

قسم اللغة الانجليزية وترجمة  
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# دليل البحث العلمي




# Scientific Research Guide



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<b>AUTHOR NAME(S)</b>	<b>Fahd Hamad Alqasham,</b> Arif Ahmed Al-Ahdal Mohammed Ali Mohammed Qarabesh	
<b>PAPER TITLE</b>	Lateral Multimodal Learning in a Saudi EFL Context: Investigating the Perceptions of Teachers and M2E Female Learners	
<b>JOURNAL NAME</b>	F1000 Research	
<b>VOLUME NO.</b>	1	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	March 2022 1-18	
<b>COUNTRY OF ORIGIN</b>	United Kingdom	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>ELT scenario in Saudi Arabia has undergone a sea change since the pandemic. With an aim to maximize resource utilization and ensure a wide learner base, college students (male and female) are taught simultaneously, the former in a face-to-face mode and the latter in an audio-only mode. The nomenclature given to this unique classroom design by the researchers is Lateral Multimodal Learning (LML), one which has its own advantages and disadvantages. This mode of learning puts a great deal of pressure on the teachers as they must attend to a huge number of students with different needs and levels of competence, whereas it ensures the best utilization of infrastructural and human resources by the administrations. Being a newly developed educational model, it is important to assess the efficiency of this type of learning. Methods: This study evaluates the model from the point of view of students (99), using a questionnaire, and that of teachers (06), using semi-structured interviews. Results: The results show that Saudi female students present high perceptions of learning via LML (M=4.03); are satisfied with this type of learning (M= 3.81) and the aids applied in learning via LML (M= 4.02). Findings also show moderate perceptions of the difficulties they encountered while emerging in LML mode (M =3.39). Furthermore, the study shows the correlation between the four domains, i.e., perceptions, satisfaction, challenges, and aid. The highest correlations were between perceptions and satisfactions (r=.719); perceptions and aids (r=.659), and satisfaction and aids (r=.656). The teachers' interviews show their agreement on the efficacy of LML as being professionally fulfilling and one that they would like to continue with in the future too. Conclusions: The study concludes with recommendations, which would be of great benefit and help for all parties or stakeholders involved.</p>	

<b>AUTHOR NAME(S)</b>	<b>Fahd Hamad Alqasham,</b> Arif Ahmed Mohammed Hassan Al-Ahdal
<b>PAPER TITLE</b>	Effectiveness of mind-mapping as a digital brainstorming technique in enhancing attitudes of Saudi EFL learners to writing skills
<b>JOURNAL NAME</b>	Journal of Language and Linguistic Studies
<b>VOLUME NO.</b>	17, 2
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2022 379—394
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	Writing is an essential means of contact between individuals and the community. This is an integral part of the connection. Developing a constructive outlook on writing by English as a Foreign Language (EFL) for Saudi students would better train them to become internationally competitive. This research aims to enhance students' writing efficiency and mindset by utilizing mind mapping as an interactive brainstorming tool. The study employed a pre-test-post-test experimental research design. The respondents were 40 male English students at Qassim University, Saudi Arabia, with below-average writing performance. The intervention used a freely available digital mind mapping software over three weeks, focusing wholly on writing proficiency. Results revealed that the use of mind mapping improved the writing interest of the students. The remarkable benefits are accruing from mind mapping as a digital brainstorming technique in enhancing the attitudes of Saudi EFL learners to writing skills. The study suggests recommendations for improving the writing proficiency of Saudi EFL learners.

<b>AUTHOR NAME(S)</b>	<b>Fahd Hamad Alqasham,</b> Arif Ahmed Mohammed Hassan Al-Ahdal Ali Hussein Salim Babekir
<b>PAPER TITLE</b>	Coherence and Cohesion in Saudi EFL Learners' Essay Writing: A Study at a Tertiary-level Institution
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	28(1.1)
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	February 2021 8—25
<b>COUNTRY OF ORIGIN</b>	United Kingdom
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>The present study intends to explore the coherence and cohesion in the essay writing outputs of Saudi EFL tertiary learners. It employed a mixed methods research design which includes both quantitative and qualitative research instruments to explore the cohesive devices used by undergraduate EFL students in their argumentative essays. For the qualitative analysis, the study used essays as the corpus of the study that was collected from 50 Saudi EFL students at Qassim University in Saudi Arabia. Moreover, the current study adopted Hasan and Halliday's (1976) concept of cohesion as the framework for the analysis of the essays. For the quantitative component, frequency counts were used to recording the cohesive devices that were used by the students. In addition, to accomplish the aims of the study, a descriptive research design was utilized to describe the findings. A time limit of two and a half hours was given to the participants to write two essays. After the data was collected, all five devices (repetition, 9 transitional terms, pronouns, synonyms, and parallel structures) cited by Hasan and Halliday (1976) as instrumental in the achievement of coherence were analyzed and quantified. Results indicated that the achievement of the students was generally low. Also indicated was the fact that students were not competent to use the five methods to achieve coherence in their written tasks. The findings indicate that EFL learners can practice the writing of consistent activities in order to develop writing and produce good texts rather than relying exclusively on proper orthography and grammar. Implications of the study were duly presented.</p>




<b>AUTHOR NAME(S)</b>	<b>Fahd Hamad Alqasham,</b> Arif Ahmed Mohammed Hassan Al-Ahdal
<b>PAPER TITLE</b>	Saudi EFL learning and assessment in times of Covid-19: Crisis and beyond
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	27
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 356-383
<b>COUNTRY OF ORIGIN</b>	United Kingdom
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	Learning has experienced a shift in these modern periods of a global pandemic, and the measurement would still require a lot of innovation and intervention. In pandemic times, the face of higher education will never be what it used to be; everything is subject to change. This paper analysed the state of online learning and assessment with the use of a mixed-method research design to survey professors at Saudi Electronic University and Qassim University. Results showed that, the university is female-dominated, and that teachers are relatively young in the service with reasonable teaching positions. Most of the faculty members perceived themselves to have an intermediate computer competency level on online learning assessment. Most of the respondents sometimes employ online quizzes, forum post, evaluation, and review; and they always use exit tasks as online assessment techniques. The following were the problems they encounter with the use of online learning assessment Cheating is quicker online and more challenging to detect; output and performance may be more difficult to perform electronically (reports and demonstrations). Online students require a more organized framework – more support to keep on schedule and present.

<b>AUTHOR NAME(S)</b>	<b>Fahd Hamad Alqasham,</b> Arif Ahmed Mohammed Hassan Al-Ahdal
<b>PAPER TITLE</b>	EFL writing tasks and the application of the concept of situatedness: Evaluating the theoretical and practical aspects of the Saudi EFL context
<b>JOURNAL NAME</b>	TESOL International Journal
<b>VOLUME NO.</b>	15
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 167-190
<b>COUNTRY OF ORIGIN</b>	Philippines
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>Research strategies over the last decade have predominantly focused on situated English learning in a conventional classroom setting. The students' use of strategy to enhance writing skills in online learning has received little attention. This study explores how the Situated Learning (SL) approach affects EFL Saudi student writing tasks in which an experimental research comparison has been conducted between two groups of Saudi students learning English at Qassim and Bisha Universities. The experiment included a comparison between one control group (n=10), that received conventional written lectures, and one experimental group (n=10) received the similar treatment by conducting their courses through a virtual online learning environment. The fivephase training-technology design framework for researchers included: (1) analysis, (2) design, (3) production, (4). Experiments, and (5) utilization and growth. Measuring strategies included: (a) essential communication capabilities during testing, (b) a self-efficient curriculum plan, and (c) eportfolio curricular evaluation. The results showed that the virtual language experience based on tasks improved participants' practical English writing skills and that the SL for participants' automated technology was much higher than the control group level. This paper provides suggestions and concluding remarks for the development of English language learning (ELL) by utilizing artificial worlds in real and SL settings.</p>

<b>AUTHOR NAME(S)</b>	<b>Fahd Hamad Alqasham,</b> Arif Ahmed Mohammed Hassan Al-Ahdal
<b>PAPER TITLE</b>	WhatsApp in language classroom: Gauging Saudi EFL teachers' roles and experiences.
<b>JOURNAL NAME</b>	Opcion
<b>VOLUME NO.</b>	Ano 36, Especial No. 26
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 1667-1680
<b>COUNTRY OF ORIGIN</b>	Venezuela
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The current study used primary data to evaluate teachers' agency from a dialogical perspective that utilizes WhatsApp (WA) to bring innovation into a Saudi EFL classroom via comparative research methods. The findings of the study showed that the use of WhatsApp outside the English classroom created conducive opportunities for students to develop independence, practice what they read, work together and switch from being passive learners to active ones. The study concludes that EFL teachers in the Saudi context are positively disposed towards adopting an active role of agency encouraging dialogical perspective via WA.



<b>AUTHOR NAME(S)</b>	<b>Fahad Hamad Alqasham</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Exploring Saudi EFL Learners' Agency Toward the Use of WhatsApp for English Learning at Qassim University
<b>JOURNAL NAME</b>	<i>Macrothink Institute</i> International Journal of Linguistics
<b>YEAR OF PUBLICATION</b>	2018
<b>COUNTRY OF ORIGIN</b>	USA
<b>PAGE NUMBERS</b>	10—43
<b>DOI</b>	10.5296/ijl.v10i6.13857
<b>URL</b>	<a href="https://doi.org/10.5296/ijl.v10i6.13857">https://doi.org/10.5296/ijl.v10i6.13857</a>
<b>ABSTRACT</b>	<p>This study investigates a Saudi tertiary EFL (English as a foreign language) students' experiences and use trajectory of WhatsApp for their out of class English learning in a longitudinal study for a 12-week semester. The study utilized agency theory (van Lier, 2004, 2008, 2010) as the analytical tool to acquire a deeper understanding of how the students' use of WhatsApp could introduce innovative ways that could assist them to practice and collaborate in English learning outside the classroom. A mixed methods approach was adopted for data collection and included six instruments consisting of initial and post-project interviews, focus group participation, a post-project questionnaire, observations, and research log to gather data from the students' use of WhatsApp. The participants were 25 male students who are studying in the first and second levels of the Preparatory Year Program (PYP) at the main campus of Qassim University. The study results showed that WhatsApp's implementation demonstrated its sustainability outside the classroom for English learning as evident by the students' continued use of WhatsApp even after the study ended by the 12th week; in fact, they continued to use it until the end of the semester (week 17). The affordances of WhatsApp allowed the students to develop autonomy, to practice what they were learning, to collaborate with each other, and to shift from being passive learners to active ones, not only in English studies but in other subjects as well. Finally, this study concludes by demonstrating the significance of interpreting the dynamic and complex nature of the innovation's implementation process through the lens of van Lier's agency theory from an ecological perspective. It also identifies the limitations of the study and recommends ways in which researchers could investigate the advantages of social networking in the language classroom.</p>

<b>AUTHOR NAME(S)</b>	<b>Fahad Saleh S. Alfallaj</b> Ahmed AH Al-Ma'amari Fahad IA Aldhali	
<b>PAPER TITLE</b>	Education of undergraduate: Epistemic and cultural beliefs as obstacles to technology	
<b>JOURNAL NAME</b>	The International Journal of Electrical Engineering & Education	
<b>VOLUME NO.</b>	1	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1-16	
<b>COUNTRY OF ORIGIN</b>	United Kingdom	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>This study aims to identify the epistemological and cultural beliefs that act as barriers in English learning by Saudi undergraduate learners. English is a compulsory component of education from the early school years in Saudi Arabia, and the Ministry of Education invests a great deal of workforce and financial resources in this sector in a concerted effort to ensure that Saudi students attain language proficiency. The study employed a mixed-method research design and was conducted with 85 undergraduate learners at Qassim University. It used a questionnaire and interviews to obtain insight into the factors that inhibit the English learning experience. Results revealed that the respondents' resistance to the learning of others' culture stems mainly from the epistemic and cultural barriers embedded in English language learning. Implications of the study will provide the basis to policymakers, educationists, institutions, and learners for contextualizing the English language curriculum of Saudi Arabia.</p>	

<b>AUTHOR NAME(S)</b>	<b>Fahad Saleh S. Alfallaj</b> Ahmed AH Al-Ma'amari Fahad IA Aldhali
<b>PAPER TITLE</b>	Education of university students – Cultural perceptions on technology of English learning
<b>JOURNAL NAME</b>	The International Journal of Electrical Engineering & Education
<b>VOLUME NO.</b>	1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1-15
<b>COUNTRY OF ORIGIN</b>	United Kingdom
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	This study aims to identify a range of changes and challenges that education in English (as a foreign language) presents to Saudi university students' mainstream culture. With greater exposure to the internet and foreign media, travel to other countries, and observation of the country's immigrant populations' cultures, the young Saudis are changing their perception of the native culture. Though it is too early to identify the nature and extent of these changes, these are perceptible at least on the educational campuses. Though not very pronounced because of the Saudi culture is very deeply rooted and firm, these changes can be perceived during informal conversation setups. A certain degree of inhibition also laces the young people's views, unsure as they are to the reaction of society to their changed perceptions. It is essential to understand these changing perceptions of the young Saudi people so that the impressions formed by them may be given a positive turn vis-à-vis the rich Saudi heritage and ancient cultural ethos, while at the same time, ensuring that the nation walks in tandem with its compatriots across the globe. This study takes a phenomenological qualitative research approach, seeing the opinions of fifty proficient English students at Qassim University via a self-report survey to gather data on their behaviors and attitudes vis-à-vis learning English and native culture.

<b>AUTHOR NAME(S)</b>	<b>Fahad Saleh S. Alfallaj</b>
<b>PAPER TITLE</b>	Technology in Saudi EFL Undergraduate Classrooms: Learning Tool or Weapon Of Distraction?
<b>JOURNAL NAME</b>	Journal of Entrepreneurship Education
<b>VOLUME NO.</b>	Volume 23, Issue 3
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020
<b>COUNTRY OF ORIGIN</b>	USA
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>This paper explored the perceptions of Saudi EFL university students on the positive and negative consequences of tech-enabled classrooms. It used the survey method with 120 students across two colleges affiliated to Qassim University by administering a questionnaire to gather data. It used the frequency analysis to isolate and rank. The findings surfaced that the students manifest a favourable perception on the use of smart devices in EFL learning because they are encouraged to use their smart devices leading them to become inseparable to their smart devices in the classroom. Meanwhile, as to how essential for the college EFL learners to have smart device as a learning tool, they saw themselves productive with the use of smart phones in their daily learning. For them, the use of smart phones is generally advantageous and useful in their course. As to the possession of smart devices leading to the distraction of learning among the respondents, it is evidential that most of the participants reported the inadequacy of skill of language teachers to creatively integrate technology into the learning process, making the intervention more of a superimposed compulsion than a fun tool that could enhance their learning experience. The study presents implications to the proper integration of ICT in language learning.</p>

<b>AUTHOR NAME(S)</b>	<b>Fahad Saleh S. Alfallaj</b> Arif Ahmed M. H. Al-Ahdal Ameen Al-Ahdal
<b>PAPER TITLE</b>	Failure of the EFL Classroom: Factors Affecting English Language Acquisition Schools.
<b>JOURNAL NAME</b>	Opcion
<b>VOLUME NO.</b>	Volume 35, No. 20
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 979-993
<b>COUNTRY OF ORIGIN</b>	Venezuela
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The current study is an effort to highlight the aspects which contrarily affect learning outcomes in the EFL classrooms. The study was quantitative in nature and both EFL learners and teachers were taken in the loop in one way or another. The findings show that factors causing poor learning included less exposure to listening/speaking activities in daily life interaction, less language learning ability, age, previous knowledge, attitude, and motivation. In conclusion, opportunities for peer interaction were lacking in the classrooms, there was lack of motivation, hesitation in language use, lack of interaction with teachers in English and improper communication.

<b>AUTHOR NAME(S)</b>	<b>Fahad Saleh S. Alfallaj</b> Arif Ahmed M. H. Al-Ahdal, Ameen Al-Ahdal
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Failure of the EFL Classroom: Factors Affecting English Language Acquisition in Saudi Secondary Schools
<b>JOURNAL NAME</b>	Opción(Scopus-indexed Journal)
<b>YEAR OF PUBLICATION</b>	2019
<b>COUNTRY OF ORIGIN</b>	Venezuela
<b>PAGE NUMBERS</b>	979—993
<b>DOI</b>	
<b>URL</b>	<a href="https://produccioncientificaluz.org/index.php/opcion/article/view/24563/25010">https://produccioncientificaluz.org/index.php/opcion/article/view/24563/25010</a>
<b>ABSTRACT</b>	The current study is an effort to highlight the aspects which contrarily affect learning outcomes in the EFL classrooms. The study was quantitative in nature and both EFL learners and teachers were taken in the loop in one way or another. The findings show that factors causing poor learning included less exposure to listening/speaking activities in daily life interaction, less language learning ability, age, previous knowledge, attitude, and motivation. In conclusion, opportunities for peer interaction were lacking in the classrooms, there was lack of motivation, hesitation in language use, lack of interaction with teachers in English and improper communication.



<b>AUTHOR NAME(S)</b>	<b>Fahad S. Alfallaj</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	CALL and the Saudi Arabian EFL Learners: An Action Research. Advances in Language and Literary Studies, Volume 8, Issue 2, Australia
<b>JOURNAL NAME</b>	Advances in Language and Literary Studies
<b>VOLUME NO.</b>	Volume 8, Issue 2
<b>YEAR OF PUBLICATION</b>	2017
<b>COUNTRY OF ORIGIN</b>	Australia
<b>PAGE NUMBERS</b>	, (122-129)
<b>DOI</b>	
<b>URL</b>	
<b>ABSTRACT</b>	There is a growing consciousness to the need to know English among the Saudi Arabian peoples. This is apparent in the painstaking efforts of the policy makers in bringing in technology as an aid to teachers, institutions diverting huge funding to the field and encouraging research in the area. Learning outcomes, however, do not reflect these efforts. This study is an effort to zero in on factors that are impeding the expected proficiency of the Saudi EFL learner with special reference to the use of CALL. Having done this, the study makes pertinent recommendations with the larger aim of bringing the EFL learners to level playing ground in the global language scene. It is an Action Research carried out in the course of the researcher's teaching tenure at Qassim University in KSA. Keywords: CALL, Action Research, Technology, Proficiency

<b>AUTHOR NAME(S)</b>	<b>Fahad S. Alfallaj</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	In service Training of English Teachers in Saudi Arabia: Addressing Teachers as Learners.
<b>JOURNAL NAME</b>	Modern Journal of Language Teaching Methods
<b>VOLUME NO.</b>	Volume 7, Issue 6,
<b>YEAR OF PUBLICATION</b>	2017
<b>COUNTRY OF ORIGIN</b>	America
<b>PAGE NUMBERS</b>	(162--172)
<b>DOI</b>	
<b>URL</b>	<a href="http://www.ajcernet.com/journals/Vol_4_No_2_February_2014/19.pdf">www.ajcernet.com/journals/Vol_4_No_2_February_2014/19.pdf</a>
<b>ABSTRACT</b>	EFL teaching faculty in Saudi Arabia have at best managed to keep the learners in Linguistic Incubators which sadly shatter as soon as they step into the real English speaking world as it is seen that teacher training syllabi and pedagogy are not in sync with the changing educational and social contexts and concerns. This shortcoming was expected to be bridged by the INSET (In-Service Education of Teachers). However, evidence of the effectiveness of these programmes continues to be only anecdotal and impressionistic, their 'success' being defined by who is asking the question or recording the observations. Hence the need for this paper. It examines the current INSET situation in EFL discussing the obstacles and concerns, outlines the objectives of English In-service Teacher Education Programmes, and proposes an INSET programme for English teachers. It also proposes to develop a blueprint for in-service teacher training in regular as well as distance mode in the said context

<b>AUTHOR NAME(S)</b>	<b>Fahad S. Alfallaj</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Reading Competence of the Saudi EFL Learners: Empowering the Teachers through Linguistics.
<b>JOURNAL NAME</b>	Advances in Language and Literary Studies
<b>VOLUME NO.</b>	Volume 8, Issue 3
<b>YEAR OF PUBLICATION</b>	2017
<b>COUNTRY OF ORIGIN</b>	Australia
<b>PAGE NUMBERS</b>	( 12- 17),
<b>DOI</b>	
<b>URL</b>	
<b>ABSTRACT</b>	The trend in the Reading class in KSA has been what is called ‘Standards Based Proficiency’ as opposed to the more desirable ‘Real World Reading Requirements’. This is also where the greatest gap occurs. Whereas white collar jobs may require more reading, blue collar jobs may invariably involve reading of technical manuals and scripts where a single error can lead to disastrous results. Reading is a skill that is very much related to the real life language use by FL learners. Can this gap be closed in our educational institutions? The answer is yes as concluded by the current study that evaluates the role of Linguistics in empowering the teachers of EFL to successfully tackle the reading failure of the KSA EFL learners. Our results show that with basic training in the field teachers can bring about much change in the reading proficiency of the learners.


<b>AUTHOR NAME(S)</b>	<b>Fahad S. Alfallaj &amp; Dr. Arif Ahmed Al-Ahdal</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Authentic Assessment: Evaluating the Saudi tertiary EFL Examination System
<b>JOURNAL NAME</b>	Theory and Practice in Language Studies
<b>VOLUME NO.</b>	Vol. 7, No. 7
<b>YEAR OF PUBLICATION</b>	2017
<b>COUNTRY OF ORIGIN</b>	Australia
<b>PAGE NUMBERS</b>	, (122-129)
<b>DOI</b>	
<b>URL</b>	
<b>ABSTRACT</b>	As early as 1983, Rossi propounded that one of the issues of particular interest and development within the foreign and second language teaching profession is that of proficiency testing or the evaluation of a learner's level of linguistic and communicative competence. This still holds true. On the contrary our pilot study using the Question Paper Evaluating Checklists (included in this paper) indicates that all is not right with the designing of EFL question papers in Saudi Arabia though EFL assessment patterns in the KSA have undergone much change from the time that English was first introduced into the curriculum as a compulsory foreign language. It is the demand of time that evaluation patterns be evaluated on the touchstone of latest research and their relationship with classroom practices be established. This will help the learner-teacher combine to plug the loopholes in language training. In other words, we have to realise as educators that good assessment forms the basis of a wealth of learner information that has direct and indirect ramifications on curriculum and pedagogy. Hence the need to study this aspect of EFL in the light of modern literatures in order come up with constructive recommendations.

<b>AUTHOR NAME(S)</b>	<b>Fahad S. Alfallaj</b>
<b>PUBLICATION TYPE</b>	Translation Courses at Qassim University, Saudi Arabia: A Study of Existing Problems and Possible Solutions.
<b>PAPER TITLE</b>	US-China Foreign Language Journal.,
<b>JOURNAL NAME</b>	Vol 15, No. 4,
<b>VOLUME NO.</b>	2017
<b>YEAR OF PUBLICATION</b>	America
<b>COUNTRY OF ORIGIN</b>	
<b>PAGE NUMBERS</b>	doi:10.17265/1539-8080/2017.03.04
<b>DOI</b>	<a href="http://www.davidpublisher.org/index.php/Home/Article/index?id=30752.html">http://www.davidpublisher.org/index.php/Home/Article/index?id=30752.html</a>
<b>URL</b>	Research Paper
<b>ABSTRACT</b>	<p>Studies tell us that human beings lived in groups, and each group developed its own mores, customs, conventions and dialect for interaction; languages evolved out of dialects and as need to communicate among members more effectively. Pronunciation was peculiar to each dialect. Centuries later, need was felt to communicate across many groups. This was the time when someone learnt different languages and dialects, and functioned as intermediary for communicating ideas, seeking cooperation and sharing experiences. In the modern world, therefore, no one can deny that translation is as important in human communication as the language itself. There has been genuine desire from the ancient time and it continues until now to integrate human communities into human society with the aim of leading peaceful and satisfied life, devoid of any strife and opposition, based purely on humane consideration and human values. So, we find that there have been debates about translation methods as language is vehicle for sharing and exchanging ideas, feelings and emotions; in fact, language is clothing of thought and ideas and creating understanding. Techniques for translation varied with individuals: Some preferred literal translation while others grasped the intrinsic meaning in a text and presented the same in another language. Whatever the method, one has to keep in mind that behind a language there is millennia of cultural ethos as well as a fine weave of political, economic, and social practices. This study sheds light on the problems of Translation Courses at Qassim University, Saudi Arabia at the level of both execution and perception and puts forth some suggestions and recommendations that would certainly come in handy for all concerned</p>

<b>AUTHOR NAME(S)</b>	<b>Fahad S. Alfallaj</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Foreigner Talk and Communication Strategies: A Socio-linguistic Study of Interactions with Foreigners in Saudi Arabia
<b>JOURNAL NAME</b>	Academy Publication
<b>VOLUME NO.</b>	6
<b>ISSUE NO.</b>	1
<b>YEAR OF PUBLICATION</b>	2016
<b>COUNTRY OF ORIGIN</b>	UK
<b>PAGE NUMBERS</b>	40-45
<b>URL</b>	<a href="http://www.academypublication.com/ojs/index.php/tpls/article/view/tpls06014045">http://www.academypublication.com/ojs/index.php/tpls/article/view/tpls06014045</a>
<b>ABSTRACT</b>	<p>The study of language is as much a part of linguistics as it is of sociolinguistics. After all, language is a social phenomenon and operates within the paradigm of society and culture. Taking off from here, we observed in the course of our informal interviews and interactions with the native and the foreign populations of Saudi Arabia that communication was at a grave loss as neither of the two could arrive at a language that acted as a facilitator rather than a barrier to communication. More specifically, we undertook the study of a new register, ‘Foreigner Talk’ in order to highlight the problem areas in this type of communication set up. Direct empirical data went on to prove our hypotheses correct: Natives who are in constant contact of ‘foreigners’ needed training in linguistics in order to communicate well with the latter and contribute constructively towards building the image of KSA. In the current situation, there is an atmosphere of suspicion and mis-communication leading to loss of image and, at times, finances to the Kingdom of Saudi Arab. We have ventured into making certain recommendations for optimum correction of the imbalance. The researcher is convinced that sustained effort as recommended will positively influence the situation.</p>



<b>AUTHOR NAME(S)</b>	<b>Fahad S. Alfallaj</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Designing an ESP Curriculum for Saudi Science Students
<b>JOURNAL NAME</b>	Advances in Language and Literary Studies
<b>VOLUME NO.</b>	7
<b>ISSUE NO.</b>	3
<b>YEAR OF PUBLICATION</b>	2016
<b>COUNTRY OF ORIGIN</b>	Australia
<b>PAGE NUMBERS</b>	95-99
<b>URL</b>	<a href="http://journals.aiac.org.au/index.php/all/article/view/2282">http://journals.aiac.org.au/index.php/all/article/view/2282</a>
<b>ABSTRACT</b>	The present study looks at available views on ESP especially for students of science both as an academic tool and as an occupational need. It also endeavours to present a curriculum for the undergraduate students of Science at Qassim University, KSA. It is an objective of the paper to propose a use and need based syllabus to prepare the learners for life. The study concludes with a set of recommendations and suggestions that would improve the Academic and occupational aspects of the ESP scenario at all institutions of Higher Learning in the Kingdom where English is a secondary subject.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Al-Ahdal</b> Fahd Hamad Alqasham, Mohammed Ali Mohammed Qarabesh	
<b>PAPER TITLE</b>	Lateral Multimodal Learning in a Saudi EFL Context: Investigating the Perceptions of Teachers and M2E Female Learners	
<b>JOURNAL NAME</b>	F1000 Research	
<b>VOLUME NO.</b>	1	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	March 2022	
<b>COUNTRY OF ORIGIN</b>	United Kingdom	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>ELT scenario in Saudi Arabia has undergone a sea change since the pandemic. With an aim to maximize resource utilization and ensure a wide learner base, college students (male and female) are taught simultaneously, the former in a face-to-face mode and the latter in an audio-only mode. The nomenclature given to this unique classroom design by the researchers is Lateral Multimodal Learning (LML), one which has its own advantages and disadvantages. This mode of learning puts a great deal of pressure on the teachers as they must attend to a huge number of students with different needs and levels of competence, whereas it ensures the best utilization of infrastructural and human resources by the administrations. Being a newly developed educational model, it is important to assess the efficiency of this type of learning. Methods: This study evaluates the model from the point of view of students (99), using a questionnaire, and that of teachers (06), using semi-structured interviews. Results: The results show that Saudi female students present high perceptions of learning via LML (M=4.03); are satisfied with this type of learning (M= 3.81) and the aids applied in learning via LML (M= 4.02). Findings also show moderate perceptions of the difficulties they encountered while emerging in LML mode (M =3.39). Furthermore, the study shows the correlation between the four domains, i.e., perceptions, satisfaction, challenges, and aid. The highest correlations were between perceptions and satisfactions (r=.719); perceptions and aids (r=.659), and satisfaction and aids (r=.656). The teachers' interviews show their agreement on the efficacy of LML as being professionally fulfilling and one that they would like to continue with in the future too. Conclusions: The study concludes with recommendations, which would be of great benefit and help for all parties or stakeholders involved.</p>	

