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Nota di contenuto	Intro -- Foreword -- Acknowledgements -- Volume Introduction -- Praise for English Language and General Studies Education in the United Arab Emirates -- Contents -- Editors and Contributors -- Part I Theoretical Perspectives -- 1 The Case for a Dedicated General Studies Programme in the UAE -- Introduction -- Background -- Demographics -- Higher Education-Its Role in the Nation -- Unemployment -- The HCT Vocational Model -- The Importance of Soft Skills -- HCT's Departure from Soft Skills -- The Case for a Dedicated General Studies Qualification -- Conclusion -- References -- 2 Seven Characteristics of Effective General Studies Programs in the UAE -- Introduction -- Best Practice in General Studies Programs in the UAE -- Conveying the Knowledge -- Applying New Teaching Methods -- How to Fairly Grade Students' Work -- Fostering Critical Thinking -- Active Learning -- Incorporating Technology -- Importance of Staying Current -- Conclusion -- References -- 3 Teaching Business English in the UAE to Undergraduate Learners: A Learner-Centred Approach -- Introduction -- Previous Studies on Written Business English -- A Learner-Centred Approach to Teaching Business English -- Community -- Socialization -- Discourse -- Conclusion -- References -- 4 Enhancing Literacy in Young Readers Through Bilingual Literature in the UAE -- Introduction -- Literary Background and Review of the Literature -- Children and Heroes: A Practical Bilingual Approach -- Language and Style -- Points of View -- Bilingualism and Literary Influence on the Stories' Characterization and Setting -- Conclusion -- References -- 5 Research on English Language Teaching in Higher Education in the United Arab Emirates, 2010-2020: An Overview of Journal Articles -- Introduction -- Research on ESL in Higher Education and Its Significance for Future Research. Research to Improve Language Competence and Increase Motivation for Learning -- Research on Testing, Language Learning Strategies, and Implications for Further Study -- Research on Expatriate Teachers and Implications for English Teachers -- Discussion, Implications, and Future Directions -- Researching the Future of EMI in the UAE -- Rethinking the Primacy of Linguistic Competence -- A Case for English Faculty Retention in a Knowledge Economy -- References -- Part II Empirical Perspectives -- 6 Exploring Teachers' Satisfaction with Their Participation in Assessment Activities -- Introduction -- Theoretical Background -- Teachers' Involvement in the Assessment Process -- Testing: A Disciplinary Instrument -- Teacher' Restricted Participation in Testing -- Method -- The Context of the Study -- Participants -- Methodology -- Data Analysis and Validation -- Results -- Participation in Tests -- Teachers' Satisfaction with Their Participation -- Teachers' Desires: More Participation -- Discussion -- Appendices -- A.1 Teachers' Job Description -- A.2 Relationship Between Interview Themes and Questionnaires (Sample) -- A.3 Interview Analysis (sample) -- A.4 Questionnaire Analysis (Sample) -- References -- 7 Educational Influx: Socialization of New English Teachers in UAE State Schools -- Introduction -- Literature Review -- Methodology -- Findings and Discussion -- Induction/Preparations -- External Adjustments -- Preparation for Teaching -- Internal Cultures -- External Cultures -- Conclusions -- References -- 8 Making the Transition from Blended Learning to Fully Online: Reflections from Two-Tertiary Level Teaching Professionals -- Introduction -- Background Literature -- What is the Institutional Teaching and Learning Context? -- Theoretical

