

Saudi Efl Learners Writing Problems A Move Towards Solution

This book empirically explores assessment of EFL (English as a Foreign Language) writing in different Arab world contexts at the university level, which often presents a challenge for teachers and students alike. Analysing a number of different practices throughout the chapters including peer assessment, self-assessment, e-rubrics and writing coherence, the authors highlight different issues and challenges that affect the assessment of EFL writing in the Arab world, and provide valuable insights into how it can be improved. This book is sure to become an important practical resource for practitioners, researchers, professors and graduate students working on EFL writing in this region.

Linguistic errors are manifold, e.g. in the mother tongue, in the acquisition of foreign languages, in translations, as slip of the tongue or typo. The present compilation of all subject-related publications is a comprehensive bibliography for the field of linguistic errors. In a compact introduction, Bernd Spillner additionally provides an overview of linguistic, didactic and psycholinguistic methods of the analysis and assessment of the errors and their therapy. For the first time, publications from

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numerous countries around the world were included which have not yet been considered. With the attached CD-ROM making the bibliography searchable for keywords in many languages to find relevant publications among the more than 6.000 titles, this is a very useful handbook for all linguists and teachers.

The aptitude to write well is increasingly becoming a vital element that students need to succeed in college and their future careers. Students must be equipped with competent writing skills as colleges and jobs base the acceptance of students and workers on the quality of their writing. This situation captures the complexity of the fact that writing represents higher intellectual skills and leads to a higher rate of selection. Therefore, it is imperative that best strategies for teaching writing speakers of other languages is imparted to provide insights to teachers who can better prepare their students for future accomplishments. *Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students* examines the theoretical and practical implications that should be put in place for second language writers and offers critical futuristic and linguistic perspectives on teaching writing to speakers of other languages. Highlighting such topics as EFL, ESL, composition, digital storytelling, and forming identity, this book is ideal for second language teachers and writing instructors, as well as

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academicians, professionals, researchers, and students working in the field of language and linguistics.

The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes scholarly peer reviewed articles on international students in tertiary education, secondary education, and other educational settings that make significant contributions to research, policy, and practice in the internationalization of higher education.

This edited collection examines a range of English Language Teaching (ELT) research in the Middle East and North Africa (MENA). While the MENA context has witnessed considerable change in recent years, it has so far been under-represented in ELT research at both the regional and the international level. This book aims to fill that gap by surveying the current state of the field, examining in detail a range of issues and concepts, and suggesting future directions for further research. It will be of interest to ELT researchers and practitioners in general - not just those based in MENA contexts themselves. Serves as an index to Eric reports [microform].

The aim of this set of books is to combine the best of current academic research into the use of Communities of Practice in education with "hands on" practitioner experience in order to provide

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teachers and academics with a convenient source of guidance and an incentive to work with and develop in their own Communities of Practice. This set of books is divided into two volumes: volume 1 deals principally with the issues found in colocated Communities of Practice, while volume 2 deal principally with distributed Communities of Practice" This edited collection presents a study of innovation in teaching, learning, assessment and teacher development practices in the Middle East and North Africa (MENA). The thirteen research-based chapters in this collection examine recent innovations in English language teaching, drawing on classroom, administrative and learning experiences from seven of the countries in the region. The major trends analyzed across the volume include the language skills of reading and writing and the prevalence of technology and technology-enhanced instruction. It highlights that innovative teaching, learning and assessment practices that are now in place in virtually all levels of English language teaching and learning from primary school to university to adult education sectors, and reflects on possible ways forward for innovation in the field of ELT. This book will provide valuable insight for scholars of applied linguistics and practitioners working in language policy, The Routledge Handbook of English Language Teaching is the definitive reference volume for

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postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

The internationalization of professional practices and the export of western technology and higher

