementing Writing and Speaking Students' Skills in English Lessons			
Alaa Murad	The effect of extensive reading instruction on Arab EFL students' speaking skill	M.Teach	11/20	90
Malak Alrasem	Sources of anxiety for English language Arab Palestinian during speaking English as FL at one of the Israeli Arab colleges	M.Teach	12/20	95
Muhamad Bshoti	The contribution of pedagogical in-service courses to the professional development of novice teachers	Mteach	11/21	93
Jomana Otman	Storytelling and the development of EFL speaking skill	M.Teach	Pending	92
Haia Badarni	Digital units and EFL writing skill development	M.Teach	Pending	95
Lana Yasmine	Classroom discussion and students' speaking skills improvement	MTeach	Pending	

Name of student	Title of thesis	Degree	Date of completion/ in progress	Students' achievement
Roqaya Abo Asa	Teachers' point of view concerning the effect of Bedouin culture on EFL speaking skills among high school students in the Negev	MTeach	pending	
Aseel	The contribution of task-based language teaching instruction to enhancing students' communicative speaking skill	Mteach	pending	

11- Miscellaneous

- Henrietta Szold Institute asked to include two of my publications in their bibliography and abstracts in the library database. They are:
- Arab Practicum guides code-switch to Hebrew: Attitudes, Factors, and reasons. JLTR 4 (6), 2013, 1160-1166
- Analysis of errors in English committed by Arab first-year students of EFL in Israel, JLTR, 6 (3), 2015
- My Ph.D. thesis "The Effect of Task-Based language teaching on Developing Speaking Skills among the Palestinians Secondary EFL Students in Israel and Their Attitudes Towards English" was published in Asian EFL, 2012

12. Professional Experience

1989-1990: Teaching at High School in Rahat.

1990-1996: Teaching EFL at high school in Kfar Kana.

1991-2012: Teaching at high school of Bueina Nujidat.

1995- 2000 Head of the Teachers' Committee, Bueina Nujidat Comprehensive school.

2004-2006, Member of the Pedagogical Committee, Bueina Nujidat High School.

2006-2011 Bagrut marker of English. Marvad, Kiryat Ono. Ministry of Education.

PUBLICATIONS

A. Ph.D. Dissertation

The Effect of Task-Based Language Teaching on Developing Speaking Skills among the Palestinians Secondary EFL Students in Israel and Their Attitudes towards English. (2010), 158 pages, English, Smadi, O. Yarmouk University. <http://asian-efl-journal.com/Thesis/Thesis-Murad.pdf>

B. Scientific Books (Refereed)

C. Authored Books – Published

- **Murad, T.** (2019). *Task-Based Language Teaching*. Lambert: Academic Publishing. Germany
- **Murad, T.** (2022). *Clinical Training in Teachers' Education Research*. Lambert: Academic Publishing. Germany
- Assadi, J and **Murad T.** (2023). *A Collection of Groundbreaking Studies in ESL Pedagogy: A Journey to Fluency*. Lambert, Academic Publishing.

D. Articles in Refereed Journals

- **Murad, T.** (2003). Problems in Second Language Acquisition. *Al-Nibras: Journal of Education, Science, and Society*, (1), 22-28. ISSN:1565-8651.
- **Murad, T.** (2004). Pragmatic Analysis of Literary Texts: Promise and Lie in All My Sons. *Al-Nibras: Journal of Education, Science, and Society*, (2), 141-149. ISSN:1565-8651.
- **Murad, T.** (2006). Gender and Loan words. *Al-Nibras: Journal of Education, Science, and Society*, (3), 1-12. ISSN:1565-8651.

