

Language Teacher Research in the Middle East

Edited by Christine Coombe and Lisa Barlow



Language Teacher Research Series

Thomas S. C. Farrell, Series Editor



Teachers of English to Speakers of Other Languages, Inc.

Language Teacher Research Inthe Middle East

**Çetin Köroğlu, Zeynep,Çakır,
Abdulvahit**

Language Teacher Research Inthe Middle East:

Language Teacher Research in the Middle East Christine Anne Coombe, Lisa Barlow, 2007 This volume in the Language Teacher Research Series Thomas S C Farrell series editor shares the studies and reflections of teacher researchers working in Middle Eastern countries with students from a variety of cultural backgrounds These teachers explore aspects of their own practice in university settings secondary school classrooms and professional language training institutes Despite the varied settings the authors all have a common desire to improve their practice by looking critically at their teaching approaches and their students attitudes toward learning These studies unearth assumptions made in different teaching contexts and shine a light on factors of perception and motivation Each chapter examines a specific teaching and learning environment and analyzes avenues for improvement in that particular context However the overall goal of this volume and the series is to share teacher researchers findings so that colleagues can extract their own interpretations and plan action steps for improving student learning in other contexts throughout the Middle East and the world Product Description

English Language Teaching Research in the Middle East and North Africa Sahbi Hidri, 2018-11-23 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 Research on English

Language Teaching and Learning in the Middle East and North Africa Kathleen Bailey, David Nunan, 2023-12-06 The tenth volume in the TIRF Routledge series this book features research on the teaching and learning of English in the Middle East and North Africa MENA With chapters written by TIRF Doctoral Dissertation Grant awardees and internationally known scholars the volume addresses contemporary challenges and considerations to teaching English in the MENA context With empirical research covering a wide range of under studied contexts this book provides important insights and future directions to improve research and instruction Offering up to date research at the primary secondary and post secondary levels this volume is an essential resource for language education programs and pre service teachers Chapter 7 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

Teaching and Learning English in the Arabic-Speaking World Kathleen M. Bailey, Ryan M. Damerow, 2014-02-05 Co published with The International Research Foundation for English Language Education TIRF An important contribution to the emerging body of research based knowledge about teaching English to native speakers of Arabic this volume presents empirical studies carried out in Egypt Lebanon Oman Palestine Saudi Arabia and the United Arab Emirates UAE a region which has gained notable attention in the past few

decades Each chapter addresses an issue of current concern and each includes implications for policy practice and future research Nine chapter authors are Sheikh Nahayan Fellows recipients of doctoral fellowships from The International Research Foundation for English Language Education TIRF This volume is the first in the Global Research on Teaching and Learning English Series co published by Routledge and TIRF **K-12 Classroom Research in Language Teaching and Learning** Kate Mastruserio Reynolds,Khanh-Duc Kuttig,2024-07-31 This edited volume presents narratives on a range of methods for research on second language teaching and learning appropriate to the elementary middle and high schools K 12 Teacher researchers in different worldwide contexts narrate their processes to explain and demonstrate practitioner research in context contributors describe their research from exploring the rationale for the project to designing the study analyzing the data and disseminating it As such the book illustrates how K 12 practitioners design gather analyze interpret and strategically employ data to make data driven evidence based and analysis informed instructional assessment and programmatic decisions This volume empowers teacher researchers and allows them to envision research projects in their own classrooms Offering new insights into the researchers thinking processes challenges and solutions and advocating teacher research for understanding learning the teaching of language and the development of SLA this text will appeal to educators and researchers involved in language education second language acquisition TESOL ESL EFL ELT and applied linguistics **Intercultural Communication Education and Research in the Middle East and North Africa** Hamza R'boul,2025-01-31 This edited volume gathers insights into the production of knowledge about interculturality in education and research in the Middle East and North Africa MENA The MENA region is seen in this book as a space with unique circumstances conditions and complexities that need to be thoroughly explored and further unpacked The book defines intercultural communication education and research broadly but focuses on how teaching and researching interculturality is understood and practiced in MENA formal education classrooms and in various training situations such as business politics media and communication This edited volume aims to a navigate representations of intercultural communication in education and research starting from the premise that interculturality is not only a theory of analysis but also an activism for social and epistemic justice b investigate specific phenomena challenges and issues in education and research including concepts notions such as acculturation and intercultural understanding empathy and c explore subfields of knowledge such as sense making and intercultural pragmatics and specific contexts of interculturality such as immigrants exchange programs and student mobilities This book will be valuable read for students educators scholars and policymakers interested in intercultural communication and education in the region as well as language and sociology more broadly **Innovation in Language Learning and Teaching** Hayo Reinders,Christine Coombe,Andrew Littlejohn,Dara Tafazoli,2019-05-04 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. *Teaching EFL Writing in the 21st Century Arab World* Abdelhamid Ahmed, Hassan Abouabdelkader, 2016-08-20. *Teaching EFL Writing in the 21st Century Arab World* addresses a range of issues related to researching and teaching EFL writing in different countries in the Arab World including Egypt, Morocco, Oman, Palestine, Tunisia, UAE and Yemen. Both theoretically and practically grounded chapters within discuss the different contexts in which EFL writing is taught from primary school to university. The book sheds light on how EFL writing is learned and taught at each educational stage exposing the different challenges encountered in the teaching and learning. The focus on EFL writing in the Arab World makes this a unique and long overdue contribution to the field of research around EFL writing and will be an invaluable resource for researchers, curriculum designers and students.