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education are accompanied by a need to establish international standards of ethics across different professions. This pioneering and provocative group of essays constitutes essential reading for those interested in understanding, formulating, and teaching ethical standards for professions in an international and particularly cross-cultural context. This edited book brings together a collection of research-based chapters that address a variety of topics related to the teaching of English in different contexts around the world. The chapters are informed by a critical approach to research, employing a variety of research methods to question and problematize taken-for-granted definitions and practices in areas such as classroom pedagogy, testing, curriculum, language policy, the position of English as a medium of instruction, educational management, teacher education, materials and evaluation. This book addresses a major gap in theoretical and research literature in the area of teaching English, and it will be of interest to trainee and practising teachers, research students and scholars of EFL and TESOL, and researchers in applied linguistics. Salah Troudi is Associate Professor in the Graduate School of Education at the University of Exeter, UK. He directs the doctorate programme in TESOL in Dubai, and is the International Development Coordinator. His teaching and research interests include language teacher

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education, critical issues in language education, language policy, curriculum development and evaluation, and classroom-based research.

The latest advances and trends in technology have enabled rapid development in the field of language education. Students and teachers alike now benefit from the assistance of various technological innovations, thus increasing the overall effectiveness of the curriculum. The Handbook of Research on Individual Differences in Computer-Assisted Language Learning addresses the implementation of current research methodologies within EFL and ESL classroom settings and the variety of modifications employed by language experts. Focusing on quantitative, qualitative, and mixed methods studies, this book is an essential reference source for applied linguists, CALL researchers, language teachers, and upper-level students within the field of foreign language education.

International Academic Conference on Global Education, Teaching and Learning and International Academic Conference on Management, Economics, Business and Marketing and International Academic Conference on Transport, Logistics, Tourism and Sport Science. Vienna, Austria 2017 (IAC-GETL + IAC-MEBM 2017 + IAC-TLTS 2017), November 24 - 25, 2017.

The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state-of-

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the-art papers pertaining to Instructed Second Language Acquisition (ISLA). Written by 45 world-renowned experts, the entries are full-length articles detailing pertinent issues with up-to-date references. Each chapter serves three purposes: (1) provide a review of current literature and discussions of cutting edge issues; (2) share the authors' understanding of, and approaches to, the issues; and (3) provide direct links between research and practice. In short, based on the chapters in this handbook, ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery. This handbook is the ideal resource for researchers, graduate students, upper-level undergraduate students, teachers, and teacher-educators who are interested in second language learning and teaching. .

This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era's impact on English teaching in non-English speaking countries. English used in the global environment, the frequent mobile communication, and the use of AI-based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? Those scholars going through these complex environmental changes! A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited

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book. It's indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts.

Perspectives on Language Assessment Literacy describes how the elements of language assessment literacy can help teachers gather information about when and how to assess learners, and about using the appropriate assessment tools to interpret results in a fair way. It provides highlights from past and current research, descriptions of assessment processes that enhance LAL, case studies from classrooms, and suggestions for professional dialogue and collaboration. This book will help to foster continuous learning, empower learners and teachers and make them more confident in their assessment tasks, and reassure decision makers that what is going on in assessment meets international benchmarks and standards. It addresses issues like concepts and challenges of assessment, the impacts of reflective feedback on assessment, the ontogenetic nature of assessment literacy, the reliability of classroom-based assessment, and interfaces between teaching and assessment. It fills this gap in the literature by addressing the current status and future challenges of language assessment literacy. This book will be of great interest for academics, researchers, and post-graduate students in the fields of language assessment literacy and English language teaching.

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The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers, professionals, and graduate students. It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements, and as a prospective critical analysis of what lies ahead in terms of theory, research, and applications. Accordingly, the Handbook aims to provide (i) foundational information on the emergence and subsequent evolution of the field, (ii) state-of-the-art surveys of available theoretical and research (basic and applied) insights, (iii) overviews of research methods in L2 writing research, (iv) critical reflections on future developments, and (iv) explorations of existing and emerging disciplinary interfaces with other fields of inquiry.

Saudi Arabia is witnessing unprecedented progress in the field of higher education. Even though the country opened its first university in 1957, so far there seems to be little English scholarly writing about Saudi education in general and higher education in particular. The current expansion of Saudi Arabia's higher-education system has put a spotlight on this serious gap in the international literature. This book helps to fill this lacuna through the work of 16 scholars who have contributed to the

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development of the Saudi education system. In so doing, the book reveals areas where more research is required and thus provides a useful starting point for education scholars. This anthology is unique in that it is the first to offer a comprehensive perspective on the current knowledge base pertaining to Saudi higher education as well as to the ongoing efforts to introduce reforms.