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Hani Hamad M Albelihi
<b>PAPER TITLE</b>	EFL students' writing performance: A study of the role of peer and small-group feedback
<b>JOURNAL NAME</b>	JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES
<b>VOLUME NO.</b>	17
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2022 2224—2234
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>Writing in English is often regarded as the most difficult of the four English language skills. Feedback is considered an essential component of the writing process as it helps students improve their writing skills. There is a general agreement that waiting for the instructor's feedback in a large class is impractical; therefore, implementing "peer input" in the writing classroom is a problem. The effectiveness of peer feedback in improving students' writing skills has been dealt with in many research works. However, how peer feedback should be done has been ignored and is only used in restricted circumstances. In this study, two kinds of peer feedback were examined to see which one had the most impact on students' writing. The sample comprised 65 EFL students from Qassim University. Results showed that providing students with online-class peer feedback and small group peer feedback improved their writing skills. However, neither of these approaches proved to be more successful than the other. As an implication of this study, Saudi universities need to adopt an engaging, practical, collaborative, and non-threatening approach to writing which will help students develop their writing skills toward global communicative competence.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Adelina Asmawi
<b>PAPER TITLE</b>	Spatial and temporal prepositions: CLT for Arab English learners
<b>JOURNAL NAME</b>	JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES
<b>VOLUME NO.</b>	17
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2022 2286-2296
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>A preposition is a marker in a sentence or expression which belongs to the closed word class, a class that does not readily accept new members. It denotes the relation between persons, objects, and locations in a sentence. The linguistic function of the preposition is the time or location of the action, which in speeches or written speeches is important to produce well-formed sentences. This research adds up to the body of knowledge about the grammatical abilities of Arab EFL students by examining their use of spatial and temporal prepositions in Arabic. The study employs a mixed-methods strategy by holding pre-and post-tests to evaluate the efficacy of the intervention, and informally interviewing forty-six Arab EFL learners at a public university in Malaysia. The participants were all male students of two EFL courses with the median age of the group falling at 18.4 years. Pre-test evaluation showed that the participants made specific spatial and temporal prepositional errors. The post-test scores of the learners, on the other hand, showed significant improvement in the learners' scores with far fewer spatio-temporal prepositional errors. Further, the participants seemed to respond better with the Communicative Language Teaching methods for learning English prepositions. The study concludes with some pertinent recommendations for the Arab EFL ecosystem in Malaysia or abroad.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> AZIZA SALEH ALZABIDI
<b>PAPER TITLE</b>	Translanguaging in Saudi classrooms: A study of upper secondary learner perceptions
<b>JOURNAL NAME</b>	<i>Journal of Language and Linguistic Studies</i>
<b>VOLUME NO.</b>	17(3)
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2022 1680-1689
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	Given the rapid rise of multilingual classrooms worldwide, the need for translanguaging is more critical than ever. Studies have shown that students learning Arabic as a second language benefit from classroom translanguaging. However, the function of translanguaging in upper-secondary English courses in Saudi Arabia has not been extensively studied, certainly not from the students' perspective. This research fills this research gap and examines upper-secondary Arab students' perspectives on translanguaging in ESL classrooms using both quantitative and qualitative data from the respondents. Focus group interviews were conducted with 50 Saudi students studying at two different schools. Results showed that students in Saudi Arabia still favor the more conventional approach to SLA. Students solely speak English in the classroom, despite a growing body of scientific data supporting the use of translanguaging in second language education. According to the participants in this study, academics in the country keeps to the traditional view, with few exceptions. Finally, finding show that Saudi English language students are not familiar with the translanguaging approach or its benefits to them.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Fahd Hamad Alqasham,
<b>PAPER TITLE</b>	Effectiveness of mind-mapping as a digital brainstorming technique in enhancing attitudes of Saudi EFL learners to writing skills
<b>JOURNAL NAME</b>	Journal of Language and Linguistic Studies
<b>VOLUME NO.</b>	17, 2
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2022 379—394
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	Writing is an essential means of contact between individuals and the community. This is an integral part of the connection. Developing a constructive outlook on writing by English as a Foreign Language (EFL) for Saudi students would better train them to become internationally competitive. This research aims to enhance students' writing efficiency and mindset by utilizing mind mapping as an interactive brainstorming tool. The study employed a pre-test-post-test experimental research design. The respondents were 40 male English students at Qassim University, Saudi Arabia, with below-average writing performance. The intervention used a freely available digital mind mapping software over three weeks, focusing wholly on writing proficiency. Results revealed that the use of mind mapping improved the writing interest of the students. The remarkable benefits are accruing from mind mapping as a digital brainstorming technique in enhancing the attitudes of Saudi EFL learners to writing skills. The study suggests recommendations for improving the writing proficiency of Saudi EFL learners.



<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Raniyah Mohammad Almarshedi
<b>PAPER TITLE</b>	Metalinguistic awareness and academic achievement: Finding correlations among high-achieving EFL learners
<b>JOURNAL NAME</b>	Journal of Language and Linguistic Studies
<b>VOLUME NO.</b>	18
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2022 2274-2285
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	In cognitive psychology, metalinguistic awareness is a process in which a person is trained to be aware of the target language. It aims to help learners improve their academic performance. This study assesses the relationship between academic achievement and metalinguistic awareness of Saudi high-achieving EFL learners. It also examines whether there are significant differences in the correlation of language learning and metalinguistic awareness in the achievement level of male and female students. The study employs a descriptive survey correlational research design to a random sample of 86 students. Results show that students' academic achievement in English is overall satisfactory. This would mean that the students are capable of learning English as a subject, and that they can manifest proficiency in different areas of language learning such as vocabulary, grammar, writing, speaking, and reading comprehension. Further, results show that their performance in identifying syntactical errors in English, recognizing phonemes in the English language, and following the rules and concord of English grammar is satisfactory. These results would confirm that when a student is aware of the arbitrariness of the English language, they can manifest similar awareness of English lexis and phonology. However, female students display significantly better language learning achievement and awareness as compared to males. Finally, when students possess a high level of metalinguistic awareness, they have a tendency of achieving higher in language proficiency.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Addullah HA Alfauzan Nasser Mohammed Saleh Al-Sa'egh
<b>PAPER TITLE</b>	Getting Cinema into the Saudi EFL Classroom: Catering to Changing Learner Needs
<b>JOURNAL NAME</b>	Tobacco Regulatory Science
<b>VOLUME NO.</b>	7
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 3826-3843
<b>COUNTRY OF ORIGIN</b>	USA
<b>ISI OR SCOPUS</b>	ISI
<b>ABSTRACT</b>	The language proficiency of English as a foreign language ( EFL, henceforth) learners at Qassim University is currently below the expected standards. Even with pedagogical innovations taking the place of conventional methods in the classrooms, and feature films being increasingly used as authentic language exposure, the inclusion of feature films for teaching English is not welcomed in Saudi Arabia though English films are quite popular with the EFL learners in other parts of the globe. Pilot studies, before the current research, demonstrated positive outcomes with using feature films in the EFL classrooms, the results of which prompted this study. The current study discusses the implications of using films in language teaching, using questionnaires for collecting data from students and teachers of English at Qassim University, Saudi Arabia. The study spanned twelve weeks, during which time, an intervention was administered to the experimental group. At the end of the 12 weeks, the participants in the experimental group reported an increased communicative proficiency and engagement in the lessons when the teacher used films. The analysis of the students' responses proved that the use of film-based language teaching is an effective and authentic means of language training. With enhanced communicative competence, EFL learners felt naturally confident to speak in English in real-world language situations. The results of the study would be beneficial to the EFL students, EFL teachers, schools, curriculum developers, and governments especially in terms of improved EFL instructions and improved economy, not only in Arabian but any foreign language learning context..

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Abdelkareem Mohammed Almeshal
<b>PAPER TITLE</b>	Physics instructors' teaching experiences in pre and during Covid-19 times: A quantitative inquiry for insights in the Saudi context
<b>JOURNAL NAME</b>	Journal of Positive Psychology and Wellbeing
<b>VOLUME NO.</b>	5
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1453-1462
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>Teachers have reported a range of experiences that came in the offing with the switch of the academic world to tech-based means in the Covid-19 times. This study explores the teaching experiences of Physics teachers in the pre and during Covid-19 pandemic era in the Saudi context. It employs a qualitative design by interviewing 15 physics teachers in a Saudi University. Data analysis was based on coding, categorization, and thematic study. Participants are eleven male and three female PhD holders and one female teaching assistant, at the College of Sciences and Arts, Methnab, Qassim University. Results showed that successful strategies in teaching physics before Covid-19 are face-to-face interaction, proper constructive dialogue between teachers and students, and fair evaluation of performance and outputs. Looking deeper at the responses of the teachers about the specific teaching strategies which can develop knowledge, cognitive skills, interpersonal skills, and communication skills of the students before and during the Covid-19 era, and whether online or face to face teaching is more effective, it is seen that teachers believe that the mode is not. A key factor in Physics teaching but the zeal and interest of the teachers in their subject makes a difference. From a meta-perspective, it is shown that educational research may assist bridge the sometimes-present divide between physics education and the physics faculty. The study is unique in that it investigates an issue not robustly researched in pure science in the Saudi context, and thus, it addresses a gap in the available knowledge while addressing a pertinent aspect of Physics education.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal Badar Almuhailib</b>
<b>PAPER TITLE</b>	Learner-centered teaching in the Saudi context: Exploring the challenges from pre-service EFL teachers' perspective
<b>JOURNAL NAME</b>	Journal of Positive Psychology and Wellbeing
<b>VOLUME NO.</b>	5
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1171-1182
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	In learner-centered classrooms, teaching methods that lay emphasis on the student instead of the teacher are popular. The present study aims to address the emerging gaps in the effectiveness of the learner-centered teaching approach. Generally, this study explored the insights of the preservice teachers on the implementation of learner-centered teaching approach in the classroom. The study employed purely qualitatively research design through in-depth focus group discussion. The respondents of the study are 30 pre-service teachers who conducted their teaching practicum for three months. Findings of the study show that student-teachers have favorable perceptions of the learner-centered teaching approach, but encounter some major difficulties. Three major themes emerged in the context of the study, namely, participants' reflections on learner-centred teaching, benefits of learner-centred teaching, and challenges that studentteachers face in learner-centered classroom instruction. To address this concern, the need for intensive orientation of would-be-teachers on the principles of learner-centered teaching should be implemented in the Saudi context with the application of ICT particularly during these COVID-19 pandemic years.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal Fahd Hamad Alqasham,</b>
<b>PAPER TITLE</b>	Coherence and Cohesion in Saudi EFL Learners' Essay Writing: A Study at a Tertiary-level Institution
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	28(1.1)
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	February 2021 8—25
<b>COUNTRY OF ORIGIN</b>	United Kingdom
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>The present study intends to explore the coherence and cohesion in the essay writing outputs of Saudi EFL tertiary learners. It employed a mixed methods research design which includes both quantitative and qualitative research instruments to explore the cohesive devices used by undergraduate EFL students in their argumentative essays. For the qualitative analysis, the study used essays as the corpus of the study that was collected from 50 Saudi EFL students at Qassim University in Saudi Arabia. Moreover, the current study adopted Hasan and Halliday's (1976) concept of cohesion as the framework for the analysis of the essays. For the quantitative component, frequency counts were used to recording the cohesive devices that were used by the students. In addition, to accomplish the aims of the study, a descriptive research design was utilized to describe the findings. A time limit of two and a half hours was given to the participants to write two essays. After the data was collected, all five devices (repetition, 9 transitional terms, pronouns, synonyms, and parallel structures) cited by Hasan and Halliday (1976) as instrumental in the achievement of coherence were analyzed and quantified. Results indicated that the achievement of the students was generally low. Also indicated was the fact that students were not competent to use the five methods to achieve coherence in their written tasks. The findings indicate that EFL learners can practice the writing of consistent activities in order to develop writing and produce good texts rather than relying exclusively on proper orthography and grammar. Implications of the study were duly presented.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Mohammed Abdullah Alharbi
<b>PAPER TITLE</b>	MALL in Collaborative Learning as a Vocabulary-Enhancing Tool for EFL Learners: A Study Across Two Universities in Saudi Arabia
<b>JOURNAL NAME</b>	Sage Open
<b>VOLUME NO.</b>	11
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1-9
<b>COUNTRY OF ORIGIN</b>	USA
<b>ISI OR SCOPUS</b>	ISI
<b>ABSTRACT</b>	Vocabulary, as important as it is, is largely relegated to the domain of memorization in the English as a foreign language (EFL) situations in the Kingdom of Saudi Arabia (KSA). Assessment and achievement tests have proven time and again that this strategy is not doing any good for the learners' proficiency. This study was conceived to suggest means of improving critical knowledge application. In pilot studies with intermediate EFL learners at Majmaah University and Qassim University, preliminary findings after using mobile-assisted language learning (MALL) as a tool of collaborative learning indicated improved vocabulary retention. The study employed a mixed-method approach by comparing pre- and posttest results across genders and obtaining direct teacher-learner feedback using questionnaires, with 80 participants from two Universities over a period of 3 months. The questions were centered around seeking their opinion on collaborative learning and using smart devices as study tools on the campuses. Results showed that, the experimental group's use of mobile devices for collaboration helped them for better retention of vocabulary, postintervention, and group performance was improved drastically with more learners scoring closer to the mean value, while the control group showed no remarkable difference in performance.



<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal Khaled Abkar Alkodimi</b>
<b>PAPER TITLE</b>	Strategies of Teaching Writing at Saudi Tertiary-Level Institutions: Reality and Expectations.
<b>JOURNAL NAME</b>	Arab World English Journal
<b>VOLUME NO.</b>	12
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 399-413
<b>COUNTRY OF ORIGIN</b>	Malaysia
<b>ISI OR SCOPUS</b>	ISI
<b>ABSTRACT</b>	Teaching writing in English is a particularly daunting task for EFL teachers. Much of it concerns teaching accuracy in text production, development and thought expression which is usually not the teachers' stated aim. Thus, teachers' perceptions to the teaching of writing and the actual classroom practices need examination, which is the aim of this study, a prerequisite to recommending pedagogical changes to bridge the gap that exists between educational aims and outcomes so far as the teaching of writing to EFL learners in Saudi tertiary level educational institutions is concerned. The study applies a quantitative approach via a survey conducted with one hundred EFL teachers at Imam Mohammed Ibn Saud Islamic University (IMBSIU, henceforth), Qassim University and King Khaled University, Saudi Arabia. Results suggest that inadequate English resources and inefficient teaching methods are, in general, the main causes of poor writing skills. Further, the teachers perceive limited lexis, irregular sentences, and orthographical differences with the mother tongue as impediments in the learners' ability to write well in English. The study concludes with some pertinent recommendations to remedy the situation.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Sami Algouzi
<b>PAPER TITLE</b>	Linguistic features of asynchronous academic Netspeak of EFL learners: An analysis of online discourse
<b>JOURNAL NAME</b>	The Asian ESP Journal
<b>VOLUME NO.</b>	17
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 9-24
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>New learning situations made incumbent by the pandemic introduced the academic community in Saudi Arabia to the idea of asynchronous communication. With English at the center-stage of university education as a preferred international language, Netspeak or the new words, abbreviations, etc. that people use when communicating on the internet (Cambridge Dictionary), became an indicator of the EFL learners' proficiency for teachers. It is because that the close monitoring and task patterns of students allow teachers to identify student standards, and to study skyscrapers accordingly along with the lines of the teacher's schematic knowledge. This study investigates the generation of Netspeak by EFL learners in two online courses, their asynchronous communication in English, and the special characteristics of English used in this function. Digital learners are required to have an impact on their involvement and participation by utilizing technical and computer tools, the awareness of subjects, the responsibilities of students and teaching tasks, and the availability of content. Efficient online learning requires interdependency to express its priorities in the learning environment. The study was based on the English exchange of 120 undergraduate EFL learners at Qassim University, KSA. An EFL class blog, especially created for the purpose of data generation, was used to harness learner contributions on discussions based on the online classes during the pandemic. The results of this study showed that Netspeak of Saudi EFL learners was characterized by a studied omission of punctuation where it is mandated by grammar rules, overuse of punctuation to emphasize emotion, dropping of capitalization, adoption of abbreviations or single letters for words, and excessive use of dictionary leading to inaccurate translation. These findings are expected to be of significance to the entire EFL ecosystem of Saudi Arabia, most predominantly, the teachers for whom an added challenge in the classroom may be Netspeak which flouts grammatical conventions.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Mariam Yousef Mohammed Abduh
<b>PAPER TITLE</b>	English writing proficiency and apprehensions among Saudi college students: Facts and remedies
<b>JOURNAL NAME</b>	TESOL International Journal
<b>VOLUME NO.</b>	16
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1-23
<b>COUNTRY OF ORIGIN</b>	Philippines
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	Writing helps one to connect and remember. It makes individual reflections and thinking clear and meaningful to survive in the world of symbols. The present study adds to the existing body of knowledge on determining the interplay of writing anxiety, writing strategies and writing achievement of Saudi EFL learners. It further explored the use of writing strategies to reduce writing anxiety and to illustrate its effect on EFL students ' writing achievement. The study employed a descriptive correlational research design to the 128 EFL-major students (56 males and 72 females). Participants were advised to respond to a written apprehension inventory and to complete a writing activity. Multiple writing workshops were done with the students to ascertain their writing anxiety, writing strategies and writing achievement. Inferential statistics were used to determine correlations between learning and teaching methods both among high- and low-risk students. It was revealed that writing anxiety is negatively correlated to their writing strategies and writing achievement. The results of this study question the common assumption that some of the Saudi students' fears are relevant to their writing. The results showed that students with no learning apprehension prefer creative more than tense strategies.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed M. H. Al-Ahdal</b>
<b>PAPER TITLE</b>	Translanguagism and the bilingual EFL learner of Saudi Arabia: Exploring new vistas
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	Volume 27, Issue 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 14-26
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The current study aimed at examining the efficacy of the translanguagism in a limited context with Saudi school children who are emergent bilinguals. Two EFL teachers were trained over a period of two weeks (a maximum of twelve hours) in practices that are not monolingual, for teaching English to forty, grade-six EFL learners in Qassim region, KSA. They were taught with translanguaging strategies over the period of four weeks and at the end of the period, subjected to a previously administered speaking linked comprehension test to find how the translanguaging approach enabled them to grasp and express the meaning of the content. A perceptions survey was also administered to twelve school teachers of EFL in the region to gauge their attitudes and perceptions to translanguaging. The study concludes with suitable and useful recommendations for the administration, policymakers and teacher community

<b>AUTHOR NAME(S)</b>	Arif Ahmed Mohammed Hassan Al-Ahdal <b>Shatha Ahmed Abdulaziz Alkhalaf</b>
<b>PAPER TITLE</b>	Podcasting in the Teaching of Speech Communication: Exploring New Vistas in a Saudi EFL Context
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	Volume 27
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 110-130
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The research used almost experimental methodology to determine the efficacy of podcasts in teaching speech communication skills to Saudi EFL students by utilizing pre-test and post-test results. One batch of 28 university students was the research participants. The students joined the first day of the class by carrying out a pre the basis of a structured 40-- study on piece examination (Barrons' Pioneer in TOEFL 2007 study preparation) in listening and communicating. Findings showed that, podcasting significantly led to the developme nt in students' audio and speech abilities. The simplicity of uploading and making their own recordings ensures students' partaking in a number of listening and speech activities. Their ability to attract huge audiences in other areas of the world is a pow erful motivation for students to make their own podcasts. Podcasts also enable students with a great deal of practical usage of words. In addition, teachers use technology to construct an entertaining and personalized environment which meets today's youth' s evolving educational needs.

<b>AUTHOR NAME(S)</b>	Reham Ibrahim Alkhudiry <b>Arif Ahmed M. H. Al-Ahdal</b>
<b>PAPER TITLE</b>	Analysing EFL Discourse of Saudi EFL learners: Identifying Mother Tongue Interference
<b>JOURNAL NAME</b>	Asian ESP Journal
<b>VOLUME NO.</b>	Volume 16
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 89-109
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>Language specialists and teachers have long been interested in the study of discourse, whether written or spoken as a means of identifying the mental processes underlying learning. The current research is especially suitable for the entire Saudi EFL community as it endeavours to highlight the pattern of Mother Tongue interference in the EFL output of learners. The aim is to suggest means to rectify this particularly confounding problem for both the teachers and learners. It is an empirical study that analysed the free writing samples of 18 College entrants at Qassim University. Instances of MT interference were statistically recorded and linguistically analysed to verify the pattern of disruption and breakdown. Breakdown of language was, accordingly, identified on ten language parameters. Results of the study showed that Saudi EFL learners are facing problems in writing mainly on subject-verb agreement, wrong verb form, redundancy of preposition and others. The study is expected to prove significant in rectifying these problems in their early stages of EFL exposure in the pre-university scene.</p>

<b>AUTHOR NAME(S)</b>	Ahmed Yahya Almakrob <b>Arif Ahmed M. H. Al-Ahdal</b>
<b>PAPER TITLE</b>	An Investigation of the Near-Synonyms in the Quran: A collocational Analysis
<b>JOURNAL NAME</b>	Asian ESP Journal
<b>VOLUME NO.</b>	Volume 16
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 327-341
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>This qualitative corpus-based study aimed at investigating whether two pairs of nearsynonym words hold similar or different meanings. To this end, a new method of corpus analysis -collocational analysis- was used to explore the dis/similarity among a number of noun + conjunction + noun (synonym) near-synonyms that were chosen from different chapters from the Holy Quran. The discussions of the examples have revealed that near-synonyms in the Quran have entirely different meanings. It was shown through their co-occurrence adjacency where each lexeme appears to carry an independent meaning from its company. More specifically, every single word has its semantic meaning and features in comparison to its neighboring lexeme. Analyzing the co-occurrence of near-synonym pairs in the Holy Quran revealed that they are distinct and each lexeme has its own meaning where it cannot be used interchangeably with its neighboring. Thus, we claim here that there are no two lexemes in the Holy Quran carrying the same meaning, especially those words that collocate with each other. Such an analysis could be useful for translators in which they can have a better understanding of the precise meaning of the closely related words.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed M. H. Al-Ahdal</b>
<b>PAPER TITLE</b>	EBook Interaction Logs as a Tool in Predicting Learner Performance in Reading
<b>JOURNAL NAME</b>	Asiatic IIUM
<b>VOLUME NO.</b>	Volume 14
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 174-188
<b>COUNTRY OF ORIGIN</b>	Malaysia
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>The present study assessed the effectiveness of ebook interaction logs in the reading performance of Saudi EFL learners. It employed an experimental research design to a total of 30 male students at Qassim University, Saudi Arabia, spanning twelve weeks. We used the BookRoll system and asked the EFL teachers to upload textbook materials, allowing learners free access anytime, anywhere. Apart from availability, what set the system apart from classroom teaching was the kind of privacy and individual learning pace that the system provides to learners: They managed to revisit relevant sections marked by the teacher, checked out the notes and engaged (even repeatedly) in other reading-related activities that the teacher incorporated into the ebook. The study analysed the system logs to develop prevalent reading patterns and predict reading behaviours in the participants. It shed light on the strategies that learners employed in reading the texts. The result showed that BookRoll could be used to predict learners' reading behaviours with a reasonable degree of accuracy which would be beneficial to a large number of interested parties including, but not restricted to, educational advisors keen to integrate technology into the EFL classroom in the Kingdom of Saudi Arabia, the teaching community which, for the most part, ignores reading as a skill by resorting to quick summaries in students' mother tongue at times and learners who need to find their individual learning pace and environment.</p>



<b>AUTHOR NAME(S)</b>	Ahmed Yahya Almakroob <b>Arif Ahmed M. H. Al-Ahdal</b>
<b>PAPER TITLE</b>	Culture-Specific Aspects of Turn-taking: An Analysis of Conversations in a Saudi Context
<b>JOURNAL NAME</b>	Asian ESP Journal
<b>VOLUME NO.</b>	Volume 16
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 50-69
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>The present study comparatively analyzed the culture-specific turn-taking strategies of native Saudi Arabic speakers and non-Saudi native English speakers. It employed the qualitative research design guided by conversation analysis technique of Tannen (2005) and the model of coding analysis of Miles and Huberman (1984). Data was collected from ten students through the use of interviews and actual conversation analysis. Results of the study showed that the English speakers believe in minimum overlapping and minimum gaping in the turn-taking. Thus, they follow a continuous conversation pattern without pause in turn-taking. On the contrary, Saudi Arabic speakers take more time in turn-taking due to the cultural aspect and interruption of linguistic knowledge. Analysis of the findings surfaced that cultural elements in turn-taking are universally accepted for an organized conversation that follows specific norms and rules of the productive discussion. Turn-taking understanding to the speakers stimulates their competency and eventually contributes to deal with business and other informal meetings in a more efficient way. Further, this study presents theoretical and practical implications to EFL learning in Saudi Arabia that helps in understanding turn-taking in the verbal conversation towards global communicative competence.</p>

<b>AUTHOR NAME(S)</b>	Murad Abdu Saeed <b>Arif Ahmed M. H. Al-Ahdal</b> Huda Suleiman Murad Abdo Saeed
<b>PAPER TITLE</b>	Integrating research proposal writing into a postgraduate research method course: what does it tell us?
<b>JOURNAL NAME</b>	International Journal of Research & Method in Education
<b>VOLUME NO.</b>	Volume 44
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 303-318
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	Due to the challenging nature of research method learning among postgraduates, the present study reports integration of research proposal writing into a master research method course. Specifically, the study explores the practices and views of 10 postgraduates joining applied linguistics in a Malaysian university over an academic semester. Qualitative analyses of (1) instructor-learner interactions in the seminars, (2) online interactions over their drafts of proposals and (3) follow-up interviews were used. The findings revealed that the students engaged in several practices in which they worked through the challenges in research proposal writing: topic selection, searching and reading about their topics, selecting research methods, writing the first drafts, seeking support from the instructor and revising their proposals. The follow-up interviews revealed students views on research proposal writing as a good experience, a means to reflect on research method learning and a way to become familiar and raise their interests and self-confidence about research. The pedagogical implication of the findings is that assigning research proposal writing to postgraduates is useful for teaching and learning of research method courses, especially when it is augmented with instructor's support and guidance.