Applied Linguistics in the Middle East and North Africa Atta Gebril, 2017-07-18. This volume offers a comprehensive and up to date overview of applied research efforts in the Middle East and North Africa (MENA). This region has not received due attention in the literature and this publication provides a much needed contribution to the existing body of knowledge. The editor recruited a number of renowned scholars who either work in the MENA countries or have experience doing research in this region to contribute to this project. The selection of chapters ensured representation of applied linguistics efforts in North Africa, the Levant and the Gulf. The book looks into language research within social and educational MENA contexts. The final part of the book provides a forward looking perspective about applied linguistics research and practices in the Middle East and North Africa. The book is primarily written for those interested in applied linguistics, particularly researchers, graduate students and language professionals in the MNEA region. **TESOL Teacher Research** Tendai Charles, Emad A. S. Abu-Ayyash, 2024-10-09. This edited volume provides a comprehensive and detailed insight into the Teaching of English as a Second Language (TESOL) in the United Arab Emirates (UAE). It describes a variety of challenges that native speakers of Arabic face when learning the English language and presents contemporary teaching strategies for supporting them. The book provides analyses of TESOL syllabi and policies currently adopted in the UAE's K-12 education sector, addressing strengths and areas which can be improved. The book also includes a critical discussion about the difficulties of implementing Western based TESOL methodologies in a Middle Eastern context from the perspectives of real world practitioners. By presenting a combination of research based and theory based chapters, this book is a great resource to TESOL related graduate students, teachers in training, educational leaders and policy makers in the UAE and beyond. **Qualitative**

Research in Applied Linguistics J. Heigham, R. Croker, 2009-06-17 Written in a clear informal style for graduate students and practicing teachers embarking on their first qualitative research study in applied linguistics leading authors introduce the principal research approaches and data creation methods to offer novice researchers an easy to follow and straightforward guide to qualitative inquiry *The Assessment of L2 Written English across the MENA Region* Lee McCallum, Christine Coombe, 2020-12-19 This edited book brings together contributions from different educational contexts across the Middle East and North Africa MENA in order to explore how L2 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 **Teacher Education and Professional Development in TESOL** JoAnn Crandall, MaryAnn Christison, 2016-01-29 At the forefront of research on English language teacher education and professional development this volume presents new empirical research situated in different contexts around the world including Canada Denmark Israel Japan Korea Qatar Sudan and the U S It is framed by the volume editors insightful overview and analyses of previous and ongoing work in a variety of related domains and an epilogue by David Nunan The chapter studies are organized around three themes teacher identity in ESL EFL teacher education and professional development programs second language teacher education programs for diverse contexts and professional development for diverse contexts All chapters focus on the applied nature of the research and include a section on implications To provide balance and a range of views the volume includes both chapters reporting on empirical research funded by TIRF grant recipients and several from invited authors who are senior scholars in the field This is the third volume in the Global Research on Teaching and Learning English Series co published by Routledge and TIRF **Theorizing and Analyzing Language Teacher Agency** Hayriye Kayi-Aydar, Xuesong (Andy) Gao, Elizabeth R. Miller, Manka Varghese, Gergana Vitanova, 2019-06-05 This volume examines the agency of second foreign language teachers in diverse geographical contexts and in both K 12 and adult education It offers new understandings and conceptualizations of second foreign language teacher agency through a variety of types of empirical data It also demonstrates the use of different methodologies or analytic tools to study the multidimensional dynamic and complex nature of second foreign language teacher agency The chapters draw on a range of theories and approaches to language teacher agency including ecological theory positioning theory complexity theory and actor network theory that expand our understanding of the concept while at the same time presenting various analytic approaches such as discourse studies and narrative inquiry The chapters also analyze the connection of agency to