- **Murad, T.** (2008). The Use of Code Switching/ Code Mixing (CS/CM) in EFL Classrooms. *Al-Nibras: Journal of Education, Science, and Society*, (3), 1-12. ISSN: 1565-8651.
- **Murad, T.** (2011). An instructional program based on task-based language teaching principles and procedures for teaching the speaking skill of EFL students. *Al-Nibras: Journal of Education, Science, and Society*, (6), 12-41. ISSN:1565-8651.
- **Murad, T.** (2012). Apology Strategies in the Target Language (English) of Israeli-Arab EFL College Students towards Their Lecturers of English Who Are Also Native Speakers of Arabic. *Studies in Literature and Language. CSCanada*. 4,(3), 23-29. ISSN 1923-1563. DOI: <http://dx.doi.org/10.3968/n>
- **Murad, T.** (2013). May Allah not let you experience another sorrow: Condolence strategies used by lecturers who are native speakers of Arabic L1 toward their colleague who is a native speaker of Hebrew in Hebrew L2. *Theory and Practice in Language Studies*,3, (1), 17-22 [Q2]
- **Murad, T.** (2014). Arab Practicum Guides Code-switch to Hebrew: Attitudes, Factors, and Reasons. *Journal of Language Teaching and Research*,4,(6), 1160-1166. [Q2]
- **Murad, T.** and Khalil, M. (2015). Analysis of errors in English writing committed by Arab first-year students of EFL in Israel. *Journal of Language Teaching and Research, (JLTR)*, 6 (3), 475-485. [Q3]
- Abo Z. H., Assadi, N. & **Murad, T.** (2017). The Effect of Junior High School Teacher's Motivation and Willingness to Change on the Diversity of Their Teaching Methods. *Journal of Theory and Practice in Language Studies, (TPLS)*, 7, (12) 1160-1170. [Q3]
- Assadi, N. & **Murad, T.** (2018). The effect of the teachers' training model "Academy- Class" on the teacher students' professional development from the students' perspectives. *Journal of Language Teaching and Research*, 8, (2), 214-220. [Q3]
- Assadi, N.; **Murad, T.** and Khalil, M. (2019). *Journal of Theory and Practice in Language Studies*, 9, (2), 137-145. [Q3]
- **Murad, T.**, Assadi, N., Ibdah, M. & Awad, Y. (2020). The pedagogical instructors' perspectives of the PDS Model in teacher education. *Journal of Educators*,

<https://jett.labosfor.com/index.php/jett/article/view/624/484>

- Bshoti, M., **Murad, T** & Assadi, N. (2021). Pedagogical in-service courses and novice teachers' professional development. *Science and Research (SAR) Journal*, 4, (4), 185-195. **Q4**. ISSN 2619-9955
- **Murad, T.**, Assadi, N., & Ibdah, M. (2021). Student teachers' perspectives on teacher training and distance learning. *International Journal on Studies in Education (IJonse)*, 4(1), 55-71. ISSN: 2690-7909
- Assadi, J. **Murad T.** & Atrash, A. (2021). Using Activities with Online Distance learning methods to improve students' activeness. *International Journal of Advanced Education and Research, IJAER*, 6, (6), 20-26. **Impact Factor, IJF8**. ISSN: 2455-5746
- **Murad, T.**, Ghadeer, Y. and Assadi, J. (2021). The effect of teachers' attitudes towards collaborative instruction on students' writing and speaking skills. *Journal of Language Teaching and Research*, Vol. 12, 3. 343-351. **[Q3]**
- **Murad, T.** & Murad A. (2022). The Effect of Extensive Reading Instruction on Arab EFL Students' Speaking Skill, *International Journal of Latest Research in Humanities and Social Science (IJLRHSS)* 5, (1), 50-59. **Impact Factor, IJF8**. ISSN:2356-315X
- **Murad, T.**, Zobi, M., Hamza, S. & Ibdah, M. (2022). The contribution of a professional learning community of pedagogical instructors, training teachers, and teaching students, according to the clinical model to their professional development. *European Journal of Educational Research*, 11,(2). **[Q2]**
- Salamai, M & **Murad, T.** (2022). Integration of Children with Special Needs in Regular Kindergartens, in the Arab Society in Israel, from the Perspective of Kindergarten Teachers and Principals. Submitted to *International Journal of Early Childhood Special Education* 14, 4. **[Q4]**.
- Assadi,J., **Murad, T.** & Wazwaz, R. (2022). The effect of using digital stories on vocabulary acquisition among Arab ESL students who live in Israel. *International Journal of Advanced Education and Research*.7, (4), 17-24. **Impact Factor, RJIF8**
- **Murad, T.**, Awad, Y. & Abo Ras, B. (2022). The Impact of Covid-19 on Students' Academic Achievement at Arab Bedouin Junior High Schools in Southern District

of Israel. *International journal of latest humanities and social sciences research, IJLRHSS.5,12*, 334-346.