This book presents an overview of revisiting the assessment of language abilities. It also showcases how the measurement of such constructs can result in negative or positive washback and how outcomes might be conducive to repercussions that decide on the future of many stakeholders. The 23 chapters were selected among tens of chapters received from different contexts that addressed the issue of revisiting the assessment of language abilities, such as Tunisia, Ukraine, Algeria, Russia, KSA, Sudan, Egypt, Canada, Kurdistan, UK, USA, Iran, Turkey, etc. These contexts have highlighted the necessity to revisit the different constructs which should be assessed with a clear and straightforward foundation on students' learning objectives and their actual language ability. To do so, most of the chapters present hands-on use of relevant statistical tests that might serve in revisiting the construct definition both theoretically and operationally. Perhaps the sole and intricate question that the authors of these contributions ask is what it means to revisit the

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assessment of the construct of individualized language ability and how. In addition, the book accentuates the momentousness and significance of reflecting on test fairness and validation as the mainspring and backbone for democratization of assessment. This book appeals to a broad readership, such as English Language Teaching (ELT) practitioners, language teachers, students, testing organizations, policy-makers, test designers, writers of test specifications, testing experts, researchers, program evaluators, especially in the Middle East and North Africa (MENA) as well as other international contexts.

CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE brings to students, researchers and practitioners in all of the social and language-related sciences carefully selected book-length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense, as a truly international and interdisciplinary field in which various approaches, theoretical and empirical, supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc. to the development of the sociology of language.

This book is the result of five years of intensive dedication to teaching innovation and curriculum

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development and offers a series of studies exploring how mobile technologies in particular, and mobile learning in general, may be used for second language teaching and learning in a wide variety of environments.

This annotated guide of English-language material on education in the Arab world includes books, journal articles, national and international reports and documents and Ph.D. dissertations. The author opens with an introductory essay on the development of education in the Arab Gulf states and an analysis of current issues in educational research. Chapters cover the social context of education; educational systems and structures; country reports on educational developments between 1950 and 1980; religion and education; education at the pre-college level; and higher education with special attention to systems and institutions, curriculum and evaluation, management, students in national and foreign universities, research, sciences, and technology. The book also examines women's education; teachers and teacher education; educational planning; manpower and education; educational guidance and counseling; special education; literacy and adult education; and educational media and instructional technology. Author and subject indexes are provided.

EVERYTHING YOU NEED to write the TOEFL essay with confidence. And the essay, also known as the Test of Written English, is the hardest part of the test-one that keeps many test takers from succeeding. Ace the TOEFL Essay (TWE) gives you simple and clear instruction on what you need to know to score well and

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This volume brings together a collection of papers presented at the 2014 World Congress of the International Association of Applied Linguistics (AILA), held in Brisbane, Australia, and represents current research and practice from across the globe related to reading, writing and visual literacy. Given that globalisation has resulted in an increase in the pursuit of second language (often English) literacy for those who want to enhance their access to better education and employment options, the development of literacy skills cannot be left to chance. This book explores current efforts to tease out the variables involved in the development of literacies, and will inform educators and teacher trainers of ways to improve classroom pedagogies and increase learner literacy competencies. The volume will be of use to both new and seasoned researchers wishing to enhance their understanding of current and emerging perspectives in the development of literacies. It will also be of interest to language teachers and language policy makers as the papers address

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current issues in language education.

ForumA Journal for the Teacher of English Outside the United StatesCo-Existing in a Globalized WorldKey

Themes in Inter-Professional EthicsLexington Books

This edited book uses case studies to offer a

comprehensive picture of the feedback practices and perceptions pertinent to English as a Foreign Language

(EFL) writing in the Arab world. It highlights essential

themes about feedback in L2 writing in eight Arab

countries, and offers a detailed critical analysis of

feedback practices and perceptions in six of these:

Egypt, Morocco, Oman, Saudi Arabia, Tunisia and the

United Arab Emirates. The book will appeal to an

international readership of academics, researchers and practitioners interested in EFL writing in the Arab world.