other relevant topics such as teacher identity emotions positioning and autonomy *Fostering Foreign Language Teaching and Learning Environments With Contemporary Technologies* Çetin Köroğlu, Zeynep,Çakır, Abdulvahit,2023-12-29 With so many new technologies becoming available to language educators today it can seem overwhelming and many who are eager to implement these advancements into their classrooms may not know where to start *Fostering Foreign Language Teaching and Learning Environments With Contemporary Technologies* emerges as an essential guide book for educators scholars and policymakers navigating the intricacies of modern language pedagogy Within these pages the journey begins by acknowledging the digital revolution that has given rise to a generation of digital natives Drawing from John Dewey s timeless wisdom the book echoes the urgency to equip today s learners with the tools of tomorrow By exploring the metaverse augmented reality and artificial intelligence it unravels a tapestry of innovative possibilities Through vivid exemplars this volume elucidates how these cutting edge technologies can seamlessly integrate into the traditional classroom or the virtual learning space Designed for students professionals educators and scholars entrenched in foreign language education it stands as a definitive resource Unveiling a spectrum of topics including artificial intelligence augmented learning for acquiring speaking reading writing and listening skills It also delves into the role of augmented reality in redefining language classrooms and vocabulary acquisition and the metaverse is unveiled as a realm of untapped potential and learner autonomy within tech infused classrooms becomes a focal point It extends its embrace to encompass program designers administrators and practitioners unraveling the tapestry of language instruction learning and assessment **The Role of Context in Language Teachers' Self Development and Motivation** Amy S. Thompson,2021-02-09 This book unpacks data from conversations with bi multilingual EFL teachers whose L1s are languages other than English and who are from understudied contexts Argentina Egypt Estonia Senegal Turkey Ukraine and Vietnam to provide insights into the formation of ideal teacher selves The author discusses the complexities surrounding the development of the teachers selves and motivation as well as their intertwinement with the sociopolitical realities of their individual contexts The work reveals how these realities and the specific social interactions that occur therein influence the language learning and teaching processes it also challenges the notions of and the need for a native non native speaker dichotomy in the field Expanding on Ushioda s 2009 person in context approach and reflecting on the multilingual settings of the teachers the integration of the context specific politics of language learning and teaching is a fresh approach to work in motivation *Handbook for Arabic Language Teaching Professionals in the 21st Century* Kassem Wahba,Zeinab A. Taha,Liz England,2014-06-03 This landmark volume offers an introduction to the field of teaching Arabic as a foreign or second language Recent growth in student numbers and the demand for new and more diverse Arabic language programs of instruction have created a need that has outpaced the ability of teacher preparation programs to provide sufficient numbers of well qualified professional teachers at the level of skill required Arabic language program administrators anticipate that the increases in enrollment will continue

into the next decades More resources and more varied materials are seriously needed in Arabic teacher education and training The goal of this Handbook is to address that need The most significant feature of this volume is its pioneer role in approaching the field of Arabic language teaching from many different perspectives It offers readers the opportunity to consider the role status and content of Arabic language teaching in the world today The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future academic research Thirty four chapters authored by leaders in the field are organized around nine themes Background of Arabic Language Teaching Contexts of Arabic Language Teaching Communicative Competence in Arabic The Learners Assessment Technology Applications Curriculum Development Design and Models Arabic Language Program Administration and Management and Planning for the Future of Arabic Language Learning and Teaching The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers administrators graduate students and scholars around the world It is intended to create dialogue among scholars and professionals in the field and in related fields dialogue that will contribute to creating new models for curriculum and course design materials and assessment tools and ultimately better instructional effectiveness for all Arabic learners everywhere in both Arabic speaking and non Arabic speaking countries

Current Academic Reflections on English Language Teaching in an EFL Setting İsmail Hakkı Mirici,Hatice Ergül,2024-10-24 With our edited collection learn about the most recent developments and trends influencing English Language Teaching ELT in EFL contexts Aimed at academics practitioners and educators the book explores the contemporary ideas and approaches that are advancing English language instruction today Each chapter provides theoretical foundations and real world applications for improving language acquisition ranging from creative techniques to cutting edge technologies With its global perspective the book caters to English language teachers and scholars worldwide seeking to provide an invaluable tool to adapt to the evolving landscape of language education This collection offers helpful information for addressing local issues or investigating universal pedagogical principles This book is a priceless tool for anyone passionate about English language learning and teaching