<b>AUTHOR NAME(S)</b>	<b>Fahd Hamad Alqasham,</b> Arif Ahmed Mohammed Hassan Al-Ahdal
<b>PAPER TITLE</b>	EFL writing tasks and the application of the concept of situatedness: Evaluating the theoretical and practical aspects of the Saudi EFL context
<b>JOURNAL NAME</b>	TESOL International Journal
<b>VOLUME NO.</b>	15
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 167-190
<b>COUNTRY OF ORIGIN</b>	Philippines
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>Research strategies over the last decade have predominantly focused on situated English learning in a conventional classroom setting. The students' use of strategy to enhance writing skills in online learning has received little attention. This study explores how the Situated Learning (SL) approach affects EFL Saudi student writing tasks in which an experimental research comparison has been conducted between two groups of Saudi students learning English at Qassim and Bisha Universities. The experiment included a comparison between one control group (n=10), that received conventional written lectures, and one experimental group (n=10) received the similar treatment by conducting their courses through a virtual online learning environment. The fivephase training-technology design framework for researchers included: (1) analysis, (2) design, (3) production, (4). Experiments, and (5) utilization and growth. Measuring strategies included: (a) essential communication capabilities during testing, (b) a self-efficient curriculum plan, and (c) eportfolio curricular evaluation. The results showed that the virtual language experience based on tasks improved participants' practical English writing skills and that the SL for participants' automated technology was much higher than the control group level. This paper provides suggestions and concluding remarks for the development of English language learning (ELL) by utilizing artificial worlds in real and SL settings.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed M. H. Al-Ahdal</b>
<b>PAPER TITLE</b>	Overcoming Pronunciation Hurdles in EFL Settings: An Evaluation of Podcasts as a Learning Tool at Qassim University Saudi Arabia
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	Volume 27, Issue 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 86-101
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>Pronunciation is a major hurdle in the language competence of a non-native language user. The Saudi EFL learners are particularly concerned about picking the right pronunciation as natural inhibition acts as a limiting factor in the trial and error method which can otherwise be used to learn the correct pronunciation of English. The current study used the audio-visual MP3 option that the learners can carry on their smartphones and coupled these with innovative, challenging yet engaging activities to check if it brought about a change in the learners' pronunciation skills. Of the two groups that were engaged in the study, the experimental group 87 of college going EFL major participants showed a remarkable improvement of group mean in pronunciation tests by almost 50 percent in the post-test after the intervention of podcasts over a period of three months. The study concluded that podcasts are a popular learning tool among the Saudi EFL learners and should be exploited in their benefit.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed M. H. Al-Ahdal</b>
<b>PAPER TITLE</b>	Code Mixing in Arabic conversations of college students: A Sociolinguistic study of attitudes to switching to English.
<b>JOURNAL NAME</b>	Asian ESP Journal
<b>VOLUME NO.</b>	Volume 16, Issue 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 6-19
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	Code mixing is very much a norm in our times rather than a deviation where speakers are bi or multilingual. In KSA, college goers are quite comfortable mixing, rather freely interspersing their Arabic speech acts with English words, phrases, and sometimes, whole sentences. With the larger aim of exploring code mixing as a tool in second or foreign language learning, the current study examined the attitudes of college goers at Qassim university, Saudi Arabia. To evaluate the extent of the practice, the special circumstances under which students take to code mixing and how far it can be used by the teaching community. Results indicated the presence of positive attitudes to code mixing with English and Arabic, a greater degree of openness to the very practice of code mixing, and its possible inclusion as a teaching practice (with refinements) in the EFL environment.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Fahd Hamad Alqasham
<b>PAPER TITLE</b>	WhatsApp in language classroom: Gauging Saudi EFL teachers' roles and experiences.
<b>JOURNAL NAME</b>	Ocpion
<b>VOLUME NO.</b>	Ano36, Especial No. 26
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 1667-1680
<b>COUNTRY OF ORIGIN</b>	Venezuela
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The current study used primary data to evaluate teachers' agency from a dialogical perspective that utilizes WhatsApp (WA) to bring innovation into a Saudi EFL classroom via comparative research methods. The findings of the study showed that the use of WhatsApp outside the English classroom created conducive opportunities for students to develop independence, practice what they read, work together and switch from being passive learners to active ones. The study concludes that EFL teachers in the Saudi context are positively disposed towards adopting an active role of agency encouraging dialogical perspective via WA.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed M. H. Al-Ahdal</b> Huda Suleiman Al-Qunayeer
<b>PAPER TITLE</b>	A socio-linguistic study of Arab college students' attitudes and judgements towards world Englishes.
<b>JOURNAL NAME</b>	Asian ESP Journal
<b>VOLUME NO.</b>	Volume 16, Issue 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 55-69
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>The paper investigates Saudi students' preference for one out of the many available varieties of English. This investigation is noteworthy since so far studies on the place of World Englishes among Saudi EFL students are negligible, and the present research is intended to fill this gap. Besides, it will help build up an inspirational frame of mind towards social understanding and assorted social variety in Saudi Arabia. This examination has three targets: to analyse how EFL students see World Englishes, and varieties of English as a second language specifically, in the Saudi Arabian setting; to discover Saudi EFL students' attitudes to varieties of English, and to research the reasons why one assortment of English is preferred over other(s). The findings show that Saudi student is aware of the presence of different varieties of English; however, they appear to have different frames of mind towards the various varieties of World Englishes. Students commonly defined 'Standard Variety' as being American or British to the exclusion of other World Englishes. The outcomes additionally indicated that regardless of the way that a large portion of the student commonly viewed a 'native' teacher's English as unrivalled, they supported Saudi teachers for regular study hall lessons.</p>

<b>AUTHOR NAME(S)</b>	Malak Ibraheem Almansour <b>Arif Ahmed M. H. Al-Ahdal</b>
<b>PAPER TITLE</b>	Enhancing the speaking proficiency of undergraduate ESP students through the use of blended learning approach
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	Volume 27
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 342-355
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>The current study is based on blended learning (BL) intervention in teaching and enhancing the speaking skills of ESP (English for Specific Purposes) undergraduate learners in the Kingdom of Saudi Arabia (KSA). The approach has been made incumbent given the current Covid 19 pandemic that has necessitated switching to e-learning platforms all over the world, to which KSA is no exception. The current study was conducted a short while before worldwide lockdowns using simple and easily accessible free software blended with teacher moderated virtual learning with 30 participants, a parallel group of equal number being a control group. Post-intervention tests showed significant enhancement of the participants' Specific Purposes English skills. This study is useful to administrators, policy-makers, academic staff, and learners, as the field of English learning is the most in demand in KSA, and also one which figures prominently in national policy documents as evident particularly in Vision 2020 and 2030. Finally, the new academic dispensations created by the pandemic have established the fact that there is a need for rethinking educational targets and pedagogies. The results of this study showed that, online learning is both the need of the hour and one which ensures greater learning and autonomy for the Saudi ESP learners.</p>



<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b>
<b>PAPER TITLE</b>	Using computer software as a tool of error analysis: Giving EFL teachers and learners a much-needed impetus,
<b>JOURNAL NAME</b>	International Journal of Innovation, Creativity and Change
<b>VOLUME NO.</b>	Volume 12, Issue 2
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 418-437
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>Among educational technological tools, there is much discussion about using computers in detecting and correcting learner errors in English as a foreign language (EFL, henceforth) setting. Computer-aided error analysis can be a potent tool in classrooms in Saudi Arabia where the average student-teacher ratio is as lopsided as 40:1. Inevitably, the teaching-learning environment is not conducive to much of the behind-the-scenes teaching part such as correction work. Computer error analysis (CEA, henceforward) is a much-needed impetus for teachers to find errors and enhance their teaching methodology by devoting greater time and attention to real time learner interaction. This paper provides a theoretical framework for using computer software in error analysis with EFL writing output. It discusses the types of writing errors, which occur in EFL classrooms and how these writing errors could be detected and removed with the help of computer software. It examines and compares the error detection in manually processed learners' academic writing with a small sample of twelve scripts from the second year Academic Writing students of English at Qassim University. It provides a ready database of freely available online error analysis tools from which EFL teachers at KSA may select the most viable, suited to their learners and their output. Finally, the study discusses briefly the pedagogical implications and puts forth some supportive recommendations that may allow for inclusion of computers in EFL classrooms in a bigger way than the current practice.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Huda Suleiman Al-Qunayeer Ahmed Ezzi Sagheer Shawosh
<b>PAPER TITLE</b>	Ferdinand de saussure's langue/parole binary in the Quran
<b>JOURNAL NAME</b>	International Journal of Innovation, Creativity and Change
<b>VOLUME NO.</b>	Volume 12, Issue 2
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 406-417
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	Ferdinand de Saussure's langue/parole binary is considered one of the greatest contributions to modern linguistic theory. This study sets forth the idea that the binary opposition Saussure proposes is much similar to the distinction in the holy book of Islam, the Qur'an, between 'language', 'langue', and 'parole', only minus scholarly and scientific linguistic theorization, which the present research aimed to provide. The study points out in the Quranic discourse a procedural distinction between langue and parole and, further, found instances in the Quran, narrative chapters in particular, that offered a model of the individual use of language (parole) in the framework of the common shared language (langue). The study investigates the significance and representation of langue/parole binary in the Quran from the perspective of Saussurian structuralist perspective and, through a semiotic analysis, reveals that the ancient Arabic text lends itself to a modern-day scientific reading.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal Abdulghani Ali Al-Hattami</b>
<b>PAPER TITLE</b>	Detecting Language Disorders and Anxiety among Young Learners: Remediation Options in the Current Educational Paradigm
<b>JOURNAL NAME</b>	Journal of Entrepreneurship Education
<b>VOLUME NO.</b>	Volume 23, Issue 3
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020
<b>COUNTRY OF ORIGIN</b>	USA
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>Language disorders can be one of the reasons for EFL learners' mediocre performance and poor language proficiency in English, both in the formal educational system and later in life, in the Kingdom of Saudi Arabia. With early detection, however, language disorders can be managed. The key phrase here is 'early detection'. This paper ventures to contribute to the existing knowledge on language disorders among young Saudi EFL learners. It employed a descriptive correlational research design. It seeks to recognize factors that may contribute to</p> <p>English-speaking student development of the respondents by addressing their language anxiety and disorders. Results indicated that EFL Saudi students generally had a feeling of anxiety and disorder in learning the English language. Their communication anxiety is positively correlated to their fear of negative function, test anxiety, and anxiety in English learning. The findings suggest that the higher the communication anxiety of the respondents, the higher they also manifest their fear on negative feedback, test anxiety in language, and their whole anxiety behaviour in the English language classroom. Hence, it can be practically implied from the findings the need for a relaxing and stress-free English language classroom among Saudi universities. Pedagogical implications of the study are presented for EFL language learning.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b>
<b>PAPER TITLE</b>	Teaching Preparatory School Students in KSA Through Rhymes: An Experimental Study
<b>JOURNAL NAME</b>	Journal of Entrepreneurship Education
<b>VOLUME NO.</b>	Volume 23, Issue 3
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020
<b>COUNTRY OF ORIGIN</b>	USA
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>Due to growing technological advances, schools are increasingly under pressure to adopt modern technology to motivate their students, especially preparatory school students. The use of rhymes to teach English in preparatory schools, as reported by teachers and their experience, is a tremendously useful tool to achieve this aim. However, empirical evidence to confirm this hypothesis in the context of Saudi Arabian preparatory schools is almost nonexistent. The principal objective of the study is to address this void by examining the influence of rhymes as a pedagogical tool. In this research, the participants were in the preparatory class students from selected schools in KSA, with an equal number of female and male students. The experimental and control groups consisted of 30 participants each. Results revealed that the use of the rhyme-based method of teaching in English has positive linguistic and attitudinal effects on the speaking and fluency of Saudi EFL learners at the preparatory level. Meanwhile, after the use of rhymes intervention, it significantly increased learners' perception and attitude towards English language speaking. Findings present implications for language teaching and further studies. In general, when Saudi EFL learners are being supported with the rhyme's method, the better chance of developing their fluency and accuracy in speaking. Likewise, when they are encouraged and motivated to talk in real-world language application the higher confidence they exhibit, Hence, the rhymes approach has been considered as an advantageous student-centred teaching platform in enhancing their communicative competence. The development of insurrectional materials which are rhyme-based is earnestly sought.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Nadia Muhammad Awdh Hussein
<b>PAPER TITLE</b>	WhatsApp as a Writing Tool in EFL Classroom: An Entrepreneurship Study across Two Universities In Saudi Arabia
<b>JOURNAL NAME</b>	Journal of Entrepreneurship Education
<b>VOLUME NO.</b>	Volume 23, Issue 3
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020
<b>COUNTRY OF ORIGIN</b>	USA
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	EFL is one of Saudi Arabia's most essential and fastest developing educational fields, while school and college graduates cannot write in English effectively. The present study used WhatsApp as a learning tool to improve the writing of learners in two Saudi Arabian universities. To assess the progress and commitment of learners, an essential but creative writing exercise was used. Twenty-four EFL students from two KSA universities, Qassim University and Jazan University participated. The results of the study indicate that using WhatsApp as a writing platform provides students with a valuable opportunity to improve their individuality, use their vocabulary, work together and transition from passive to active learners. In addition, this research highlighted the importance of recognizing the dynamic and complex essence of the application process of theories of learning and innovative approaches by technology interference. This also makes specific guidelines and further research for educational establishments in Saudi Arabia.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Sawsan Mahmoud Qassim Ghallab,
<b>PAPER TITLE</b>	Extended Semantic Potentials of Body -related Temperature Expressions in English and Arabic: Academic "Entrepreneurs" Comparative Study
<b>JOURNAL NAME</b>	Journal of Entrepreneurship Education
<b>VOLUME NO.</b>	Volume 23, Issue 3
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020
<b>COUNTRY OF ORIGIN</b>	USA
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	This research paper is a cross-language analysis of two semantic topics in Arabic and English, where researchers examined the expanded semantic capacity arising from mixing temperature terms like 'hot,' 'cold' and 'soft' with such body parts as 'core,' 'mouth,' 'chest,' 'leg,." This attempt is made to figure out the body-related temperature expressions that exist in English and Arabic and how the generalized textual meanings of such phrases vary in both languages. For several languages like English and Arabic, the "body-based temperature words,' including 'hot head' and 'cold-blooded,' and 'soft mouth' are available. Such combinations are essential from metaphor studies for two reasons: they represent the meeting point of two investigation fields, and often, such combinations are not common but linguistic. Their metaphorical meaning is sharply defined as contextually and culturally. In specific semanticized tracks, the four temperature terms "hot," "cold," "soft," and "cool" have static significance. That is, their definition is set and definitive. Yet, such terms may develop complex definitions in other ways, and also new meanings are contextual

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Mohammad Shariq
<b>PAPER TITLE</b>	<b>MALL: Resorting to Mobiles in the EFL Classroom</b>
<b>JOURNAL NAME</b>	<b>The Journal of Social Sciences Research</b>
<b>VOLUME NO.</b>	<b>Special Issue. 1</b>
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 90-96
<b>COUNTRY OF ORIGIN</b>	Germany
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	In the language learning environment, whereas the previous generation tools were computer-based systems (CALL for Computer Assisted Language Learning) dependent on University set ups, the mobile technology has revolutionised collaborative learning opportunities with Mobile Assisted Language Learning (MALL) taking its place. Teacher-student and student-student interaction via mobile applications such as WhatsApp Groups (WAGs) can optimise class time and individual problem solving, while at the same time, reversing the conventional pattern of learning where the teacher introduces new knowledge followed by student activities and homework, most of which is beyond teacher or collaborative assistance. Among other things, we are talking of the Flipped Classroom here where an idea is introduced via WhatsApp Group before the class, giving the learners time and opportunity to read up beforehand saving precious class time for interactive activities and learner participation (as opposed to class time being devoted to lecture). This paper examined the possibilities of using this tool to maximise language learning in the EFL class in Saudi Arabia, reviewed previous studies on the efficacy of ICT and other technological tools in foreign language learning and evaluated learning outcomes after using MALL for new vocabulary available in the language learning apps MyWordBook2 and Johnny Grammar's Word Challenge over a period of six weeks with two groups of sixty participants each. The findings as evident in the pre and post tests indicated that learners could be engaged better with the learning process with the use of MALL. They also felt motivated towards the learning process and felt that their learning experience got enhanced with the new tool. Their vocabulary retention and usage also benefitted from the interventional tool.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> K.A. Alkhodimi
<b>PAPER TITLE</b>	Literature in English as a foreign language classroom in KSA: Rectifying a relationship with odds
<b>JOURNAL NAME</b>	Utopia y Praxis Latinoamericana
<b>VOLUME NO.</b>	Volume 24, (Extra6)
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 256-264
<b>COUNTRY OF ORIGIN</b>	Venezuela
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>A language is better, if not exclusively, learned in context. Since languages are representative of the culture of their speakers, EFL teaching/learning through the literary creations of a language can be beneficial in many respects. To mention a few, it encourages and fosters tolerance, lateral thinking and purposeful language use, provides varied and wide instances and possibilities of language use, and exposes learners to real-life situations of the target language. Literature is thus an important, if not indispensable, addition to EFL courses and curricula. However, the task of selecting appropriate literary works for inclusion in foreign language syllabi is a challenge that requires sufficient attention and taking carefully considered and well-thought-out measures in its own right. The experience of teaching EFL in Saudi Arabian universities shows that learners are, in general, disinclined, and at times even outright averse, to studying literary content in spite of the fact that they have a few years of exposure to it prior to the university. Literature, nevertheless, is an inseparable component of syllabi in higher education institutes. This paper aimed to find the reasons for this and elaborated on the benefits of literature in enriching and enhancing EFL learners' experience. It also proposed ideas to make reading literary texts an interesting experience for EFL learners. The focus of the study is the assessment of the attitudes and perceptions of sophomore EFL learners and teachers in College of Languages and Translation, Imam Muhammad Ibn Saud Islamic University (IMBSIU) and College of Sciences and Arts, Methnab, Qassim University (QU), towards studying literature in English. The study tried to reconcile, and bridge, learners' literary preferences with educational goals in respect to literary components in Saudi EFL classrooms. The findings were manifold but overall showed improved outcomes following the administration of the treatment, especially in terms of motivation, engagement and communicative output.</p>



<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Ameen Al-Ahdal
<b>PAPER TITLE</b>	Effectiveness of Collaborative Learning as a Strategy in the Teaching of EFL
<b>JOURNAL NAME</b>	Opcion
<b>VOLUME NO.</b>	Volume 35, No. 20
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 1026-1043
<b>COUNTRY OF ORIGIN</b>	Venezuela
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	This paper explored the effectiveness of collaborative learning in EFL classrooms of Saudi Tertiary Education Institutions. The paper used a questionnaire and interviews to elicit quantitative and qualitative data from 40 purposefully selects EFL teachers and learners. The respondents shared their perceptions about how collaborative learning impacted the current pedagogical practices in Qassim University. The study findings highlighted that teachers and students perceived collaborative learning positively in Qassim University. In conclusion, the study found that both students and teachers considered it as the best approach for the learning of a foreign language.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Mohammad Shariq, Bashar Ragheb Hasan Odeh Dalia Baker Abdul Al Saied
<b>PAPER TITLE</b>	Intensive Course Programme at Qassim University, Saudi Arabia: Finding Correlations between Course Shortcomings and High Dropout Rates
<b>JOURNAL NAME</b>	The Journal of Social Sciences Research
<b>VOLUME NO.</b>	Special Issue 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 61-68
<b>COUNTRY OF ORIGIN</b>	Germany
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	ICP in Saudi institutions of higher education is a university preparation course based on an academic curriculum aimed to hone the school leavers' intellectual skills to succeed in the challenge of higher education. Universities all over the world, and especially in the west, offer similar programs, rather they mandate prospective international students whose mother tongue is other than English to opt for such programmes. These are popularly known as ESL (English as Second Language) intensive courses. In the KSA these are limited to the period at the very start of the academic session. However, in the west, students can opt for longer and more frequent programmes with the choice of sitting for these during the vacation periods. In this sense, they are more flexible to suit student needs. The aim is similar as that in KSA: To set the non-English speaking student at a language pedestal where he/she has a fair a chance to pursue higher education as the English-speaking one. Seen from this vantage, this is a bridge course to select incumbents for the English courses offered by the universities. Pilot studies in the KSA on the success of ICP failed to yield conclusive results amidst rising agreement to scrap the programme as tangible learning outcomes were not visible. However, before doing so it would have been worthwhile to find correlations. If any, between attrition rates and course shortcomings. This aim motivated the current study across three campuses in the departments of English at Qassim University Colleges of Sciences and Arts in Methnab, Al-Asyah, and Buraidah. The study collected all enrolment and follow up data for the three departments and interviewed fifteen subjects each from among those who completed the course but decided against pursuing higher education, those who dropped out before course completion, and those who enrolled for higher education after undertaking the ICP. Our greater concern was with those who dropped out during the course as they neither pursued higher education nor benefitted as they would have on completing the programme.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Fahad Saleh S. Alfallaj Ameen Al-Ahdal
<b>PAPER TITLE</b>	Failure of the EFL Classroom: Factors Affecting English Language Acquisition Schools.
<b>JOURNAL NAME</b>	Opcion
<b>VOLUME NO.</b>	Volume 35, No. 20
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 979-993
<b>COUNTRY OF ORIGIN</b>	Venezuela
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The current study is an effort to highlight the aspects which contrarily affect learning outcomes in the EFL classrooms. The study was quantitative in nature and both EFL learners and teachers were taken in the loop in one way or another. The findings show that factors causing poor learning included less exposure to listening/speaking activities in daily life interaction, less language learning ability, age, previous knowledge, attitude, and motivation. In conclusion, opportunities for peer interaction were lacking in the classrooms, there was lack of motivation, hesitation in language use, lack of interaction with teachers in English and improper communication.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed M. H. Al-Ahdal,</b> Salmeen Abdulrahman Al-Awaid
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	English as the lingua franca of development: Finding common correlates in Saudi Arabia
<b>JOURNAL NAME</b>	Malaysian Journal of Languages and Linguistics
<b>YEAR OF PUBLICATION</b>	2018
<b>COUNTRY OF ORIGIN</b>	Malaysia
<b>PAGE NUMBERS</b>	1—7
<b>DOI</b>	
<b>URL</b>	<a href="http://www.journals.mymla.org/index/php/MJLL/index">http://www.journals.mymla.org/index/php/MJLL/index</a>
<b>ABSTRACT</b>	<p>Technological dependence, interconnectivity of nations, interlinked economies, and interdependent politics across countries in the global village have given a new definition to communication. With one sure though slow thrust, peoples across borders are moving towards what can be seen as one unifying characteristic for the human race: One language to communicate, and the natural choice is English. True, it is Mandarin and not English that is spoken by the largest number of people, but true also is the fact that this is more a matter of natural circumstance than choice. The second most popular language is Spanish but then, it is the English and not Spanish speaking people who are in a position to influence economies, develop trade and move the commerce. In other words, proficiency in English can be directly linked to socio-economic prosperity. In the KSA too, as in the other members of the so-called Developing Bloc of nations, there is a growing consciousness to the fact that to realise the dream of Vision 2030 and to establish a petro-money free economy, the country has to abandon its insular character and adopt a more open-door attitude. One significant factor in the success of this approach will, of course, be the ability of the people to communicate with the world. Hence the need of the hour: Proficiency in English. Globally, researchers have postulated on the effects of English learning on the ‘development’ of limited groups and even individuals. As a corollary to this observation, the role of effective communication and negotiation cannot be overstated in any circumstance that involves people. In fact, ability to ‘communicate in English’ appears to be the catch phrase in academic, political, economic, and even social situations. However, such endeavours are notably missing in the Saudi Arabian context, given the older policies of keeping ‘outside’ influence at a minimal to preserve the purity of the local culture. The current study presents a catalogue and review of the previous studies linking socio-economic development to English with the aim to establish why and how the country stands to benefit in the long run by empowering the general public with English language.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Ameen Ahmed Omer Al-Ahdal
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Prosodically-Determined (Late) Acquisition of [+dorsal] in Arabic: Linguistic Intervention and Language Disorders
<b>JOURNAL NAME</b>	American International Journal of Contemporary Research
<b>VOLUME No.</b>	7
<b>ISSUE No.</b>	4
<b>YEAR OF PUBLICATION</b>	2017
<b>COUNTRY OF ORIGIN</b>	USA
<b>PAGE NUMBERS</b>	1-7
<b>ABSTRACT</b>	In the Arab world, studies (Sabi, 2017) have established moderate to high incidence of language and hearing issues among children about to enter the school system. All areas of screening, viz., hearing, comprehension, expression, voice, fluency and articulation were reportedly affected. Pre school screening is a dire need in the Arab region because most communication disorders go undetected for being non-mandatory under insurance cover. Currently, there are two, apparently conflicting, claims in the literature of child phonology. The first is that the onset position of a syllable is strong. This, in fact, has the implication that elements should be acquired in the onset earlier than in any other position in a syllable. The other claim is that dorsal/ back obstruents are acquired in the coda position earlier than in the onset. This paper looks at the speech of five Arab children to demonstrate that the acquisition of back obstruents depends a great deal on prosodic position. Two, it shows that back stops seem to be acquired earlier than back fricatives in the onset position. The reverse seems to hold: dorsal fricatives are acquired earlier when in the coda position. The paper then attempts an OT account for this phenomenon.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal,</b> Fahad Alfallaj, Salmeen Al-Awaid , Nisreen Al-Mashaqba
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Translation Courses at Qassim University, Saudi Arabia: A Study of Existing Problems and Possible Solutions
<b>JOURNAL NAME</b>	US-China Foreign Language
<b>VOLUME NO.</b>	15
<b>ISSUE NO.</b>	3
<b>YEAR OF PUBLICATION</b>	2017
<b>COUNTRY OF ORIGIN</b>	USA
<b>PAGE NUMBERS</b>	173-188
<b>DOI</b>	doi:10.17265/1539-8080/2017.03.004
<b>URL</b>	<a href="http://www.davidpublisher.org/index.php/Home/Article/index?id=30752.html">http://www.davidpublisher.org/index.php/Home/Article/index?id=30752.html</a>
<b>ABSTRACT</b>	<p>Studies tell us that human beings lived in groups, and each group developed its own mores, customs, conventions and dialect for interaction; languages evolved out of dialects and as need to communicate among members more effectively. Pronunciation was peculiar to each dialect. Centuries later, need was felt to communicate across many groups. This was the time when someone learnt different languages and dialects, and functioned as intermediary for communicating ideas, seeking cooperation and sharing experiences. In the modern world, therefore, no one can deny that translation is as important in human communication as the language itself. There has been genuine desire from the ancient time and it continues until now to integrate human communities into human society with the aim of leading peaceful and satisfied life, devoid of any strife and opposition, based purely on humane consideration and human values. So, we find that there have been debates about translation methods as language is vehicle for sharing and exchanging ideas, feelings and emotions; in fact, language is clothing of thought and ideas and creating understanding. Techniques for translation varied with individuals: Some preferred literal translation while others grasped the intrinsic meaning in a text and presented the same in another language. Whatever the method, one has to keep in mind that behind a language there is millennia of cultural ethos as well as a fine weave of political, economic, and social practices. This study sheds light on the problems of Translation Courses at Qassim University, Saudi Arabia at the level of both execution and perception and puts forth some suggestions and recommendations that would certainly come in handy for all concerned.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Fahad Alfallaj
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Authentic Assessment: Evaluating the Saudi EFL Tertiary Examination System
<b>JOURNAL NAME</b>	Theory and Practice in Language Studies
<b>VOLUME NO.</b>	7
<b>ISSUE NO.</b>	8
<b>YEAR OF PUBLICATION</b>	2017
<b>COUNTRY OF ORIGIN</b>	UK
<b>PAGE NUMBERS</b>	597-607
<b>DOI</b>	DOI: <a href="http://dx.doi.org/10.17507/tpls.0708.01">http://dx.doi.org/10.17507/tpls.0708.01</a>
<b>URL</b>	<a href="http://www.academypublication.com/ojs/index.php/tpls/article/view/tpls0708597607">http://www.academypublication.com/ojs/index.php/tpls/article/view/tpls0708597607</a>
<b>ABSTRACT</b>	As early as 1983, Rossi propounded that one of the issues of particular interest and development within the foreign and second language teaching profession is that of proficiency testing or the evaluation of a learner's level of linguistic and communicative competence. This still holds true. On the contrary our pilot study using the Question Paper Evaluating Checklists (included in this paper) indicates that all is not right with the designing of EFL question papers in Saudi Arabia though EFL assessment patterns in the KSA have undergone much change from the time that English was first introduced into the curriculum as a compulsory foreign language. It is the demand of time that evaluation patterns be evaluated on the touchstone of latest research and their relationship with classroom practices be established. This will help the learner-teacher combine to plug the loopholes in language training. In other words, we have to realize as educators that good assessment forms the basis of a wealth of learner information that has direct and indirect ramifications on curriculum and pedagogy. Hence the need to study this aspect of EFL in the light of modern literatures in order come up with constructive recommendations.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Mohammad Shariq
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	English Bilabial Plosives and the Arab EFL Learner: Examining Baloch's Exposition and Arriving at New Vistas
<b>JOURNAL NAME</b>	Revista QUID (Special Issue)
<b>VOLUME NO.</b>	
<b>ISSUE NO.</b>	1
<b>YEAR OF PUBLICATION</b>	2017
<b>COUNTRY OF ORIGIN</b>	Columbia
<b>PAGE NUMBERS</b>	2698-2705
<b>DOI</b>	
<b>URL</b>	<a href="http://revistas.proeditio.com/iush/quid/article/view/2301">http://revistas.proeditio.com/iush/quid/article/view/2301</a>
<b>ABSTRACT</b>	<p>English spelling is a major challenge for the Arab EFL learner. The stumbling blocks are two, at the least: One, difference in the writing systems; and Two, difference of the language family. Even so, errors of interference are a foregone conclusion in any foreign language learning context. According to Baloch (2013), the most common error of spelling amongst the undergraduate students at Saudi Arabian universities is the frequent mixing of the bilabial stops, /p/, /b/ where the former is voiceless and latter voiced. Among other factors, L1 interference in the form of the absence of /p/in Arabic is cited as the causative factor. However, our pilot study reveals that such learners have already acquired /p/ but are yet in the process of learning the phonological conditioned variants of /p/, voicing nuances and other phonological phenomena. Thus, we conclude that the Arab EFL learners' p/b confusion is either phonologically driven, or an outcome of auditory factors. This paper verifies this hypothesis.</p>