Educators continue to strive for advanced teaching

methods to bridge the gap between native and non-

native English speaking students. Lessons on written

forms of communication continue to be a challenge

recognized by educators who wish to improve student

comprehension and overall ability to write clearly and

expressively. Methodologies for Effective Writing

Instruction in EFL and ESL Classrooms brings together

research and practices for successful written

communication teaching among students of diverse

linguistic backgrounds. With technological advancements

and resources, educators are able to implement new

tools into their lesson plans for the benefit of their

students. This publication is an essential reference

source for professionals, educators, and researchers

interested in techniques and practices for written

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communication in English language teaching geared towards non-native English speaking students.

The COVID-19 pandemic caused educational institutions to close for the safety of students and staff and to aid in prevention measures around the world to slow the spread of the outbreak. Closures of schools and the interruption of education affected billions of enrolled students of all ages, leading to nearly the entire student population to be impacted by these measures.

Consequently, this changed the educational landscape.

Emergency remote education (ERE) was put into practice to ensure the continuity of education and caused the need to reinterpret pedagogical approaches. The crisis revealed flaws within our education systems and exemplified how unprepared schools were for the educational crisis both in K-12 and higher education contexts. These shortcomings require further research on education and emerging pedagogies for the future.

The Handbook of Research on Emerging Pedagogies for the Future of Education: Trauma-Informed, Care, and Pandemic Pedagogy evaluates the interruption of education, reports best-practices, identifies the strengths and weaknesses of educational systems, and provides a base for emerging pedagogies. The book provides an overview of education in the new normal by distilling lessons learned and extracting the knowledge and experience gained through the COVID-19 global crisis to better envision the emerging pedagogies for the future of education. The chapters cover various subjects that include mathematics, English, science, and medical education, and span all schooling levels from preschool

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to higher education. The target audience of this book will be composed of professionals, researchers, instructional designers, decision-makers, institutions, and most importantly, main-actors from the educational landscape interested in interpreting the emerging pedagogies and future of education due to the pandemic.

This book highlights research that expands on our knowledge of second- language collocation acquisition. It presents original findings based on the largest collocation database to date, encompassing over 8,000 collocations: verb + noun, adjective + noun, and noun + noun. These collocations, collected from a one-million-learner corpus, were not confined to English as a foreign language (EFL) learners at a particular proficiency level, but also included learners at three levels. As such, the book provides a panoramic view regarding L2 collocation acquisition, not only in terms of learners' acquisition of different types of collocations, but in terms of the developmental patterns in L2 collocation learning. One major discovery is that there is a collocation lag as learners' proficiency levels rise, which is associated with vocabulary increase, in particular semantic domains—a remarkable insight for second-language acquisition researchers, English teachers and EFL learners alike. The findings reported shed new light on how collocations are acquired by EFL learners, offering guidance on how they can best be taught. In closing, the book discusses pedagogical aspects that arise from considering how learners can be helped with collocation learning. The two-volume proceedings of the ACIIDS 2015 conference, LNAI 9011 + 9012, constitutes the refereed

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proceedings of the 7th Asian Conference on Intelligent Information and Database Systems, held in Bali, Indonesia, in March 2015. The total of 117 full papers accepted for publication in these proceedings was carefully reviewed and selected from 332 submissions. They are organized in the following topical sections: semantic web, social networks and recommendation systems; text processing and information retrieval; intelligent database systems; intelligent information systems; decision support and control systems; machine learning and data mining; multiple model approach to machine learning; innovations in intelligent systems and applications; bio-inspired optimization techniques and their applications; machine learning in biometrics and bioinformatics with applications; advanced data mining techniques and applications; collective intelligent systems for e-market trading, technology opportunity discovery and collaborative learning; intelligent information systems in security and defense; analysis of image, video and motion data in life sciences; augmented reality and 3D media; cloud based solutions; internet of things, big data and cloud computing; and artificial intelligent techniques and their application in engineering and operational research.