Applications of Blended Learning -- Theoretical Applications of Online Learning.
Advantages and Disadvantages of Online Learning -- Literature Review -- Theoretical Framework -- Reflective Practice -- Reflective Journal I: General Studies Reflections -- Objective Level Summary of Key Findings -- Reflective Level Summary of Key Findings -- Interpretative Level Summary of Key Findings -- Decisional Level Summary of Key Findings -- Reflective Journal II: Engineering Reflections -- Course Preparation and Delivery: -- Assessment -- Recommendations -- Recommendation 1-On-Site Exams -- Recommendation 2-Multiple Assessment Strategies -- Recommendation 3-Modes of Course Delivery -- Recommendation 4-Future-Ready Students -- Recommendation 5-Length of Online Sessions and Scheduling -- Recommendation 6-Investment in Simulations and Software for Online Labs -- Conclusion -- References -- 9 Enhancing Critical and Creative Thinking Skills in Math at Post-secondary Level: Examining STEM Versus STeM for Efficiency and Effectiveness -- Introduction -- Literature Review -- STEM Model -- Creative and Critical Thinking Skills -- Methodology and Procedure -- Study Design -- Participants -- Instruments -- Findings -- Pre-test Results -- Post-test Results -- Conclusion -- References -- 10 Tertiary Students in the UAE: Learning for Outcomes and the Social Affective Component -- Cultural Factors and Learning -- The National and Institutional Context -- Method -- The Research Approach -- Participant Selection -- Interview Procedure -- Interview Data Analysis -- Results -- Discussion -- Social-Affective Strategies and Context-Based Learning -- Outcome-Focused Learning -- Implications for Instruction and Course Design -- Appendix Interview Questions -- References -- 11 Students' Perceptions and Attitudes Towards Using Blogs as a Supplementary Learning Tool to Enhance Writing Skills at a Private University in Dubai -- Introduction -- Context of the Study.
Literature Review -- Weblogs -- Types of Blogs -- Attitudes and Perceptions Towards Blogging in Higher Education -- The Benefits of Using Blogs in an ESL Classroom -- Learning Through Blogging Versus Formal Education -- Research Design -- Research Methodology -- Data Collection Methods -- Participants -- Ethical Considerations -- Credibility, Validity, and Reliability -- Data Analysis -- Findings and Discussion -- Students' Technological Experience and Blogging Exposure -- Students' Perceptions Towards Using Blogs as a Tool to Enhance Writing Skills -- Blogging Versus Traditional In-Class Writing -- Students' Beliefs of the Advantages of Using Blogs in an ESL Classroom -- Students' Beliefs of the Disadvantages of Using Blogs in an ESL Classroom -- Limitations and Recommendations for Future Research -- Conclusion -- References -- 12 Reader Response to Text Adaptation: A Study of Female Emirati Undergraduate Students -- Introduction -- Purpose of the Study -- Research Questions -- Literature Review -- Authentic or Adapted? -- Readability and Its Measurements -- Methodology -- The Source -- Types of Response -- Research Sample -- Results -- Objective Response -- Behavioural Response -- Subjective Response -- Comparison of Behavioural vs Subjective Responses -- Conclusions -- References -- 13 General Studies Teachers' Acceptance of Technology Use in the Classroom Within UAE Higher-Education -- Introduction -- Literature Review -- Issues with ICT Integration in General Education -- Acceptance of ICT Use by Teachers -- UTAUT -- Method -- Research Question and Hypothesis -- Participants -- Instruments -- Results -- Discussion -- Implications for Online Teaching -- References -- 14 Teaching and Learning Post-secondary Content Through Non-native Language

in the United Arab Emirates (UAE) -- Introduction -- Literature Review -- Methodology.
Population and Sample -- Instruments -- Procedures -- Results -- Student Survey Results -- Faculty Survey Results -- Comparison of Student and Faculty Responses -- Discussion -- How Can Student Learning and Engagement in the Classroom Be Enhanced? -- Conclusion and Recommendations -- References -- 15 Positive and Negative Emotions of Emirati Student-Teachers During an EFL Practicum -- Introduction -- Contextual Background -- Emotion in the Literature -- Methodology -- The Participants -- Data Analysis -- Limitations of the Study -- Findings -- Positive Emotional Experience -- Classroom Practices -- Rapport with Students -- Country Support and Assistance -- College Support and Assistance -- Negative Emotional Experience -- Teaching Special Needs Students -- Failure to Provide Emotional Support -- Discussion -- Emotional Experiences: Positive and Negative Emotions -- Beliefs and Attitudes Towards Effective Teaching -- College-Based Courses Versus English Language Proficiency -- Implications -- References -- 16 A Comparative Analysis of UAE Student Performance in Face-To-Face Versus Online Instruction and the Effect of Gender Difference -- Introduction -- Literature Review -- Method -- Participants of the Study -- Instrumentation -- Research Question -- Results -- Sustainability Course -- Academic Reading and Writing -- Analysis of One Male Spring Class and One Female Spring Class -- Mathematics Course -- Results Showed -- Discussion -- Conclusion -- Limitations and Future Research -- References -- 17 An Exploratory Study of Women Learners' Identity and Investment in Learning English in the United Arab Emirates -- Introduction -- Theoretical Background -- Research Methodology -- Findings -- Work as Immutable -- The Key of the World -- Global Identity -- Pragmatism -- National Development -- English Growth, Arabic Diminishment. Islam, Learning and Gender.

Sommario/riassunto

This book presents an up-to-date account of current English-language English teaching and General Studies practices in the UAE. The chapters, written by leading language teacher educators, feature theoretical and empirical aspects of teaching, learning, assessment as well as related research. Throughout the book, the link between theory and practice is highlighted and exemplified. This reader-friendly book is suitable for undergraduate and graduate students, teachers, researchers and administrators of English language and general studies programs in the UAE and beyond who wish to keep abreast of recent developments in the field.