<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed M. H. Al-Ahdal, Abdulghani Ali Al-Hattami</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	An Insight into The Role of Education as an Agent of Social Change in The 21st Century
<b>JOURNAL NAME</b>	The 2nd Dubai International Conference in Higher Education: Sustaining Success through Innovation
<b>YEAR OF PUBLICATION</b>	2016
<b>COUNTRY OF ORIGIN</b>	Dubai
<b>PAGE NUMBERS</b>	32-38
<b>ABSTRACT</b>	<p>Education enables a man to acquire virtue, by making him social, interactive, and disciplined; it opens the vistas of learning by helping him better absorb information and sharing the same, thus making him humane, and the central element in the social structure. Maclver (1959) asserted that social change happens as a response to many types of social and nonsocial environment. Education is considered the most important ‘ideological state apparatus’ devised by the ruling classes to ensure that the society largely conforms to their ideas and interests. In the traditional educational system the role of education was to transmit a fixed way of life to the students as society itself was an unchanging and static entity. However, in this modern context, education is seen as an instrument of social change brought about by changing man’s attitude and outlook. In this paper, the authors tried to display the importance of education as an agent of change in this rapid changing world as well as the relationship between education and the social change. The paper concludes by discussing the importance of training faculty members in higher education institutions to cope with the change and teach their students soft skills that are required for students’ success in the 21st century.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Nisreen Al-Mashaqba
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	English for Non-Teaching Staffers of Qassim University, KSA: The Need of the Hour
<b>JOURNAL NAME</b>	British Journal of English Linguistics
<b>VOLUME NO.</b>	4
<b>ISSUE NO.</b>	2
<b>YEAR OF PUBLICATION</b>	2016
<b>COUNTRY OF ORIGIN</b>	UK
<b>PAGE NUMBERS</b>	1-25
<b>DOI</b>	
<b>URL</b>	<a href="http://www.eajournals.org/journals/british-journal-of-english-linguistics-bjel/vol-4-issue-2-april-2016/english-for-non-teaching-staffers-of-qassim-university-ksa-the-need-of-the-hour/">http://www.eajournals.org/journals/british-journal-of-english-linguistics-bjel/vol-4-issue-2-april-2016/english-for-non-teaching-staffers-of-qassim-university-ksa-the-need-of-the-hour/</a>
<b>ABSTRACT</b>	<p>English language has attained the status of international language. It has deeply entrenched itself in science and technology disciplines and has spread its tentacles to such subjects as computers, communication of diverse kinds, international communication between nations. There is now a pressing need to learn this language in its different orientations – English for Business Purposes (henceforward EBP), English for Medical Purposes (henceforward EMP), English for Professional Purposes (EPP), English for Special/ Specific Purposes (henceforward ESP) and so on. For each category of purpose, there is syllabus matching the need. The present study is to explore the status of EPP which is part of ESP as it is now being practised in some countries more than in developing countries. Research has been made in this area in some countries by quite a few researchers and their views or arguments or opinions about utility and use of EPP that is included in ESP will be gathered by survey of available literature. The researchers have selected non-teaching staffers (henceforward NTS) of Qassim University, KSA for gathering relevant data, to be supplemented by informal discussions and semi-structured interviews of officers as, in many cases, these staffers/ employees have failed to communicate with non-Arabic speaking people who are presently working/ teaching at the University with regard to leave, contract renewal, resignation, delay in payment, other terms and conditions, perquisites and repairs or replacement of assets, tools, library books and so on.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Abdulghani Ali Dawod Al-Hattami,
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	The Relationship between Statistical Analysis Abilities and the Production of Research among Saudi Faculty Members
<b>JOURNAL NAME</b>	International Journal of Education and Literacy Studies
<b>VOLUME NO.</b>	3
<b>ISSUE NO.</b>	4
<b>YEAR OF PUBLICATION</b>	2015
<b>COUNTRY OF ORIGIN</b>	Australia
<b>PAGE NUMBERS</b>	18-23
<b>DOI</b>	doi:10.7575/aiac.ijels.v.3n.4p.18
<b>URL</b>	<a href="http://www.journals.aiac.org.au/index.php/IJELS/article/view/1919/1746">http://www.journals.aiac.org.au/index.php/IJELS/article/view/1919/1746</a>
<b>ABSTRACT</b>	<p>Scientific research plays an important role in creating growth and progress in developing countries (Greenstone, 2010). Developed countries have realized that importance and focused on conducting scientific researches to help them make valuable decisions. Many Arab countries, including Saudi Arabia, are trying to encourage faculty members at all universities to write as many good quality researches as possible and benefit from the results that can serve the society better. This study examines the relationship between competency of university faculty members to statistically analyse data and their production of research. The sample included 158 faculty members from four universities in the Eastern Province of Saudi Arabia. Participants were asked to respond to a survey that carried 13 questions related to the ability to perform descriptive and inferential statistics. The results showed that more than 70% of faculty members do not have the ability to statistically analyse research data. The results also revealed that there was a significant positive relationship between the ability of faculty members to statistically analyse research data and the number of quantitative researches they produce, <math>r = 0.69</math>, <math>p &lt; .05</math>. Such results explain why many academicians revert to writing qualitative research. It is recommended that faculty members in Saudi universities should improve their knowledge about the use and implementation of statistical tests appropriately.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> , Abdulghani Ali Al-Hattami, Salmeen Abdulrahman Abdullah Al-Awaid, Nisreen Juma'aHamed Al-Mashaqba
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Pronunciation for the Arab Learners of EFL: Planning for Better Outcomes
<b>JOURNAL NAME</b>	English Language Teaching Journal. Canadian Center of Science and Education
<b>VOLUME NO.</b>	8
<b>ISSUE NO.</b>	10
<b>YEAR OF PUBLICATION</b>	2015
<b>COUNTRY OF ORIGIN</b>	Canada
<b>PAGE NUMBERS</b>	100-106
<b>DOI</b>	doi:10.5539/elt.v8n10p100
<b>URL</b>	<a href="http://dx.doi.org/10.5539/elt.v8n10p100">http://dx.doi.org/10.5539/elt.v8n10p100</a>
<b>ABSTRACT</b>	<p>Arabic and English belong to two different linguistic families: resultantly, some Arabic speaking learners of English in both SL and FL situations have a major obstacle to overcome to be intelligible to other users, especially in the international context. Of the various skills one needs to acquire to become 'proficient' in a language Pronunciation is perhaps the one most relevant to real time usage. However, this is ironically also an area of training that is relegated to the 'not so important' category in the EFL classroom in Saudi Arabia as a result of which learner aspirations are not fulfilled in learning English. The current study empirically evaluates the present pronunciation proficiency of Saudi learners at Qassim University, KSA and checks the outcomes of a pronunciation intervention programme. Its aim is to document the specific linguistic elements of difference using empirical means. It further aims to suggest methods to bring the Arab learners' pronunciation closer to an optimum level of universal communication as well as arrive at generalizations to enable policy changes commensurate with learner aspirations.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal,</b> Ahmad Ali Hassan Al-Ma'amari
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Learning Strategies of the Arab EFL Learners: Finding Correlation with Outcomes
<b>JOURNAL NAME</b>	Advances in Language and Literary Studies
<b>VOLUME NO.</b>	6
<b>ISSUE NO.</b>	5
<b>YEAR OF PUBLICATION</b>	2015
<b>COUNTRY OF ORIGIN</b>	Australia
<b>PAGE NUMBERS</b>	230-241
<b>DOI</b>	Doi:10.7575/aiac.all.v.6n.5p.230
<b>URL</b>	<a href="http://dx.doi.org/10.7575/aiac.all.v.6n.5p.230">http://dx.doi.org/10.7575/aiac.all.v.6n.5p.230</a>
<b>ABSTRACT</b>	Socio-psychological research and findings into learner differences led to the emergence of learner strategies research in the last century. With major contributions from the emerging field of Linguistics in the mid 1970s, language learning strategies began to receive considerable attention. It is worth noting that the primary concern of most of the studies on language learning strategies has been the identification of the characteristic of good language learners and what it is that they do to learn a second language ! The focus of this study, consequently, is the teaching of language learning strategies to facilitate better learning. It aims at differentiating the strategies of good language learners from those of poor language learners. The hypothesis is this would enable language teachers to propagate the successful strategies to ensure better learning outcomes: A major factor for socio-economic development in KSA. It analyses the strategies used by Saudi students in learning English as a foreign language. Further, it brings out the teacher's role in raising the students' awareness of different strategies, educating the teachers in the use of these strategies, and training them to assimilate these into regular classroom activities. Instruments used include a questionnaire administered to the students and interviews with the teachers.

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b>
<b>PUBLICATION TYPE</b>	Book
<b>PAPER TITLE</b>	Preparing EFL Teachers for Tomorrow: Opening New Vistas in Teacher Development with INSET
<b>JOURNAL NAME</b>	Lambert Academy Publishing
<b>VOLUME NO.</b>	
<b>ISSUE NO.</b>	
<b>YEAR OF PUBLICATION</b>	2015
<b>COUNTRY OF ORIGIN</b>	Germany
<b>PAGE NUMBERS</b>	
<b>DOI</b>	
<b>URL</b>	
<b>ABSTRACT</b>	<p>Teacher development programmes often fail to produce desired results for lack of conducive syllabus and material. <i>"Preparing EFL Teachers for Tomorrow: Opening New Vistas with INSET"</i> answers the in-service teachers' need for regular training courses based on their classroom requirements. The teacher in the EL classroom has multiple roles to play: efficient facilitator, monitor, and manager. What is even more challenging is that these roles cannot be defined in any paradigm but have to be constantly re-defined considering the pace at which the knowledge world changes. Teacher development is important also because it has a direct bearing on the learners' improvement. This book endeavours to tackle all these issues, sets the goals and designs the roads for their realization. It is a torchbearer for policy makers and teacher trainers. Among the very first attempts of its kind in the Arab world, this book can bring teacher development to the core of educational enrichment from its current status of a programme that can be done without.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> , Fahad S. Alfallaj, Salmeen A. Al-Awaied, Abdulghani A. Al-Hattami
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	A comparative study of proficiency in speaking and writing among EFL learners in Saudi Arabia
<b>JOURNAL NAME</b>	<i>American International Journal of Contemporary Research</i>
<b>VOLUME NO.</b>	4
<b>ISSUE NO.</b>	2
<b>YEAR OF PUBLICATION</b>	2014
<b>COUNTRY OF ORIGIN</b>	USA
<b>PAGE NUMBERS</b>	141-149
<b>URL</b>	<a href="http://www.aijcrnet.com/journals/Vol_4_No_2_February_2014/19.pdf">www.aijcrnet.com/journals/Vol_4_No_2_February_2014/19.pdf</a>
<b>ABSTRACT</b>	<p>Learning of English as a foreign language is an imperative reality in a world largely shrinking with the advent of various revolutions, both socio-political and economic. However, it is seen that foreign language acquisition, especially of English, leaves a great deal to be desired as the learners so far in the geographical area of our study, i.e., Saudi Arabia, have failed to achieve native like fluency with the current teaching-learning practices. This raises questions as to the policies adopted vis-à-vis curriculum, pedagogy and most importantly, the stage at which foreign language learning is introduced in Saudi Arabia. The current study has undertaken an in-depth review of the available literature, which is followed up with modern testing methods to arrive at conclusions. It witnesses a dichotomy between speaking and writing abilities of college level young learners. The trend is towards a higher score on writing-ability tests as compared to the oral language proficiency tests. Thus a major communicative drawback is faced by the ‘products’ of this system of education, and numerous causes and remedies are suggested herein.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b> Abdulghani Ali Al-Hattami,
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Academic and Social Adjustments of Arab Fulbright Students in American Universities: A Case Study
<b>JOURNAL NAME</b>	International Journal of Humanities and Social Science
<b>VOLUME NO.</b>	4
<b>ISSUE NO.</b>	5
<b>YEAR OF PUBLICATION</b>	2014
<b>COUNTRY OF ORIGIN</b>	USA
<b>PAGE NUMBERS</b>	216-222
<b>URL</b>	<a href="http://www.ijhssnet.com/journals/Vol_4_No_5_March_2014/23.pdf">www.ijhssnet.com/journals/Vol_4_No_5_March_2014/23.pdf</a>
<b>ABSTRACT</b>	<p>Education is the main engine for human beings and the backbone of their progress and development. People are prepared to cross boundaries to get sound education wherever it may be. Being a very desirable higher education provider, the United States of America is a destination that attracts many students worldwide. William Fulbright made such a dream come true through his scholarship. However, moving from one culture to another makes the experience a bit challenging. Although Arab students prefer the US for higher education where they expect promises of lucrative employment, these students face many problems of adjustment in the strange environment due to cultural differences, low-level English language proficiency, lack of social interaction, and absence of student counseling in the universities/colleges, difference in pedagogy. This study was an effort to find out the various adjustment problems confronted by Arab students in America. The results were discussed and recommendations were presented.</p>




<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal , SalmeenAbdulrahman Abdullah Al-Awaid</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Reflective Teaching and Language Teacher Education Programmes: A Milestone in Yemen and Saudi Arabia
<b>JOURNAL NAME</b>	Journal of Language Teaching and Research, Academy Publisher
<b>VOLUME NO.</b>	5
<b>ISSUE NO.</b>	4
<b>YEAR OF PUBLICATION</b>	2014
<b>COUNTRY OF ORIGIN</b>	Finland
<b>PAGE NUMBERS</b>	759-768
<b>URL</b>	<a href="http://ojs.academypublisher.com/index.php/jltr/article/view/jltr0504759768">http://ojs.academypublisher.com/index.php/jltr/article/view/jltr0504759768</a>
<b>ABSTRACT</b>	<p>A language teacher faces constantly diverse class-room situations; he tries to adopt appropriate theory of learning, approach, technology, and tools and aids to create understanding in context. In doing so, he draws upon his experience and peer-experience to resolve problems and issues through the process of reflection. He takes help of research results, and does research work, sources specialist literature or undergoes need-based training – not once but repeatedly to develop competence to cope with class-room situations and remove social or psychological barriers, more particularly in the case of second or foreign language teaching. In reflective practice, the teacher summons all his faculties, experiences and appropriate theory to practise in the classroom. A language-teacher observes his students’ reactions and reflects on the results after responding to such learning behaviour of the students. Following the reflection, the teacher decides to adapt or modify the theory chosen earlier. A classroom is like a laboratory where a teacher relates teaching theory to teaching practice and observes the students’ responses. This paper is an attempt to give focus to the importance of reflective teaching in general with special reference to Language Teacher Education Programmes in Yemen and Kingdom of Saudi Arabia as well as check the teachers' awareness of reflective teaching. 50 teachers of English from both the countries were surveyed and interviewed for the purpose.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	High school English teachers' professional life cycle: A study in an EFL context
<b>JOURNAL NAME</b>	Journal of Language Teaching and Research, Academy Publisher
<b>VOLUME NO.</b>	4
<b>ISSUE NO.</b>	1
<b>YEAR OF PUBLICATION</b>	2014
<b>COUNTRY OF ORIGIN</b>	Finland
<b>PAGE NUMBERS</b>	30-38
<b>DOI</b>	doi:10.4304/tpls.4.1.30-38
<b>URL</b>	<a href="http://www.academypublication.com/issues/past/tpls/vol04/01/05.pd">www.academypublication.com/issues/past/tpls/vol04/01/05.pd</a>
<b>ABSTRACT</b>	<p>A product has a life cycle. A man likewise has life cycle-- from conception to decline through infancy, puberty, youth and maturity. Similarly, a teacher's professional life cycle passes through clearly identifiable stages—from novice to proficient, experienced and then expert (mentor). He enters the profession as a novice and gets training in teaching or at least, guidance of his seniors and accumulates experience. This process may take 1 to 2 years. The experience of classroom situations, training/retraining and/or through diverse interactions, he becomes an experienced and accomplished professional in 5 to 7 years before he starts conceptualising and doing research work, and becomes an expert in teaching in about 6 to 8 years after which, he starts mentoring and becomes a Head Teacher. There can be a variance in the number of years an individual teacher takes to move from one stage to the next. In Yemen and Kingdom of Saudi Arabia, the upward mobility is purely on seniority; merit alone gets back-seat. Promotion to Head Teacher depends upon the vacancy available. The three broad stages are crossed before retirement. Some teachers study subjects intensively and extensively and remain updated, and create philosophical constructs--they become universally acknowledged super-experts.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal, Abdulghani Ali Al-Hattami</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Assessing Teachers' and Students' Perceptions about Teaching and Learning Using Videoconferencing Method of Instruction
<b>JOURNAL NAME</b>	Academic Research International
<b>VOLUME NO.</b>	5
<b>YEAR OF PUBLICATION</b>	2014
<b>COUNTRY OF ORIGIN</b>	Pakistan
<b>PAGE NUMBERS</b>	111-119
<b>URL</b>	<a href="http://www.savap.org.pk/journals/ARInt./Vol.5(1)/2014(5.1-13).pdf">www.savap.org.pk/journals/ARInt./Vol.5(1)/2014(5.1-13).pdf</a>
<b>ABSTRACT</b>	<p>In a rapid changing world, technology has dominated many aspects in our lives, education is one of them. Many universities have started teaching high-degree courses online. There have been many and different reasons for making use of videoconferencing in order to allow access to those learners who are locationally (physically) dispersed over wide area. In Saudi Arabia, the culture urges universities to teach through videoconferencing when men teach female students. Although teaching by using videoconferencing medium is widely used, the quality and effectiveness of using this method of teaching has not been well-researched yet. This study aims at investigating the positive and negative aspects of videoconferencing method of teaching and learning from the English language teachers' and students' perception. Eighteen male faculty members and forty-six female students who are taught/learned through videoconferencing method were surveyed and interviewed. This is one way to find out if the videoconferencing is an effective teaching method. The results indicated that both teachers and students, overall, were happy with it and only recommended that technology equipment should be of high quality to ensure that videoconferencing experience is successful. The authors concluded the paper with some useful recommendations.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed Mohammed Hassan Al-Ahdal</b>
<b>TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Integration of information and communication technology (ICT) into the education system of Yemen: The need of the hour.
<b>JOURNAL NAME</b>	International Journal of Social Sciences & Education
<b>VOLUME NO.</b>	3
<b>YEAR</b>	2013
<b>COUNTRY</b>	Pakistan
<b>PAGE NUMBERS</b>	597-604
<b>URL</b>	<a href="http://www.ijssse.com/sites/default/files/issues/2013/v3i3/Paper-6.pdf">http://www.ijssse.com/sites/default/files/issues/2013/v3i3/Paper-6.pdf</a>
<b>ABSTRACT</b>	<p>During the twentieth century, the world underwent a great transformation from being an agricultural society where natural labour was a critical factor, to being an industrial one where management of technology, capital and labour provided a competitive advantage. In the ensuing 21st century, however, a new society is emerging where knowledge is the primary production resource. The contemporary society is inevitably and irrevocably a knowledge-based unit where knowledge is closely supported and followed by technology: mainly, Information and Communication Technology (ICT). It therefore, becomes a prerogative of education to provide educators and others with the muchneeded basic ICT proficiency. This underlines the need for restructuring the education system in such a way so as to equip it to prepare people to competently man positions in business, services and other sectors, effectively and efficiently. There seems, therefore, a strong and urgent need for an increased awareness of the benefits of integration of ICT into the education system on the part of policy-makers in Yemen. During the last three decades, there have been revolutionary changes in the realm of Information Technology as a result of the convergence of computer, telecommunication and industrial technologies which have been tremendously affected by the communication technology and processes, besides being impacted by the phenomenon of globalization. Here steps in education with its significantly supportive role of preparing a workforce with an effective ITC capability and efficient language proficiency that aims at enabling the masses in upgrading the comprehension and integration of skills that are indispensable in competing in the world economy. This paper discusses the need for integrating ICT in the said emerging context. Furthermore, it also throws a flood of light on the challenges and opportunities of implementing the above mentioned pointers as a planned process. This paper is, therefore, an attempt to put forth a few suggestions that are likely to help in promoting an enhanced use of ICT in the education system. The researcher hopes that this paper would help the policy makers in framing some valuable education plans for schools, colleges and universities that would not only help in integrating ICT into the curricula but also facilitate in generating a workforce well equipped with communication and other skills, besides being reinforced with the back-up of ICT as a competitive advantage. The researcher strongly believes that a teaching-learning experience coupled with ICT would definitely go a long way in equipping the high school children with the requisite knowledge and experience required to compete and flourish in this highly competitive world.</p>

<b>AUTHOR NAME(S)</b>	<b>Arif Ahmed M. H. Al-Ahdal</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	ELT in Yemen and India - The Need for Remedial Measures
<b>JOURNAL NAME</b>	Language in India
<b>VOLUME NO</b>	10
<b>YEAR OF PUBLICATION</b>	2010
<b>COUNTRY OF ORIGIN</b>	USA
<b>PAGE NUMBERS</b>	140-153
<b>URL</b>	<a href="http://www.languageinindia.com/nov2010/eltyemen.pdf">http://www.languageinindia.com/nov2010/eltyemen.pdf</a>
<b>ABSTRACT</b>	This paper attempts to investigate the ELT scenario in both Yemen and India at the school level with an aim to project /highlight the problems of both the situations and present some suggestions that, once carried out, can improve the teachers' performance and thereby enhance the standard of teaching of English in the said contexts.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq Kh Lutfy Ameen Alahdal Fahad Ibraheem Abdullah Aldhali</b>	
<b>PAPER TITLE</b>	Teachers and Learners' Perceptions of E-Learning Implementation in Special Times: Evaluating Relevance and Internationalization Prospects at Saudi Universities	
<b>JOURNAL NAME</b>	Sustainability	
<b>VOLUME NO.</b>	14	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2022 1-16	
<b>COUNTRY OF ORIGIN</b>	Switzerland	
<b>ISI OR SCOPUS</b>	ISI	
<b>ABSTRACT</b>	<p>The recent abrupt shift to a total e-learning modality has been a fresh yet daunting experience for educational institutions due to the onslaught of the COVID-19 pandemic. This shift has also raised the questions of relevance of educational modalities given the special times we are living in, as well as the happy possibility of universities gearing up for internationalization to prepare students for online learning. Before implementing these changes, however, in-depth study of the opinions and experiences of teachers and students at Saudi universities, among other parameters, is imperative. With this focus, the current study employs a mixed-methods research design from two universities in Saudi Arabia, namely Qassim University (QU) and Imam Abdulrahman Bin Faisal University (IAU). A purposive sample of 22 teachers and 54 students were the respondents, who were administered a questionnaire and interviewed at a later stage. Results showed that both teachers and students find the online teaching-learning experience challenging due to teacher-related, student-related and technology-related factors. The teachers rate themselves as being moderately competent in the use of technology tools for online learning, while students assess themselves as competent. Initiatives are offered by both students and teachers to improve the transition of universities to online education as well as to promote the quality of universities towards internationalization, particularly with living in the midst of a health crisis. The study has implications for curriculum implementers and designers committed to educational revolution. The outcomes of this proposed research can be the basis for relevance and internationalization initiatives of the selected universities in Saudi Arabia.</p>	

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq Atef Odeh Abu Sa'alek</b>
<b>PAPER TITLE</b>	Innovative Practices in Instructor E-feedback: A Case Study of E-feedback given in Three Linguistic Courses during the COVID 19 Pandemic
<b>JOURNAL NAME</b>	Arab World English Journal
<b>VOLUME No.</b>	Special Issue
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 183-198
<b>COUNTRY OF ORIGIN</b>	Malaysia
<b>ISI OR SCOPUS</b>	ISI
<b>ABSTRACT</b>	<p>This study aimed to investigate the instructor's electronic feedback practices during the COVID 19 Pandemic in terms of the nature of the content of e-feedback, the formulation, the challenges, and the multimodal nature of the instructor's e-feedback. This study used a qualitative case study to obtain data from the instructor's e-feedback in three linguistic courses as delivered, practiced by the single English language instructor. The instructor's e-feedback via Blackboard and WhatsApp platform and the follow-up interview were analyzed qualitatively. The findings indicate that (1) the highest number of instructor's e-feedback focused on global issues as compared to local issues, (2) the instructor composed his e-feedback in the form of eight main categories: explanations, suggestions, clarifications, questioning, repetitions, statements, praises, and commands, (3) the instructor used more screencasts for providing e-feedback, followed by written and audio modes respectively. The thematic analysis (4) revealed the instructor's positive impression on providing e-feedback through these interactive modes (written, audio, and screencast) and a range of challenging issues such as students' preference issues, technical issues, timing issues, financial and areal issues. This study is significant because it provides us with a comprehensive picture of the patterns of the feedback content, the formulation of the e-feedback, the multimodality of the instructor's e-feedback, and the significant issues that emerged from the instructor's e-feedback practices. However, further research should include a relative group of instructors to determine the impact of e-feedback on learners.</p>

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b>
<b>PAPER TITLE</b>	First Language Acquisition: A Qur'anic and Linguistic Perspective
<b>JOURNAL NAME</b>	TESOL International Journal
<b>VOLUME NO.</b>	15
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 89-101
<b>COUNTRY OF ORIGIN</b>	Philippines
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>The current study establishes the reliability of the Holy Qur'an as one of the earliest treatise on language acquisition by humans. This is not to say that it is a scientific treatise: Rather what we know as modern 'knowledge' finds mention in a book much older. This applies to many aspects of human life, whether they spring from scientific inquiry or social, political or linguistic facts. Children acquire language fast and efficiently. They become masters and handle the complexities of human language. This paper seeks to examine, on a Qur'anic and practical level, the first language learning and its various processes, finding parallels between the language learning process and Qur'anic verses on language. The study employed a qualitative research design. The process of language acquisition varies from the phase of language learning. This article explores the stages of children's language learning and the methods for analysis used in the linguistic development study by linguists, scientists, and psychologists. This paper explicitly demonstrates that children are inherent in their mother tongue. When the children start acquiring their mother tongue, they learn the grammar, phonological, morphological, syntactic, and semantic rules. No one teaches these rules, but they are pre-programmed with innate capacity, a gift from Allah.</p> <p style="text-align: center;"> <b>وَهُوَ الَّذِي أَنْشَأَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ قَلِيلًا مَّا تَشْكُرُونَ ﴿٢٨﴾</b> </p> <p>"It is He Who has created for you (the sense of) hearing (ears), eyes (sight), feeling and (hearts) understanding; little thanks you give" (Al-Qur'an - 23:78)</p> <p>"We are designed to walk. That we are taught to walk is impossible. And pretty much the same is true of language. Nobody is taught language. In fact you can't prevent a child from learning it" (Chomsky 1994)</p>