- Hamza, S., Assadi, N., **Murad, T.** and Ibdah, M. (2023). Contribution of the “Academia Colleague” as a Clinical Model to the Professional Development of Pre-service Teachers. *International Journal of Learning, Teaching and Educational Research (IJLTER)*, 22,1. 143-165 [Q3].
- **Murad, T.**, Assadi, J. & Othman, J. (2023). Arab EFL students' vocabulary enrichment through listening to songs from the English language. *International Journal of Advanced Education and Research*, 8,1, 68-75. [RJIF8]
- Assadi, J., **Murad, T.** & Shams, S. (2023). The Implications of Blog Writing on Writing Enhancement in English as a Foreign Language (EFL) among Students in Buqata Junior High School, Golan Heights. *International Journal of Latest Research in Humanities and Social Sciences Research, (IJLRHSS)*, 6, 7, 179-190 [RJIF 8] **ISSN: 2456-0766**
- **Murad, T.**, Assadi, J & Badarni, H. (2023). Digital Storytelling and EFL Speaking Skill Improvement. *Journal of Language Teaching and Research*, 14, 5, 1189-1198, September 2023 DOI: <https://doi.org/10.17507/jltr.1405.06>. [Q2]

E. Articles or Chapters in Scientific Books

Published

- Awad, Y. Odeh, S. **Murad, T.** & Sheffield, J. (2022). The school's climate is a mediator between the principal's personality and the attitude towards sexual education in the Arab sector in Israel. In D.S. Sheriff (Ed.) *Human Sexuality*. Intechopen Limited: London. July 2022. DOI: <http://dx.doi.org/10.5772/intechopen.105213>

F. Other Publications

- **Murad, T.** (2004). How do the training teachers perceive the function of the Pedagogical supervisor? Mofet Institute, Tel Aviv. [Hebrew]
- **Murad T.** (2010). Portfolio as a learning and training tool in teachers education: Students' perspectives. *English Teachers' Association of Israel*

ETAI Forum. XXI No. 2/3, 24-30. www.etai.org.il/documents/ETAI-Forum-Vol.-XXI-No.-2-3-Summer-2010.pdf

- **Murad, T.** (2011). Analysis of cultural aspects in "Results for four points" Textbook. *Etai Forum*. XXII NO 1, 23-25.
- **Murad, T.** (2010). A content analysis of WH questions according to Bloom's taxonomy in the reading comprehension textbook "results for four points". *English Teachers' association of Israel (ETAI) Forum*. XXI No. 2/3, 32-37. www.etai.org.il/documents/ETAI-Forum-Vol.-XXI-No.-2-3-Summer-2010.pdf
- **Murad, T.** (2010). Improving Teacher's Practices: Am I a good teacher? *Rag*. [http://www. Etni.org/etnirag/issue9.htm](http://www.Etni.org/etnirag/issue9.htm)

- מוראד, ט. (2020). *הדרכה פדגוגית: הגדרות, מחויבויות ונהלים למד"פים ופרחי הוראה*. מכללת סכנין להכשרת עו"ה.

- **Murad, T., & Shaalta, J.** (2012). *Contrastive Linguistic analysis between Arabic and English*. Sakhnin College. [Arabic]
- **Murad, T.** (2004). *Bagrut for four- pointers*. Booklet for internal use, Bueina Nujidat Comprehensive School.
- **Murad, T.** (2014). *Pedagogical supervision in the College of Sakhnin: Implementations and challenges*. Sakhnin College. <http://students.sakhnin.ac.il/portal/contents>
- **Murad, T., Asaad, R. Assadi, N. and Zedan, A.** (2016). *Academy Class: Objectives and implementation in pre, elementary, and intermediate schools*. Sakhnin College.

G. Other Works Connected with My Scholarly Field

- 2012-2021: Annual Plan for pedagogical training in Sakhnin College. Plans submitted to the head of the College.
- 2014-2016. Participating and writing syllabi for the B.Ed. in EFL for Elementary and intermediate programs in Sakhnin College.