The use of information and communication technologies (ICTs) in education has revolutionized learning. Shifting beyond traditional mode of education, the integration of ICTs has become an advantage for students at tertiary education when used for the right purpose to enhance learning. The use of technology brings forth a flexible and accessible mode of education and bridges the gap

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of learning across borders. This enables students at tertiary level to have access to other universities and academic resource materials globally, thereby expanding their knowledge. Thus, it is crucial to consider the development of technology in education as part of a comprehensive pedagogical framework and take into account new developments in ICTs. *ICT-Based Assessment, Methods, and Programs in Tertiary Education* is an essential research publication that provides relevant theoretical frameworks and recent empirical research findings on integrating ICTs in tertiary education to enhance learning and allow students to take more control of their learning. Highlighting topics such as assessment, language learning, and e-learning, this book is ideal for teachers, professionals, academicians, researchers, administrators, curriculum designers, instructional designers, and students.

This edited collection brings to the forefront attempts to connect critical pedagogy and ELT (English Language Teaching) in different parts of the world. The authors in this collection write from their own experiences, giving the chapters nuanced understanding of the everyday struggles that teachers, teacher educators and researchers face within different contexts. Throughout the book, contributors connect micro-contexts (classrooms) with macro-contexts (world migration, politics and social issues) to demonstrate the impact and influences of pedagogy. In problematizing ELT and focusing on so-called 'peripheral' countries where educators have created their own critical pedagogies to respond to their own local realities, the contributors

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construct ELT in a way that goes beyond the typical ESL/EFL distinction. This unique edited collection will appeal to teacher educators, in-service teachers working in the field as well as students and scholars of English language teaching, second language acquisition and language education policy.

This book addresses issues surrounding writing centers in the Arabian Gulf region. Including a foreword by Professor Ken Hyland, it brings together a number of thought-provoking chapters on the history, concept, and ground realities coupled with critical comparative discussions of writing centres in the region. The book begins by offering critical historical accounts of writing centers in the Gulf countries, before moving onto empirical research and reports on pedagogical practices that vividly capture the on-the-ground realities faced and experienced by different actors. These accounts serve to highlight how the writing centers vary between countries, as well as how they differ from the more well-known writing centers in the US and the UK. Finally, the book explores what sort of commonalities and differences the current trend of writing centres is producing within and between the six countries of the Arabian Gulf. This book will be highly relevant to those involved with writing centres along with directors, policymakers, researchers and teacher educators in the fields of Education and Sociology, particularly those with an interest in the Arabian Gulf area.

This edited book brings together contributions from different educational contexts across the Middle East and North Africa (MENA) in order to explore how L2

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English writing is assessed. Across seven MENA countries, the book covers aspects of practice including: task design and curriculum alignment, test (re)development, rubric design, the subjective decision making that underpins assessing students' writing and feedback provision, learner performance and how research methods help shed light on initiatives to improve student writing. In such coverage, chapter authors provide concrete evidence of how assessment practice is governed by their unique context, yet also influenced by international standards, trends and resources. This book will be of interest to second language teachers, assessors and programme developers as well as test designers and evaluators.

Abstract This study focuses on the use of the blended learning approach in the Saudi EFL context, investigating the advantages and disadvantages of its application in Saudi Electronic University, against a more conventional approach used at Imam Muhammad Ibn Saud Islamic University. This study also investigates perceptions of students concerning this particular approach. The opinions of instructors are also surveyed in order to identify the challenges and obstacles that they have found in employing it. The study also examines possible differences in performance by comparing five colleges where the approach has been used. For this purpose, 475 students and 12 instructors participated in this study who were studying or working in either SEU or Imam Muhammad Ibn Saud Islamic University during the first semester of the academic year 1439/1440 from Riyadh female campus. The findings indicated that the students'

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results are better using the blended learning approach in their listening performance, also there is a statistically significant difference in the students' satisfaction in the listening course between the conventional method which is used at Imam Muhammad Ibn Saud Islamic University and the blended learning approach at Saudi Electronic University in favor of blended learning approach at the SEU, and there is a strongly statistically significant difference in students' listening performance between colleges in favour of college of science and theoretical studies. Finally, the study suggests that further research should be conducted on the use BL in teaching other language skills such as, reading, speaking and writing. Key words: Blended learning, listening performance, Saudi Electronic University

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