<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b>
<b>PAPER TITLE</b>	Tools and Techniques Used in the Language of Advertisements: The Linguistic Perspective
<b>JOURNAL NAME</b>	Media Watch
<b>VOLUME NO.</b>	11
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 565-580
<b>COUNTRY OF ORIGIN</b>	India
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The present paper aims to highlight the linguistic tools and techniques used in the language of advertisements. The study becomes significant as the language used in the advertisements is purposely and deliberately created. The deliberate use of language makes the advertisements eye-catching and gets the attention of its viewers. This study investigates 75 different Indian TV advertisements and does linguistic analysis at phonological, morphological, and stylistic levels. At these three levels, the study reveals the use of phonological devices; such as rhyme, alliteration, and assonance; morphological devices; code-mixing; the degree of comparison, hybridization, and reduplication; and stylistic devices; antithesis, apostrophe, hyperbole, metaphor, onomatopoeia, and personification. Besides these devices, the study also focuses on graphological and national aspects that play an essential role in the advertising language.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b>
<b>PAPER TITLE</b>	Difficulties Facing Saudi EFL Learners with Translation: Contrastive and Error Analysis
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	27
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 13-27
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The present paper aims to demonstrate the influence of the mother tongue on the translation process from source language (SL, hereafter) to target language (TL). It is a qualitative inquiry into the frequency, nature, and pedagogical implications of the errors that a set of Saudi EFL undergraduate students at Qassim University often make when translating a literary text (in particular, a short story) from Arabic into English. In this paper, Contrastive and Error Analysis is used as a method for the analysis and interpretation of the data. The investigation reveals that, the students' errors (most of which relate to basic language rules, such as spelling and punctuation) are frequently a result of the interference of the mother tongue in the translation process.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq Abdullah H Alfauzan</b>
<b>PAPER TITLE</b>	The Role of Social Media in Creating Social Awareness of COVID-19 Pandemic in Saudi Arabia: An Empirical Study
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	27
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 238-259
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>The world is facing serious medical emergency in the form of COVID-19, and World Health Organization (WHO) termed this viral disease as pandemic. The Covid-19 pandemic has spread across 188 countries, and around 8.4 million people have already contracted the virus, which has resulted in the death of more than 697,000 persons as of 4th August 2020; and 281,435 people of Saudi Arabia have already been tested positive while 3020 persons have died. In today's world of technology and internet, nevertheless, the social media plays a vital role in the dissemination of information, making possible the interaction among large section, thus creating awareness among the public. Such a role has become particularly evident in the crisis-beset situation into which the pandemic has squeezed the entire world. Yet, research shows that the social media may be a tool of public misinformation. In this context, the present paper is an empirical study, which explores the role potentially played by the social media in the Kingdom of Saudi Arabia (KSA). The study uses a quantitative methodology to the analysis of the data, which were obtained through a questionnaire distributed among the students of the English Language at Qassim University. The results of the study show that, the social media have been very effective in creating awareness among the public in the KSA. The study, therefore, bears relevance to the ways the KSA authorities tackle abrupt challenges, in particular the ongoing crisis of the Covid-19 pandemic.</p>

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b>
<b>PAPER TITLE</b>	Feedback and Speaking Skills in Task-Based Language Teaching: Proposed Corrective Measures for EFL Learners
<b>JOURNAL NAME</b>	Asian ESP Journal
<b>VOLUME NO.</b>	16
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 232-248
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>This is a quasi-experimental study which aims to investigate the extent to which Corrective Feedback (CF) is most effective in Task-Based Language Teaching (TBLT) of speaking skills (in terms of grammatical elements) of tertiary EFL learners at Qassim University, Saudi Arabia. Three Corrective Feedback measures viz. recast, prompt and explicit correction (Golshan, 2013) were tested over a period of 28 days (three ninety minute sessions per week), with 21 undergraduate male participants and direct observation, pre- and post- speaking tests used in order to evaluate changes in learner performance in speaking English accurately and fluently using correct grammatical elements. A perceptions questionnaire was also used to gauge participants' attitudes to preference for any one CF measure. A few earlier studies have focused on the role of CF in TBLT, some of these being placed in Saudi Arabia; yet, there is a dearth of literature about the effectiveness of TBLT concerning grammar in speaking fluently and accurately. This study fills this knowledge gap by specifically assessing these aspects of speaking proficiency.</p>

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b>
<b>PAPER TITLE</b>	Mobile Learning in Business English Course: Adoptability and Relevance to Saudi EFL Students' Learning Styles
<b>JOURNAL NAME</b>	Asian ESP Journal
<b>VOLUME NO.</b>	16
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 334-354
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	This research explored the connection between the use of M-learning and the preference of Saudi EFL students for their empirical analysis in business English. The study employed a systemic method for analyzing correlations. The data were taken from 125 Saudi EFL students randomly collected from a population of students enrolled in the English Business Class at Qassim University in Saudi Arabia (KSA) with cell phones. The research modified the Visual Thinking Style Preference (PLSPQ) and Venkatesh et al. (2003) systematic questionnaire. A unified theory of technology acceptance and use (UTAUT). The findings show that M-learning in a Business English course is strong and that the usage of technology suits the core learning (visual) type tastes of the participants. This study has theoretical and educational consequences.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b> Abdullah H Alfauzan
<b>PAPER TITLE</b>	Media and Communal Guidance: An Analytical Study of Corona-Campaigns
<b>JOURNAL NAME</b>	Asian ESP Journal
<b>VOLUME NO.</b>	16
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 233-247
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The fundamental purpose of this paper is to interpret the range of challenges that the outbreak of Corona (COVID-19) has presented as depicted on the social media. It is expected to unveil the meanings, and stigmatic language attached to COVID-19. The proposed study employed a qualitative-textual analysis research design, and is a systematic analysis of the content rather than the structure of a communication to determine the objectives of the communication. During times of crises, especially on the scale of a pandemic, polarization of communities is sometimes the outcome of collective anxiety. Historically, this was seen in the case of Spanish Flu outbreak, a flu that actually did not originate in Spain. So is also Corona virus and the associations that have become indivisible part of it. With this concern, adequately analyzed, we hope to offer a framework of proper and healthy expression of human thoughts and feelings through the media guided with a sense of social competence and tolerance.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b> Arif Ahmed M. H. Al-Ahdal, Bashar Ragheb Hasan Odeh Dalia Baker AbdulAll Saied
<b>PAPER TITLE</b>	Intensive Course Programme at Qassim University, Saudi Arabia: Finding Correlations between Course Shortcomings and High Dropout Rates
<b>JOURNAL NAME</b>	The Journal of Social Sciences Research
<b>VOLUME NO.</b>	Special Issue 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 61-68
<b>COUNTRY OF ORIGIN</b>	Germany
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	ICP in Saudi institutions of higher education is a university preparation course based on an academic curriculum aimed to hone the school leavers' intellectual skills to succeed in the challenge of higher education. Universities all over the world, and especially in the west, offer similar programs, rather they mandate prospective international students whose mother tongue is other than English to opt for such programmes. These are popularly known as ESL (English as Second Language) intensive courses. In the KSA these are limited to the period at the very start of the academic session. However, in the west, students can opt for longer and more frequent programmes with the choice of sitting for these during the vacation periods. In this sense, they are more flexible to suit student needs. The aim is similar as that in KSA: To set the non-English speaking student at a language pedestal where he/she has a fair a chance to pursue higher education as the English-speaking one. Seen from this vantage, this is a bridge course to select incumbents for the English courses offered by the universities. Pilot studies in the KSA on the success of ICP failed to yield conclusive results amidst rising agreement to scrap the programme as tangible learning outcomes were not visible. However, before doing so it would have been worthwhile to find correlations. If any, between attrition rates and course shortcomings. This aim motivated the current study across three campuses in the departments of English at Qassim University Colleges of Sciences and Arts in Methnab, Al-Asyah, and Buraidah. The study collected all enrolment and follow up data for the three departments and interviewed fifteen subjects each from among those who completed the course but decided against pursuing higher education, those who dropped out before course completion, and those who enrolled for higher education after undertaking the ICP. Our greater concern was with those who dropped out during the course as they neither pursued higher education nor benefitted as they would have on completing the programme.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b> Arif Ahmed M. H. Al-Ahdal
<b>PAPER TITLE</b>	MALL: Resorting to Mobiles in the EFL Classroom
<b>JOURNAL NAME</b>	The Journal of Social Sciences Research
<b>VOLUME NO.</b>	Special Issue. 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 90-96
<b>COUNTRY OF ORIGIN</b>	Germany
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>In the language learning environment, whereas the previous generation tools were computer-based systems (CALL for Computer Assisted Language Learning) dependent on University set ups, the mobile technology has revolutionised collaborative learning opportunities with Mobile Assisted Language Learning (MALL) taking its place. Teacher-student and student-student interaction via mobile applications such as WhatsApp Groups (WAGs) can optimise class time and individual problem solving, while at the same time, reversing the conventional pattern of learning where the teacher introduces new knowledge followed by student activities and homework, most of which is beyond teacher or collaborative assistance. Among other things, we are talking of the Flipped Classroom here where an idea is introduced via WhatsApp Group before the class, giving the learners time and opportunity to read up beforehand saving precious class time for interactive activities and learner participation (as opposed to class time being devoted to lecture). This paper examined the possibilities of using this tool to maximise language learning in the EFL class in Saudi Arabia, reviewed previous studies on the efficacy of ICT and other technological tools in foreign language learning and evaluated learning outcomes after using MALL for new vocabulary available in the language learning apps MyWordBook2 and Johnny Grammar's Word Challenge over a period of six weeks with two groups of sixty participants each. The findings as evident in the pre and post tests indicated that learners could be engaged better with the learning process with the use of MALL. They also felt motivated towards the learning process and felt that their learning experience got enhanced with the new tool. Their vocabulary retention and usage also benefitted from the interventional tool.</p>



<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b> Atef Odeh Abu Sa'aleek
<b>PAPER TITLE</b>	Synchronous Mobile-Mediated Communication: An Analysis of Discourse Functions and the Nature of Negotiations
<b>JOURNAL NAME</b>	The Journal of Social Sciences Research
<b>VOLUME NO.</b>	Volume 5, Issue 10
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 1419-1427
<b>COUNTRY OF ORIGIN</b>	Germany
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	Negotiating meaning and form has an important role in the development of a language. At the same time, written and audio output may also vary, which can lead to the generation of a variety of discourse functions and materialize in teaching methodologies and academic content used in the language teaching process. Since technology is increasingly becoming an indispensable and integral educational tool across the world, Saudi Arabia being no exception, language teachers are encouraged to integrate new technologies into their teaching methodology and practice to ensure they meet learners' needs. WhatsApp Messenger, as a messaging and Voice over IP (VoIP) service that allows users to, among others, send text and voice messages and make voice and video calls, is investigated as a real-time language learning in this research. The current paper was conceived out of the researcher's consistent observation of the positive impact of synchronous audio and written mobile-mediated communication tools, in particular WhatsApp, and the nature of negotiating meaning and form on the development of English as a foreign language for ESL and EFL learners. There has been previous similar research on WhatsApp as an educational tool but, in these studies, the language outcomes have largely been neglected. By analyzing audio and text negotiations and interactions conducted over WhatsApp, and comparing them with equivalent asynchronous computer-based exchanges, this study aims to investigate different types of discourse functions that are used in the negotiation of meaning via synchronous mobile-mediated communication. On a micro level, we compare Synchronous Audio Mobile-Mediated Communication (SAMMC) and Synchronous Written Mobile-Mediated Communication (SWMMC) modes of interaction, when applying discourse functions, to determine which mode offers a greater range of innovative language output. The language output of forty undergraduate EFL learners was studied over a five-week period and it was concluded that SAMMC outperformed SWMMC in terms of the scope of meaning and form.

<b>AUTHOR NAME(S)</b>	Mohammad Shariq
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Interactive Teaching Techniques for Communicative Language Teaching in EFL Environments: A Survey
<b>JOURNAL NAME</b>	International Journal of Language and Linguistics
<b>VOLUME NO.</b>	4
<b>ISSUE NO.</b>	2
<b>YEAR OF PUBLICATION</b>	2017
<b>COUNTRY OF ORIGIN</b>	USA
<b>PAGE NUMBERS</b>	89-94
<b>DOI</b>	
<b>URL</b>	<a href="http://ijllnet.com/journals/Vol_4_No_2_June_2017/11.pdf">http://ijllnet.com/journals/Vol_4_No_2_June_2017/11.pdf</a>
<b>ABSTRACT</b>	EFL classrooms in the Middle Eastern countries are heavily dominated by a lopsided and now obscure grammar translation method. The teacher is at the centre and learners are more often than not, passive recipients of information. However, with greater inclusion of interactive techniques and awareness among the teachers of learning strategies, there is willingness for change. This paper explores as a survey the language tasks that can be used in the EFL environment, assesses learner feedback and opens up new possibilities of research in the field.


<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b> Arif Ahmed Mohammed Hassan Al-Ahdal
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	English Bilabial Plosives and the Arab EFL Learner: Examining Baloch's Exposition and Arriving at New Vistas
<b>JOURNAL NAME</b>	Revista QUID (Special Issue)
<b>VOLUME NO.</b>	20 (Special Issue)
<b>ISSUE NO.</b>	1
<b>YEAR OF PUBLICATION</b>	2017
<b>COUNTRY OF ORIGIN</b>	Columbia
<b>PAGE NUMBERS</b>	2698-2705
<b>ISI OR SCOPUS</b>	ISI
<b>URL</b>	<a href="http://revistas.proeditio.com/iush/quid/article/view/2301">http://revistas.proeditio.com/iush/quid/article/view/2301</a>
<b>ABSTRACT</b>	English spelling is a major challenge for the Arab EFL learner. The stumbling blocks are two, at the least: One, difference in the writing systems; and Two, difference of the language family. Even so, errors of interference are a foregone conclusion in any foreign language learning context. According to Baloch (2013), the most common error of spelling amongst the undergraduate students at Saudi Arabian universities is the frequent mixing of the bilabial stops, /p/, /b/ where the former is voiceless and latter voiced. Among other factors, L1 interference in the form of the absence of /p/in Arabic is cited as the causative factor. However, our pilot study reveals that such learners have already acquired /p/ but are yet in the process of learning the phonological conditioned variants of /p/, voicing nuances and other phonological phenomena. Thus, we conclude that the Arab EFL learners' p/b confusion is either phonologically driven, or an outcome of auditory factors. This paper verifies this hypothesis.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b>
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Arabic and English Consonants: A Phonetic and Phonological Investigation
<b>JOURNAL NAME</b>	Advances in Language and Literary Studies, Australian International Academic Centre
<b>VOLUME NO.</b>	6
<b>YEAR OF PUBLICATION</b>	2015
<b>COUNTRY OF ORIGIN</b>	Australia
<b>PAGE NUMBERS</b>	146-152
<b>DOI</b>	Doi:10.7575/aiac.all.s.v.6n. 6p. 146
<b>ABSTRACT</b>	This paper is an attempt to investigate the actual pronunciation of the consonants of Arabic and English with the help of phonetic and phonological tools like manner of the articulation, point of articulation, and their distribution at different positions in Arabic and English words. A phonetic and phonological analysis of the consonants of Arabic and English can be useful in overcoming the hindrances that confront the Arab EFL learners. The larger aim is to bring about pedagogical changes that can go a long way in improving pronunciation and ensuring the occurrence of desirable learning outcomes.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Shariq</b> Paiker Fatima
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Pronunciation as a Stumbling Block for the Saudi English Learners: An Analysis of the Problems and Some Remedies
<b>JOURNAL NAME</b>	Theory and Practice in Language Studies
<b>VOLUME NO.</b>	5
<b>ISSUE NO.</b>	8
<b>YEAR OF PUBLICATION</b>	2015
<b>COUNTRY OF ORIGIN</b>	United Kingdom
<b>PAGE NUMBERS</b>	1578-1585
<b>DOI</b>	DOI: <a href="http://dx.doi.org/10.17507/tpls.0508.06">http://dx.doi.org/10.17507/tpls.0508.06</a>
<b>URL</b>	<a href="http://www.academypublication.com/ojs/index.php/tpls/article/download/tpls050815781585/326">http://www.academypublication.com/ojs/index.php/tpls/article/download/tpls050815781585/326</a>
<b>ABSTRACT</b>	Pronunciation is an area of L2 learning that has long been relegated to the status of secondary skill. However, it is a mistaken belief or wrong notion that correct pronunciation plays little role in communication. It is observed that in many cases, mispronunciation leads to unintelligibility of speech and/or misinterpretation of the message/information: a barrier to communication. This premise prompted the researchers to study the difficulty in pronunciation experienced by Saudi students. This paper is also an attempt at exploring the pronunciation problems faced by the Saudi students of English and aims to propound possible remedial measures. The researchers have included students enrolled in the English departments and their teachers at two universities in Saudi Arabia. Primary data was collected from the students and their teachers using surveys, interviews, and classroom observation of students' presentations. The study made some suggestions regarding materials that can help rectify the pronunciation of English among Saudi learners of English.

<b>AUTHOR NAME(S)</b>	Mohammad Shariq
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Borrowing, Code Mixing and Hybridization of English Words in Communication among the workers of Moradabad Brass Industry
<b>JOURNAL NAME</b>	Interdisciplinary Journal of Linguistics
<b>VOLUME NO.</b>	6
<b>ISSUE NO.</b>	1
<b>YEAR OF PUBLICATION</b>	2013
<b>COUNTRY OF ORIGIN</b>	India
<b>PAGE NUMBERS</b>	223-232
<b>ISSN</b>	Print ISSN: 0974-3421 Online ISSN: 0974-3421
<b>URL</b>	<a href="http://linguistics.uok.edu.in/Main/JournalVolume.aspx?V=2013V6">http://linguistics.uok.edu.in/Main/JournalVolume.aspx?V=2013V6</a>
<b>ABSTRACT</b>	<p>The aim of this paper is to throw the light on the aspects like borrowing, code mixing and hybridization of English terms used in Moradabad Brass Industry. The workers in the industry are central to determine organization's success and therefore it is necessary to examine how the communication takes place among knowledge workers, manufacturers, sellers and buyers in the industry. Several terms are borrowed from English language in domain specific language (language of Moradabad Brass Industry). The term borrowing refers to the full adoption of terms from contemporary languages during the process of secondary term formation. Some loans of this type of borrowing prove successful and are fully incorporated into a foreign language. Language borrowing has been an interest to various fields of linguistics for some time. The workers mix two or more languages in their speech and the words of other language are also hybridized with the elements of first language.</p>

<b>AUTHOR NAME(S)</b>	Mohammad Shariq
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Exploring the Semantic Changes in Persian Loan Words Used in Brass Industry of Moradabad
<b>JOURNAL NAME</b>	Language in India
<b>VOLUME NO.</b>	13
<b>ISSUE NO.</b>	3
<b>YEAR OF PUBLICATION</b>	2013
<b>COUNTRY OF ORIGIN</b>	USA
<b>PAGE NUMBERS</b>	371-380
<b>ISSN</b>	ISSN 1930-2940
<b>URL</b>	<a href="http://www.languageinindia.com/march2013/shariqsemanticchangesfinal.pdf">http://www.languageinindia.com/march2013/shariqsemanticchangesfinal.pdf</a>
<b>ABSTRACT</b>	<p>The concept of Semantic Change and Borrowing is the major concern of the present study and it focuses on the terminologies borrowed from Persian language which are used in Brass Industry of Moradabad. Consequently, the study attempts to raise some of the pertinent questions like; what happens to a new or complex terminology once it has been formed, coined, or borrowed from another language, and is used by a larger number of speakers? What changes does such a word (Terminology) undergo? Nowadays terminology is recognized as an independent branch of science, its close links with linguistics determine the dominating role of lingual principles in formation of terminology. The lexical aspect of those principles supposes to respect the specifics of the terminological stratum in the general lexical system of language, the interrelations of terms and non-terms, terminological and general vocabulary, the connections between terminology and professionally, socially, territorially, historically and stylistically limited lexical layers, etc.</p>

<b>AUTHOR NAME(S)</b>	<b>Hani Hamad M Albelihi</b>	
<b>PAPER TITLE</b>	Translanguaging at the Islamic Center of New Mexico: A phenomenological study with the Imam and center worshippers	
<b>JOURNAL NAME</b>	JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES	
<b>VOLUME NO.</b>	17	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1660—1679	
<b>COUNTRY OF ORIGIN</b>	Turkey	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>In the last few decades, a novel term has emerged within the scope of bilingualism, most remarkably in the field of bilingual education – translanguaging. Notably, studies on the use of translanguaging by bilingual students have naturally been attracted to possible teaching strategies for classroom settings. However, this research is designed to investigate the effectiveness of translanguaging outside the classroom environment. This qualitative phenomenological study is conducted to investigate the impact of the Imam’s translanguaging at the Islamic Center of New Mexico (ICNM) on the comprehension of Arabic and non-Arabic speakers. The Imam of the Centre and three worshippers from within the Muslim community are the study participants, and their relationships and interactions are considered from the perspective of differential power dynamics. The data have been collected by conducting four interviews at the ICNM. Findings revealed that Imam's translanguaging during the Friday sermons using his first language repertoire includes actions like raising his hand and using many Islamic expressions during the preaching. The findings also show that worshippers did not prefer translanguaging and considered it ineffective in Friday sermons. The research results contribute towards augmenting our understanding of the controversial term, translanguaging, especially outside of classroom settings.</p>	




<b>AUTHOR NAME(S)</b>	<b>Hani Hamad M Albelihi</b> Arif Ahmed Mohammed Hassan Al-Ahdal
<b>PAPER TITLE</b>	EFL students' writing performance: A study of the role of peer and small-group feedback
<b>JOURNAL NAME</b>	JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES
<b>VOLUME NO.</b>	17
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 2224—2234
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>Writing in English is often regarded as the most difficult of the four English language skills. Feedback is considered an essential component of the writing process as it helps students improve their writing skills. There is a general agreement that waiting for the instructor's feedback in a large class is impractical; therefore, implementing "peer input" in the writing classroom is a problem. The effectiveness of peer feedback in improving students' writing skills has been dealt with in many research works. However, how peer feedback should be done has been ignored and is only used in restricted circumstances. In this study, two kinds of peer feedback were examined to see which one had the most impact on students' writing. The sample comprised 65 EFL students from Qassim University. Results showed that providing students with online-class peer feedback and small group peer feedback improved their writing skills. However, neither of these approaches proved to be more successful than the other. As an implication of this study, Saudi universities need to adopt an engaging, practical, collaborative, and non-threatening approach to writing which will help students develop their writing skills toward global communicative competence.</p>

<b>AUTHOR NAME(S)</b>	<b>Hani Hamad M Albelihi</b>
<b>PAPER TITLE</b>	A Corpus-based Analysis of Noun Phrase Complexity in English Dissertations Written by L1 English and L1 Arabic Students
<b>JOURNAL NAME</b>	TESOL INTERNATIONAL JOURNAL
<b>VOLUME NO.</b>	16
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 99—119
<b>COUNTRY OF ORIGIN</b>	Philippines
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>This study aimed to investigate the use of writing strategies to evaluate their effects on writing in terms of learners' apprehensions, which, in turn, affect their writing achievement. Findings from this study were geared to minimize the effects of learner apprehension by understanding the symbiotic relationship between foreign language learning, writing performance, and writing strategies. Anxiety is a known factor at play in foreign language classrooms and one that needs continuous evaluation in different paradigms. This study used the writing fear and writing plan inventories with self-report by the participants (N=215) who were EFL major learners enrolled across two curriculums at Qassim University, Saudi Arabia. Limited qualitative data was also collected by interviewing ten participants who volunteered for it. The aim was to isolate outstanding writing specific issues that prevent the production of desirable writing output. The t-test and ANOVA were used to determine the relation between writing and writing approaches and between students with a high and low degree of participation. The results showed that students with a low degree of writing apprehension had more writing than a high degree of fear.</p>

<b>AUTHOR NAME(S)</b>	<b>Hani Hamad M Albelihi</b>
<b>PAPER TITLE</b>	Written Corrective Feedback: A comparative study of the preferences and beliefs of EFL teachers and learners in Saudi Arabia
<b>JOURNAL NAME</b>	F1000Research
<b>VOLUME NO.</b>	1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2022 1-10
<b>COUNTRY OF ORIGIN</b>	United Kingdom
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>Background: Corrective feedback plays the role of enabling both teachers and learners to gauge their performance and reflect on their development. It can vary in nature, amount, and focus; nevertheless, its centrality to the classroom cannot be ignored. At the same time, what makes it effective is the way it is communicated. The role of Written Corrective Feedback (WCF) is vital as both a corrective measure and durability for future reference. Foreign language classrooms are an active foreground for feedback practices, given that the bulk of correction is multifaceted and multimodal. However, teachers are left to their devices to formulate best practices in the absence of defined classroom feedback mechanisms. The purposes of this study are (i) to evaluate Saudi English as a foreign language (EFL) instructors' real practices in supporting their students with corrective feedback; and (ii) to check the students' beliefs about the feedback they receive from their instructors. Methods: Using the writing output of 92 EFL learners from Qassim University, Saudi Arabia, and the nature of WCF provided to them by three university instructors who were free to choose their feedback strategies in two phases of writing and correction, followed by learners' cumulative response to the two, the study concludes that a number of difficulties surrounding the scope of feedback need to be researched. Results: The study found that the most used type of WCF is direct in regard to grammatical errors, vocabulary, syntax, and content evaluation. However, the Saudi EFL learners prefer direct corrective feedback for grammatical errors but indirect coded feedback for content correcting their writing assignments. Conclusions: The study encourages EFL teachers to focus on the different types of WCF when reverting to their learners. Furthermore, students' preference for feedback should be the cornerstone teachers begin with while giving the WCF.</p>

<b>AUTHOR NAME(S)</b>	<b>Badar Almu hailib</b> Arif Ahmed Mohammed Hassan Al-Ahdal	
<b>PAPER TITLE</b>	Learner-centered teaching in the Saudi context: Exploring the challenges from pre-service EFL teachers' perspective	
<b>JOURNAL NAME</b>	Journal of Positive Psychology and Wellbeing	
<b>VOLUME NO.</b>	5	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1171-1182	
<b>COUNTRY OF ORIGIN</b>	Turkey	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>In learner-centered classrooms, teaching methods that lay emphasis on the student instead of the teacher are popular. The present study aims to address the emerging gaps in the effectiveness of the learner-centered teaching approach. Generally, this study explored the insights of the preservice teachers on the implementation of learner-centered teaching approach in the classroom. The study employed purely qualitatively research design through in-depth focus group discussion. The respondents of the study are 30 pre-service teachers who conducted their teaching practicum for three months. Findings of the study show that student-teachers have favorable perceptions of the learner-centered teaching approach, but encounter some major difficulties. Three major themes emerged in the context of the study, namely, participants' reflections on learner-centred teaching, benefits of learner-centred teaching, and challenges that student-teachers face in learner-centered classroom instruction. To address this concern, the need for intensive orientation of would-be-teachers on the principles of learner-centered teaching should be implemented in the Saudi context with the application of ICT particularly during these COVID-19 pandemic years.</p>	