- 2015. Developing a syllabus for training students according to PDS model in teacher education
- 2015-2016. Working on the Malag report, training part for Arabic and English language teaching.
- 2015-2021. Proposals, plans and procedures for implementing Academia Kitta Model in Sakhnin College. Plans submitted to Ministry of Education.
- 2016- 2017. Professional Development schools [PDS] course for the training supervisors. Itgareem, a program for improving the training level of Arab teachers. Mofet Institute
- 2016-2018. Developing syllabi for training students according to Academia Kitta, a clinical Model in teacher education
- 2016-2021. Proposals for implementing PDS Model for training student teachers in Sakhnin College.
- 2017- 2018. A training course (Hishtalmot) on implementing the principles and instructions of the professional development schools model.
- 2018-2019. M.Teach program, Updating the EFL courses syllabi and practicum program.
- 2018- 2019. Supervisors' training (Hishtalmot) on establishing professional learning communities, (PLC) and its effect on teachers' training
- 2019-2020. Supervisors' training course (Hishtalmot). Techno-pedagogy, using digital tools for training teachers in the zoom
- 2019-2020. Designing a lesson according to the new curriculum of EFL. English Department, Sakhnin College
- 2020-2021. Writing hybrid evaluation and assessment tool for teacher students in times of crisis. Sakhnin College
- 2020-2021. Writing a syllabus and establishing a learning community of training teachers, supervisors, and students, discussing clinical training models from different perspectives. Sakhnin College and other schools.
- 2020- 2021. Writing outline procedures for conducting hybrid pedagogical training during Corona.
- 2020-2021. Lesson observation evaluation format for evaluating student teachers by training supervisors and teachers. English Department, Sakhnin College

- 2020-2021. Teaching practices paths: A collaborative kit to promote teaching practices in academic institutions in Itgarim Program. Ministry of education and coordinators of teacher training in Israeli Arab Colleges
- 2020-2022. Establishing a professional learning community (PLC) for supervisors, training teachers and students in clinical teachers' training
- 2021-2022. Proposals, plans, and procedures for implementing Academia Kitta Model in Sakhnin College. Plans submitted to Ministry of Education.
- 2022. Developing Syllabus for M.Teach "Using alternative assessment in the 21st century."
- 2022. Developing Syllabuses for training students according to the "Communities in Academia-Classroom" קהילות אקדמיה Model in teacher education for English, Arabic, Mathematics, and early childhood departments. (clinical model)
- 2022. Developing a syllabus for training students according to the "Academy-Companion עמיתי אקדמיה Model in teacher education for Mathematics and English Departments". (clinical model)
- 2023. Designing syllabus for theory practice courses (TEFER). Techno-pedagogy, SEL, and Qualitative courses for implementation at schools
- 2023. Designing Syllabus for the course Spiral, College Interior Lab, for the pedagogical supervisors.
- 2024. Designing Learning Circles courses מעגלי למיד Courses for training teachers in the training schools

H. Submitted Publications

- **Murad, T.**, Assadi, J. and Badarni, H. (2023). Digital Stories and EFL Speaking Skills Improvement. A paper submitted to JLTR.

Summary of My Activities and Future Plans

I believe that a strong person is someone who converts fears into confidence, setbacks into comebacks, excuses into decisions, and mistakes into learnings. Therefore, I will be ready for the future by picking out my objectives and doing my best to implement them.

Concerning professional development, I will work in three dimensions. The first is my professional development. I will continue publishing more studies on teacher education and development. In addition, I will develop the pedagogical training in the college, so I will work with my partners in the college and school to implement the clinical model in teacher education; and try developing and enhancing the instructions and principles of this model. In addition, I will work together with colleagues to bridge theory with practice, this is could be done by designing syllabuses for theory and practice [תפ"ר] courses. These courses should be taught and implemented in the field

The second dimension is teaching students' professional development. Together with my colleagues in the college and training schools, we will develop plans and programs that promote the level of the students who are training at these schools. We work very hard to bridge the gap between theory and practice; therefore, some of the academic courses for the trainees will be studied in training schools.

The third dimension is the implementation of the plans in the field. To strengthen the cooperation, collaboration, and partnership between the factors involved in the pedagogical training process, professional learning communities involving these members will be established.

My position as the head of the pedagogical training department could oblige me to care for the professional development of the training supervisors, training teachers, and teacher students. This is will be done by cooperating and collaborating with the training schools and educational institutions. This could be done by initiating courses for the three factors taking part in teacher education (hishtalmiot) in the training schools and establishing professional learning communities (PLC) for students, trainers, and pedagogical supervisors to enhance the implementation of principles and instructions of the clinical training model in teacher education.

In addition, I will do my best to strengthen the relationship between our academy and the field by expanding the clinical models in teacher training such as; Academia-Classroom (Kita), Academy Community, and academy fellow models. Joint projects and initiatives will be encouraged to promote collaboration, cooperation, and partnership between the college and the training schools and educational institutions.

Finally, I will sometimes take breaks from the academy to be with my family and practice my hobbies of traveling and discovering the secrets and ancient cultures of the

Negev Desert. In addition, wandering around the world and enjoying fascinated scenes in different countries together with my wife could contribute the quality of life.