Contemporary Task-Based Language Teaching in Asia Michael Thomas,Hayo Reinders,2015-02-26 Over the last decade task based approaches to language learning and teaching TBLT have become a global focus of increased levels of research Governments around the world have turned to TBLT as a potential solution for curricula that lack authentic and meaningful engagement with language learning and are failing to motivate students as a result This book focuses on Asia where this shift has been particularly in evidence TBLT has often been implemented in top down approaches to curriculum development which presents a huge range of challenges at the cultural as well as the pedagogic level Contemporary Task Based Language Teaching in Asia looks at the drivers stakeholders and obstacles across the region Some countries have adapted TBLT to deal with the local constraints others have found it hard to apply and many are still in the process of investigating its

implementation in their specific contexts This collection is important to all involved in language development from curriculum reform to materials development It assists from programme evaluation to the setting of assessment standards The chapters cover all aspects of language education across Asia from primary to tertiary private and public education as well as innovations at local regional and national levels

Handbook of Language Teacher Education Zia Tajeddin, Thomas S.C. Farrell, 2025-07-02 This handbook synthesizes accumulated research evidence about the main areas of language teacher education It systematically applies research synthesis to the field providing coherent systematic insights into various aspects of language teacher education Each chapter compares research conducted between 2010 2020 within a specialized area of teacher education The chapters discuss the theoretical and research underpinnings of each area describing the purposes methods and findings of the research including the impacts of teacher education on teacher professional development and teaching effectiveness The twenty six chapters in this handbook address three main areas of teacher education

Teacher Variables Teacher Professional Development and Teacher Instructional Beliefs and Practices

Section One on teacher variables includes ten chapters focused on teacher reflective practice identity cognition self efficacy beliefs emotion motivation demotivation and burnout agency autonomy and nativeness nonnativeness

Section Two includes five chapters on teacher professional development namely good language teachers preservice teacher mentoring practicum in language teacher education online language teacher education and language teacher action research

Section Three consists of eleven chapters on teacher instructional beliefs and practices which systematically review research on teacher beliefs and practices about English as an international language teacher intercultural knowledge and beliefs teacher curricular knowledge TPACK of in service teachers in language education CLIL language teacher education EMI language teacher education heritage language teacher education translanguaging in language teacher education language teacher classroom discourse and interaction language assessment literacy for teachers and scaffolding and language teachers This handbook is an invaluable resource for teacher educators student preservice teachers inservice teachers graduate students of Teaching English to Speakers of Other Languages TESOL and Applied Linguistics and teacher education researchers

This book delves into Language Teacher Research Inthe Middle East. Language Teacher Research Inthe Middle East is an essential topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Language Teacher Research Inthe Middle East, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
 - Chapter 1: Introduction to Language Teacher Research Inthe Middle East
 - Chapter 2: Essential Elements of Language Teacher Research Inthe Middle East
 - Chapter 3: Language Teacher Research Inthe Middle East in Everyday Life
 - Chapter 4: Language Teacher Research Inthe Middle East in Specific Contexts
 - Chapter 5: Conclusion
 2. In chapter 1, the author will provide an overview of Language Teacher Research Inthe Middle East. This chapter will explore what Language Teacher Research Inthe Middle East is, why Language Teacher Research Inthe Middle East is vital, and how to effectively learn about Language Teacher Research Inthe Middle East.
 3. In chapter 2, this book will delve into the foundational concepts of Language Teacher Research Inthe Middle East. The second chapter will elucidate the essential principles that need to be understood to grasp Language Teacher Research Inthe Middle East in its entirety.
 4. In chapter 3, this book will examine the practical applications of Language Teacher Research Inthe Middle East in daily life. The third chapter will showcase real-world examples of how Language Teacher Research Inthe Middle East can be effectively utilized in everyday scenarios.
 5. In chapter 4, this book will scrutinize the relevance of Language Teacher Research Inthe Middle East in specific contexts. The fourth chapter will explore how Language Teacher Research Inthe Middle East is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, this book will draw a conclusion about Language Teacher Research Inthe Middle East. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Language Teacher Research Inthe Middle East.

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Language Teacher Research Inthe Middle East Introduction

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