<b>AUTHOR NAME(S)</b>	<b>Mohammad Mujtaba Ahmad</b>	
<b>PAPER TITLE</b>	Relevance of Short Stories in the EFL/ESL Classrooms: A Critical Study of Literature	
<b>JOURNAL NAME</b>	Asian EFL Journal	
<b>VOLUME NO.</b>	Vol.28 Issue No.3.2 June 2021	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 254-266	
<b>COUNTRY OF ORIGIN</b>	United Kingdom	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>The use of literature has long been rejected by many scholars in the EFL/ ESL class on the ground that it has an artistic vein, and it cannot yield the desired result as the language used is complex and difficult for L2 learners. Recently, however, the failure of traditional teaching pedagogies to bring about desired learning outcomes has highlighted the importance of literature in the ESL/ EFL classroom. It provides a forceful medium for enhancing linguistic, phonetic, cultural, moral, and humanistic awareness. Among the various genres of literature, perhaps the most enjoyable and entertaining genre is the short story. This paper aims to establish the usefulness and relevance of teaching short stories in EFL/ ESL classrooms by tracing the history of the short story and summarizing studies on the subject. The biggest challenge for the ESL/ EFL teacher is engaging the learners in the learning process, and this is easily tackled when short stories are used as authentic language materials. Short stories successfully capture learners' attention and ensure engagement, enhancing learners' language skills apart from reinforcing universal principles such as the victory of truth and justice, piling of evil before good, and other human values. In other words, short stories enrich the learners' language repertoire while also giving them a sense of aesthetic fulfillment.</p>	

<b>AUTHOR NAME(S)</b>	<b>Mohammad Mujtaba Ahmad</b>
<b>PAPER TITLE</b>	Teaching of literature in the EFL/ESL Classrooms: An Effective tool to instill moral values
<b>JOURNAL NAME</b>	JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES
<b>VOLUME No.</b>	17(3),1536-1550;2021
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1536-1550
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The place of literature in the ELT classroom has been investigated by different scholars across languages. It is also a debatable issue, but many are of the belief that it plays a great role in the acquisition and learning of language skills: listening, speaking, reading, and writing. While literature claims that poetic justice prevails in the end, the passage goes through waywardness which is the way of the world with evildoers stealing the limelight while goodness and fairness are side-lined by the majority. In this scenario, the role of educational institutions is one of great responsibility in producing men and women who pose unwavering faith in human and moral values. Human society badly needs education that teaches moral lessons. Literature plays a vital role in educational curricula to ensure the imparting of the finer values of humanity, and this is also why literature finds a place, however small, in all course curricula. This study streamlines the role of literature in EFL/ ESL classrooms in instilling moral values to save humanity from degradation and decadence.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Mujtaba Ahmad</b>
<b>PAPER TITLE</b>	EFL/ESL Classrooms and the Relevance of Literature: A Critical Study
<b>JOURNAL NAME</b>	TESOL International Journal
<b>VOLUME NO.</b>	Volume 16 Issue 3.2
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 28-45
<b>COUNTRY OF ORIGIN</b>	Philippines
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	Literature as a component of EFL/ESL has been viewed as profoundly favorable. To improve the learners' language proficiency, literature is broadly used in providing information on the actual language and it is considered to build up learners' cognizance abilities with genuine materials from various nations and time spans while raising their own and social mindfulness (Vera,1991). This research tries to uncover the current practices and convictions with respect to the incorporation of literature in the EFL classroom, mainly demonstrating its central role therein, by first tracing the history of the relationship between literature and learners' first and second language acquisition from as early as the 18th century. From there it moves to the conflict or bone of contention among foreign language instructors as far as whether literature can improve and upgrade foreign language learning or not. Also, the hypothesized merits and demerits of utilizing literature in the EFL/ESL classroom are introduced. Last but not the least, hypothetical and experimental exploration is attracted upon to portray a portion of the manners in which literature can be and has been utilized in the foreign language classroom.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Mujtaba Ahmad</b>
<b>PAPER TITLE</b>	Approaches to the teaching of poetry in EFL Classrooms: A Critical Study
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	Vol.28 Issue No. 2.3 April 2021
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021(30/04/2021) 327-342
<b>COUNTRY OF ORIGIN</b>	United Kingdom
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>The present study aims at showing the advantage of sundry teaching approaches of poetry in use in EFL/ESL classrooms. Poetry has often failed to get acceptance as a favorable tool for teaching language, even though it has the richest repertoire of language elements. From time immemorial poetry has mesmerized readers from the elite to the masses. In the EFL/ESL classrooms, it can be used to enhance language proficiency, instill critical thinking, and endow creative skills besides refreshing learners' moods. The current study examines the different approaches to teaching poetry and its relevance in the EFL/ESL classroom. Its special focus is on the necessity and utility of this genre of literature in its historical and cultural perspective in student-centered approaches that ensure the students' engagement in the class. Another area of its focus is the language-based and stylistic approaches. The multimodal approach which is the latest approach to teaching poetry in EFL classrooms, though still not fully explored, has also been discussed in this paper. The study also discusses the different types of poems that can be employed in the language classroom to make them usable for teachers.</p>



<b>AUTHOR NAME(S)</b>	<b>Mohammad Imran Khan</b>	
<b>PAPER TITLE</b>	Training Teachers to Integrate Technology: Drawing Parallels between fluent (L2) and foreign language (EFL) users of English.	
<b>JOURNAL NAME</b>	<i>Elementary Education Online</i>	
<b>VOLUME NO.</b>	20:3	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 193-207	
<b>COUNTRY OF ORIGIN</b>	Turkey	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>The present study aims at showing the advantage of sundry teaching approaches of poetry in use in EFL/ESL classrooms. Poetry has often failed to get acceptance as a favorable tool for teaching language, even though it has the richest repertoire of language elements. From time immemorial poetry has mesmerized readers from the elite to the masses. In the EFL/ESL classrooms, it can be used to enhance language proficiency, instill critical thinking, and endow creative skills besides refreshing learners' moods. The current study examines the different approaches to teaching poetry and its relevance in the EFL/ESL classroom. Its special focus is on the necessity and utility of this genre of literature in its historical and cultural perspective in student-centered approaches that ensure the students' engagement in the class. Another area of its focus is the language-based and stylistic approaches. The multimodal approach which is the latest approach to teaching poetry in EFL classrooms, though still not fully explored, has also been discussed in this paper. The study also discusses the different types of poems that can be employed in the language classroom to make them usable for teachers.</p>	

<b>AUTHOR NAME(S)</b>	<b>Mohammad Imran Khan</b> Paiker Fatima Mazhar Hameed
<b>PAPER TITLE</b>	An Analysis of Wiki Writing on Writing Performance in Saudi EFL Learners: Exploring New Pedagogies in COVID Times
<b>JOURNAL NAME</b>	TESOL International Journal
<b>VOLUME NO.</b>	10, Issue No. 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	January 2021 57—72
<b>COUNTRY OF ORIGIN</b>	Philippines
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The exponential rise in social networking sites in COVID 19 pandemic increased interest in them in terms of pedagogical value. Social networking tools like wiki have been suggested to allow shared and interactive online learning. This study examined the role of wikis in fostering mutual writing standards among Saudi EFL learners. Students from a KSA university were engaged using the wiki tool in group projects. Data was gathered from (1) the historic supervision of the revision, (2) the pedagogical value for the Wiki, and (3) group interviews with students. Findings also showed that students who made further collaborative modifications to the wiki received better writing performance. Students generally indicated that the pedagogical meaning of the wiki was reasonably positive as a learning tool in EFL writing environment. The findings demonstrate that wikis encourage collaborative writing amongst EFL learners, but teachers must adopt pedagogical techniques that allow students to use wikis effectively for the purpose during the current period of COVID 19 learn-from-home conjunction.

<b>AUTHOR NAME(S)</b>	<b>Muhammad Imran Khan</b>
<b>PAPER TITLE</b>	Teaching English through the Method of Translation (A Practical Approach to Teaching Saudis Non-Teaching Staff)
<b>JOURNAL NAME</b>	International Journal of English and Education
<b>VOLUME NO.</b>	Volume 9, Issue 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 105-113
<b>COUNTRY OF ORIGIN</b>	India
<b>ISI OR SCOPUS</b>	
<b>ABSTRACT</b>	Instructing English to no-native is continuously respected as an overwhelming errand, to which instructing Saudis Non-Teaching Staff (NTS) are no exemption. In spite of the fact that Kingdom of Saudi Arabia is to a great extent famous for its Islamic culture, convention and vast desert. Now the globalization time, Saudis are going shoulder to shoulder to compete other people of the world. As of late, Qassim University organized a three-month preparing program for Saudis Non-Teaching Staff (NTS) within the field of English language. Amid the preparing sessions, it was experienced that Saudis are exceptionally sound in their specialized technical skills but loads of things to be done to improve and tone the abilities of their English language. Hence, the present study aims to highlight the challenges and issues concerning from English to Arabic translation program for Saudis professionals.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Imran Khan</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Reduplication in Arabic and Urdu
<b>JOURNAL NAME</b>	International Journal of English and Education
<b>VOLUME NO.</b>	5
<b>YEAR OF PUBLICATION</b>	2016
<b>COUNTRY OF ORIGIN</b>	India
<b>PAGE NUMBERS</b>	336-344
<b>DOI</b>	doi:10.7575/aiac.ijels.v.3n.4p.18
<b>URL</b>	<a href="http://ijee.org/yahoo_site_admin/assets/docs/28.28185743.pdf">http://ijee.org/yahoo_site_admin/assets/docs/28.28185743.pdf</a>
<b>ABSTRACT</b>	This paper attempts to discuss the reduplication in Arabic language as well as in Urdu language. Also, the focus is on word; reduplication in the literature and spoken form of the two languages. The paper deals with word reduplication and its types as partial, complete, and discontinuous word reduplication. This paper tries to compare two languages at the level of reduplication.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Imran Khan</b> Ayman Daif-Allah
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	The Impact of Open Discussion Sessions on Enhancing the Oral Communicative Abilities of Saudi English Language Majors at Buraydah Community College
<b>JOURNAL NAME</b>	English Language Teaching
<b>VOLUME NO.</b>	9
<b>YEAR OF PUBLICATION</b>	2016
<b>COUNTRY OF ORIGIN</b>	Canada
<b>PAGE NUMBERS</b>	108-122
<b>DOI</b>	DOI:10.5539/elt.v9n6p108
<b>URL</b>	<a href="http://www.ccsenet.org/journal/index.php/elt/article/view/59581">http://www.ccsenet.org/journal/index.php/elt/article/view/59581</a>
<b>ABSTRACT</b>	<p>The importance of developing the communicative needs of English language majors has been found a fundamental concern of Buraydah Community college in Qassim University, Saudi Arabia. The aim of this study has been to identify English language speaking skill needs of English language majors and investigate the impact of using Open Discussion Sessions, as extracurricular speaking activities, on developing students' oral communicative abilities. Thirty-five students and eleven English language teachers participated in the study. Data were collected quantitatively and qualitatively by means of survey questionnaires, semi-structured interviews and pre-post speaking test. Both descriptive and inferential statistics were employed in analyzing the raw data collected. The results of the study exposed a perceived need for developing Saudi EFL students' speaking skill in English as their oral communicative abilities dramatically increased for their needs and interests were clearly identified and the methods for fulfilling those needs were more innovative. Post-test speaking results revealed significant development in students' speaking abilities due to the use of Open Discussion Sessions that provided a relaxed learning environment void of worry and enhanced learners' self-confidence through active involvement with real communicative situations with other students as well as with the instructors. Finally, this study provided a framework with techniques and procedures that helped teachers to teach speaking skill more efficiently. Suggestions focused on incorporating Social Network Sites and visual cues to enhance students' interactivity and participation outside the college borders.</p>


<b>AUTHOR NAME(S)</b>	<b>Mohammad Imran Khan</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	The Investigation and Importance of Sense-Relations and Semantics in the English Language
<b>JOURNAL NAME</b>	Language in India
<b>VOLUME NO.</b>	16:3
<b>YEAR OF PUBLICATION</b>	2016
<b>COUNTRY OF ORIGIN</b>	U.S.A.
<b>PAGE NUMBERS</b>	106-121
<b>DOI</b>	-
<b>URL</b>	<a href="http://www.languageinindia.com/march2016/imransenserelationsenglish.html">http://www.languageinindia.com/march2016/imransenserelationsenglish.html</a>
<b>ABSTRACT</b>	This paper is aimed to highlight Sense, relations and Semantic field in English. Lexical relations, defined as patterns of associations that occur between lexical items in a language. It is noted that we describe the meaning of linguistic item by using other words. Sense is concerned with the intra-linguistic relations, i.e. relations within the system of the language itself, such as similarity between words, opposition, inclusion etc. Some important aspects of semantics are highlighted such as homonymy, synonymy, antonymy and polysemy, etc. On the other hand semantic field is closely associated with the notion of hyponymy in which the words in a semantic field share a common semantic property. This paper is quite helpful for teachers and students in understanding and learning vocabulary.

<b>AUTHOR NAME(S)</b>	<b>Mohammad Imran Khan</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Stylistic Dimensions in Translations of the Holy Quran into English with Special Reference of Sūrah Al-Fatiha
<b>JOURNAL NAME</b>	British Journal of Education, Society & Behavioural Science
<b>VOLUME NO.</b>	12:4
<b>YEAR OF PUBLICATION</b>	2015
<b>COUNTRY OF ORIGIN</b>	U.K.
<b>PAGE NUMBERS</b>	1-9
<b>DOI</b>	DOI : <a href="https://doi.org/10.9734/BJESBS/2016/20752">10.9734/BJESBS/2016/20752</a>
<b>URL</b>	<a href="http://www.sciencedomain.org/index.php?/abstract/11968">http://www.sciencedomain.org/index.php?/abstract/11968</a>
<b>ABSTRACT</b>	<p>The universal Message of the Holy Quran is a matter of great deal that could not be successfully communicated in the whole world through English translations. This taxing task has been treated lightly. The present study tries a blending of linguistics and the Quranic translations into English, relatively an unnoticed area of research. Linguistic stylistic analysis of the Quranic translations' is the subject matter of the study. The relations between the two are very essential for better translations of the Quran, contradictory from the traditional literal and dictionary translations. A linguistic study of the Quranic translations seems extremely mesmerizing for the translators may reap its fruit in the form of effective communication and better understanding of the Quranic Message. The present study attempts to relate the two disciplines on the ground of the translations of the Holy Quran, by analyzing linguistically various translations of Sūrah Al-Fatiha into English as a nutshell. The work will certainly encourage further studies in the field of the Quranic translations and comparative linguistics. It may however, be pointed out that it is almost impossible to translate in entirety the thematic, stylistic and rhetorical standards of a Divine revelation. Hence the study will go to the extent that it can.</p>

<b>AUTHOR NAME(S)</b>	<b>Mohammad Imran Khan</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Identifying an Unknown Language Jatav in and around Shahjahanpur Area, Uttar Pradesh, India.
<b>JOURNAL NAME</b>	Language in India
<b>VOLUME NO.</b>	13:11
<b>YEAR OF PUBLICATION</b>	2013
<b>COUNTRY OF ORIGIN</b>	U.S.A.
<b>PAGE NUMBERS</b>	232-254
<b>DOI</b>	-
<b>URL</b>	<a href="http://www.languageinindia.com/nov2013/jatavlanguagefinal.pdf">http://www.languageinindia.com/nov2013/jatavlanguagefinal.pdf</a>
<b>ABSTRACT</b>	<p>Identification of any unknown language is not an easy work to do. There are many linguistic and extra linguistic features which need to be considered. One should have some knowledge of these features before going into the field to find out a language, especially a new language or for the identification of an unknown language. This study is an attempt to discuss why one should consider an identified language as a variety of any other language already identified or put it under the umbrella of one language which is out there. This paper is an attempt to identify a language which was earlier judged as a variety of the Hindi language. Identified unknown language shows its similarities with BrajBhasha, not with Hindi language. Even though both languages come under the same language family, they are different in many ways.</p>



<b>AUTHOR NAME(S)</b>	<b>Mohammad Imran Khan</b>
<b>PUBLICATION TYPE</b>	Book
<b>PAPER TITLE</b>	Transferability: A Linguistic Study of Treatment of Polysemous Words in Translation Studies
<b>JOURNAL NAME</b>	LAP LAMBERT Academic Publishing GmbH & Co. KG- Germany, & U.S.A.
<b>VOLUME NO.</b>	ISBN (978-3-8473-7409-1)
<b>YEAR OF PUBLICATION</b>	2012
<b>COUNTRY OF ORIGIN</b>	Germany, & U.S.A
<b>PAGE NUMBERS</b>	1-280
<b>DOI</b>	-
<b>URL</b>	<a href="https://www.morebooks.de/store/gb/book/transferability/isbn/978-3-8473-7409-1">https://www.morebooks.de/store/gb/book/transferability/isbn/978-3-8473-7409-1</a>
<b>ABSTRACT</b>	<p>‘Translation’ helps spreading knowledge. The idea is that in translation, the communication of the meaning of a source-language text by means of an equivalent transferred in target-language text. Whereas interpreting undoubtedly antedates writing, translation began only after the appearance of written literature. Translation is the transmittal of written text from one language into another. Although the terms translation and interpretation are often used interchangeably, by strict definition, translation refers to the written language, and interpretation to the spoken word. Translation is the action of interpretation of the meaning of a text, and subsequent production of an equivalent text, that communicates the same message in another language. The present work is an attempt to investigate the nature of polysemous words in the Urdu Fiction. It also aims at evaluating how these polysemous words of Urdu Fiction were treated when they were translated into the English Fiction. With a view to explore the role of polysemous words in the Urdu fiction, the study has looked into the different aspects of polysemy arising due to the usage in different context and situation in fiction.</p>


<b>AUTHOR NAME(S)</b>	<i>Mohammed Ali Mohammed Qarabesh</i>	
<b>PAPER TITLE</b>	<b>Vocatives: correlating the syntax and discourse at the interface</b>	
<b>JOURNAL NAME</b>	<b>Cogent Arts &amp; Humanities</b>	
<b>VOLUME NO.</b>	<b>5</b>	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	<b>2018 1-37</b>	
<b>COUNTRY OF ORIGIN</b>	<b>America</b>	
<b>ISI OR SCOPUS</b>	<b>ISI</b>	
<b>ABSTRACT</b>	<p>Vocative expressions have been neglected in linguistic inquiry until very recently. This article provides a novel approach to the study of vocatives based on correlating the syntax and discourse at the interface. Syntactically, we provide empirical evidence that vocatives are visible to syntactic computation, belong to the C-domain, and discursively perform a performative “at-issue” content/meaning exactly like aboutness topics (A-topics), based on a common selective property of both constituents. They select from a set of available things/people an entity the sentence is about, and are linked to the T-domain via coreferentiality between the vocativized A-topic and the thematic subject of imperatives, i.e., pro, thus correlating both components of the grammar at the interface.</p>	

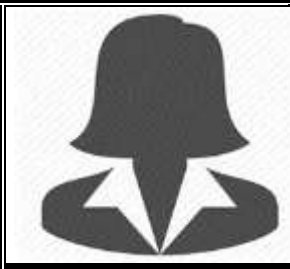
<b>AUTHOR NAME(S)</b>	<i>Mohammed Ali Mohammed Qarabesh</i>
<b>PAPER TITLE</b>	<b>Corona Pandemic and New Educational Interventions for Saudi Learners: A Socio-Psychological Study at Qassim University</b>
<b>JOURNAL NAME</b>	<b>Asian ESP Journal</b>
<b>VOLUME NO.</b>	<b>16</b>
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	<b>2020 101 – 116</b>
<b>COUNTRY OF ORIGIN</b>	<b>Australia</b>
<b>ISI OR SCOPUS</b>	<b>Scopus</b>
<b>ABSTRACT</b>	Global shutdown of educational institutions has caused significant interference in students' learning, and delays in internal evaluations. The present study is a quantitative research. The 59 respondents are purposively sampled from the total number of undergraduate students of QU-KSA. The paper seeks to answer the following research questions What is the experience of students about new educational interventions? 1. What are the preferred online learning modalities for students as to schedule, mode of assessment, level of participation, and learning styles and interest? 2. Is there a relationship between the students' learning strategies and other factors such as class schedule, mode of assessment, and level of online-class participation? 3. How would the new educational interventions impact the education in post-Corona scenario? Moreover, the study will provide theoretical and pedagogical implications for university education. Result of the study will serve as the basis for Qassim University to offer better learning opportunities to their students both during Corona and in post-Corona periods.

<b>AUTHOR NAME(S)</b>	<b>Mohammed Ali Mohammed Qarabesh</b>
<b>PAPER TITLE</b>	<b>Implementation of Process and Product-Based Writing Approaches</b>
<b>JOURNAL NAME</b>	<b>Asian ESP Journal</b>
<b>VOLUME NO.</b>	<b>16</b>
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	<b>2020 117 – 130</b>
<b>COUNTRY OF ORIGIN</b>	<b>Australia</b>
<b>ISI OR SCOPUS</b>	<b>Scopus</b>
<b>ABSTRACT</b>	Teaching methodologies determine the learning outcomes in higher education. Changes in learner needs and deep infiltration of technology have led to a trend in educational institutions in Saudi Arabia to periodically evaluate the pedagogies in practice and discard those that are detrimental to desirable learning outcomes. EFL writing is an area of great challenge for both teachers and learners, one because the skill needs an intricate play of other sub-skills; and two because teachers and learners come with negative epistemological beliefs about the EFL writing class. The current study investigates the linguistic and attitudinal effects of Process and Product approaches in writing as Saudi EFL classrooms frequently find teachers in conflict over the choice of approach. Even so, previous studies have indicated the efficacy of collaborative and communicative elements in the Saudi EFL classrooms. This study, nevertheless, adds to the existing body of literature on the effectiveness of Process and Product approaches in the context of Saudi EFL undergraduate students. The participants were two groups of forty preparatory year Arts students at Qassim University, and one-way ANOVA showed that the Process approach was effective in enhancing learners' writing ability. An attitudes questionnaire demonstrated that they were positively disposed to its use as compared to the product approach.

<b>AUTHOR NAME(S)</b>	<b>Mohammed Ali Mohammed Qarabesh</b>
<b>PAPER TITLE</b>	<b>Learning Style Preferences and Attitudes to MOOCs: Common Grounds for Saudi EFL Learners' Success.</b>
<b>JOURNAL NAME</b>	<b>Asian EFL Journal</b>
<b>VOLUME NO.</b>	<b>27</b>
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	<b>2020 132 – 152</b>
<b>COUNTRY OF ORIGIN</b>	<b>Australia</b>
<b>ISI OR SCOPUS</b>	<b>Scopus</b>
<b>ABSTRACT</b>	<p>Massive Open Online Courses (MOOCs) were first introduced in 2014 as a way to fill the holes in skills in the Kingdom of Saudi Arabia (KSA). However, in recent years there have been catching up for reasons as varied as gender segregation in regular education, poor access to urban education, and limited public universities, the latest one being the new societal order forced by the Covid pandemic. In short, their very flexibility and cost-effectiveness have led MOOCs to transform the face of higher education in the country. Learning, yet, is also a factor in learners' learning styles, and this has created obstacles to the greater reach of MOOCs in KSA. Learning style preferences are highly emphasized in regular classroom environments but are rarely considered essential in MOOCs. The distance led this research to analyze the interaction between MOOC learning and the interests of Saudi EFL learners. The CITE Learning Styles Instrument (1976) and the MOOCs Perceived Usefulness Questionnaire (Liu, Li, and Carlsson, 2010) were administered to 80 male Saudi regular EFL learners at Qassim University, KSA, who had completed any one short duration (minimum thirty hours) MOOCs in language learning in the previous summer break. Results indicated that different learning styles affect learner success on MOOC courses, and that careful planning and execution of course curriculum and courseware can determine learner motivation.</p>

<b>AUTHOR NAME(S)</b>	<b>Mohammed Ali Mohammed Qarabesh</b>
<b>PAPER TITLE</b>	<b>Lateral Multimodal Learning in a Saudi EFL Context: Investigating the Perceptions of Teachers and M2E Female Learners</b>
<b>JOURNAL NAME</b>	<b>F1000Research</b>
<b>VOLUME NO.</b>	<b>11</b>
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	<b>2022 1-18</b>
<b>COUNTRY OF ORIGIN</b>	<b>United Kingdom</b>
<b>ISI OR SCOPUS</b>	<b>SCOPUS</b>
<b>ABSTRACT</b>	<p><b>Background:</b> ELT scenario in Saudi Arabia has undergone a sea change since the pandemic. With an aim to maximize resource utilization and ensure a wide learner base, college students (male and female) are taught simultaneously, the former in a face-to-face mode and the latter in an audio-only mode. The nomenclature given to this unique classroom design by the researchers is Lateral Multimodal Learning (LML), one which has its own advantages and disadvantages. This mode of learning puts a great deal of pressure on the teachers as they must attend to a huge number of students with different needs and levels of competence, whereas it ensures the best utilization of infrastructural and human resources by the administrations. Being a newly developed educational model, it is important to assess the efficiency of this type of learning. <b>Methods:</b> This study evaluates the model from the point of view of students (99), using a questionnaire, and that of teachers (06), using semi-structured interviews. <b>Results:</b> The results show that Saudi female students present high perceptions of learning via LML (M=4.03); are satisfied with this type of learning (M= 3.81) and the aids applied in learning via LML (M= 4.02). Findings also show moderate perceptions on the difficulties they encountered while emerging in LML mode (M =3.39). Furthermore, the study shows a correlation between the four domains, i.e., perceptions, satisfaction, challenges, and aid. The highest correlations were between perceptions and satisfactions (r=.719); perceptions and aids (r=.659), and satisfaction and aids (r=.656). The teachers' interviews show their agreement on the efficacy of LML as being professionally fulfilling and one that they would like to continue with in the future too.</p>

<b>AUTHOR NAME(S)</b>	<b>Ali Hussein Salim Babekir</b> Fahd Hamad Alqasham, Arif Ahmed Mohammed Hassan Al-Ahdal	
<b>PAPER TITLE</b>	Coherence and Cohesion in Saudi EFL Learners' Essay Writing: A Study at a Tertiary-level Institution	
<b>JOURNAL NAME</b>	Asian EFL Journal	
<b>VOLUME NO.</b>	28(1.1)	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	February 2021 8—25	
<b>COUNTRY OF ORIGIN</b>	United Kingdom	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>The present study intends to explore the coherence and cohesion in the essay writing outputs of Saudi EFL tertiary learners. It employed a mixed methods research design which includes both quantitative and qualitative research instruments to explore the cohesive devices used by undergraduate EFL students in their argumentative essays. For the qualitative analysis, the study used essays as the corpus of the study that was collected from 50 Saudi EFL students at Qassim University in Saudi Arabia. Moreover, the current study adopted Hasan and Halliday's (1976) concept of cohesion as the framework for the analysis of the essays. For the quantitative component, frequency counts were used to recording the cohesive devices that were used by the students. In addition, to accomplish the aims of the study, a descriptive research design was utilized to describe the findings. A time limit of two and a half hours was given to the participants to write two essays. After the data was collected, all five devices (repetition, 9 transitional terms, pronouns, synonyms, and parallel structures) cited by Hasan and Halliday (1976) as instrumental in the achievement of coherence were analyzed and quantified. Results indicated that the achievement of the students was generally low. Also indicated was the fact that students were not competent to use the five methods to achieve coherence in their written tasks. The findings indicate that EFL learners can practice the writing of consistent activities in order to develop writing and produce good texts rather than relying exclusively on proper orthography and grammar. Implications of the study were duly presented.</p>	

<b>AUTHOR NAME(S)</b>	<b>Aziza Saleh Alzabidi</b>	
<b>PAPER TITLE</b>	Self-assessment as an effective learning strategy in e-learning: Promoting learner contribution.	
<b>JOURNAL NAME</b>	<i>Journal of Language and Linguistic Studies</i>	
<b>VOLUME NO.</b>	17	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1129-1140.	
<b>COUNTRY OF ORIGIN</b>	Turkey	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>Enhancing learners' performance is a common goal in many academic projects and research papers. The contributing student approach suggests that active immersion in the core of the course improves language learners' performance. Focused on exploiting this concept in assessment, this research argues that promoting self-testing and creating a question bank for the summative tests motivates learners to get more engaged in the course and attain good levels of autonomy and performance. The learners' progress in performance was evaluated according to the scores in the pre-test, which is the average of their formative tests, compared to the post-test, which is a summative test. The course objectivists and orientations of the assessment were clarified to students to know the course demands. The tasks were electronically performed and open to all students, including the saved study questions, the discussion board, the edited group work, and the feedback. The results showed significant improvements in the performance of the students in the post-test. The study concludes that encouraging self-testing and utilizing a contributing student approach in assessment motivated most students to enhance their performance in e-learning courses.</p>	




<b>AUTHOR NAME(S)</b>	<b>AZIZA SALEH ALZABIDI</b> ARIF AHMED MOHAMMED HASSAN AL-AHDAL
<b>PAPER TITLE</b>	Translanguaging in Saudi classrooms: A study of upper secondary learner perceptions
<b>JOURNAL NAME</b>	<i>Journal of Language and Linguistic Studies</i>
<b>VOLUME NO.</b>	17(3)
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1680-1689
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	Given the rapid rise of multilingual classrooms worldwide, the need for translanguaging is more critical than ever. Studies have shown that students learning Arabic as a second language benefit from classroom translanguaging. However, the function of translanguaging in upper-secondary English courses in Saudi Arabia has not been extensively studied, certainly not from the students' perspective. This research fills this research gap and examines upper-secondary Arab students' perspectives on translanguaging in ESL classrooms using both quantitative and qualitative data from the respondents. Focus group interviews were conducted with 50 Saudi students studying at two different schools. Results showed that students in Saudi Arabia still favor the more conventional approach to SLA. Students solely speak English in the classroom, despite a growing body of scientific data supporting the use of translanguaging in second language education. According to the participants in this study, academics in the country keeps to the traditional view, with few exceptions. Finally, finding show that Saudi English language students are not familiar with the translanguaging approach or its benefits to them.

