

1. Record Nr.	UNINA9910337706603321
Titolo	English Language Teaching Research in the Middle East and North Africa : Multiple Perspectives // edited by Sahbi Hidri
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2019
ISBN	3-319-98533-7
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (732 pages)
Disciplina	428.0072
Soggetti	Language and languages—Study and teaching Linguistics—Methodology English language Ethnology—Middle East Language Education Research Methods in Language and Linguistics Language Teaching English Middle Eastern Culture
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction, Sahbi Hidri -- PART ONE: TESTING, EVALUATION AND ASSESSMENT -- Chapter One: Assessing Second Language Proficiency under “Unequal” Perspectives: A Call for Research in the MENA Region, Lee McCallum -- Chapter Two: State-of-the-Art of Assessment in Tunisia: The Case of Testing Listening Comprehension, Sahbi Hidri -- Chapter Three: Cultural Content Evaluation of English Language Textbooks (Link Up Series Elementary & Intermediate), Hala Salih Mohamed Nur, Asjad Ahmed Saeed and Abdelkhalq Abbood -- Chapter Four: The Washback Effect of the Thanaweya Amma English Test: Drawbacks and Solutions, Mahmoud Ibrahim -- PART TWO: INTERFACES BETWEEN TEACHING AND ASSESSMENT -- Chapter Five: A Proposed Metacognitive-Based Approach to Promoting EFL Cohesion and Coherence in Essay Writing of Algerian Master Students, Manal Boudghene Stambouli and Amine Belmekki -- Chapter Six: More than a

Pyramid of Papers: Students' Portfolios and Developmental Language Assessment in the ESL Classroom, Charles Edonmi -- Chapter Seven: The Effectiveness of Pre-assessment to Differentiate the Reading Tasks for the Mixed-Abilities EFL Learners, Syeda Saima Ferheen Bukhari -- Chapter Eight: Self-Esteem, Self-Expectancy and Oral Achievement in the Tunisian EFL Context, Marwa Mekni Toujani and Tarek Hermessi -- Chapter Nine: Investigating the Quality of Argument Structure in First-Year University Writing, Bisma Allagui -- PART THREE: ARGUMENTATION IN DISCOURSE ANALYSIS -- Chapter Ten: Aspects of Cohesion and Coherence in Moroccan EFL Learners' Written Discourse, Ahmed Sahlane -- Chapter Eleven: Publish or Perish: The Research Letter Genre and Non-Anglophone Scientists' Struggle for Academic Visibility, Mimoun Melliti -- Chapter Twelve: Hedging in Applied Linguistics Theses: An Exploratory Comparative Study, Nourhan Sorour -- Chapter Thirteen: Analyzing Argumentative Essay as an Academic Genre on Assessment Framework of IELTS and TOEFL, Zulfiqar Ahmad -- PART FOUR: TEACHING DIGLOSSIA AND VOCABULARY -- Chapter Fourteen: Including Diglossia in Teaching Arabic as Second Language Programmes: Suggestions and Implications from a Darija Course in Casablanca, Francesca Tabloni -- Chapter Fifteen: Vocabulary Instruction through Patterns of Activity Sequencing Use: Revising the Understanding of Integration in Language Teaching, Ahlam Bouirane -- Chapter Sixteen: Arabic-Speaking Students of EFL, Vocabulary and the Art of Structured Review, Nathaniel Lotze -- PART FIVE: ENGLISH LANGUAGE LEARNING PROBLEMS -- Chapter Seventeen: Understanding English Speaking Difficulties: Implications for the English Language Curriculum for the Arab Students in a Pakistani University, Musharraf Aziz -- Chapter Eighteen: Domain-Specific and Domain-General Processing Accounts in Children with Specific Language Impairment (SLI): Contribution of Cross Linguistic Evidence, Areej M. A. Balilah, Yasaman Rafat and Lisa M. D. Archibald -- Chapter Nineteen: Difficulties Facing Children in Learning English as a Foreign Language in the Libyan Context, Deya M. R. AL-Osta Omar, Ahmed Ayyad Gaibani and Fadil Elmenfi -- PART SIX: MOTIVATION AND ERROR ANALYSIS IN FOREIGN LANGUAGE LEARNING -- Chapter Twenty: The Role of Intrinsic Motivation and Oral Corrective Feedback in the EFL Classroom, Cirine Zouaidi and Tarek Hermessi -- Chapter Twenty-one: Omani EFL Written Errors at a College Level, Sharifa Said Ali Al-Adawi -- Chapter Twenty-two: Investigating Motivational Factors in EFL Classroom from the Perspectives of Students at a Tertiary Context in Oman, Iman al-Kadie -- Chapter Twenty-three: An Error Analysis of Writing Skills among English Foreign Language Learners at University Utara Malaysia, Ahmed Basher, Fadil Elmenfi and Ahmed Gaibani -- PART SEVEN: THE ROLE OF CRITICAL THINKING IN FOREIGN LANGUAGE LEARNING AND TEACHING -- Chapter Twenty-four: Receptivity and Resistance of Students and Teachers to Learner Agency in Topic and Text Selection, Jonathan Mason, Yosri Ben Ammar, Sarra Romdhane and Shahira Tarash -- Chapter Twenty-five: Entrepreneurship Skills in Business English: Promoting Regulation and Social Entrepreneurship through Experiential Learning, Tamim Ata Allah -- Chapter Twenty-six: "We Need Writers." A Case Study of Writer-Illustrator Maitha Al-Khayat and the UAE Children's Book Publishing Industry, Shelley Lawson -- PART EIGHT: TECHNOLOGY IN LANGAUGE LEARNING AND TEACHING -- Chapter Twenty-seven: The Pedagogical Development of Blended Learning, Marine Milad -- Chapter Twenty-eight: The Impact of Online Discussions on the Accuracy of the Written Output of Bahraini L2 University Students, Diana A.K. Al Jahromi -- Chapter Twenty-nine: The iPad in the Foundations Program of the Higher Colleges of Technology

in Fujairah, Barraq Ali -- Chapter Thirty: Incorporating Audio-Visual Aids in the English Language Classroom in Tunisia: A Case Study, Ines Boufahja.

---

Sommario/riassunto

This book examines English Language Teaching (ELT) research in the Middle East and North Africa (MENA). While the MENA region has witnessed considerable change in recent years, it has so far tended to be under-represented in ELT research at both the regional and the international level. This book aims to help fill this 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. The different parts cover topics as various as testing, evaluation and assessment; argumentation in discourse analysis; teaching diglossia in vocabulary; and the role of critical thinking in foreign language learning and teaching. It will be of interest to ELT researchers and practitioners internationally – not just those based in MENA contexts themselves. Sahbi Hidri is an assistant professor of applied linguistics at the Faculty of Human and Social Sciences of Tunis, Tunisia. He is the founder of Tunisia TESOL, the Arab Journal of Applied Linguistics and the Tunisian Association of Language Assessment and Evaluation.

---