<b>AUTHOR NAME(S)</b>	<b>Aziza Saleh Alzabidi</b>
<b>PAPER TITLE</b>	Saudi secondary school EFL learners' conversation comprehension skills: Using Podcasts for enhancement
<b>JOURNAL NAME</b>	International Journal of Early Childhood Special Education
<b>VOLUME NO.</b>	14(3)
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2022 394-400
<b>COUNTRY OF ORIGIN</b>	Turkey
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>The purpose of this research is to improve the conversation comprehension abilities of first-year secondary level students learning English as a Foreign Language via the use of podcasts. The participants in the research are 37 first-year secondary-stage female students at the secondary level. The research is conducted using a one-group pre- post-test design. For this purpose, a comprehension abilities exam is given to a group of pupils to assess their listening comprehension abilities before and after the intervention that uses podcasts. A comparison of scores using descriptive statistics shows that the participants' English language conversation comprehension abilities increased greatly and in the absence of any other variable, this is attributed to the podcast-based intervention. Furthermore, the study shows that though all the three conversational micro-skills of the pupils have developed significantly, inferential is the one where the gains are the maximum. Consequently, it can be stated that podcasting is beneficial in improving the listening comprehension abilities of first-year secondary students who are learning English as a foreign language. In terms of how podcasting affects learners' conversation comprehension, one of the most notable benefits of podcasting is that it provides the teacher and learners with a diverse variety of opportunities for additional listening practice within and without the classroom. As a result, the individuals may access real information at any time and from any location in order to improve their conversion comprehension abilities. Furthermore, the teacher has the facility to select short podcasts to ensure that students do not feel bored in the sessions and benefit the maximum from these. Moreover, the instructor might prolong and replicate the lessons outside of the classroom setting.</p>

<b>AUTHOR NAME(S)</b>	<b>Aziza SalehAlzabidi</b>
<b>PAPER TITLE</b>	The Paradox of Theory and Practice: The Case of Auxiliaries in Arabic
<b>JOURNAL NAME</b>	International Journal of Linguistics
<b>VOLUME NO.</b>	Volume 11, Issue 6
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 pp. 20-28
<b>COUNTRY OF ORIGIN</b>	USA
<b>ISI OR SCOPUS</b>	هنا ذكر تصنيف المجله ضمن اسكوبس او ISI
<b>ABSTRACT</b>	<p>Reviewing most traditional linguistics and grammar books about Arabic shows clear controversy over auxiliaries. There are indications of the use of verbs and particles which fulfill the function of auxiliaries, but they are not recognized as being such. They are classified under different word classes other than auxiliaries. Hence, there have been many recent attempts to validate the argument of the availability of auxiliaries in Arabic by researchers who signify their uses in rich corpora. Yet, many curriculum development committees prescribe textbooks which show no interest in investing the rational results of these attempts. These textbooks do not give word function the required consideration when discussing rules and generalizations. Modern linguists and textbooks designers should find a new perspective of word classification to facilitate the study and the practice in certain fields like translation, contrastive linguistics and error analysis. The nonalignment of linguistic theory and what is actually done in practice is one of the major causes of the errors in composition and translation between Arabic and English. The problem becomes more complicated when instructors have incomplete information or false beliefs via which they deepen the gap between theory and practice rather than bridging it. There is a need to assist learners and translation trainees with reliable training to master linguistic analysis and to select the best equivalents accurately and promptly which they need for successful career.</p>

<b>AUTHOR NAME(S)</b>	<b>Aziza Saleh Alzabidi</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	The Paradox of Theory and Practice: The Case of Auxiliaries in Arabic
<b>JOURNAL NAME</b>	<i>Macrothink Institute</i> International Journal of Linguistics
<b>YEAR OF PUBLICATION</b>	2019
<b>COUNTRY OF ORIGIN</b>	USA
<b>PAGE NUMBERS</b>	In press
<b>DOI</b>	
<b>URL</b>	
<b>ABSTRACT</b>	<p>Reviewing most traditional linguistics and grammar books about Arabic shows clear controversy over auxiliaries. There are indications of the use of verbs and particles which fulfill the function of auxiliaries, but they are not recognized as being such. They are classified under different word classes other than auxiliaries. Hence, there have been many recent attempts to validate the argument of the availability of auxiliaries in Arabic by researchers who signify their uses in rich corpora. Yet, many curriculum development committees prescribe textbooks which show no interest in investing the rational results of these attempts. These textbooks do not give word function the required consideration when discussing rules and generalizations. Modern linguists and textbooks designers should find a new perspective of word classification to facilitate the study and the practice in certain fields like translation, contrastive linguistics and error analysis. The nonalignment of linguistic theory and what is actually done in practice is one of the major causes of the errors in composition and translation between Arabic and English. The problem becomes more complicated when instructors have incomplete information or false beliefs via which they deepen the gap between theory and practice rather than bridging it. There is a need to assist learners and translation trainees with reliable training to master linguistic analysis and to select the best equivalents accurately and promptly which they need for successful career.</p>

<b>AUTHOR NAME(S)</b>	<b>Aziza Saleh Alzabidi</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	Translatability and the Message Imbedded in Code Switching,, <i>Vol. 4, No. 2; June 2017</i>
<b>JOURNAL NAME</b>	<i>International Journal of Language and Linguistics</i>
<b>VOLUME NO.</b>	4
<b>YEAR OF PUBLICATION</b>	2017
<b>COUNTRY OF ORIGIN</b>	USA
<b>PAGE NUMBERS</b>	95-101
<b>DOI</b>	ijllnet. Vol. 4, No. 2 p.95
<b>URL</b>	<a href="http://ijllnet.com/journal/index/2350">http://ijllnet.com/journal/index/2350</a>
<b>ABSTRACT</b>	<p>Language users find themselves obliged to use more than one language to adapt to some life necessities in some communities. They become bilingual or multilingual speakers who may use one code or tend to use code switching within the same communicative interaction. Bilingual and multilingual audience are expected to, directly, perceive the message of the speaker(s), and code switching, when used, is said to serve its purpose. In the case of the speaker and audience not sharing the same code(s), conscious translation can keep the target text audience in the same atmosphere of the source text with the speaker and the other audience - who share the speaker's code(s). Despite serious efforts, it is not easy to convey the speaker's imbedded message in code switching via translation. The task of the translator becomes more difficult when he has to deal with untranslatable imbedded messages. When the message behind the switch is not part of the complete package, which is the case in most interpretations, the communication will not be as successful as the partners hope.</p>

<b>AUTHOR NAME(S)</b>	<b>Yasamiyan Saleh Alolaywi</b>	
<b>PAPER TITLE</b>	Teaching Online During the COVID-19 Pandemic: Teachers' Perspectives	
<b>JOURNAL NAME</b>	Journal of Language and Linguistic Studies	
<b>VOLUME No.</b>	17(4)	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	July 2021 2022-2045	
<b>COUNTRY OF ORIGIN</b>	Turkey	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>The current study aimed to explore EFL instructors' perceptions toward online teaching during the COVID-19 pandemic, with special emphasis on the challenges they faced, and the advantages and disadvantages of this mode of education. The participants in this study were 43 EFL faculty members from the Departments of English at Qassim University in Saudi Arabia. Data for this research were collected by distributing a semi-structured survey designed by the researcher. The results showed that the top advantage of distance teaching was normally protection from the illness. Distance teaching also provided the opportunity to experiment with alternative teaching methods, tools, and assessments. Further, teachers felt exempted from some of the burdens associated with in-person teaching and were allowed to focus on the core role of their profession. Despite these benefits, the participants revealed that e-teaching cannot easily replace traditional education. All in all, the participants reported that e-teaching has advantages for professors, but this is not necessarily the case for students. Implications of these findings are provided, such as training teachers to deal with e-teaching mediums efficiently, keeping pace with sudden adjustments, and creating monitoring measures to ensure that instructors do not become complacent.</p>	


<b>AUTHOR NAME(S)</b>	<b>Yasamiyan Saleh Alolaywi</b>
<b>PAPER TITLE</b>	<b>Learning in Crisis: An Investigation of Saudi EFL learners' Perceptions of E-Learning During the COVID-19 Pandemic</b>
<b>JOURNAL NAME</b>	<b>Asian EFL Journal</b>
<b>VOLUME NO.</b>	<b>28(2.3)</b>
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	<b>2021 98-119</b>
<b>COUNTRY OF ORIGIN</b>	<b>United Kingdom</b>
<b>ISI OR SCOPUS</b>	<b>Scopus</b>
<b>ABSTRACT</b>	<p>In crises, miracles are made, and it is commonly said that every cloud has a silver lining. These and other sayings have become evident on the ground during the ongoing Coronavirus crisis. In fact, the current circumstances have led to the search for alternatives to keep life going smoothly without obstacles or interruptions, particularly in education. However, to what extent are these means effective, and whether or not they are sustainable alternatives to the traditional style of learning is a matter of investigation. One aspect of this is the subject matter of the current study which aimed to explore EFL students' perceptions toward online learning during the COVID-19 pandemic, with special emphasis on the difficulties they encountered and the 99 pros and cons of this mode of education. The participants in this study were 158 EFL undergraduate students (M = 35.4%, F = 64.6%) from the Department of English at Qassim University, Saudi Arabia. Data for this research were collected by distributing a semistructured survey designed by the researcher. The results showed that one of the main obstacles students faced in e-learning was technical issues associated with inefficient internet service. Although the results showed that students were easily able to handle educational platforms and manage their online studies, the majority of the participants preferred traditional learning styles over the recent online mode. Moreover, the students found it difficult to concentrate and follow up with their instructors through online mediums. Yet, they acknowledged that the most prominent advantages of distance learning are protection from the virus, mobility, convenience, and flexibility, as well as the elimination of transportation problems associated with traditional schooling. Based on these conclusions, some implications are drawn and suggestions for improvement are put forward to educators and policymakers working in the field of education.</p>

<b>AUTHOR NAME(S)</b>	<b>Yasamiyan Saleh Alolaywi</b>
<b>PAPER TITLE</b>	<b>Translating Poetic Wisdom from Arabic into English: A Stylistic Linguistic Analysis</b>
<b>JOURNAL NAME</b>	<b>Asian EFL Journal</b>
<b>VOLUME NO.</b>	<b>28(1.1)</b>
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	<b>2021 109-127</b>
<b>COUNTRY OF ORIGIN</b>	<b>United Kingdom</b>
<b>ISI OR SCOPUS</b>	<b>Scopus</b>
<b>ABSTRACT</b>	<p>Societies are in constant need of wisdom across all ages and time. The insights of life's experiences from such wisdom are compiled into brief, concise lines to ease their transmission from one generation to another. However, in the literature, there is little research that addresses specific poetic genres. Therefore, this study aims to analyze a collection of the researcher's translated works on wisdom as an Arabic poetry genre. The analysis is mainly confined to two linguistic aspects: lexicon and phonology. The lexical analysis deals with equivalence and gender as two problems pertaining to classical Arabic words. On the other hand, the phonological analysis focuses on studying the various sound effects employed in the translation—such as alliteration, rhyme, and assonance. During translation, the translator adopts Hervey and Higgins's framework of translation strategies (2002). It has been found that certain words in Arabic have no one-to-one equivalents in English (e.g., صافيته، يرعاك، يصانع غالبا). (Such words need to be resolved in the source language before being rendered in the target language. Gender constitutes another difficulty—as, unlike Arabic, English is not a genderneutral language, particularly with regard to a singular pronoun reference. The researcher practically explains how to deal with this phenomenon based on past and modern orientations. Also, the analysis elucidates the figurative language employed in the translation. Finally, the researcher briefly discusses the common question of the translatability of poetry—supporting the claim that the translation of verses is achievable, provided the distinctiveness of both tongues are acknowledged. In conclusion, the researcher suggests it should be remembered that the translator's ultimate goal is to transmit meaning. Accordingly, translators ought to liberate themselves from a literal rendition and endorse a communicative approach to translation, particularly when dealing with texts that address minds and thoughts.</p>




<b>AUTHOR NAME(S)</b>	<b>Yasamiyan Saleh Alolaywi</b>
<b>PAPER TITLE</b>	<b>Teaching Online During the COVID-19 Pandemic: Teachers' Perspectives</b>
<b>JOURNAL NAME</b>	<b>Journal of Language and Linguistic Studies</b>
<b>VOLUME NO.</b>	<b>17(4)</b>
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	<b>2021 2022-2045</b>
<b>COUNTRY OF ORIGIN</b>	<b>Turkey</b>
<b>ISI OR SCOPUS</b>	<b>Scopus</b>
<b>ABSTRACT</b>	The current study aimed to explore EFL instructors' perceptions toward online teaching during the COVID-19 pandemic, with special emphasis on the challenges they faced, and the advantages and disadvantages of this mode of education. The participants in this study were 43 EFL faculty members from the Departments of English at Qassim University in Saudi Arabia. Data for this research were collected by distributing a semi-structured survey designed by the researcher. The results showed that the top advantage of distance teaching was normally protection from the illness. Distance teaching also provided the opportunity to experiment with alternative teaching methods, tools, and assessments. Further, teachers felt exempted from some of the burdens associated with in-person teaching and were allowed to focus on the core role of their profession. Despite these benefits, the participants revealed that e-teaching cannot easily replace traditional education. All in all, the participants reported that e-teaching has advantages for professors, but this is not necessarily the case for students. Implications of these findings are provided, such as training teachers to deal with e-teaching mediums efficiently, keep pace with sudden adjustments, and create monitoring measures to ensure that instructors do not become complacent.

<b>AUTHOR NAME(S)</b>	<b>Yasamiyan Saleh Alolaywi</b>
<b>PAPER TITLE</b>	<b>Pre-service Training of English-major Graduates in Saudi Arabia: Opportunities and Challenges</b>
<b>JOURNAL NAME</b>	<b>The Asian ESP Journal</b>
<b>VOLUME NO.</b>	<b>16(6.3)</b>
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	<b>2020 6-24</b>
<b>COUNTRY OF ORIGIN</b>	<b>United Kingdom</b>
<b>ISI OR SCOPUS</b>	<b>Scopus</b>
<b>ABSTRACT</b>	<p>This study aimed to investigate the transitional phase between graduation and employment for a group of English language graduates and, more specifically, identified the opportunities and challenges associated with this phase. The sample consisted of 208 graduates (M = 20 and F = 188) from different Saudi Arabia regions. The researcher constructed a semi-structured survey for data collection, with the latter being analyzed by using both qualitative and quantitative approaches. One of the most prominent results of the study is that the respondents' demand for training is not at the required level. Moreover, data analysis revealed that the participants need to be further educated about the importance of training and skill-building during this critical stage to enhance their eligibility for future careers, particularly in education. Despite the advantages and accessibility of online coaching offered by the circumstances corresponding to this research's conduction (i.e., the Covide-19 crisis), this study found that traditional face-toface communication remains the most preferred mode of learning. In light of these results, the researcher proposed some recommendations, which were increasing the graduates' awareness of the importance of continuous learning and increasing motivation towards professional development.</p>

<b>AUTHOR NAME(S)</b>	<b>Shatha Ahmed Abdulaziz Alkhalaf</b>	
<b>PAPER TITLE</b>	Online Learning of English Phonology in Saudi Arabia: Investigation College Students' perceptions during the Pandemic Period	
<b>JOURNAL NAME</b>	Journal of Language and Linguistics Studies	
<b>VOLUME NO.</b>	Vol 17, No 3	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2021 1513-1526	
<b>COUNTRY OF ORIGIN</b>	Turkey	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>EFL curricula in Saudi Arabia are very comprehensive, with all components of language included in the syllabus. Phonology, or the study of speech sounds, is especially significant in the context of foreign language learning, given its central role in verbal communication. Accuracy of production is a factor of precision in the instruction, which brings in its offering learning challenges in the virtual model. In the wake of the Covid-19 imposed norms, EFL education in Saudi Arabia has undergone drastic changes, giving education new dimensions that deserve investigation. The current study investigates learner perceptions of English phonology online instruction to check its efficacy in the changed paradigm. The study is quantitative in nature, the participants are undergraduate female EFL learners at Qassim University, and the instrument is an online survey. Measurements over six factors indicate that the sample population holds positive perspectives for English phonology virtual learning, the feature that they demonstrate the highest positive attitude for is the teacher's interactive role, whereas pair and group discussion find the least favor with them. The study has long-term implications in foreign language learning environments of the future as virtual learning appears to be here to stay.</p>	

<b>AUTHOR NAME(S)</b>	Arif Ahmed Mohammed Hassan Al-Ahdal <b>Shatha Ahmed Abdulaziz Alkhalaf</b>
<b>PAPER TITLE</b>	Podcasting in the Teaching of Speech Communication: Exploring New Vistas in a Saudi EFL Context
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	Volume 27
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 110-130
<b>COUNTRY OF ORIGIN</b>	UK
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The research used almost experimental methodology to determine the efficacy of podcasts in teaching speech communication skills to Saudi EFL students by utilizing pre-test and post-test results. One batch of 28 university students was the research participants. The students joined the first day of the class by carrying out a pre the basis of a structured 40-- study on piece examination (Barrons' Pioneer in TOEFL 2007 study preparation) in listening and communicating. Findings showed that, podcasting significantly led to the developme nt in students' audio and speech abilities. The simplicity of uploading and making their own recordings ensures students' partaking in a number of listening and speech activities. Their ability to attract huge audiences in other areas of the world is a pow erful motivation for students to make their own podcasts. Podcasts also enable students with a great deal of practical usage of words. In addition, teachers use technology to construct an entertaining and personalized environment which meets today's youth' s evolving educational needs.

<b>AUTHOR NAME(S)</b>	<b>Shatha Ahmed Abdulaziz Alkhalaf</b>
<b>PAPER TITLE</b>	Women and Men in Writing Science Fiction Short Stories
<b>JOURNAL NAME</b>	International Journal of Applied Linguistics & English Literature
<b>VOLUME NO.</b>	Volume 8, Issue 6
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 126-131
<b>COUNTRY OF ORIGIN</b>	Australia
<b>ISI OR SCOPUS</b>	
<b>ABSTRACT</b>	No one can deny the role that short stories have played in the life of humans since time immemorial. They do not only keep family members close, but also strengthen the bond of those who share the same interest and happen to exchange them with each other. The current study discusses the significance of short stories in general and investigates the impact of writer's gender on the writing of science fiction short stories. To do so, eight short stories were analysed.

<b>AUTHOR NAME(S)</b>	<b>Paiker Fatima Mazhar Hameed</b>	
<b>PAPER TITLE</b>	Enhancing students writing skills using novels: The Saudi EFL learners' perspective	
<b>JOURNAL NAME</b>	Journal of language and linguistic studies	
<b>VOLUME NO.</b>	16, Issue No. 3.2	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	August 2021 1469—1483	
<b>COUNTRY OF ORIGIN</b>	Turkey	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>Applied linguists have divergent views on the interaction between literature and language instruction. Language through a literary lens logically validates the position of literature in the acquisition of language skills by exposing students to a variety of writing types and authoritative sources. Syllabi built around language structures cannot be adequate to ensure that students acquire language skills. In comparison, an authentic curriculum centered around novels and short stories encourages students to study the language and fosters critical reasoning and language skills. In this vein, this research seeks to ascertain undergraduates' perceptions of the function of novel teaching in improving writing abilities by the use of a survey in which students expressed their perspectives on the areas in which novel teaching aided their writing ability development. The students' answers were analyzed, and a one-sample t-test showed that they concluded that novel instruction had a beneficial impact on their sentence and paragraph writing skills. Based on these observations, the author recommended incorporating novels into undergraduate English courses through the use of successful teaching approaches and the collection of novels suitable for students' linguistic abilities.</p>	

<b>AUTHOR NAME(S)</b>	<b>Paiker Fatima Mazhar Hameed</b> Mohammad Imran Khan
<b>PAPER TITLE</b>	An Analysis of Wiki Writing on Writing Performance in Saudi EFL Learners: Exploring New Pedagogies in COVID Times
<b>JOURNAL NAME</b>	TESOL International Journal
<b>VOLUME No.</b>	10, Issue No. 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	January 2021 57—72
<b>COUNTRY OF ORIGIN</b>	Philippines
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	The exponential rise in social networking sites in COVID 19 pandemic increased interest in them in terms of pedagogical value. Social networking tools like wiki have been suggested to allow shared and interactive online learning. This study examined the role of wikis in fostering mutual writing standards among Saudi EFL learners. Students from a KSA university were engaged using the wiki tool in group projects. Data was gathered from (1) the historic supervision of the revision, (2) the pedagogical value for the Wiki, and (3) group interviews with students. Findings also showed that students who made further collaborative modifications to the wiki received better writing performance. Students generally indicated that the pedagogical meaning of the wiki was reasonably positive as a learning tool in EFL writing environment. The findings demonstrate that wikis encourage collaborative writing amongst EFL learners, but teachers must adopt pedagogical techniques that allow students to use wikis effectively for the purpose during the current period of COVID 19 learn-from-home conjunction.

<b>AUTHOR NAME(S)</b>	<b>Paiker Fatima Mazhar Hameed</b> Appalal Abdulgaffar Attar
<b>PAPER TITLE</b>	Mother Tongue in EFL Classrooms: A Critical Study of Teachers' Outlook and Practices
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	28, Issue No. 1.1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	February 2021 178—191
<b>COUNTRY OF ORIGIN</b>	United Kingdom
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	This paper offers an evaluation of ideas and research concerning the role of literature in the EFL/ESL classroom, while at the same time, proposing ways in which literature can find greater part in the language classroom. It also outlines a brief history of literature associated with communicative approaches that developed in the 1970s which emphasized the significance of using reliable literary materials and activities in the classroom to help students attain communicative proficiency that would facilitate them to use the language for communication. However, the materials and classroom activities specialize in the referential function of the language and don't offer opportunities for imaginative involvement. Consequent to this approach, students failed acquire the power to grasp the creative purpose of language or to function in situations in which they needed to interpret and evaluate content and to individually respond and react to it. This paper argues that the presence of literature in EFL/ ESL materials makes available to students' optimum occasions to practice and use language more creatively and to develop a rapport with the language they are learning. It also discusses some of the ways in which literature can and has been employed to fulfill this objective in the EFL/ESL classroom.



<b>AUTHOR NAME(S)</b>	<b>Paiker Fatima Mazhar Hameed</b> Appalal Abdulgaffar Attar
<b>PAPER TITLE</b>	The Enhancement of Students' Writing Ability Success in EFL Classroom thru Error Evaluation Technique/Method
<b>JOURNAL NAME</b>	Research Journal of English Language and Literature (RJELAL)
<b>VOLUME NO.</b>	Volume 8, Issue 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 299-303
<b>COUNTRY OF ORIGIN</b>	India
<b>ISI OR SCOPUS</b>	
<b>ABSTRACT</b>	This research experiments at understanding the effectiveness of Error Evaluation Method also known as Error Analysis Method toward the students' success in English writing talent and their perceptions of Error Evaluation Method (EEM) for educating and getting to know writing. The technique used in this research is Classroom Action Research (CAR). Research findings reveal that most of the students gained control over the key features of the required recount genre in terms of social purposes, language features, and schematic structure. The topics of this research are 2 college students of the 1st semester of the English Department of College of Sciences and Arts, Almethnab, Qassim University of the 2019— 2020 academic year. The tool for collecting information is an essay writing test. The statistics are analyzed through descriptive analysis. The results of the research show that the students' fulfillment in English writing skill is (76.74) in average and in general, the students have wonderful and desirable perceptions toward Error Analysis Method for educating and gaining knowledge of writing ability of English. This implies that the implementation of EET/M is notably tremendous to enhance students' writing skills.

<b>AUTHOR NAME(S)</b>	<b>Paiker Fatima Mazhar Hameed</b> Appalal Abdulgaffar Attar
<b>PAPER TITLE</b>	EFL students and the art of effective writing: Problems and Solutions
<b>JOURNAL NAME</b>	Global Scientific Journals (GSJ Publishers) Journal of Advance Research in Humanities and Social Science
<b>VOLUME NO.</b>	Volume 7, Issue 12
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 1252-1270
<b>COUNTRY OF ORIGIN</b>	USA, UK, India
<b>ISI OR SCOPUS</b>	
<b>ABSTRACT</b>	<p>This paper focuses on the ways and methods of writing and problems that are being faced by the students in EFL classrooms. This study also sought to investigate to what depth learners are exposed to appropriate academic text varieties. Writing is the most difficult and challenging skill or task. Clear thinking and clear writing go together. Writing involves words, sentences, and paragraphs. Words are the fundamental units of human communication. It is common for feedback on student writing to focus on the need to engage more critically with the source material. Writers attain pleasing diction not by memorizing dictionaries but by wide reading, careful attention to words and love and respect for words. Choosing the right word is more crucial in writing than in speech. The right word in the right place is the rule. The right word is the appropriate word in a given context. The differences in the beliefs that teachers held about the issues in teaching writing, did reflect differences in their practices and approaches and the depth to which learners are exposed to appropriate writing text varieties, that students are not fully exposed to varieties of writing texts. Appropriateness could be grammatical, geographic, temporal and stylistic. In the present scenario people are not properly concentrating on the ways of developing writing skills. One's success is absolutely relying on one's professional writing. It is common for feedback on student writing to focus on the need to engage more critically with the source material. Typical comments from tutors are: 'too descriptive', or 'not enough critical analysis'. This study guide gives ideas for how to improve the level of critical analysis you demonstrate in your writing.</p>


<b>AUTHOR NAME(S)</b>	<b>Paiker Fatima Mazhar Hameed</b>
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	A Study of the Spellings Errors committed by Students of English in Saudi-Arabia: Exploration and remedial measures.
<b>JOURNAL NAME</b>	Advances in Language and Literary Studies, Australian International Academic Centre
<b>VOLUME NO.</b>	7
<b>ISSUE NO.</b>	1
<b>YEAR OF PUBLICATION</b>	2016
<b>COUNTRY OF ORIGIN</b>	Australia
<b>PAGE NUMBERS</b>	203-207
<b>DOI</b>	
<b>URL</b>	<a href="http://www.aiac.org.au">http:// www.aiac.org.au</a>
<b>ABSTRACT</b>	<p>The Craziens of English spelling has undeniably perplexed learners, especially in an EFL context as in the Kingdom of Saudi Arabia. IN these situations, among other obstacles, learners also have to tackle the perpetual and unavoidable problem of MT interference. Sadly, this perplexity takes the shape of a real problem in the language class-room where the English teacher has a tough time rationalizing with the learners why ‘cough’ is not spell as /kuff/ or ‘knee’ has to do with a silent /k/. It is observed that students of English as second/ foreign language in Saudi-Arabia commit spelling errors that cause not only a lot of confusion to the teachers but also lower the self-esteem of the students concerned. The current study aims to identify the key problem areas as far as English spelling abilities of Saudi EFL learners is concerned. It aims to also suggest remedial and pedagogical measures to improve the learners competence in this crucial though hitherto, nascent skill area in the Saudi education system.</p>

<b>AUTHOR NAME(S)</b>	<b>Paiker Fatima Mazhar Hameed</b>
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Short Films in the EFL Classroom: Creating resources for Teachers and Learners.
<b>JOURNAL NAME</b>	<i>International Journal of Applied Linguistics &amp; English Literature.</i>
<b>VOLUME NO.</b>	5
<b>ISSUE NO.</b>	No.2, Issue 3
<b>YEAR OF PUBLICATION</b>	2016
<b>COUNTRY OF ORIGIN</b>	Australia
<b>PAGE NUMBERS</b>	215-219
<b>DOI</b>	
<b>URL</b>	<a href="http://www.journals.aiac.org.au/index.php/IJALEL">http://www.journals.aiac.org.au/index.php/IJALEL</a>
<b>ABSTRACT</b>	<p>This study aims to promote the use of films in learning English language in Qassim University, Saudi-Arabia. It also tend to explore whether or not the inappropriate use of media like computers and mobiles is the cause behind the learners' low level of proficiency in English. Further, it will shed light on the importance of using multimedia in creating a collaborative and more meaningful learning environment. With the growing use of ICT in education, pedagogies the world over have become more learner centered the function oriented. In Saudi-Arabia, however, old, outmoded and conventional models including the now redundant Grammar-Translation Method are followed. The result is that EFL learners are barely equipped in the use of English in real life situations. This study is not only an analysis of the current situation but also a resource for the teachers who wish to include films in their EFL classroom.</p> <p>Empirically, the study proves, albeit with a small sample of fifty students, that learning outcomes improve drastically with the use of films in English Language Teaching.</p>

<b>AUTHOR NAME(S)</b>	<b>Paiker Fatima Mazhar Hameed</b>
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Varieties of English and Saudi EFL learners' Acquisition of Spellings and Pronunciation: Inculcating 'Good' Language habits
<b>JOURNAL NAME</b>	<i>International journal of Soc. Sci. &amp; Education (I.J.S.S.E )</i>
<b>VOLUME NO.</b>	6
<b>ISSUE NO.</b>	1
<b>YEAR OF PUBLICATION</b>	2016
<b>COUNTRY OF ORIGIN</b>	Pakistan
<b>PAGE NUMBERS</b>	50-54
<b>DOI</b>	
<b>URL</b>	<a href="http://www.ijssse.com">http://www.ijssse.com</a>
<b>ABSTRACT</b>	<p>British and American are the popular varieties of English Language. All communication whether formal or otherwise, employs one or more of these. Like most foreign language learners, the learners of English in school and colleges as well as universities in Saudi Arabia show scant application to language learning. In most cases, college students of English adopt the vocabulary and grammatical structure that they are exposed to in the movies and other multimedia entertainment that they have, which is about all the exposure to English for them. The curriculum too has weakness that need to be addressed to enable the Saudi EFL learner to become at the least, a functional user of the language. It is observed that many learners are also unable to clearly make a choice between the two standard varieties of English and rather tend more towards American usage as they see and hear in their favorite American movies. Needless to say, however, many of these usage falls outside the purview of 'formal' English which the EFL teachers would like their Saudi learners to imbibe. This study consequently, presents the Saudi students preferred pronunciation and spelling out of the two varieties and also explores their awareness of the variety adopted by them.</p>

<b>AUTHOR NAME(S)</b>	<b>Paiker Fatima Mazhar Hameed</b>
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Assessing The Academic Writing Proficiency of EFL Learners in Qassim University: Honing The Skills of Young Writers.
<b>JOURNAL NAME</b>	<i>British Journal of English linguistics</i>
<b>VOLUME NO.</b>	4
<b>ISSUE NO.</b>	4
<b>YEAR OF PUBLICATION</b>	2016
<b>COUNTRY OF ORIGIN</b>	UK
<b>PAGE NUMBERS</b>	1-11
<b>DOI</b>	
<b>URL</b>	
<b>ABSTRACT</b>	Four language skills, academic writing is the one most at casualty at the post intermediate level in KSA. Syntax, organization of materials and expression, all are severely affected so far as the EFL learners are concerned. This paper proposes to evaluate the problem from the pedagogical perspective by comparing the current teaching practices in teaching EFL writing with world trends. It highlights recent studies in EFL apart from showcasing the teaching community's viewpoint. Finally, it presents recommendations aimed at attaining the desired learning outcomes.

<b>AUTHOR NAME(S)</b>	<b>Paiker Fatima Mazhar Hameed</b> Mohammad Shariq
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Pronunciation as a Stumbling Block for the Saudi English Learners: An Analysis of the Problems and Some Remedies
<b>JOURNAL NAME</b>	Theory and Practice in Language Studies
<b>VOLUME NO.</b>	5
<b>ISSUE NO.</b>	8
<b>YEAR OF PUBLICATION</b>	2015
<b>COUNTRY OF ORIGIN</b>	United Kingdom
<b>PAGE NUMBERS</b>	1578-1585
<b>DOI</b>	DOI: <a href="http://dx.doi.org/10.17507/tpls.0508.06">http://dx.doi.org/10.17507/tpls.0508.06</a>
<b>URL</b>	<a href="http://www.academypublication.com/ojs/index.php/tpls/article/download/tpls050815781585/326">http://www.academypublication.com/ojs/index.php/tpls/article/download/tpls050815781585/326</a>
<b>ABSTRACT</b>	Pronunciation is an area of L2 learning that has long been relegated to the status of secondary skill. However, it is a mistaken belief or wrong notion that correct pronunciation plays little role in communication. It is observed that in many cases, mispronunciation leads to unintelligibility of speech and/or misinterpretation of the message/information: a barrier to communication. This premise prompted the researchers to study the difficulty in pronunciation experienced by Saudi students. This paper is also an attempt at exploring the pronunciation problems faced by the Saudi students of English and aims to propound possible remedial measures. The researchers have included students enrolled in the English departments and their teachers at two universities in Saudi Arabia. Primary data was collected from the students and their teachers using surveys, interviews, and classroom observation of students' presentations. The study made some suggestions regarding materials that can help rectify the pronunciation of English among Saudi learners of English.

<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b>	
<b>PAPER TITLE</b>	Literature in the EFL/ESL Classroom: Exploring New Dimensions for Enrichment of the Learning Process	
<b>JOURNAL NAME</b>	Asian EFL Journal	
<b>VOLUME NO.</b>	28, Issue No. 1.1	
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	February 2021 161—177	
<b>COUNTRY OF ORIGIN</b>	United Kingdom	
<b>ISI OR SCOPUS</b>	Scopus	
<b>ABSTRACT</b>	<p>A principal or primary language is potentially the most favored entity for any individual to be followed. During the time of globalization, it becomes incumbent upon us that we must have recourse to a second language close to our primary language. Therefore, the conducive manner by which an individual learns a subsequent language is understood as second language acquisition or SLA. Moreover, having a complete hold over a second language requires a concerted effort that has few decisive steps to be followed. This study also summarizes the meaningful phases of second language acquisition while comparing the status of the English language in Saudi Arabia as the main theme. Further, it investigates the nature of the challenges encountered by a sample of 100 learners from the College of Sciences and Arts (a mixed sample of males and females), Methnab in second language learning and comprehension. Results indicated that many problems plague the Intensive Course Program in KSA, such as learners' overall inadequate exposure to English, poor motivation and limited use of English in one's daily life in the country. The study also offers some pertinent suggestions to help tackle the obstacles in SLA which are likely to show the academic and administrative offices the right way forward.</p>	



<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b> Paiker Fatima Mazhar Hameed
<b>PAPER TITLE</b>	Mother Tongue in EFL Classrooms: A Critical Study of Teachers' Outlook and Practices
<b>JOURNAL NAME</b>	Asian EFL Journal
<b>VOLUME NO.</b>	28, Issue No. 1.1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	February 2021 178—191
<b>COUNTRY OF ORIGIN</b>	United Kingdom
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	This paper offers an evaluation of ideas and research concerning the role of literature in the EFL/ESL classroom, while at the same time, proposing ways in which literature can find greater part in the language classroom. It also outlines a brief history of literature associated with communicative approaches that developed in the 1970s which emphasized the significance of using reliable literary materials and activities in the classroom to help students attain communicative proficiency that would facilitate them to use the language for communication. However, the materials and classroom activities specialize in the referential function of the language and don't offer opportunities for imaginative involvement. Consequent to this approach, students failed acquire the power to grasp the creative purpose of language or to function in situations in which they needed to interpret and evaluate content and to individually respond and react to it. This paper argues that the presence of literature in EFL/ ESL materials makes available to students' optimum occasions to practice and use language more creatively and to develop a rapport with the language they are learning. It also discusses some of the ways in which literature can and has been employed to fulfill this objective in the EFL/ESL classroom.

<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b>
<b>PAPER TITLE</b>	Second Language Acquisition: An Analysis of Phases in Saudi Arabia
<b>JOURNAL NAME</b>	TESOL International Journal
<b>VOLUME NO.</b>	16, Issue No. 3.2
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	March 2021 150—166
<b>COUNTRY OF ORIGIN</b>	Philippines
<b>ISI OR SCOPUS</b>	Scopus
<b>ABSTRACT</b>	<p>This paper offers an evaluation of ideas and research concerning the role of literature in the EFL/ESL classroom, while at the same time, proposing ways in which literature can find greater part in the language classroom. It also outlines a brief history of literature associated with communicative approaches that developed in the 1970s which emphasized the significance of using reliable literary materials and activities in the classroom to help students attain communicative proficiency that would facilitate them to use the language for communication. However, the materials and classroom activities specialize in the referential function of the language and don't offer opportunities for imaginative involvement. Consequent to this approach, students failed acquire the power to grasp the creative purpose of language or to function in situations in which they needed to interpret and evaluate content and to individually respond and react to it. This paper argues that the presence of literature in EFL/ ESL materials makes available to students' optimum occasions to practice and use language more creatively and to develop a rapport with the language they are learning. It also discusses some of the ways in which literature can and has been employed to fulfill this objective in the EFL/ESL classroom.</p>

<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b> Paiker Fatima Mazhar Hameed
<b>PAPER TITLE</b>	The Enhancement of Students' Writing Ability Success in EFL Classroom thru Error Evaluation Technique/Method
<b>JOURNAL NAME</b>	Research Journal of English Language and Literature (RJELAL)
<b>VOLUME NO.</b>	Volume 8, Issue 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 299-303
<b>COUNTRY OF ORIGIN</b>	India
<b>ISI OR SCOPUS</b>	
<b>ABSTRACT</b>	This research experiments at understanding the effectiveness of Error Evaluation Method also known as Error Analysis Method toward the students' success in English writing talent and their perceptions of Error Evaluation Method (EEM) for educating and getting to know writing. The technique used in this research is Classroom Action Research (CAR). Research findings reveal that most of the students gained control over the key features of the required recount genre in terms of social purposes, language features, and schematic structure. The topics of this research are 2 college students of the 1st semester of the English Department of College of Sciences and Arts, Almethnab, Qassim University of the 2019— 2020 academic year. The tool for collecting information is an essay writing test. The statistics are analyzed through descriptive analysis. The results of the research show that the students' fulfillment in English writing skill is (76.74) in average and in general, the students have wonderful and desirable perceptions toward Error Analysis Method for educating and gaining knowledge of writing ability of English. This implies that the implementation of EET/M is notably tremendous to enhance students' writing skills.

<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b>
<b>PAPER TITLE</b>	Developing Students' Reading Abilities in the EFL/ESL Classroom by Means of Using Movies
<b>JOURNAL NAME</b>	International Journal of Humanities and Social Sciences (IJHSS)
<b>VOLUME NO.</b>	Volume 9, Issue 2
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 55-60
<b>COUNTRY OF ORIGIN</b>	USA, India
<b>ISI OR SCOPUS</b>	
<b>ABSTRACT</b>	Using film as the content material for teaching and learning in EFL/ESL classroom is nowadays becoming popular. This article explores strategies for use with longer works of literature and their film versions. Students are exposed to different media and technology resources, from audio to printed material, however, they still lack the motivation for getting to know in a conventional way. For this reason, instructing English, finding methods and materials to make the learning experiences for EFL/ESL students greater engaging and interesting has come to be greater challenging than ever. This is the fundamental motive of why English language instructors continually hold searching for greater motivating instructing sources. This study suggests that instructors have to be aware of the differences in students' cinematic superiority, language proficiency, cultural positioning, and preferences, and to furnish suitable training and support, such as reference notes and preview activities. The movie is a rich and treasured aid for EFL/ESL learning, given it is handled with care and caution. This paper exhibits and analysis the results of the usage of videos in the EFL/ESL classroom and developing students studying abilities.

<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b>
<b>PAPER TITLE</b>	Shakespeare's Twelfth Night As a Comedy
<b>JOURNAL NAME</b>	Globus Journal of Progressive Education
<b>VOLUME NO.</b>	Volume 10, Issue 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 23-28
<b>COUNTRY OF ORIGIN</b>	India
<b>ISI OR SCOPUS</b>	
<b>ABSTRACT</b>	William Shakespeare happens to be the greatest writer of the world. He is called the Bard of Avon. He is a great playwright and poet. His 37 plays include his tragedies, tragi-comedies, histories (covering Roman plays), sonnets, and comedies. The present play focuses on his fine drafting of upholding the language. The essential spirit of the play 'Twelfth Night' is captured in its title. The world of Twelfth Night is one of comedy and comic excess; and among all of the characters in the play, it is the drunken, misbehaving and prankish Sir Toby Belch who epitomizes its humorous nature. In Twelfth Night, despite the festive spirit of the play, Shakespeare invites his audience to notice certain problematic aspects of the story. Reductively, the theme of Twelfth Night is the joy and pain of love. The play was written in Shakespeare's older years and he attempts to see love for all that is both good and bad about it. This may explain why Twelfth Night has a subtitle, What You Will (the only play that has one, between). Twelfth Night explores a variety of themes and issues. The major theme of celebration and festivity was prevalent in all of the sources from which Shakespeare drew.

<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b>
<b>PAPER TITLE</b>	Benefits and Approaches of language Teaching and Learning in EFL classroom through Literary Texts
<b>JOURNAL NAME</b>	IMPACT: International Journal of Research in Humanities, Arts, and Literature (IMPACT:IJRHAL)
<b>VOLUME NO.</b>	Volume 8, Issue 1
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2020 5-12
<b>COUNTRY OF ORIGIN</b>	USA
<b>ISI OR SCOPUS</b>	
<b>ABSTRACT</b>	<p>This paper exhibits the importance of literary texts in English language teaching program and considers the explanations why teachers often favor literature as unsuitable to the EFL classrooms. It also delivers a evaluation of notions and research regarding the role of literature in the EFL classroom. These views reflect the historic separation between the study of language and the study of literature, which has led to the limited role of literature in the EFL classroom. However, the use of literary texts can be a powerful pedagogic tool. After a brief summary of the question of using literature in the language classroom, the article debates the explanations for the expiration and renaissance of literature as an input for language classes. The article defines various approaches to teaching literature and delivers a motivational for an unified approach to teaching literature in the language classroom based on the principle that literature is language and language can indeed be literary. This paper also portrays the previous and current methods to teaching literature in language teaching classes.</p>

<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b> Paiker Fatima Mazhar Hameed
<b>PAPER TITLE</b>	EFL students and the art of effective writing: Problems and Solutions
<b>JOURNAL NAME</b>	Global Scientific Journals (GSJ Publishers) Journal of Advance Research in Humanities and Social Science
<b>VOLUME NO.</b>	Volume 7, Issue 12
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 1252-1270
<b>COUNTRY OF ORIGIN</b>	USA, UK, India
<b>ISI OR SCOPUS</b>	
<b>ABSTRACT</b>	<p>This paper focuses on the ways and methods of writing and problems that are being faced by the students in EFL classrooms. This study also sought to investigate to what depth learners are exposed to appropriate academic text varieties. Writing is the most difficult and challenging skill or task. Clear thinking and clear writing go together. Writing involves words, sentences, and paragraphs. Words are the fundamental units of human communication. It is common for feedback on student writing to focus on the need to engage more critically with the source material. Writers attain pleasing diction not by memorizing dictionaries but by wide reading, careful attention to words and love and respect for words. Choosing the right word is more crucial in writing than in speech. The right word in the right place is the rule. The right word is the appropriate word in a given context. The differences in the beliefs that teachers held about the issues in teaching writing, did reflect differences in their practices and approaches and the depth to which learners are exposed to appropriate writing text varieties, that students are not fully exposed to varieties of writing texts. Appropriateness could be grammatical, geographic, temporal and stylistic. In the present scenario people are not properly concentrating on the ways of developing writing skills. One's success is absolutely relying on one's professional writing. It is common for feedback on student writing to focus on the need to engage more critically with the source material. Typical comments from tutors are: 'too descriptive', or 'not enough critical analysis'. This study guide gives ideas for how to improve the level of critical analysis you demonstrate in your writing.</p>

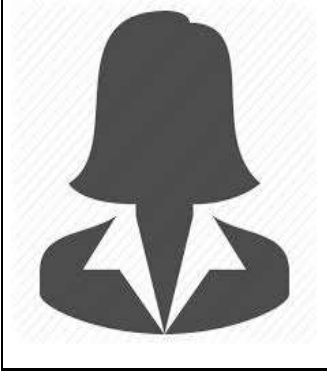
<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b>
<b>PAPER TITLE</b>	Shakespeare's Sonnets: A Critical Study
<b>JOURNAL NAME</b>	Language in India
<b>VOLUME NO.</b>	Volume 9, Issue 12
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 170-177
<b>COUNTRY OF ORIGIN</b>	USA, India
<b>ISI OR SCOPUS</b>	
<b>ABSTRACT</b>	William Shakespeare needs no introduction to the scholars of English generally and poetry especially. As a sonnet writer, he penned 154 sonnets which became extremely popular among the readers of all the ages throughout the world His sonnets are measured a continuation of the sonnet tradition that swept through the Renaissance from Petrarch in 14th-century Italy and was finally introduced in 16th-century England by Thomas Wyatt and was given its rhyming meter and division into quatrains by Henry Howard. With few exceptions, Shakespeare's sonnets observe the stylistic sort of English sonnet—the rhyme scheme, the 14 lines, and therefore the meter. But Shakespeare's sonnets introduce such significant departures of content that they appear to be rebelling against well-worn 200-year-old traditions.[2] Instead of expressing worshipful love for an almost goddess-like yet unobtainable female love-object, as Petrarch, Dante, and Philip Sidney had done, Shakespeare introduces a young man. He also introduces the Dark Lady, who is not any goddess. Shakespeare explores themes like lust, homoeroticism, misogyny, infidelity, and acrimony in ways in which may challenge, but which also open new terrain for the sonnet form. Shakespeare's Sonnets are some of the most fascinating and influential poems written in English.




<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b>
<b>PAPER TITLE</b>	Ethics and English Language Teaching Objectives
<b>JOURNAL NAME</b>	Globus Journal of Progressive Education
<b>VOLUME NO.</b>	Volume 9, Issue 2
<b>YEAR OF PUBLICATION AND PAGE NUMBERS</b>	2019 1-6
<b>COUNTRY OF ORIGIN</b>	India
<b>ISI OR SCOPUS</b>	
<b>ABSTRACT</b>	<p>This paper talks about ethics in the field of teaching and learning process and English Language Teaching beyond its outdated objectives. Besides LSRW skills, sociability, politeness, self-respect, sympathy, honesty and so on, are also essential in conversation, communication and social life. A new and better world cannot be created if these things are ignored in either a speech or a piece of writing. Creating a new better world should be everyone's objective or motive. Consequently, it is the objective of English language teachers also. His role comprises the imbibing human morals in student community. The purpose of this paper is to show that human values are sheathed in the objectives of English language teaching. In order to attain the above purpose, the Dialectical Materialistic method is used. This method supports us study and examine the objectives of English language teaching in the light of rationalism and humanism. This method is valuable being used by Karl Marx.</p>

<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	. Thomas Hardy's 'Tess of the D'Urbervilles'
<b>JOURNAL NAME</b>	LITERARY ENDEAVOUR-A Quarterly International Refereed Journal of English Language, Literature and Criticism
<b>VOLUME NO.</b>	6
<b>ISSUE NO.</b>	2
<b>YEAR OF PUBLICATION</b>	April 2015
<b>COUNTRY OF ORIGIN</b>	INDIA
<b>PAGE NUMBERS</b>	35-39
<b>DOI</b>	ISSN 0976-299X
<b>URL</b>	<a href="http://www.literaryendeavour.com">www.literaryendeavour.com</a>
<b>ABSTRACT</b>	<p>The main objective of this study is to understand trauma and plight of the 17th century society. Thomas Hardy is a famous figure in the literalistic world of modern era. He is almost a world famous writer. However Henry James was to discourage Hardy, Hardy was resistant and strong enough to sustain the Victorian readers' interest. His Wessex novels are simply superb.</p> <p>The best of Hardy's novels are still read everywhere with interest are return of the Native, far from the article is about Hardy's masterpiece Tess of the d' Urbervilles.</p>

<b>AUTHOR NAME(S)</b>	<b>Appalal Abdulgaffar Attar</b>
<b>PUBLICATION TYPE</b>	Research Paper
<b>PAPER TITLE</b>	D.H. Lawrence's Sons and Lovers
<b>JOURNAL NAME</b>	LITERARY ENDEAVOUR-A Quarterly International Refereed Journal of English Language, Literature and Criticism
<b>VOLUME NO.</b>	6
<b>ISSUE NO.</b>	2
<b>YEAR OF PUBLICATION</b>	July 2015
<b>COUNTRY OF ORIGIN</b>	INDIA
<b>PAGE NUMBERS</b>	43-49
<b>DOI</b>	ISSN 0976-299X
<b>URL</b>	<a href="http://www.literaryendeavour.com">www.literaryendeavour.com</a>
<b>ABSTRACT</b>	The highlight of this paper draws the attention by the unconventional presentation of the theme and makes commentary on reverse poets and human beings with realistic look. Lawrence is one the best English novelist. He is only next to Dickens and Hardy in terms of both genius public appeals. Critics are of the view that Lawrence begin when Hardy ends. Perhaps Hardy's influence on Lawrence is quite great. What more Lawrence has written an unusual book on Hardy as he has written one such book on American literature.

<b>AUTHOR NAME(S)</b>	<b>Naifa Awad Al Mutairi</b>	
<b>PUBLICATION TYPE</b>	Research Paper	
<b>PAPER TITLE</b>	Edward Said: Post-Colonial Discourse and Its Impact on Literature	
<b>JOURNAL NAME</b>	Education and Linguistics Research	
<b>VOLUME NO.</b>	Volume 5, Issue 1	
<b>YEAR OF PUBLICATION</b>	2019	
<b>COUNTRY OF ORIGIN</b>	U.S.A	
<b>URL</b>	<a href="http://doi.org/10.5296/elr.v5i1.14287">http://doi.org/10.5296/elr.v5i1.14287</a>	
<b>ABSTRACT</b>	<p>This paper highlights Said's ideology for discerning literary texts that followed the colonial period as a post-colonial discourse. Though some scholars disapprove that notion, Said holds the view that literature is a product of contested social and economic relationships. The West attempts to represent the East and consequently dominates it, not only for knowledge but for political power as well. He assures the worldliness of texts and their interferences with disciplines, cultures and history. Thus, the post-colonial critic should consider the post-colonial literature that might take the form of traditional European literature or the role of the migrant writer in portraying the experience of their countries. The post-colonial theory with its focus on the misrepresentation of the colonized by the colonizer and the former's attitude of resistance, draws new lines for literature and suggests a way of reading which resist imperialist ideologies.</p>	

<b>AUTHOR NAME(S)</b>	<b>Naifa Awadh Al Mutairi</b>
<b>PUBLICATION TYPE</b>	Research paper
<b>PAPER TITLE</b>	Truth: Between the Two Extremes: The Sophists and Socrates
<b>JOURNAL NAME</b>	IJELLS
<b>VOLUME NO.</b>	6
<b>ISSUE NO.</b>	4
<b>YEAR OF PUBLICATION</b>	2018
<b>COUNTRY OF ORIGIN</b>	India
<b>PAGE NUMBERS</b>	103-109
<b>DOI</b>	
<b>URL</b>	<a href="http://www.ijells.com/volume-6-issue-4/">http://www.ijells.com/volume-6-issue-4/</a>
<b>KEY WORDS</b>	Socrates. Sophists. Truth. Dialectic
<b>ABSTRACT</b>	Socrates was an ancient Greek philosopher resembles. The Sophists' on his interest in man but sharply contrasted to them in that they are travelling teachers depending on persuasion and taking the argument that worked best whereas Socrates is a citizen of Athens depending on his dialectic to reveal nothing but the truth that is eternal in contrast to The Sophists' relativism. And The Sophists' teach for a fee but Socrates rejects a price for his inquiry. This fundamental disagreement between Socrates and _The Sophists', on many issues like truth and virtue makes the conflation between the two extremes untenable.

<b>AUTHOR NAME(S)</b>	<b>Elham M. Al-Motairy</b>	
<b>PUBLICATION TYPE</b>	Research Paper	
<b>PAPER TITLE</b>	The Impact of Film on Teaching Vocabulary in Saudi EFL Classrooms	
<b>JOURNAL NAME</b>	Canadian International Journal of Social Science and Education	
<b>VOLUME No.</b>	8	
<b>YEAR OF PUBLICATION</b>	2016	
<b>COUNTRY OF ORIGIN</b>	Toronto, Canada	
<b>PAGE NUMBERS</b>	148-167	
<b>DOI</b>		
<b>URL</b>	<a href="http://docs.wixstatic.com/ugd/b2629b_55f2329290e840fd90b7099e84a55209.pdf">http://docs.wixstatic.com/ugd/b2629b_55f2329290e840fd90b7099e84a55209.pdf</a>	
<b>ABSTRACT</b>	<p>The present study investigates the effect of the use of an English captioned movie clip with Arabic translations of target vocabulary on the development of vocabulary recognition and understanding in EFL undergraduate preparatory level students studying at the Faculty of Art and Science, Al-Methnab, Saudi Arabia. To achieve this goal, 26 Saudi female intermediate level learners from the English Intensive Course were divided into two groups. The participants in each group were exposed to only one of the two treatment conditions: English captions with Arabic translations of target words or no captions. Prior to the viewing of the movie clip, a pretest was administered to both groups to determine the students' knowledge of the target vocabulary. Then, the 'captioned/no captioned' movie clip was presented in one session to both groups respectfully. A week later, the participants of both groups were administered a post-test that evaluated their vocabulary recognition and understanding. The results clearly indicate that the group who watched the captioned movie clip performed better than the no-captions group on the Vocabulary Knowledge Scale test. However, it is worth noting that the t-test results indicate that the difference is statistically insignificant. This study provides pedagogical implication for teachers regarding the implementation of captioned videos in EFL classrooms.</p>	